

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Gordon Hill, Chair, Academic Programs Committee

DATE OF MEETING: May 21, 2009

SUBJECT: **Arts & Science: B.A.Sc. in Environment & Society**

DECISION REQUESTED:

It is recommended:

That Council approve the Bachelor of Arts and Science (B.A.Sc.)
Four-year and Honours programs in the field of specialization of
Environment & Society.

PURPOSE:

The Bachelor of Arts and Science is an academic program at the University of Saskatchewan. New fields of specialization at the major and Honours level must be approved by University Council.

SUMMARY

At its June, 2008 meeting, Council approved the creation of a new degree, the Bachelor of Arts and Science – see the background information attached about this new degree.

The BASC in Environment and Society is the first BASC program to be proposed. This program combines environmental courses in natural sciences, social sciences and humanities in an interdisciplinary framework.

At its April 7 meeting, the Academic Programs Committee received the attached report on the program and discussed it with Associate Dean Tom Steele. The program was recommended for approval following some revisions to the proposal documentation, which have now been made.

ATTACHMENTS: Summary of the BASC degree structure.
Proposal documents for the BASC in Environment and Society

Bachelor of Arts and Science (BASC) background information (as extracted from the report approved by Council June, 2008)

Proposal

The College of Arts & Science proposes to introduce a new degree structure – the Bachelor of Arts & Science (B.A.Sc.) would be a distinct degree type combining the Natural Sciences with studies in the Humanities, Social Sciences, or Fine Arts. This degree builds on the College's strength of being one of the few institutions in Canada with a College of Arts and Science. This places the University in a unique and competitive position to offer a truly inter- and multi-disciplinary degree which spans the Divisions of Humanities & Fine Arts or Social Sciences, and the Division of Science.

The proposed Bachelor of Arts & Science (B.A.Sc.) four-year and honours degree framework provides a vehicle for developing unique and highly competitive new interdisciplinary degrees in a variety of high demand, high priority areas. It is anticipated that new degree may be utilized by proponents wishing to provide programming in areas such as: Health; Biotechnology; and Science, Technology and Society.

Background

The University of Saskatchewan's Integrated Plan, 2003-07, identified interdisciplinary initiatives and programs as key to its future. This commitment also was reflected in the plans of the College of Arts & Science and most of its constituent Departments. This broad-based commitment reflects a growing consensus that interdisciplinary approaches are necessary for achieving a comprehensive and integrated understanding of the many complex issues facing contemporary societies. This helps explain why governments encourage it, research funding agencies support it, and increasingly students and employer demand it.

The University of Saskatchewan's commitment to enhanced interdisciplinarity is not unique. Many Canadian and international universities have focused on developing interdisciplinary approaches in a growing array of research and teaching programs. A few are ahead of the University of Saskatchewan in implementing innovative interdisciplinary programs at both the undergraduate and graduate levels. To date, six universities in Canada offer four-year combined Bachelor of Arts and Science degrees: McGill University; McMaster University; University of Guelph; University of Windsor; Lakehead University (Orillia Campus); and the University of Lethbridge. A brief summary of these programs is provided in *Appendix A: Bachelor of Arts & Science Programs at Canadian Universities*.

Student and Market Demand

The experience of Canadian institutions which have introduced combined Arts & Science degrees indicate that there is considerable unmet demand for such unique interdisciplinary programming. As demonstrated below, the combined degree programs at the universities of McGill, Guelph and Lethbridge have successfully attracted significant student numbers. Equally noteworthy, student enrolment in the combined programs seems not to have come at the expense of existing B.A. and B.Sc. programs.

Quantifying the market demand for the proposed B.A.Sc. structure is somewhat more challenging. Most B.A.Sc. programs are still in their infancy. However, anecdotal evidence from their home institutions suggests that the B.A.Sc. structure is addressing the needs of employers for graduates who have demonstrated the flexibility to think in multiple quantitative and qualitative Arts & Science domains.

At the University of Saskatchewan, initial discussions around health studies - one area that will likely take advantage of the proposed B.A.Sc. structure – have suggested that a variety of career options would be available to graduates. The Saskatchewan Health Region has indicated graduates of B.A.Sc. in Health Studies would be valuable and possibly preferred recruits into their organization – there is an increasing

demand for employees with both a broad systems understanding of health and a basic/life science background. Alternatively, B.A.Sc. graduates would be potential recruits for the new Masters of Public Health or the long-standing M.A. in Geography.

The B.A.Sc. is being proposed as a framework for developing interdisciplinary programs in several priority areas, including, Health; Biotechnology; and Science, Technology and Society. Programs developed within the B.A.Sc. structure are expected to incorporate courses that integrate knowledge and research experiences from the science and arts domains which comprise the thematic focus of the program. As these programs come forward, the proponents will be challenged to identify the career and academic opportunities available to their graduates.

Proposal for Curriculum Change University of Saskatchewan

[as revised following April 7, 2009 Academic Programs Committee meeting]

1. PROPOSAL IDENTIFICATION

Title of proposal: B.A.Sc. Environment and Society

Degree(s): Bachelor of Arts and Science (B.A.Sc.)

Field(s) of Specialization: Environment and Society

Level(s) of Concentration: 4-Year Option(s): Honours

Degree College: Arts and Science Department: Geography and Planning

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Tom Steele

Associate Dean, Undergraduate Affairs College of Arts & Science

966-4315

tom.steele@artsandscience.usask.ca

Scott Bell

Associate Professor, Department of Geography and Planning

966-5676

scott.bell@usask.ca

Date: March 10, 2009

Approved by the degree college and/or home college:

January 14, 2009 – Division of Social Science

March 6, 2009 – Division of Science

Proposed date of implementation: September 2009

2. Type of change

Requiring approval by Council

A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program

Proposal Document

3. RATIONALE

The B.A.Sc. program is now available at the University as a framework to construct degrees.

The purpose of the B.A.Sc. model, within the context of our Department, is to combine the natural and social sciences in a single degree program based on our current course offerings. Adopting the text of the College B.A.Sc. proposal, the degree option “provides a vehicle for developing unique and highly competitive new interdisciplinary degrees in a variety of high demand, high priority areas.” Further, the B.A.Sc. model “reflects a growing consensus that interdisciplinary approaches are necessary for achieving a comprehensive and integrated understanding of the many complex issues facing contemporary societies.”

The B.A.Sc. is a distinct type of program, in that it requires students to study across both the natural and social sciences. In doing so, a student completes *both* the traditional Arts *and* Science distribution requirements. In a discipline such as geography, we believe this to be a fitting model and one that will not only attract a large number of students but also generate superior students.

B.A.Sc. Program in our Department

The sub-committee proposes a “B.A.Sc. in Environment and Society” alongside the current B.A. degree in Geography, the B.Sc in Geography and the B.A. degree in Planning. The Environment and Society B.A.Sc will be a unique degree program on campus – the only one that provides a true integrative perspective on physical and human systems as they pertain to the environment.

The program description explains the basic B.A.Sc. degree distribution requirements and a model for the B.A.Sc. Environment and Society that will not require additional resources from the department of Geography and Planning while taking advantages of strengths and opportunities found across the College and Arts and Science.

Important Notes:

- This framework was not based solely on Geography and Planning’s current list of courses; we have tried to leverage other departmental offerings in the college to create an innovative and meaningful program
- The emphasis is on identifying various “areas” based on current faculty interests and complementary opportunities offered outside the department.
- Developing skills and knowledge that we think will be important for students with interests in the Environment was considered central.
- Course prescription from the first year on was based on finding a balance between preparing students for necessary senior courses (policy, methods, theory, and content) without being overly prescriptive.

The APC has specified 5 areas they would like new programs to acknowledge:

Required junior classes:

Geography 120 and 130
Sociology 111 and/or 112
Political Studies 111
History 151 or 152
Philosophy 140
English 110 or 114

Required Senior classes:

Geography 222 and 280
Political Studies 226 (policy)
History 290 or Philosophy 226 (humanities: history or philosophy)
Sociology 232 (or equivalent qualitative methods course)
Geography 322

Learning Outcomes:

Students in this program are asked to take a suite of courses across several disciplines with an organizing environmental theme. Courses in geography and the environment are required to provide methodological foundation and the organizational framework for coursework in non-environmental disciplines. Methods, Theory, and Policy are the tools of environmental practice and are brought together from the relevant departments. Integrative courses in the environment are intended to provide students the opportunity to practice what they have learned from both environmental and non-environmental courses offered outside the department of geography and planning.

Organizational and Advising responsibilities:

This program will be administered by the department of geography and planning and this departmental home will be where all advising will be conducted.

How the program will be marketed to attract high quality students:

Students from across the university and college will be attracted to this program due to its interdisciplinary structure and its focus on the environment. Without the additional burdens of required geography courses that are present in other geography and planning degrees the BAsC will necessarily require students to step outside the department to develop the practical skills required to work with environmental themes.

Employment or additional study opportunities:

Faculty from the department of geography and planning are funded by all three of the tri-council funding agencies. Members of our department also have research support from provincial, local, and private funding agencies. We anticipate students in this program will have diverse opportunities to work on research projects in the natural sciences, social sciences, as well as interdisciplinary projects.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The following calendar/program description follows the B.A.Sc. template that was approved by Council June 2008.

The B.A.Sc. in Environment and Society will provide students an interdisciplinary program that prepares them for employment or further study in a broad range of areas related to the Environment. Through exposure to natural science, social science, and humanities perspectives related to the environment students will develop an understanding of environmental science, resource management, environmental philosophy, policy, and environmental studies.

4-Year B.A.Sc. and 4-year Honours Environment and Society

The B.A.Sc. in Environment and Society will provide students an interdisciplinary program that prepares them for employment or further study in a broad range of areas related to the Environment. Through exposure to natural science, social science, and humanities perspectives related to the environment students will develop an understanding of environmental science, resource management, environmental philosophy, policy, and environmental studies. Honours students must have a 70% CWA overall and in their major in order to apply to the Honours program. Students must maintain this average through completion of the degree. There are no additional course requirements for the Honours degree.

Science Distribution Requirements (18 credit units)

- A. Computer Science – CMPT 111.3, 115.3
- B. Physics and Astronomy – ASTR 101.6; PHYS 115.3, 117.3 or 125.3, 128.3
- C. Chemistry – CHEM 112.3, 115.3, 250.3
- D. Earth Science – GEOG 120.3*; GEOL 121.3, 122.3
- E. Biological Science – BIOL 120.3, 121.3
- F. Mathematics/Statistics: MATH 110.3, 112.3, 116.3, 125.3, 264.3; STAT 245.3, 246.3; PLSC 314.3; or other introductory statistics

Students in the B.A.Sc. will be asked to complete the following courses towards meeting the above requirements:

- D. Earth Science: GEOG 120.3
- E. BIOL 121.3 or 228.3
- F. MATH 125.3 and one of STAT 245.3 or PLSC 314 (in prep for GEOG 302)

These required science courses may be adjusted in future years as national accreditation of environmental programs become more clear

Arts Distribution Requirements (18 credit units)

- Social Science: GEOG 130.3*; SOC 111.3 and/or 112.3; POLS 111.3
- Humanities: HIST 151.3 or 152.3; PHIL 140.3
- Language Eng 110.6 or ENG 114.3

*Geography 120 and 130 are required and should be used to fulfill distribution requirements

Major Requirements (minimum 54 senior credit units with at least 12 credit units at the 300+ level)

Integrative Interdisciplinary:

GEOG 222.3 Introduction to Geomatics

GEOG 280.3 Environmental Geography
GEOG 302.3 Quantitative Methods in Geography
GEOG 322.3 Introduction to Geographic Information Systems
GEOG 495.3 History of Geographic Thought
or LUEST 400.3 Field Training in Environmental Management

Natural Science: 24 senior credit units

At least 9 credit units from the following (both lists combined) must be at the 300 level or above.

Category A: Principles of the Physical Environment (21 credit units)

- Hydrology: GEOG 225.3 (Hydrology of Canada), 325.3 (Principles of Fluvial Systems), 328.3 (Groundwater Hydrology), 427.3
- Climatology GEOG 233.3 (Introduction to Weather and Climate). 332 (Climate Change Impacts and Mitigation)
- Vegetation: BIOL 228.3 (An Introduction to Ecology and Ecosystems), 324.3 (Plants and Human Affairs); GEOG 271.3 (Regional Biogeography), 273.3 (Principles of Biogeography)
- Geomorphology GEOG 235.3 (Process Geomorphology), 335.3 Glacial Geomorphology)
- Northern environments BIOL 312.3 (Life in the North); GEOG 351.3 (Northern Environments)
- TOX 301.3
- EVSC 220.3 Environmental Soil Science

Category B: Tools and Applications (3 credit units)

- GEOG 290.3 Field Methods and Lab Analysis
- GEOG 320.3 (Cartography), 323.3 (Remote Sensing)
- GEOG 423.3 (Advanced Remote Sensing)
- *EVSC 203.3 Sampling and Laboratory Analysis

Social Sciences, Humanities, Fine Arts: 24 senior credit units (9 credit units of the following MUST be at the 300 level or above).

- POLS 226.3 (Canadian Public Policy)
- HIST 290.3 (Environmental History) or PHIL 226.3 (Environmental Philosophy)
- SOC 232.3 Methods of Social Research

Select the remaining credit units from:

- Principles of Environment and Society
- GEOG 385.3 Analysis of Environmental Management and Policy Making
- GEOG 386.3 Environmental Impact Assessment
- GEOG 364.3 Geography of Environment and Health
- GEOG 381.3 Geography of Northern Development
- GEOG 485.3 Critical Issues in Environmental Management
- GEOG 486.3 Research Seminar in Environmental Impact Assessment

ECON 277.3 Economics of the Environment
GEOG 240.3 Sustainable Cities
GEOG 340.3 European Heritage of our Built Environment
GEOG 341.3 Urban Planning and Geography
Or other classes approved by your undergraduate advisor (a faculty member in Geography).

Electives (30 credit units)

Required Cognate Course(s): GEOG 125.3, Environment and Society

Electives as required to complete the requirements for 120 credit unit 4-year program subject to the condition that not more than 54 cu may be at the junior level; at least 66 cu must be at the 200 or higher level.

5. RESOURCES

The Department of Geography and Planning does not anticipate this program requiring additional resources from our department.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Department of Geography and Planning has been in contact with the departments whose courses this program is most likely to impact (Political Studies, Sociology, History, and Philosophy). All but History has responded, each of the respondents has indicated there is normally room for extra students in the courses we have listed as required. The Department has in turn accommodated their request to observe course pre-requisites by listing the 100 level courses as recommended for the non-science distribution requirements.

Copies of all consultations are attached.

7. BUDGET

Budget form attached.

College Statement

From Tom Steele, Associate Dean, College of Arts & Science

The College of Arts and Science is eager to offer its first B.A.Sc. degree and sees enormous benefit to students looking to enhance their knowledge and enter a field of environmental studies. The B.A.Sc. in Environment and Society is an inter- and multi-disciplinary degree which spans the Divisions of Social Sciences and the Division of Science. The College supports this initiative as part of its role in supporting the Integrated Plan for unique interdisciplinary initiatives involving current issues faced by today's societies, providing new opportunities for students, and strengthening recruitment and retention efforts.

This proposal was developed by Dr. Scott Bell and approved by the department's undergraduate committee and department as a whole. It was circulated in the October 2008 College Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Division of Science on March 06, 2009 and the Division of Social Sciences on January 14, 2009.

Related Documentation

The University of Saskatchewan's Integrated Plan, 2003-07, identified interdisciplinary initiatives and programs as key to its future. This commitment also was reflected in the plans of the College of Arts & Science and most of its constituent Departments. This broad-based commitment reflects a growing consensus that interdisciplinary approaches are necessary for achieving a comprehensive and integrated understanding of the many complex issues facing contemporary societies. This helps explain why governments encourage it, research funding agencies support it, and increasingly students and employers demand it.

The following citation from the document "Renewing the Dream" (2002) situates the importance to the University of Saskatchewan of interdisciplinary and multi-disciplinary programming. (Section 2: Academic Pre-eminence, page 4):

"Thanks to our founders' vision of combining the liberal arts, science, agriculture, engineering, health sciences and other professional colleges on one campus, we are particularly well placed to lead in innovative areas of interdisciplinary and multi-disciplinary programming. It is in such areas, at the interfaces of traditional disciplines, where solutions will be found to our world's most pressing challenges. In an institution such as ours, with many small departments, multi-disciplinary work can also establish "virtual critical mass" to tackle problems and obtain funding. We have already established a commanding presence in the study of co-operatives, infectious diseases, and plant, animal, and human genomics — to name just a few — while new initiatives in areas such as biotechnology, indigenous peoples and justice, northern ecosystems toxicology, structural biology, and the health sciences network are poised to integrate disciplines and attract top-calibre faculty."

WORKSHEET

Criteria for Evaluation of Program Proposals: Academic Programs Committee of Council

Program: _____ B.A.Sc. Environment and Society _____

Discussion Leaders: _____ A.J. Remillard _____

Expected Contents of the Program Proposal Document:

1. **Proposal Identification**
 2. **Type of change**
 3. **Rationale** (Program objectives, Need for the program, Demand, Uniqueness, Expertise of the sponsoring unit; Relationship to college plans and to SPR or other review recommendations)
 4. **Description of Program Characteristics** (Draft Calendar entry, program template; Consultation Form with Registrar)
 5. **Resources** (Impact on resources used by existing programs; Whether the program be handled within the existing resources of the department or college; How any required new resources will be found; Memo from Dean about resources; Consultation Forms if required for Information Technology, Physical Requirements, Library)
 6. **Relationships and Impact of Implementation** (Impact on department activities, on students, and on other departments or colleges; Consultation process; Consultation memos)
 7. **Budget** (Whether budget allocations within the department or the college will change; Consultation with College Financial Analyst; Budget Form if required)
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Worksheet for Review of the Proposal:

Program Justification

- **Is the rationale and objectives for the program or the change in program clearly stated?**

Yes. The B.A.Sc program has been approved as a framework to construct degrees. Its purpose is to combine the natural and social sciences in a single degree program and is also based on current course offerings. The B.A.Sc. model reflects a growing consensus that interdisciplinary approaches are necessary for achieving a comprehensive and integrated understanding of the many complex issues facing contemporary societies. The objectives however are very broad.

- **Is the program unique in content and/or approach?**

Yes. It is a distinct program that requires the students to study across both the natural and social sciences.

It is hoped this model will not only attract large number of students but also generate superior students.

- **Is the program relevant to the mission and objectives of the University?**

Yes. The University of Saskatchewan's integrated Plan 2003-07 identified interdisciplinary initiatives and programs as key to its future. This commitment also was reflected in the plans of the College of Arts & Science and most of its constituent departments.

- **Is there evidence of demand for the program?**

It is hard to tell at this early stage the demand for the program. The documentation does state “interdisciplinary approaches are necessary for achieving a comprehensive and integrated understanding of the many complex issues facing contemporary societies. This helps explain why governments encourage it, research funding agencies support it and increasingly students and employers demand it”. However references to support those statements were not provided.

- **Is the program appropriate to a university?**

Based on the response to the above questions, I believe the program is most appropriate to the university.

Nature of the Program

- **Is the curriculum designed to meet the objectives of the program?**

At this point the objective of the program is fairly broad which is to integrate the natural and social sciences in the areas of environment and society. The curriculum is designed to accomplish that.

- **Do the instructional methods and philosophies match the program objectives?**

Unable to assess. Currently core courses have been identified and optional courses have been listed. Specific instructional methods and philosophies have not been discussed in detail. The course selections were based on their content for supporting the two main themes; environment and society.

- **Does the program encourage the development of broadly informed, reflective and literate minds capable of independent and critical thinking?**

Unable to assess. Only courses have been identified. I assume that in addition to the main themes, the courses selected will also be able to provide or test the necessary attributes listed above.

- **Does the program include opportunities for synthesis, application, and integration of knowledge within and between disciplines?**

Yes there are numerous disciplines in both the natural and social sciences involved in this proposal. The major discipline is in Geography and Planning, the home department.

- **Is the program current, both in content and modes of instructional delivery, and responsive to changes in the discipline?**

Since this is the initiation of a new Field of Specialization, I assume the program will be current (although specific outcomes have not been identified) and changes can only occur after a program has been in place for a while.

- **Does the curriculum reflect the goals of education equity?**

These goals were not specifically stated.

- **Does the curriculum provide sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives)?**

Actually the proposal if anything might be too flexible. Only seven 3-credit courses are required at the junior level and six 3-credit courses in the senior class. The rest of the courses or optional

and/or electives for a total of 120 credit units. I would recommend that the program be tightened a little bit (ie. identify more core courses) at the beginning and revisit the program later for any changes.

I would strongly recommend that course titles accompany course numbers since it is very time consuming to review a course calendar even if one can find a dated one.

- **Does the program meet or exceed accreditation and/or national standards (if they exist)?**

There is some mention in the correspondence from biology that a national accreditation program for environmental programs was on the horizon but nothing formalized so far. The correspondence does recommend the program be developed once these standards are in place.

- **Is the proposed program comprehensive and cohesive?**

I would say the program is comprehensive but I am not convinced it is very cohesive. There are too many options/combinations proposed.

Relationships

- **How does the program relate to existing programs? Is there duplication? If so, is there justification for proceeding?**

This is a new Field of Specialization that does not relate to any existing program. However other departments such as biology have an interest in developing environmental programs but are waiting for some accreditation standards to be developed.

- **Has there been consultation with other Colleges/departments/units or interested parties and is there evidence of their support? If there is a lack of support, is there justification to proceed?**

Consultation (from the material available to me) can only be described as being underway and is by no means complete. E-mails have been sent out to sociology, biology, history, philosophy and political science. The only responses have been from biology who has expressed much concern and political science only to say they will be offering the required course but did not specifically endorse the proposal. At this point there is no justification to proceed.

- **Has the transition between the new and previous programs been articulated and its impact on students been considered?**

Not applicable since this is a new program.

- **Is the program within the domain of expertise and administrative purview of the sponsoring unit?**

The domain is within the expertise of the sponsoring unit. It appears that administrating it will not be a major concern as the maximum enrollment will be only 20 students.

- **What response to the proposal, if any, has been provided by professional associations or the community?**

There is no evidence the proposal was submitted to any professional associations.

Resources

- **Are there sufficient numbers of appropriately qualified faculty and staff to support the program?**

Yes. The proposal states it will not require additional resources from the department of Geography and Planning while taking advantages of strengths and opportunities found across the College of Arts & Science.

- **Are the necessary resources and structures available to support the program (e.g. space, laboratories, library, computing, equipment and administrative structure)?**

No additional resources are required. Existing library resources and serial titles can support this program.

- **Is another program being deleted by the sponsoring unit as part of the proposal? Are there other internal trade-offs?**

No changes or deletions will take place

- **Budgetary areas: full costing of resource requirements (capital and start-up costs; permanent operating costs); sources of funding; enrolment (tuition revenue) - enrolment increases and decreases in courses in the sponsoring college/department, and in courses in the other colleges/departments**

A budget has not been prepared at this time

Overall

- **Given the information supplied, the responsibility to balance academic and fiscal considerations, and the University's overall objectives, plans, and priorities, should this proposal be recommended to Council for approval?**

This proposal is not ready to be recommended for Council approval. There needs to be more discussion on the course proposals with members of APC and a discussion on more specific objectives. The consultation process with other departments is far from being complete.

- **What are the College's plans for its future direction or development (in this area)? How does this proposal fit into college and university plans?**

As previously addressed, the proposal fits well into the college and university plans.

- **How will this proposal foster excellence in teaching, research, scholarly and artistic work, public service and extension?**

This proposal will graduate students with a unique degree...one that provides a true integrative perspective on physical and human systems as they pertain to the environment. The environment is a hot topic and there appears to be a demand to educate students in a broader more interdisciplinary approach. This can only foster excellence in teaching, research, scholarly and artistic work, public service and extension?

- **How does the College propose to evaluate the effects of implementing this proposal?**

Evaluating the effects of this proposal was not addressed in the document.

- **What is the likely impact of the proposed program on the sponsoring College /Department?**

As previously mentioned this is a unique program holding a lot of promise.

- **What is the likely economic impact, if any, of this proposed program on the Province?**

The environment is a current and important issue. This program is likely to provide graduates with more funding and employment opportunities which can lead to a positive economic impact.

- **What is the track record of the sponsoring college(s) in managing their academic and fiscal affairs (as evidenced by recent systematic program reviews and graduate program reviews)?**

Question deferred as I did not have access to the SPR review. However, as the university's biggest College, I am confident in their ability to manage their academic and fiscal affairs.

- **Should the Committee request a post-approval program review?**

Yes I believe a post-approval program review is an important exercise especially for new programs.

Any Other Issues?

I strongly support the proposal. It is a unique interdisciplinary program that fits very well into the College's and University's Integrated plan. There are some important issues that have to be addressed before APC approval can be granted.

[attach memo package]

From: [Bell, Scott](#)
To: [Fornssler, Cathie](#);
Subject: FW: Re:
Date: Friday, May 08, 2009 11:05:34 AM

Scott Bell
Associate Professor, Geography
University of Saskatchewan
117 Science Place, Saskatoon, SK S7N 3C8
ph. (306)966-5676 fax (306)966-5680

-----Original Message-----

From: Sarah Hoffman [<mailto:sarah.hoffman@usask.ca>]
Sent: Wednesday, May 06, 2009 1:03 PM
To: Bell, Scott
Subject: Re:

Dear Scott,

There certainly is nothing in the proposed program that the Department of Philosophy objects to. It seems a good addition to the University's offerings and as such we support it. As to the inclusion on Phil 226 Environmental Philosophy as an option in the program, this should present no difficulty for our Department. We typically offer at least two sections of Environmental Philosophy each year, with enrollment limits of 50 students. I expect this would provide enough room for students in the new BASC program, unless their numbers turn out to be in the hundreds rather than the tens.

Sarah Hoffman
Department Head
Associate Professor
Department of Philosophy
University of Saskatchewan
sarah.hoffman@usask.ca
ph: 306-966-6624
fax: 306-966-2567

From: [Bell, Scott](#)
To: [Fornssler, Cathie](#);
Subject: FW: Bachelor of Arts and Science, Environment and Society
Date: Friday, May 08, 2009 11:04:38 AM
Attachments: [Dr Dan Pennock.vcf](#)

Scott Bell
Associate Professor, Geography
University of Saskatchewan
117 Science Place, Saskatoon, SK S7N 3C8
ph. (306)966-5676 fax (306)966-5680

From: Pennock, Daniel
Sent: Monday, May 04, 2009 2:12 PM
To: Bell, Scott
Subject: RE: Bachelor of Arts and Science, Environment and Society

Scott:

Thank you for the opportunity to review the proposed B. A. Sc. Environment and Society. This appears to be a very useful addition to the university's range of environmental programs.

I have appended a few courses below that would appear to be useful as electives for students in the new program. All would be readily accessible (in terms of prerequisites).

Dan Pennock

From: [Bell, Scott](#)
To: [Fornssler, Cathie](#);
Subject: FW: BASC Program in Environment and Society
Date: Friday, May 08, 2009 11:04:55 AM

Scott Bell
Associate Professor, Geography
University of Saskatchewan
117 Science Place, Saskatoon, SK S7N 3C8
ph. (306)966-5676 fax (306)966-5680

-----Original Message-----

From: Terry Wotherspoon [<mailto:terry.wotherspoon@usask.ca>]
Sent: Thursday, May 07, 2009 2:59 PM
To: Bell, Scott
Subject: Re: BASC Program in Environment and Society

Hi Scott,

As I had indicated in our previous consultations on the proposed BASC Program in Environment and Society, I have discussed this matter with our Undergraduate Studies Chair, and am pleased to indicate that Sociology supports this request to include SOC 232.3 as a required course in the program. We offer several sections of this course in all terms throughout the year. This initiative is likely to provide useful options for students wishing to pursue relevant areas of interdisciplinary programming. Please note that SOC 111.3 and SOC 112.3 (or previous credit for SOC 110.6) are prerequisites for SOC 232.

Sincerely,

Terry Wotherspoon, Head
Department of Sociology

>

From: tracy.marchant@usask.ca
To: [Bell, Scott;](#)
cc: [Sandra Paradis;](#)
Subject: Accreditation Issues & Environment Undergrad Programs
Date: Monday, April 20, 2009 11:46:50 AM

Hi Scott:

The Department of Biology is fully supportive of the development of the BASC in the environment. We greatly appreciated the opportunity to work with Geography to refine your BASC program and our own Environmental Biology proposal.

With regard to the accreditation issues, there has been nothing formalized at the national level, although talks continue. Dan Pennock from the College of AGBI has been attending these national meetings and providing us with updates.

I gather from Dan's reports to us that there are likely to be some modifications to the accreditation criteria proposed a couple of years ago. Importantly, it seems likely that the accreditation procedures/guidelines will be sufficiently flexible to encompass the various environmental programs that are being proposed/approved here at the U of S.

It is always possible that some adjustments to our programs will be needed once the accreditation standards are finalized. However, until these standards are finalized, it is impossible to design programs right now that will fit perfectly with the accreditation standards. National accreditation is so far off in the future that new programs should be encouraged to move forward with an allowance that they be prepared to respond to future accreditation structures.

We are certainly proceeding with our BSc in Environmental Biology proposal without the national accreditation standards in place. I certainly hope that all of the new environmental undergrad programs here at the U of S won't be delayed pending development of something that is essentially out of our control.

Cheers,

Tracy Marchant
Chair
Biology UAC

From: Bell, Scott
Sent: Friday, September 19, 2008 9:04 AM
To: 'terry.wotherspoon@usask.ca'
Subject: Soc 232 for a new BASc in Environment and Society

Terry,

I am a professor of geography and am heading up our undergrad affairs committee this year. Our department is proposing a new BASc (in arts and science) in Environment and Society. We would like to list your course, Soc 232 in the list of courses that students can take to satisfy the senior social science and humanities requirements of our program. If this course is delivered every year it might be listed as a required course. We want a good mix of skill development and students will be taking both qualitative and quantitative courses. We are eager to have students in this program delve into the methods you offer.

If this is something you are willing to support I would also like to ask you to reply via email in such a way that the email message could be added to our submission to show your department's support of the proposal (in as much as you know we are including this course). We are going to do everything we can to be a bit more prescriptive about distribution requirements (at least by suggesting specific courses) so we can try to deal with potential pre-requisite issues.

Thank you for your consideration,

Best,
Scott.

Scott Bell

Associate Professor, Geography

University of Saskatchewan

117 Science Place, Saskatoon, SK S7N 3C8

ph. (306)966-5676 fax (306)966-5680

Email from Scott Bell November 19th at 8:47am

Addressed to Sandra Paradis, Tracy Marchant, and Karen Weibe

Sandra,

Tracy, Karen, and I had a great meeting last Thursday and have agreed that the attached program meets both of our departments expectations for a BAsC in Environment and Society.

Geography and Planning has added BIOL 121.3 or 228.3 to the list of requirements that will also meet distribution requirements. Students choosing 228 will likely have to take it in year 2 of their program.

We have also added BIOL 228 and 324 as options under the major requirements.

Across all disciplines (by my count) we currently require 19 3 CU courses.

In the future Geography and Planning will consider new 400 level courses in BIO, EVSC, or other environmental program that might help us meet the integrative interdisciplinary component of the degree at the 4th year level.

Scott Bell

Associate Professor, Geography

University of Saskatchewan

117 Science Place, Saskatoon, SK S7N 3C8

ph. (306)966-5676 fax (306)966-5680

From Tracy Marchant - BIOL
11/4/2008 10:34 AM

Hi Scott & Dirk:

The Biology Department Undergrad Affairs Committee recently reviewed the new program proposal for a BASC in Environment & Society. As you know, Biology has had a long-standing history of participating in

environmental programming through LUEST, in addition to the natural importance of our discipline in environment-related matters.

The Environment & Society proposal suggests our department will be impacted but indicates that we were not consulted. However, we appreciate the opportunity to comment on the proposal and raise questions through the College Challenge process, as follows:

1. An attempt was made a year or so ago to develop a common platform to guide environmental undergraduate programming on campus. Although the platform was/is not a formally approved structure, it is our belief that the platform contains a useful pedagogic model through which environmental programs can be developed.

This platform also took into account the fact that a national accreditation program for environmental programs was on the horizon and was built around several core competencies likely to be required in the accreditation process.

Given that this national accreditation program seems to be moving forward, the Department of Biology is of the opinion that programs dealing with the environment at the U of S should be developed with future accreditation requirements in mind. To that end, how does the Environment & Society program proposal meet the core competencies outlined in the common platform document? Is it likely to meet the accreditation standards being discussed nationally?

2. Students who might complete an Environment & Society program as it is currently proposed are not required to include any BIOL courses in their program. The only BIOL courses mentioned in the program are BIOL 120 & 121, listed as options under C1. It is the opinion of the Department of BIOL that the failure to require any BIOL courses is a serious flaw in the program proposal. Basic understanding of the biological world is a core competency likely to be required during accreditation. Our suggestion is that BIOL 121(Diversity of Life) and BIOL 228 (Introduction to Ecology & Ecosystems) be required elements in the program. Other BIOL courses that would be appropriate to list as natural science options include BIOL 312 (Life in the North) and BIOL 324 (Plant & Human Affairs).

3. It is not clear to us how this program proposal differs in substantive ways from the current GEOG programs. Such clarification would be useful to us.

4. What is the fate of the current LUEST program? The Department of Biology is in the process of finalizing a new program on Environmental Biology. Given that there seems to be little interest/resources available to continue with LUEST in the College, we think it appropriate that the fate of LUEST be discussed as new environmental programs are proposed in the College.

We would be happy to discuss these issues with the Department of Geography.

Given that tomorrow is the last date for comments to be received through the College Challenge process, we propose that the approval of the Geography & Society program be deferred until such time as we can meet about these issues. Harley Dickinson's recent email about the ECO National working group also suggests that there is an opportunity to

revisit the environmental platform concept of better cross-college/unit coordination of environmental programming on the U of S campus.

Sincerely,

Professor Tracy Marchant
Chair, Undergraduate Affairs Committee
Department of Biology

From: Bell, Scott
Sent: Thursday, September 18, 2008 1:32 PM
To: 'bill.waiser@usask.ca'; 'geoff.cunfer@usask.ca'
Subject: courses in environmental history for a new BAsC in environment and society

Bill and Geoff,

I was wondering if you could give me a list of your environmental history courses. We are developing a BAsC in our department on Environment and Society and would like to require a few courses. One of these will be in history, I hope. If you could write your email in a form that I could include it in our submission to the college programs committee that would be great. You could also indicate which courses (200 level I would assume) are offered every year (not necessarily by the same person).

Best,

Scott.

Scott Bell

Associate Professor, Geography

University of Saskatchewan

117 Science Place, Saskatoon, SK S7N 3C8

ph. (306)966-5676 fax (306)966-5680

From: Bell, Scott
Sent: Thursday, September 18, 2008 1:49 PM
To: 'mpoellet@stmcollege.ca'; 'sarah.hoffman@usask.ca'
Subject:

Michael and Sarah,

I am a professor of geography and am heading up our undergrad affairs committee this year. Our department is proposing a new BAsC (in arts and science) in Environment and Society. We would like to list your course, phil 226 in the list of courses that students can take to satisfy the social science and humanities requirements of our program. If this course is delivered every year it might be listed as a required course.

If this is something you are willing to support I would also like to ask you to reply via email in such a way that the email message could be added to our submission to show your department's support of the proposal (in as much as you know we are including this course).

Thank you for your consideration,

Best,
Scott.

Scott Bell

Associate Professor, Geography

University of Saskatchewan

117 Science Place, Saskatoon, SK S7N 3C8

ph. (306)966-5676 fax (306)966-5680

-----Original Message-----

From: Bell, Scott
Sent: Thursday, September 18, 2008 2:06 PM
To: 'Joseph Garcea'
Subject: RE:

Joe,

We will certainly be listing a large number of options and 328 was on that list. I am most interested in nailing down those courses that have the greatest potential to benefit students in the program and are offered consistently. I'd like to require a policy, I go so far as to say I'd like to require just one (like yours) to keep some consistency. Would you be adverse to students who might be in 2nd or 3rd year taking your course with less than the pre-requisites? Now that I look online it appears there are not pre-reqs, that's even better.

Best,

Scott.

Scott Bell
Associate Professor, Geography
University of Saskatchewan
117 Science Place, Saskatoon, SK S7N 3C8
ph. (306)966-5676 fax (306)966-5680

-----Original Message-----

From: Joseph Garcea [<mailto:joe.garcea@usask.ca>]
Sent: Thursday, September 18, 2008 1:58 PM
To: Bell, Scott
Subject: Re:

Scott:

Yes, this is a course that invariably is offered every year. If it happens that we cannot offer it every year, it would certainly be offered every other year. This is one of our core courses for the Public Administration and Aboriginal Public Administration Programs so we tend to offer them.

Another course that you may want to consider as a free elective is POLS 328.3 Public Policy Analysis. Students learn to produce Issues and options paper and other governmental decision-making papers (e.g., cabinet memos). The substantive focus of their papers is generally left up to them.

Best wishes.
Joe

From: Bell, Scott
Sent: Thursday, September 18, 2008 1:52 PM
To: 'joe.garcea@usask.ca'
Subject:

Bell, Scott wrote:

>
> Joe,
>
> I am a professor of geography and am heading up our undergrad affairs
> committee this year. Our department is proposing a new BASc (in arts
> and science) in Environment and Society. We would like to list your
> course, POLS 226 in the list of courses that students can take to
> satisfy the social science and humanities requirements of our
> program.
> If this course is delivered every year it might be listed as a
> required course. We are eager to have students in this program delve
> into policy issues.
>
> If this is something you are willing to support I would also like to
> ask you to reply via email in such a way that the email message could
> be added to our submission to show your department's support of the
> proposal (in as much as you know we are including this course).
>
> Thank you for your consideration,
>
>
> Best,
>
>
> Scott.
>
> *****
>
> Scott Bell
>
> Associate Professor, Geography
>
> University of Saskatchewan
>
> 117 Science Place, Saskatoon, SK S7N 3C8
>
> ph. (306)966-5676 fax (306)966-5680
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> *****
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