
AGENDA



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of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 15 January 2025
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 22 January 2025

A meeting of Executive of Council is scheduled for 22 January 2025, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who chose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of 27 November 2024 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
 - 5.1 2025-2026 Executive of Council Meeting Schedule, *For Information*, Appendix I, p. 3
6. **Report from Committees of Council**
 - 6.1 Consent Items, Appendix II, pp. 4-23
 - 6.2 Joint Item – Council Committee on the Faculty of Graduate Studies and Research and Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 24-26
 - 6.3 Council Committee on the Faculty of Graduate Studies and Research, Appendix IV, pp. 26-43
 - 6.4 Council Committee on Undergraduate Admissions and Studies, Appendix V, pp. 44-139
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Education
 - 7.1.3 Faculty of Engineering and Applied Science
 - 7.1.4 Faculty of Graduate Studies and Research
 - 7.1.5 Faculty of Kinesiology and Health Studies
 - 7.1.6 Faculty of Media, Art, and Performance
 - 7.1.7 Faculty of Nursing

AGENDA



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- 7.1.8 Faculty of Science
 - 7.1.9 Faculty of Social Work
 - 7.1.10 Centre for Continuing Education
 - 7.1.11 La Cité universitaire francophone

8. Reports from Faculties, Academic Units, and Federated Colleges

9. Other Business

10. Adjournment

EXECUTIVE OF COUNCIL MEETING SCHEDULE

Executive of Council Meetings 2025-2026

All meetings are from 2:30-4:30 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

Meeting Dates

Wednesday, September 24, 2025
Wednesday, October 22, 2025
Wednesday, November 26, 2025
Wednesday, January 28, 2026
Wednesday, February 25, 2026
Wednesday, March 25, 2026
Wednesday, April 22, 2026
Wednesday, May 27, 2026
Wednesday, June 24, 2026

Deadline for Agenda Items

Friday, September 12, 2025
Friday, October 10, 2025
Friday, November 14, 2025
Friday, January 16, 2026
Friday, February 13, 2026
Friday, March 13, 2026
Friday, April 10, 2026
Friday, May 15, 2026
Friday, June 12, 2026

UNIVERSITY OF REGINA
Executive of Council

Subject: Consent Items

Item(s) for Decision:

In order to increase meeting efficiency, items that are straightforward and likely not requiring discussion have been placed in “Consent Items.” Items found in the consent items will require one motion (omnibus) from Executive of Council. If a Council member has a question or feels an item should be discussed they should notify the University Secretary in writing, at least two business days prior to the meeting to ensure individuals with the relevant expertise are invited to attend, in order to respond to any questions that may arise.

1. Council Committee on the Faculty of Graduate Studies and Research

1.1 Faculty of Media, Art, and Performance

1.1.1 Master of Fine Arts (MFA) in Visual Arts (Research & Exhibition) – Program Revision

MOTION: That the Master of Fine Arts (MFA) in Visual Arts (research and exhibition) be revised, effective 202520.

Master of Fine Arts (MFA) in Visual Arts (research and exhibition)

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/visual-arts.html#fact_2_1

Current		Proposed	
The MFA program normally requires seven consecutive semesters to complete. This includes two summer semesters. Studios are available to students for the first six consecutive semesters.		The MFA program normally requires seven consecutive semesters to complete. This includes two summer semesters. Studios are available to students for the first six consecutive semesters.	
	Credit Hours		Credit Hours
MAP 800	3	MAP 800	3
MAP 803	3	MAP 803	3
ART 8XX	12	ART 8XX	12
ART 801-804	12	ART 801-804	12
Elective	3	Elective	3
VART 901	9	VART 901	9
		ART 903*	0
TOTAL	42	TOTAL	42

<p>Exhibition, Comprehensive Support Paper, and Oral Examination</p> <p>In order to complete degree requirements students are required to: (a) present an exhibition; (b) prepare a written comprehensive support paper; (c) undergo an oral defense.</p> <ol style="list-style-type: none"> 1. The graduating exhibition is presented in a professional manner at the Fifth Parallel Gallery or alternative space as approved no later than the fourth end of semester Review. 2. The comprehensive support paper defines the intent of the student's work and refers to the sources and theoretical basis of the art presented. 3. The Oral Defense is a formal examination by a designated Examining Committee (see 5.3 below). The Oral Defense normally takes place at the time of and at the site of the graduation exhibition. It is chaired by a member of the University graduate faculty from outside the Department who represents the Dean of FGSR. <p>Upon successful completion of the exhibition and oral defense students are required to submit the following to the Department or submission to FGSR:</p> <ul style="list-style-type: none"> • A final (digital) copy of the comprehensive support paper, revised according to directives of the External Examiner and approved by the supervisor and the Graduate Program Coordinator. Images of the work in the exhibition should be included in an appendix at the end of the paper. 	<p>Exhibition, Comprehensive Support Paper, and Oral Examination</p> <p>In order to complete degree requirements students are required to: (a) present an exhibition; (b) prepare a written comprehensive support paper; (c) undergo an oral defense.</p> <ol style="list-style-type: none"> 1. The graduating exhibition is presented in a professional manner at the Fifth Parallel Gallery or alternative space as approved no later than the fourth end of semester Review. 2. The comprehensive support paper defines the intent of the student's work and refers to the sources and theoretical basis of the art presented. 3. The Oral Defense is a formal examination by a designated Examining Committee (see 5.3 below). The Oral Defense normally takes place at the time of and at the site of the graduation exhibition. It is chaired by a member of the University graduate faculty from outside the Department who represents the Dean of FGSR. <p>Upon successful completion of the exhibition and oral defense students are required to submit the following to the Department or submission to FGSR:</p> <ul style="list-style-type: none"> • A final (digital) copy of the comprehensive support paper, revised according to directives of the External Examiner and approved by the supervisor and the Graduate Program Coordinator. Images of the work in the exhibition should be included in an appendix at the end of the paper. <p>*Requires permission from Graduate Program Coordinator</p>
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Rationale:

Objective is to create ART 903, *MFA Exhibition and Defense*, to be included in the Visual Arts MFA Program Requirements, with clear guidelines for its use articulated.

In consideration:

- That, unlike other programs, the Visual Arts MFA thesis examination is bound to the student's thesis exhibition (a public exhibition of artwork);
- That gallery space scheduling (usually the 5th Parallel Gallery student-run gallery) is not determined by the Department, and is beyond the MFA student's control;
- That External Examiners, who are physically present for examinations at the exhibition venue, are typically available in the second half of the Fall and Winter semesters and hard to secure in Spring/Summer semesters;
- That MFA Visual Arts students must submit their Thesis Support Papers well before installing their thesis exhibition, as per FGSR deadlines;
- And that MFA Visual Arts students need university-provided studios to complete and refine their exhibition works right up until the exhibition and defense;

These changes formalize an already existing practice implemented with the creation of FA/MAP 903 and degree credit reductions in 2016, with greater clarity and structure.

The new program-specific course clarifies and formalizes the spirit of the timeline and requirements approved in February 2016 to reduce the MFA Visual Arts credit requirements from 51 to 42 credits. It will formally recognize that MFA Visual Arts students mount their exhibition and defense in the semester, or the semester immediately following, and the submission of the Thesis Submission Package. The program update formally normalizes and clarifies previously approved program requirements and timelines, and Departmental practice, supporting Visual Arts MFA students through program completion without being unduly penalized for items beyond their control.

There will be no impact on applications made prior to the effective date.

(end of Motion)

2. Council Committee on Undergraduate Admissions and Studies

2.1 Faculty of Education

2.1.1 Gap Year – Calendar Revision

MOTION: That the Gap Year program be revised for the Faculty of Education, effective 202520.

(P. 9 of the 2024-25 Undergraduate Calendar)

Gap Year Program

The Gap Year Program is offered to current, direct-entry high school students (excluding Nursing; ~~Education requires special permission~~) applying to the fall intake. It allows these students, once accepted, to defer their admission and any University of Regina funded automatic entrance scholarships (excluding the Chancellor's Scholarship) for one year.

Rationale:

The Faculty of Education students no longer require special permission to take advantage of the Gap Year Program.

(end of Motion)

2.1.2 Physical Education Minor (EPE) – Program Revision

MOTION: That the Physical Education Minor (EPE) be revised, effective 202520.

(P. 179 of the 2024-25 Undergraduate Calendar)

Credit Hours	Physical Education Minor (EPE) course requirements
3.0	EOE 224
3.0	EPE 100
3.0	EPE 300
3.0	KHS 139
6.0	Two of: KHS 231, KHS 232, KHS 233
3.0	One of: KIN 180, KIN 120

Rationale:

These changes will allow this minor to meet the academic credit requirements for SPTRB certification and provide for more flexibility in student course selection.

(end of Motion)

2.1.3 Outdoor Education Minor (EOE) – Program Revision

MOTION: That the Outdoor Education Minor (EOE) be revised, effective 202520.

(P. 179 of the 2024-25 Undergraduate Calendar)

Credit Hours	Outdoor Education Minor (EOE) course requirements
3.0	EOE 224
3.0	EOE 338
3.0	EOE 339 or approved course
3.0	One Education elective ESCI 302
3.0 6.0	Two One of ARTH 290AQ , ASTR 101 , BIOL 266 , BIOL 276, ENEV 321, ENHS 340 , ENVS 100, ESC 102 , GES 120 , GES 121 , GES 200, GES 310 , INDG 236, INDG 290AE , ESCI 302 , MAP 211 , MAP 300AQ , PHIL 275, SOC 230, SOC 330, SRS 110 , SRS 115 , WGST 201, or approved environmental elective
3.0	SRS 360 or SRS 460 or Non-education elective

Rationale:

These changes enable students to access more readily available courses to meet requirements as many of the previously listed courses are not offered regularly.

(end of Motion)

2.2 Faculty of Engineering and Applied Science

2.2.1 Electronic Systems Engineering Program Electives – Revisions

MOTION: That the Electronic Systems Engineering electives be revised, effective 202520.

1. To require the completion of at least two elective streams to graduate.
2. To update the software electives as follows: List CS 215, CS 330, CS 340, and CS 350 and remove CS 372 and CS 375, and list ENSE courses (ENSE 271, ENSE 281, ENSE 406, ENSE 311, ENSE 412, ENSE 441, and ENSE 479).

***Approved Electives**

Choose electives from one of the following streams:

***Choose 7 courses from the four technical streams and the technical, software and risk and industrial safety elective lists.**

Students must complete at least two of the following four technical streams:

Communications: ENEL 442, ENEL 443 ~~and five courses from the approved list below.~~

Micro-Electronics: ENEL 452, ENEL 453 ~~and five courses from the approved list below.~~

Control Systems: ENEL 462, ENEL 463 ~~and five courses from the approved list below.~~

Power: ENEL 472, ENEL 473 ~~and five courses from the approved list below.~~

Technical Electives: ~~ENEL 462, ENEL 442,~~ ENEL 395, ~~ENEL 472, ENEL 473,~~

~~ENEL 463, ENEL 452, ENEL 453, ENEL 443, ENEL 494,~~ ENEL 495, ENEV 261, ENIN 253, ENSE 481

Software Electives (may choose one): CS 215, CS 330, CS 340, CS 350, ~~CS 372, CS 375 or any ENSE class except ENSE 477.~~ or ENSE 271, ENSE 281, ENSE 406, ENSE 311, ENSE 412, ENSE 441, and ENSE 479.

Risk and Industrial Safety Electives (may choose one): ENEV 334, ENGG 411, ENIN 433, and ENIN 440.

***Choose one: Social Sciences and Humanities Elective:** ~~choose one from~~ Faculty of Arts or La Cité

***Choose one: Natural Science Elective-**~~(choose one)-~~from ASTR, BIOC, BIOL, CHEM (CHEM 100 not permitted), ESC, and PHYS.~~astronomy, biochemistry, biology, chemistry, geology, and physics. (CHEM 100 not permitted)~~

Rationale:

These changes modify the minimum graduation path and give an additional 26 design AUs. Most ESE students are already taking two streams. The template is modified to list the streams and additional electives choices. Note that ENEL 494 was made historical and removed from the list.

CS 215 is the pre-requisite for CS 372 and CS 375. Listing all the allowed ENSE courses will make the calendar description more consistent. The GEOL course code was updated to ESC (Earth Sciences).

(end of Motion)

2.2.2 Energy Systems Engineering – Program Revision

MOTION: That the Bachelor of Applied Science (BASc) in Energy System Engineering programs be revised, effective immediately.

Credit hours	BASc in Energy Systems Engineering Energy Transportation and Storage Option Required Courses
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG 100
3.0	PHYS 109
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 123
3.0	ENGL 100
3.0	MATH 111
3.0	ENGG 140
Term 3 (Fall)	
3.0	EDEL 280
3.0	ENGG 141
3.0	ENER 201
3.0	GEOL ESC 102
3.0	MATH 217
Term 4 (Winter, Spring/Summer)	
3.0	ENER 203
3.0	ENIN 233
3.0	CHEM 105
3.0	MATH 213
3.0	STAT 289
Term 5 (Fall)	
3.0	ENEV 223
3.0	ENEV 261
3.0	ENGG 303
3.0	ENER 301
3.0	ENGG 330
Credit hours	BASc in Energy Systems Engineering Energy Transportation and Storage Option Required Courses
Term 6 (Spring/Summer)	
3.0	BUS 260
3.0	*Social Sciences and Humanities elective
3.0	ECON 201
3.0	ENIN 253
3.0	ENIN 350
Term 7 (Winter)	

3.0	ENIN 355
3.0	ENER 305
3.0	ENER 371
3.0	ENER 373
3.0	GEOL ESC 270
Term 8 (Fall)	
3.0 1.0	ENER 400
3.0	ENER 471
3.0	ENER 473
3.0	ENER 475
3.0	*Approved Elective
<u>3.0</u>	<u>*Approved Elective</u>
Term 9 (Winter)	
3.0	ENER 409
3.0	ENGG 401
3.0	ENER 477
3.0	*Approved Elective
3.0	*Approved Elective
136.0	TOTAL
*Approved Electives - Petroleum ENER 331, ENER 333 ENER 431, ENER 433, ENER 435, ENER 437, ENER 380, ENER 381, ENER 480, ENER 481, ENER 483, ENER 484, ENER 485, ENER 490, ENER 491, ENER 492	
*Approved Electives – Sustainable Energy & Transportation ENER 351, ENER 451, ENER 453, ENER 455, ENER 457	
*Social Sciences and Humanities Elective: choose one Faculty of Arts or La Cité course.	

Credit hours	BASc in Energy Systems Engineering Sustainable Energy Engineering Option Required Courses
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG100
3.0	PHYS 109
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 123
3.0	ENGL 100
3.0	MATH 111
3.0	ENGG 140
Term 3 (Fall)	

3.0	ENEL 280
3.0	ENGG 141
3.0	ENER 201
3.0	GEOL <u>ESC</u> 102
3.0	MATH 217
Term 4 (Winter, Spring/Summer)	
3.0	ENER 203
3.0	ENIN 233
3.0	CHEM 105
3.0	MATH 213
3.0	STAT 289
Term 5 (Fall)	
3.0	ENEV 223
3.0	ENEV 261
3.0	ENGG 303
3.0	ENER 301
3.0	ENGG 330
Term 6 (Spring/Summer)	
3.0	BUS 260
3.0	*Social Sciences and Humanities elective
3.0	ECON 201
3.0	ENIN 253
3.0	ENIN 350
Term 7 (Winter)	
3.0	ENIN 355
3.0	ENER 305
3.0	ENER 371
3.0	ENER 351
3.0	GEOL <u>ESC</u> 270
Credit hours	BASc in Energy Systems Engineering Sustainable Energy Engineering Option Required Courses
Term 8 (Fall)	
3.0 <u>1.0</u>	ENER 400
3.0	ENER 451
3.0	ENER 453
3.0	ENER 455
3.0	*Approved Elective
<u>3.0</u>	<u>*Approved Elective</u>
Term 9 (Winter)	
3.0	ENER 409
3.0	ENGG 401

3.0	ENER 457
3.0	*Approved Elective
3.0	*Approved Elective
136.0	TOTAL
*Approved Electives - Petroleum ENER 331, ENER 333 ENER 431, ENER 433, ENER 435, ENER 437, ENER 380, ENER 381, ENER 480, ENER 481, ENER 483, ENER 484, ENER 485, ENER 490, ENER 491, ENER 492	
*Approved Electives - Energy Transportation & Storage ENER 373, ENER 471, ENER 475, ENER 473, ENER 477	
*Social Sciences and Humanities Elective: choose one Faculty of Arts or La Cité course.	

Rationale:

When these options were approved at CCUAS and E of C in February 2022, the program templates listed ENER 400 as a three-credit hour course. The change back to one-credit hour and addition of an elective will correct the error. The GEOL course code was updated to ESC (Earth Sciences).

(end of Motion)

2.3 Faculty of Education and Faculty of Media, Art and Performance

2.3.1 Piano Proficiency Regulation – Undergraduate Calendar Revision

MOTION: To adopt a new policy on Piano Proficiency as presented below, effective 202520

Page 261 of the 2024-25 Undergraduate Calendar

[Piano Proficiency Regulation](#)

~~Non-keyboard majors may be required to enrol in class piano. Failure to meet the proficiency level required by the department will mean additional study.~~

By the end of their degree, all Bachelor of Music and Bachelor of Music Education majors are expected to have some proficiency on the keyboard at a level comparable to Royal Conservatory Grade 3 piano. In order to graduate with a Bachelor of Music degree, all students except those whose applied music subject is a keyboard instrument, must pass the Department's keyboard proficiency test. This requirement is for anyone who enrolls in Fall 2024 and beyond.

Rationale:

The previous description was unclear and non-inclusive. The new description formalizes and standardizes the piano proficiency requirement.

(end of Motion)

2.4 Faculty of Media, Art, and Performance

2.4.1 Diploma in Creative Technologies and Design – Program Revision

MOTION: That the Diploma in Creative Technologies and Design be revised, effective 202520.

Credit hours	Diploma in Creative Technologies and Design Required Courses	Credit hours	Diploma in Creative Technologies and Design Required Courses
0	MAP 001	0	MAP 001
3.0	ENGL 100	3.0	ENGL 100
3.0	CTCH 110	3.0	CTCH/ DES 110
3.0	CTCH 111	3.0	CTCH/ DES 111
3.0	CTCH 112	3.0	CTCH/ DES 112
3.0	CTCH 113	3.0	CTCH/ DES 113
3.0	CTCH 203	3.0	CTCH 203
3.0	CTCH 204	3.0	CTCH 204/ DES 204
		3.0	CTCH/DES 209
		3.0	CTCH/DES 217
3.0	CTCH 301	3.0	CTCH 301
3.0	CTCH 306	3.0	CTCH 306/ DES 306
18.0	6 CTCH 200 and/or 300 level	15.0	Five CTCH/ DES 200 and/or 300-level courses
3.0	FILM 200	3.0	FILM 200
12.0	4 Electives*	9.0	Three Electives*
60.0	Total 65.00% PGPA and 60.00% UGPA required	60.0	Total 65.00% PGPA and 60.00% UGPA required

Rationale:

The two courses we are adding into the program, CTCH 209 – Fundamentals of Creative Practice and CTCH 217 – Writing for Digital Platforms, have been developed to address critical and key learning outcomes necessary for all the CTCH & DES programs. With the already approved changes to the diploma name to include Design, we are adding in the cross listed (equivalent) courses for ease of students to move between programs as necessary. It will also assist students who end up moving between programs – shifting from the diploma to the BA, BFA in CTCH, and the three certificates in Design.

(end of Motion)

2.4.2 Bachelor of Design – Program Revision

MOTION: That the Bachelor of Design be revised, effective 202520.

Credit Hours	Bachelor of Design Required Courses	Credit Hours	Bachelor of Design Required Courses
0.0	MAP 001	0.0	MAP 001
Critical Competencies – 24 credit hours		Critical Competencies – <u>18</u> credit hours	
Communication in Writing		Communication in Writing	
3.0	ACAD 100 or ENGL 110	3.0	ACAD 100 or ENGL 110
Culture and Society		Culture and Society	
3.0	MAP 202 or MAP 209*	3.0	MAP 202 or MAP 209*
3.0	Any course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.	3.0	Any course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences		Natural or Social Sciences	
3.0	Any course in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST and STS other than statistics or methodology ; any Science courses, including MATH.	3.0	Any course in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, <u>and</u> SOST; any Science courses, including MATH.
Research Skills and Methodologies		Research Skills and Methodologies	
6.0	Any two courses in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, CTCH 203 and 303 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.	6.0	<u>CTCH 203 and CTCH 303</u> <u>These two course cannot be counted in another area of the program.</u>
Critical Competency Electives			
3.0	1 course from any of the above areas.		
3.0	ART 100		
Major Requirements – 36 credit hours		Major Requirements – <u>42</u> credit hours	
		<u>3.0</u>	<u>CTCH/DES 207</u>
		<u>3.0</u>	<u>CTCH/DES 209</u>

Credit Hours	Bachelor of Design Required Courses	Credit Hours	Bachelor of Design Required Courses
18.0	Six approved elective courses (courses not already counted in another area of the program) from the following: Any CTCH course at the 200, 300, 400 level (excluding CTCH 498 and 499); FILM 200; 205; ART 220, 221, 223; INAH 100	15.0	Five of any of the following courses: CTCH 201 CTCH/DES 213 CTCH/DES 215 CTCH/DES 216 CTCH/DES 218 CTCH/DES 219 CTCH/DES 221 CTCH/DES 222 CTCH 223/CS 207 DES 200-level
12.0	Four of any DES courses *consider course level requirements DES 2XX, DES 3XX, DES 4XX	15.0	Five of any of the following courses: CTCH 301 CTCH/DES 302 CTCH/DES 306 CTCH/DES 307 CTCH/DES 311 CTCH/DES 312 CTCH/DES 313 CTCH/DES 314 CTCH/DES 315 CTCH/DES 316 CTCH/DES 317 CTCH/DES 300- or 400-level
3.0	DES 498 From Prototype to Portfolio	3.0	DES 498 From Prototype to Portfolio
3.0	DES 499 Capstone	3.0	DES 499 Capstone
60.0	Total: 65.00% GPA required	60.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

These additions to the Bachelor of Design include the new DES and CTCH courses that have been created to develop the Design program. It includes pathways to the three new Design Certificates.

(end of Motion)

2.4.3 Bachelor of Fine Arts in Creative Technologies – Program Revision

MOTION: That the Bachelor of Fine Arts in Creative Technologies be revised, effective 202520.

Credit hours	BFA in Creative Technologies Required Courses	Credit hours	BFA in Creative Technologies Required Courses
0.0	MAP 001	0.0	MAP 001
Critical Competencies – 21 credit hours		Critical Competencies – 21 credit hours	
Communication in Writing		Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110	6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society		Culture and Society	

Credit hours	BFA in Creative Technologies Required Courses	Credit hours	BFA in Creative Technologies Required Courses
3.0	MAP 202 or MAP 209*	3.0	MAP 202 or MAP 209*
3.0	Any one in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.	3.0	Any <u>course</u> in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences		Natural or Social Sciences	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology ; any Science courses, including MATH.	6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, <u>and</u> SOST; any Science courses, including MATH.
Research Skills and Methodologies		Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.	3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Media, Art, and Performance Requirements outside the major ART. ARTH, MAP, FILM, INA, INAH, MU, THTR (9 credit hours)		Media, Art, and Performance Requirements outside the major ART, ARTH, MAP, FILM, INA, INAH, MU, THTR (<u>6</u> credit hours)	
9.0	Three Media, Art, and Performance courses outside the major	<u>6.0</u>	<u>Two</u> Media, Art, and Performance courses outside the major
Major Requirements – 69 credit hours in the discipline		Major Requirements – <u>81</u> credit hours in the discipline	
3.0	CTCH 110	3.0	CTCH 110
3.0	CTCH 111	3.0	CTCH 111
3.0	CTCH 112	3.0	CTCH 112
3.0	CTCH 113	3.0	CTCH 113
3.0	FILM 200	3.0	FILM 200
3.0	CTCH 203	3.0	CTCH 203
3.0	CTCH 204	3.0	CTCH 204
3.0	CS 110	<u>3.0</u>	<u>CS 207/CTCH 223</u>
		<u>3.0</u>	<u>CTCH 209</u>
		<u>3.0</u>	<u>CTCH 217</u>

Credit hours	BFA in Creative Technologies Required Courses	Credit hours	BFA in Creative Technologies Required Courses
3.0	ENSE 271	3.0	ENSE 271
15.0	5 of the following: CTCH 201, 205, 213, 214 , 215, 251, CS-207 or any other CTCH 2XX	15.0	<u>Five</u> of the following <u>courses</u> : CTCH 201, 205, 213, 215, 251 or any other CTCH <u>200-level course</u>
3.0	CTCH 301	3.0	CTCH 301
3.0	CTCH 302 or CTCH 307	3.0	CTCH 302 or CTCH 307
3.0	CTCH 303	3.0	CTCH 303
3.0	CTCH 306	3.0	CTCH 306
15.0	5 of the following: CTCH 311, 312, 313, 314, 321, 305, ENSE 405 or any other CTCH 3XX or CTCH 4XX	15.0	<u>Five</u> of the following <u>courses</u> : CTCH 311, 312, 313, 314, 321, 305, ENSE 405, or any other CTCH <u>300-</u> or <u>400-level course</u>
3.0	CTCH 498	3.0	CTCH 498
3.0	CTCH 499	3.0	CTCH 499
Open Electives – 15 credit hours		Open Electives – <u>12</u> credit hours	
15.0	Five Open Electives	<u>12.0</u>	<u>Four</u> Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required	120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

The two courses we are adding into the program, CTCH 209 – Fundamentals of Creative Practice and CTCH 217 – Writing for Digital Platforms, have been developed to address critical and key learning outcomes necessary for all the CTCH & DES programs. The reinstating of CS 207, now cross listed (equivalent) with CTCH 223 is also addressing learning outcomes. With the cross listing of the course with CTCH, MAP is able to administer the offering of the course in regular rotation to meet the needs of the program. The removal of CTCH 214 is addressing our reworking of the series of courses CTCH 213, 214, and 215, with 214 no longer being required.

(end of Motion)

2.4.4 Bachelor of Arts in Creative Technologies – Program Revision

MOTION: That the Bachelor of Arts in Creative Technologies be revised, effective 202520.

Credit hours	BA in Creative Technologies Required Courses	Credit hours	BA in Creative Technologies Required Courses
0.0	MAP 001	0.0	MAP 001
Critical Competencies – 33 credit hours		Critical Competencies – 33 credit hours	
Communication in Writing		Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110	6.0	Two of ACAD 100, ENGL 100 or 110

Credit hours	BA in Creative Technologies Required Courses	Credit hours	BA in Creative Technologies Required Courses
Culture and Society		Culture and Society	
3.0	MAP 202 or MAP 209*	3.0	MAP 202 or MAP 209*
6.0	Any two in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.	6.0	Any two in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences		Natural or Social Sciences	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology ; any Science courses, including MATH.	6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, and SOST; any Science courses, including MATH.
Research Skills and Methodologies		Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.	3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STAT* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Critical Competency Electives – 9 credit hours		Critical Competency Electives – 9 credit hours	
9.0	9 credit hours from any of the critical competency categories.	9.0	9 credit hours from any of the critical competency categories.
Note: Course substitutions in the above categories may be granted by the Dean or designate.		Note: Course substitutions in the above categories may be granted by the Dean or designate.	
Major Requirements – 60 credit hours in the discipline		Major Requirements – 60 credit hours in the discipline	
3.0	CTCH 209/DES 209	3.0	CTCH 209/DES 209
3.0	CTCH 110	3.0	CTCH/ DES 110
3.0	CTCH 111	3.0	CTCH/ DES 111
3.0	CTCH 112	3.0	CTCH/ DES 112
3.0	CTCH 113	3.0	CTCH/ DES 113
3.0	CTCH 203	3.0	CTCH 203
3.0	CTCH 204	3.0	CTCH/ DES 204
		3.0	CTCH/DES 217
3.0	CTCH 301	3.0	CTCH 301
3.0	CTCH 303	3.0	CTCH 303
3.0	CTCH 306	3.0	CTCH/ DES 306
9.0	Three CTCH courses at the 200-, 300-, or 400-level	9.0	Three CTCH courses at the 200-, 300-, or 400-level
3.0	One of CTCH 302 or 307	3.0	CS 207/CTCH 223
3.0	CTCH 498	3.0	CTCH 498
3.0	CTCH 499	3.0	CTCH 499
3.0	ENSE 271	3.0	ENSE 271

Credit hours	BA in Creative Technologies Required Courses	Credit hours	BA in Creative Technologies Required Courses
3.0	FILM 200	3.0	FILM 200
6.0	Two courses from the Creative Technologies approved courses**	6.0	Two courses from the Creative Technologies approved courses**
Media, Art, and Performance Requirements outside the major		Media, Art, and Performance Requirements outside the major	
9.0	Three Media, Art, and Performance courses outside the major	9.0	Three Media, Art, and Performance courses outside the major
3.0	One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or designate).		
Open Electives – 15 credit hours		Open Electives – 15 credit hours	
15.0	Five Open Electives	15.0	Five Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required	120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

The course we are adding into the program, CTCH 217 – Writing for Digital Platforms, has been developed to address critical and key learning outcomes necessary for all the CTCH & DES programs. The reinstating of CS 207, now cross listed (equivalent) with CTCH 223 is also addressing learning outcomes. With the cross listing of the course with CTCH, MAP is able to administer the offering of the course in regular rotation to meet the needs of the program. The removal of CTCH 214 is addressing our reworking of the series of courses CTCH 213, 214, and 215, with 214 no longer being required.

(end of Motion)

2.5 Faculty of Nursing

2.5.1 Time Limits Regulation – Undergraduate Calendar Revision

MOTION: That the Faculty of Nursing’s Time Limits regulation be revised, effective 202520.

(P. 284, 2024-25 Undergraduate Calendar)

Time Limits

~~Students not actively enrolled in nursing courses for three consecutive terms who wish to return to the nursing program must re-apply for admission to the program.~~ Students who are not actively enrolled in CNUR courses for three consecutive terms will be withdrawn from the program and required to re-apply for admission. Credit for ~~nursing~~ CNUR and BIOL 110, BIOL 111, and BIOL 222 courses successfully completed with the minimum passing grade requirements will be given if the course was taken within seven (7) years of admission into the program. Students admitted through the LPN to BScN Pathway or RPN to BScN Pathway will receive block transfer credit as indicated in the program plan, based upon the year of admission to the program.

Other courses that have been taken ten (10) or more years prior to admission may be considered ineligible to be used for credit in the program. Students may be required to repeat one or more courses if one (1) year or more has passed since the student last completed a clinical course.

Students must complete the program with the maximum seven-year allowable time frame. A student who is unable to complete the program within this time frame will be required to discontinue from the program indefinitely.

Rationale:

Wording has been updated for clarity. Block transfer credit for admission to the LPN to BScN or RPN to BScN Pathway is based upon licensure and registration as an LPN or RPN rather than the courses completed in their program.

(end of Motion)

2.5.2 Transfer Credit Regulation – Undergraduate Calendar Regulation

MOTION: That the Faculty of Nursing's Transfer Credit regulation be revised, effective 202520.

(P. 282, 2024-25 Undergraduate Calendar)

Transfer Credit

Courses taken at ~~accredited~~ **approved** universities and colleges in North America are ~~normally~~ evaluated by the Faculty only after the student has accepted admission to the program. Students may be required to provide a detailed course syllabus/outline for each course for which they are seeking transfer credit. Grades are not transferred. For more information about evaluation of credit for courses completed outside Canada and the United States, please refer to the Admissions section of this Calendar. The Faculty requires a minimum grade of 60% (or University of Regina equivalent) in each course for which transfer credit is sought. The Faculty will not award transfer credit for ~~nursing- CNUR and BIOL 110, BIOL 111, and BIOL 222~~ courses that are seven or more years old. Students admitted through the LPN to BScN Pathway or RPN to BScN Pathway will receive block transfer credit as indicated in the program plan, based upon the year of admission to the program.

Transfer credit will not be awarded for any course taken at institutions not listed on the application form. The Faculty's decision about transfer credit is final and not appealable. ~~Block transfer credit available for graduates of some Saskatchewan Polytechnic Psychiatric Nursing programs as listed below. Some psychiatric nursing programs from other institutions have been evaluated and block transfer credit may awarded. For a listing of these programs and the available block transfer credit, please visit www.sasknursingdegree.ca.~~ Assessment of all other practical nursing or psychiatric nursing programs is done on an individual basis; graduates from these programs must provide a detailed course syllabus/outline for each course in their program.

Rationale:

Wording has been updated for clarity. Block transfer credit for admission to the LPN to BScN or RPN to BScN Pathway is based upon licensure and registration as an LPN or RPN rather than the courses completed in their program.

(end of Motion)

2.6 Faculty of Science

2.6.1 Bachelor of Medical Laboratory Science – Program Revision

MOTION: That the Bachelor of Medical Laboratory Science be revised, effective 202520.

Credit Hours	Bachelor of Medical Laboratory Science Required Courses after admission to the University of Regina
0.0	SCI 099
3.0	ENGL 100
3.0	PSYC 101 or PSYC 102
3.0	CHEM 140
3.0	MATH 110
3.0	CS 110
3.0	ENGL 110
3.0	BIOL 205
3.0	BUS 205
3.0	INHS 100
3.0	STAT 160
3.0	BIOC 220
3.0	BIOL 341 or STAT 201 or higher
3.0	BIOL 288
3.0	BIOC 330
3.0	BUS 260
3.0	PHIL 273 or PHIL 276
3.0	BIOC 221
9.0	Three Electives*
60.0	University of Regina Subtotal: 65.00% Program GPA required
* The required electives must be from: BIOL 302, 305, 378, 390, 405, 423 ; CHEM 210, 241, 312; INHS 101; PSYC 101, PSYC 102; STAT 251, 252; or PHIL 370AA. A number of these courses may require special permission.	

Rationale:

BIOL 423 no longer exists in the Course Catalogue.

(end of Motion)

ITEM(S) FOR INFORMATION

1. NEW COURSES

Faculty of Media, Art, and Performance (effective 202520)

ART 903 MFA Exhibition and Defense (0)

This course is for Visual Arts MFA students during their final semester when they mount their thesis exhibition and defense.

Department of Mathematics and Statistics, Faculty of Science (effective 202530)

ACSC 716 – Mathematics of Financial Derivatives

This course covers the theory and pricing of financial derivatives such as Puts and Calls, with particular emphasis on the Black-Scholes model. Topics include the pricing of European and American style options on investment vehicles including stocks, currencies, commodities and indices.

This course is cross-listed with ACSC 316

ACSC 717 – Actuarial Models I

This course covers probabilistic and deterministic contingency mathematics in life insurance and pensions. Topics include benefit premiums, benefit reserves, multiple life functions, and multiple decrement models.

This course is cross-listed with ACSC 317.

ACSC 718 – Actuarial Models II

This course covers insurance loss severity models, frequency models, aggregate loss models, coverage modifications, and risk measures.

This course is cross-listed with ACSC 318.

ACSC 816 – Introduction to Financial Enterprise Risk Management

This course aims to provide students with an introduction to financial enterprise risk management. Topics include risk classification, quantitative risk analysis, scenario generation, risk aggregation, risk measures and economic capital, and capital allocation.

This course is cross-listed with ACSC 416.

ACSC 817 – Introduction to Casualty Insurance and Credibility

This course introduces concepts and methods for loss reserving and pricing (or ratemaking) of property/casualty insurance coverages. Topics include risk and insurance, limited fluctuation credibility theory, Bayesian credibility, Bühlmann and Bühlmann-Straub models, **loss run-off triangles and loss reserving methods, and loss cost and loss ratio methods for ratemaking.**

This course is cross-listed with ACSC 417.

ACSC 819 – Estimation and Selection of Actuarial Models

This course continues topics relating to loss models covered in ACSC 718, and includes estimating the parameters for severity, frequency, and aggregate distributions using maximum likelihood estimation as well as Bayesian estimation. The topic of model selection is also considered.

This course is cross-listed with ACSC 419.

ACSC 802 – Capstone Report

This course provides an opportunity for students to engage in a case-study or a survey of research methods and outcomes on an area of specialization within actuarial theory and practices.

UNIVERSITY OF REGINA
Executive of Council

Subject: Joint Item – Council Committee on the Faculty of Graduate Studies and Research and the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. 2027-2028 Academic Schedule

MOTION: That the 2027-2028 Academic Schedule be approved.

Rationale:

The 2027-2028 Academic Schedule is presented in **Attachment A**.

(end of Motion)



2027-2028 Academic Schedule

9-Dec-2024

Term Information	Spring/Summer 2027								Fall 2027	Winter 2028
Part of term (POT):	1	2	3	4	5	6	7	10	1	1
Held in:	May-Aug	May	June	May-June	July	August	July-Aug	May-Aug	Sep-Dec	Jan-Apr
Start of term	3-May-27	3-May-27	3-May-27	3-May-27	3-May-27	3-May-27	3-May-27	3-May-27	1-Sep-27	5-Jan-28
End of term	28-Aug-27	28-Aug-27	28-Aug-27	28-Aug-27	28-Aug-27	28-Aug-27	28-Aug-27	28-Aug-27	22-Dec-27	27-Apr-28
Class Dates										
Start of classes	3-May-27	3-May-27	1-Jun-27	3-May-27	5-Jul-27	3-Aug-27	5-Jul-27	3-May-27	1-Sep-27	5-Jan-28
End of classes	18-Aug-27	25-May-27	22-Jun-27	16-Jun-27	26-Jul-27	24-Aug-27	18-Aug-27	30-Jul-27	7-Dec-27	11-Apr-28
Tuition and Fee Payment Dates										
Due date for tuition and fee payment	3-May-27	3-May-27	1-Jun-27	3-May-27	3-Aug-27	3-Aug-27	5-Jul-27	3-May-27	1-Sep-27	5-Jan-28
End of penalty-free payment period	7-Jun-27	31-May-27	30-Jun-27	31-May-27	3-Aug-27	31-Aug-27	3-Aug-27	31-May-27	29-Sep-27	1-Feb-28
Class Add/Drop Dates										
End course-add period	18-May-27	4-May-27	2-Jun-27	6-May-27	6-Jul-27	4-Aug-27	8-Jul-27	14-May-27	15-Sep-27	18-Jan-28
End of no-record drop period	18-May-27	4-May-27	2-Jun-27	6-May-27	6-Jul-27	4-Aug-27	8-Jul-27	14-May-27	15-Sep-27	18-Jan-28
End of grade-of-W drop period	15-Jul-27	17-May-27	15-Jun-27	2-Jun-27	19-Jul-27	17-Aug-27	4-Aug-27	5-Jul-27	15-Nov-27	15-Mar-28
Tuition and Fee Refund Dates										
End of 100% refund period	18-May-27	4-May-27	2-Jun-27	6-May-27	6-Jul-27	4-Aug-27	8-Jul-27	14-May-27	15-Sep-27	18-Jan-28
End of 50% refund period	7-Jun-27	6-May-27	7-Jun-27	13-May-27	8-Jul-27	9-Aug-27	15-Jul-27	31-May-27	29-Sep-27	1-Feb-28

Note:

There are no Saturday classes when the National Truth and Reconciliation Day (Sept 30) and Remembrance Day (Nov 11) fall on a Saturday (this happens in 2028, 2034, 2045, 2051, 2056, 2062) or on the Saturday of the break weeks (e.g. Nov 8-14, 2027, no classes on Sat., Nov 13; Feb 21-27, 2027, no classes on Sat. Feb 26).

Saturdays of holiday weekends (Labour Day, Thanksgiving, Easter, Victoria Day, Canada Day, Saskatchewan Day) are held at the discretion of the instructor.

Other Important Dates

2027

9-Dec-24

Occasion	Date
Victoria Day - No classes (Most university offices closed)	May 24
Spring Convocation	June 16, 17, & 18
Canada Day - No classes (Most university offices closed)	July 1
Last day to apply to graduate for Fall Convocation	July 31
Saskatchewan Day - No classes (Most university offices closed)	August 2
Undergraduate Student Orientation	August 31
Labour Day - No classes (Most university offices closed)	September 6
Truth and Reconciliation Day - No classes (Most university offices closed)	September 30
Thanksgiving Day - No classes (Most university offices closed)	October 11
Fall Break starts (Monday) - pending	November 8
Fall Break ends (Sunday) - pending	November 14
Fall Convocation	TBD
Remembrance Day (Most university offices closed)	November 11
Faculty and Admin Offices close at 4:30 p.m.	December 23

2028

Occasion	Date
Faculty and Admin Offices open at 8:15 a.m.	January 4
Undergraduate Student Orientation	January 4
Last day to apply to graduate for Spring Convocation	January 31
Family Day - No classes (Most university offices closed)	February 21
Winter Break starts (Monday)	February 21
Winter Break ends (Sunday)	February 27
Good Friday	April 14

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on the Faculty of Graduate Studies and Research

Item(s) for Decision:

1. Faculty of Arts

1.1 Geography and Environmental Studies

1.1.1 Master of Arts, Master of Science, and Doctor of Philosophy Special Case Programs – Program Discontinuations

MOTION: That the Master of Arts, Master of Science, and Doctor of Philosophy special case graduate programs in the Department of Geography and Environmental Studies be discontinued, effective 202520.

Rationale:

The department does not have the resources to support graduate teaching and mentorship. The MA and MSc programs were both suspended in Winter 2015, but since there are no students and no resources in the PhD program it has been decided to both suspend and discontinue the PhD.

(end of Motion)

2. Faculty of Engineering and Applied Science

2.1 Master of Applied Science and Master of Engineering – Embedded Certificate Options

MOTION: That the Advance Manufacturing Certificate, Engineering Management Certificate, Geothermal Engineering Certificate, Carbon Capture, Utilization and Storage Certificate, and Artificial Intelligence in Engineering Certificate be embedded within the Master of Applied Science and Master of Engineering programs, effective immediately.

Certificate	Masters Program
Advanced Manufacturing	MASc in Industrial Systems Engineering MEng in Industrial Systems Engineering (project) MEng in Industrial Systems Engineering (co-op)

Engineering Management	MASc in Industrial Systems Engineering MEng in Industrial Systems Engineering (project) MEng in Industrial Systems Engineering (co-op)
Geothermal Engineering	MASc in Petroleum Systems Engineering MEng in Petroleum Systems Engineering (project) MEng in Petroleum Systems Engineering (co-op)
Carbon Capture, Utilization and Storage	MASc in Process Systems Engineering MEng in Process Systems Engineering (project) MEng in Process Systems Engineering (co-op)
Artificial Intelligence in Engineering	MASc in Software Systems Engineering MEng in Software Systems Engineering (project) MEng in Software Systems Engineering (co-op)

Rationale:

This list formalizes the Master's programs in Engineering and Applied Science that will include embedded certificates as part of their offerings.

(end of Motion)

3. Faculty of Science**3.1 Master of Science in Actuarial Science (Course-Based) – New Program**

MOTION: That the Master of Science in Actuarial Science (course-based) be created, effective 202530.

Master of Science in Actuarial Science (course-based)	Credit Hours
Courses	
ACSC 716 - Mathematics of Financial Derivatives	3
ACSC 717 - Actuarial Models I	3
ACSC 718 - Actuarial Models II	3
STAT 754 - Linear Statistical Methods	3
ACSC 816 - Introduction to Financial Enterprise Risk Management	3
ACSC 817 - Introduction to Casualty Insurance and Credibility	3
ACSC 819 - Estimation and Selection of Actuarial Models	3
ACSC 802 - Capstone Report	3
STAT 800 - Level Elective	3
STAT 800 - Level Elective	3
TOTAL	30

Rationale:

The proposed Master of Science in Actuarial Science (course-based) is designed to meet the growing need for skilled actuaries. This program combines advanced actuarial theory with practical skills in risk management and financial modeling. It prepares students for professional exams and equips

them to tackle challenges in insurance, finance, and risk management.

Aimed at recent graduates and professionals, the program provides a career-focused pathway without requiring new resources. It aligns with the University of Regina's goals, attracting a diverse group of students and strengthening its position in actuarial education.

Attachment A: Program Proposal

(end of Motion)

The Master of Science in Actuarial Science (course-based) program has been developed to meet the growing demand for highly skilled professionals in the field of actuarial science. Below are the key points that highlight the need for this program and its potential impact:

1. **Program Overview:**

- **Program Name:** Master of Science in Actuarial Science (course-based).
- **Credit Hours:** 30 credit hours.
- **Target Students:** Graduates from fields such as Mathematics, Statistics, Data Science, Finance, and Computer Science.

2. **Key Features:**

- **Industry Alignment:** The program is tailored to meet the needs of the actuarial industry, ensuring students are equipped with the skills necessary to address real-world challenges.
- **Comprehensive Curriculum:** Courses focus on advanced actuarial topics, risk management, financial modeling, and professional development.
- **Professional Development:** Emphasis on preparing students for actuarial exams and industry roles through case studies, practical applications, and hands-on learning.

3. **Program Objectives:**

- Enhance the Faculty's reputation by offering a career-focused Master's degree in actuarial science.
- Attract a diverse cohort of students interested in pursuing advanced careers in actuarial science.
- Strengthen industry ties, increase enrollment, and contribute to the University's strategic goals.

4. **Admission Information:**

4.1 **Target Students:**

- Recent graduates with a Bachelor's degree in Mathematics, Statistics, Data Science, Computer Science, Finance, Engineering, or a related field. The program is **not** designed for individuals with a degree in Actuarial Science. Such individuals will be directed to the MSc program in Statistics (thesis).
- Working professionals seeking advanced credentials.

4.2 **Admission Requirements:**

- A Bachelor's degree in a related field.
- Minimum GPA requirement.

- Professional experience (preferred but not mandatory).
- English language proficiency.

4.3 Application Deadline:

- Fall intake: October 31st.

4.4 Program Intake Terms:

- Fall intake only.

5. Professional Accreditation Requirements:

5.1 Accreditation Bodies:

- Canadian Institute of Actuaries (CIA).
- Society of Actuaries (SOA).

5.2 Accreditation Standards:

- The program will align with the accreditation standards set by the CIA and SOA, ensuring graduates are prepared for professional certification exams.

6. Program Outcomes:

- Graduates will demonstrate advanced knowledge in actuarial science and risk management.
- They will be able to apply actuarial principles to solve complex problems, communicate effectively, and work collaboratively in professional settings.
- The program will prepare students for professional actuarial exams and promote ethical behavior in their careers.

7. Grading and Assessment:

- **Evaluation Criteria:** Grading will be based on a combination of assignments, projects, exams, and presentations. Each course will have its own grading structure to assess students' mastery of the material and practical skills.
- **Capstone Report:** The capstone course (ACSC 802) will require students to complete a major report or case study, which will be a significant component of their final grade.
- **Project-Based Learning:** Courses will emphasize project-based assessments, especially in areas like financial risk management and casualty insurance, allowing students to apply theoretical concepts to real-world scenarios.
- **Standards:** Students must maintain a minimum grade of 70% in each course to remain in good standing in the program.

8. Resources and Support:

- The program requires no new resources and will leverage existing faculty expertise and facilities.
- Collaboration with faculty members in Statistics and Mathematics will ensure comprehensive course coverage.
- The university's existing infrastructure and resources will adequately support the program.

9. Market Demand and Industry Need:

- Surveys have indicated strong interest in this program from both prospective students and employers.
- There is high demand for actuarial professionals in insurance, finance, and consulting sectors, with projected growth in these areas over the coming years.

10. Program Uniqueness:

- This course-based Master's program offers a unique combination of theoretical knowledge and practical skills, specifically designed for working professionals and recent graduates.
- It distinguishes itself from traditional thesis-based programs by focusing on real-world applications and industry alignment.

11. Comparable Programs:

- Similar programs exist at institutions like the University of Waterloo and Simon Fraser University, but the proposed program fills a gap at the University of Regina by providing a specialized focus on practical actuarial skills and industry preparation.

12. Enrolment Projections and Impact:

- The program expects to enroll 5 to 10 students per year, with a balanced intake of domestic and international students.
- It is expected to have minimal impact on other university programs and will attract new students to the institution, further strengthening the university's academic portfolio.

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

ACTUARIAL SCIENCE 716 – Mathematics of Financial Derivatives

CALENDAR DESCRIPTION – This course covers the theory and pricing of financial derivatives such as puts and calls, with particular emphasis on the Black-Scholes model. Topics include the pricing of European and American style options on investment vehicles including stocks, currencies, commodities and indices.

PURPOSE OF CLASS – This course is designed for students in the course-based MSc in Actuarial Science program.

TEXTBOOK

Derivative Markets (3rd Edition) by Robert MacDonald

CHAPTERS COVERED – Chapters 9-13, 18-24

SYLLABUS

1. Use put-call parity to determine the relationship between prices of European put and call options and to identify opportunities for arbitrage.
2. Calculate the value of European and American options using the binomial model.
3. Calculate the value of European options using the Black-Scholes option-pricing model.
4. Identify situations where the values of European and American options are the same.
5. Interpret the option Greeks.
6. Explain the cash flow characteristics of the following exotic options: Asian, barrier, compound, gap, and exchange.
7. Explain the properties of a lognormal distribution and explain the Black-Scholes formula as a limited expected value for a lognormal distribution.
8. Explain what it means to say that stock prices follow a diffusion process.
9. Apply Itô's lemma in the one-dimensional case.
10. Simulate lognormal stock prices.
11. Explain and demonstrate how to control risk using the method of delta hedging.
12. Evaluate features of the Vasicek and Cox-Ingersoll-Ross bond price models.
13. Construct a Black-Derman-Toy binomial model matching a given time-zero yield curve and a set of volatilities.

Additional topics as time permits.

Drafted 14 August 2024

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

ACTUARIAL SCIENCE 717 – Actuarial Models I

CALENDAR DESCRIPTION – This course covers probabilistic and deterministic contingency mathematics in life insurance and pensions. Topics include benefit premiums, benefit reserves, multiple life functions, and multiple decrement models.

PURPOSE OF CLASS – This course is designed for students in the course-based MSc in Actuarial Science program.

TEXTBOOK

Actuarial Mathematics for Life Contingent Risks by David C. M. Dickson, Mary R. Hardy and Howard R. Waters.

CHAPTERS COVERED – Chapters 6 to 13 (excluding sections 10.7 and 11.5)

SYLLABUS

1. Net single premium payable in various modes such as annually, monthly, or continuously.
2. Benefit reserves for all types of benefits studied.
3. Multiple life functions, particularly joint life and last survivor functions, are introduced for both insurance and annuity products.
4. Multiple decrement models are developed to show theoretical bases as well as applications.

Additional topics as time permits.

Drafted 14 August 2024

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

ACTUARIAL SCIENCE 718 – Actuarial Models II

CALENDAR DESCRIPTION – This course covers Insurance loss severity models, frequency models, aggregate loss models, coverage modifications, and risk measures.

PURPOSE OF CLASS – This course is designed for students in the course-based MSc in Actuarial Science program.

TEXTBOOK

Loss Models: From Data to Decisions, (Fifth Edition), 2019, by Klugman, S.A., Panjer, H.H. and Willmot, G.E., Wiley

CHAPTERS COVERED – Chapters 1 to 9

SYLLABUS

1. Severity models

- a) Calculate moments and percentiles.
- b) Identify the role of scale and shape parameters in continuous models.
- c) Recognize classes of distributions and their relationships.
- d) Characterize distributions by existence of moments.
- e) Describe how changes in the parameters affect the distributions.
- f) Create new distributions by multiplication by a constant, raising to a power, exponentiation, mixing and splicing.
- g) Understand and interpret the characteristics of severity distributions.
- h) Compare two distributions based on various characteristics of their tails, including moments, ratios of moments, limiting tail behavior, hazard rate functions, and mean excess functions.
- i) Understand the derivation and characteristics of the Generalized Extreme Value and the Generalized Pareto distributions.
- j) Apply the Generalized Extreme Value and the Generalized Pareto distributions to the estimation of tail measures and probabilities.

2. Frequency models

- a) Identify the role of parameters for the $(a,b,0)$ and $(a,b,1)$ classes of distributions.
- b) Recognize the $(a,b,0)$ and $(a,b,1)$ classes of distributions and their relationships.
- c) Perform calculations for the $(a,b,0)$ and $(a,b,1)$ classes of distributions.
- d) Identify appropriate distributions for a given application.

3. Aggregate models

- a) Define collective and individual risk models and calculate their mean and variance.
- b) Use the log-normal or normal approximation to approximate the aggregate distribution.

- c) Calculate probabilities using the convolution method and recursive formulas to derive probability and distribution functions for aggregate claims distributions with $(a,b,0)$ or $(a,b,1)$ frequency, and with discrete severity distributions.
 - d) Perform calculations for sums of compound Poisson models.
 - e) Derive the discretized version of a continuous distribution using the method of rounding and local moment matching.
 - f) Calculate the expected payment for stop-loss insurance.
 - g) Calculate Value at Risk and Tail Value at Risk.
 - h) Determine whether a given risk measure has certain desirable properties.
4. Coverage Modifications
- a) Evaluate the effects of the following coverage modifications: deductibles, policy limits, maximum covered loss, coinsurance, and stop loss reinsurance.
 - b) Calculate and interpret loss elimination ratios, increased limits factors, and deductible factors.
 - c) Evaluate and interpret the effects of inflation on losses.

Additional topics as time permits.

Drafted 14 August 2024

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

**ACTUARIAL SCIENCE 816 – Introduction to Financial Enterprise Risk
Management**

CALENDAR DESCRIPTION – This course aims to provide students with an introduction to financial enterprise risk management. Topics include risk classification, quantitative risk analysis, scenario generation, risk aggregation, risk measures and economic capital, and capital allocation.

PREREQUISITES – ACSC 716

PURPOSE OF CLASS – This course is designed for students in the course-based MSc in Actuarial Science program.

TEXTBOOKS

- *Financial Enterprise Risk Management* by P. Sweeting, Cambridge University Press. 2012.
- *Quantitative Enterprise Risk Management* by M. Hardy and D. Saunders, Cambridge University Press. 2022.

CHAPTERS COVERED – Chapters 1 – 10 of Hardy and Saunders, and Chapter 7 – 18 of Sweeting

SYLLABUS

Identification and classification of risks

- | | |
|---|--|
| <input type="checkbox"/> Market and Economic risk | <input type="checkbox"/> Liquidity risk |
| <input type="checkbox"/> Interest rate risk | <input type="checkbox"/> Insurance risks |
| <input type="checkbox"/> Credit risk | <input type="checkbox"/> Residual risks |
| <input type="checkbox"/> Operational risks | |

Statistical models and techniques

- | | |
|--|--|
| <input type="checkbox"/> Univariate models | <input type="checkbox"/> Model validation |
| <input type="checkbox"/> Multivariate models | <input type="checkbox"/> Extreme value theory |
| <input type="checkbox"/> Copulas | <input type="checkbox"/> Modelling time series |
| <input type="checkbox"/> Model fitting | <input type="checkbox"/> Scenario generation |
| <input type="checkbox"/> Smoothing | <input type="checkbox"/> Risk aggregation |
| <input type="checkbox"/> Credibility | |

Quantification of risks

- Risk measures
- VaR and ES
- Capital allocation
- Economic capital

Case studies

Additional topics as time permits.

Drafted 14 August 202

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

ACTUARIAL SCIENCE 817 – Introduction to Casualty Insurance and Credibility

CALENDAR DESCRIPTION – This course introduces concepts and methods for loss reserving and pricing (or ratemaking) of property/casualty insurance coverages. Topics include risk and insurance, limited fluctuation credibility theory, Bayesian credibility, Bühlmann and Bühlmann-Straub models, loss run-off triangles and loss reserving methods, and loss cost and loss ratio methods for ratemaking.

PREREQUISITES – ACSC 717

PURPOSE OF CLASS – This course is designed for students in the course-based MSc in Actuarial Science program.

TEXTBOOKS

- *Loss Models: From Data to Decisions*, 5th edition, 2019, by Klugman, Panjer and Willmot, Wiley
- *Introduction to Ratemaking and Loss Reserving for Property and Casualty Insurance*, 4th edition, 2015, by Brown and Lennox, ACTEX publications

CHAPTERS COVERED – Chapters 16 – 18 of Klugman et al., and Chapters 1 – 5 of Brown and Lennox

SYLLABUS

1. Credibility

- a) Explain and apply Bayesian (greatest accuracy) credibility.
- b) Apply Bühlmann and Bühlmann-Straub models and understand their relationship to Bayesian models.
- c) Explain and apply empirical Bayesian estimation in the nonparametric and semiparametric cases

2. Reserving for Short-Term Insurance Coverages

a) Understand, interpret, and apply techniques for estimating outstanding claims, using the following methods:

- Expected Loss Ratio
- Chain-Ladder
- Bornhuetter-Ferguson
- Bayesian
- Frequency and Severity

b) Understand, interpret, and apply the following statistical models and assumptions used for outstanding claims reserves:

- Mack's model
- Poisson model
- Over-dispersed Poisson mode

3. Pricing for Short-Term Insurance Coverages

- a) Calculate projected losses using trend analysis.
- b) Calculate overall average rates and rate changes using the loss cost and loss ratio methods.
- c) Calculate risk classification differential changes, including balancing back.

Additional topics as time permits.

Drafted 14 August 2024

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

ACTUARIAL SCIENCE 819 – ESTIMATION AND SELECTION OF ACTUARIAL MODELS

CALENDAR DESCRIPTION – This course continues topics relating to loss models covered in ACSC 718, and includes estimating the parameters for severity, frequency, and aggregate distributions using Maximum Likelihood Estimation as well as Bayesian estimation. The topic of model selection is also considered.

PREREQUISITES – ACSC 717 and ACSC718

PURPOSE OF CLASS – This course is designed for students in the course-based MSc in Actuarial Science program.

TEXTBOOK

- *Loss Models: From Data to Decisions*, 5th edition, 2019, by Klugman, Panjer and Willmot, Wiley

CHAPTERS COVERED – Chapters 10 – 15 of Klugman et al.

SYLLABUS

1. Parametric and Non-Parametric Estimation

- a) Estimate the parameters for severity and frequency distributions using maximum likelihood Estimation for:
 - b) • Complete, individual data • Complete, grouped data
 - Truncated or censored data
- c) Use Maximum Likelihood Estimation to estimate log-likelihood functions for various laws of mortality
- d) Apply Kaplan Meier and Nelson Aalen methods to estimate empirical survival functions using censored and truncated lifetime data.
- e) Calculate approximate standard errors of the parameter/probability estimates.
- f) Construct linear and non-linear confidence intervals (as appropriate) for parameters/estimates.

2. Construction and Selection of Parametric Models

- a) Estimate the parameters for frequency and severity distributions by maximum likelihood.
- b) Estimate the variance of the estimators and construct normal and non-normal confidence intervals.

- c) Use the delta method to estimate the variance of the maximum likelihood estimator of a function of the parameter(s).
- d) Estimate the parameters for severity, frequency, and aggregate distributions using Bayesian Estimation.
- e) Perform model selection using:
 - Graphical procedures.
 - Hypothesis tests, including Kolmogorov-Smirnov, Chi-square goodness-of-fit, and Likelihood ratio (LRT) tests.
 - Score-based approaches, including Schwarz Bayesian Criterion (SBC), Bayesian Information Criterion (BIC), and Akaike Information Criterion (AIC).

Additional topics as time permits.

August 2024

Drafted 14

**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS**

ACTUARIAL SCIENCE 802 – CAPSTONE REPORT

CALENDAR DESCRIPTION – This course provides an opportunity for students to engage in a case-study or a survey of research methods and outcomes on an area of specialization within actuarial theory and practices.

PURPOSE OF CLASS – The Capstone Report should demonstrate the depth and extent of knowledge of students on a selected topic. This course is designed for students in the course-based MSc in Actuarial Science program.

SYLLABUS

During this course students will:

- Consult with an academic advisor to select an appropriate research topic of interest.
- Conduct a case study or a comprehensive survey of prominent literature on the selected topic.
- Write a scientific report that describes the problem of interest, data, methodologies, outcomes and/or proposals for new approaches.

Additional topics as time permits.

Drafted 14 August 2024

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. Faculty of Arts

1.1 Certificate in German Language and Culture – Admission Suspension

MOTION: To suspend admission into the Certificate in German Language and Culture, effective 202520.

Number of students currently declared in the Certificate in German Language and Culture: 7

The Department of International Languages Department Head – Dr. Ian Coulson, Dr. Michael Zimmermann, and the Academic Program Coordinator – Ms. Cassi Tremblay will work together to determine how the students will be able to finish the remaining requirements for the Certificate in German Language and Culture.

Rationale:

The present instructor for German (Dr. Michael Zimmermann) is taking a sabbatical leave in the first half of 2025 and plans to retire in the summer of 2026. With uncertainty concerns the department's ability to teach required courses in the Certificate in German Language and Culture (specifically 200-level German and above) the Department of International Languages voted unanimously at our last meeting to suspend admission into the certificate program. Should a new hire in this area provide for certainty in teaching 200-level German courses in the future we could revisit this suspension at that time.

(end of Motion)

2. Faculty of Business Administration

2.1 Diploma in Digital Marketing – New Program

MOTION: To create a Diploma in Digital Marketing, effective 202520.

Diploma in Digital Marketing

The Diploma in Digital Marketing (DipDM) consists of 60 credit hours of courses distributed as follows:

- 30 credit hours of business courses;

- 21 credit hours of humanities/social sciences, mathematics/statistics, and creative technologies and design courses; and
- 9 credit hours of electives in marketing or creative technologies/design.

Credit hours	Diploma in Digital Marketing Required Courses
0.0	BUS 474DC Digital Marketing Credentials
3.0	BUS 100 Introduction to Business
3.0	BUS 205 Management Communications
3.0	BUS 210 Introduction to Marketing
3.0	BUS 310 Strategic Marketing
3.0	BUS 312 Consumer Behaviour
3.0	BUS 317 Digital Marketing Strategy
3.0	BUS 374MA Marketing Analytics
3.0	BUS 413 Market Research
3.0	BUS 414 Promotional Strategy
3.0	BUS 474DM Applied Digital Marketing
3.0	CTCH/DES 213 Brand Strategy, Advertising, and Design
3.0	CTCH/DES 215 Visual Identity Design
3.0	CTCH/DES 306 Digital Storytelling & Interactive Media
3.0	CTCH/DES 316 Designing User Experiences
3.0	ENGL 100 Critical Reading and Writing I
3.0	PSYC 101 Introductory Psychology
3.0	STAT 100 Elementary Statistics for Applications, or STAT 160 Introductory Statistics
9.0	Three of: BUS 310-319, BUS 374 AA-ZZ, BUS 410-419, BUS 474 AA-ZZ, CTCH 115, CTCH/DES 217, CTCH/DES 311
60.0	Total 60.00% UGPA; PGPA 65.00%

Rationale:

The creation of a Diploma in Digital Marketing is essential for aligning our academic offerings with the demands of today's marketing landscape. Digital marketing has become one of the most common career paths for marketing graduates, and while we have successfully offered a Digital Marketing elective for over 10 years, we have observed and heard from industry that students need more in-depth, comprehensive education in both the theoretical and practical aspects of the field. Over the past couple of years there has been extensive discussion amongst faculty members and students that demonstrates interest in this area, and we believe a formal diploma will better serve students by providing structured, rigorous training, along with externally recognized credentials to ultimately meet industry standards and satisfy student demand.

Moreover, offering this diploma would strategically position us as the first in Canada to deliver a specialized Digital Marketing Diploma for undergraduate students, giving us a significant competitive, first-mover advantage. This program will not only attract domestic students but also fill a critical gap for international students who are currently limited by the Diploma in Business Administration, which is

now restricted due to IRCC requirements. This new offering will expand our international reach and enhance student satisfaction. Additionally, the development of this diploma opens the door to the creation of a Certificate in Digital Marketing, an attractive value-added option for students in our BBA program.

The key deliverables and/or goals of this proposed program are as follows:

1. Provide Comprehensive Digital Marketing Knowledge

Equip students with a strong theoretical and strategic foundation in both traditional and digital marketing principles, ensuring a well-rounded understanding of marketing strategies. The program will cover essential digital marketing areas such as search engine optimization, content marketing, social media marketing, paid advertising, email marketing, and digital analytics, providing students with the skills to strategically create and execute comprehensive campaigns across multiple platforms based on digital marketing best practice and the target audience.

2. Bridge Foundational Marketing with Current Trends

Build on students' foundational marketing knowledge by integrating the latest trends in digital marketing, such as influencer marketing, artificial intelligence in advertising, voice search optimization, and emerging social media platforms. By combining these trends with proven marketing strategies, the program will ensure students are ready to job-ready and competitive upon graduation and adapt to the ever-evolving digital landscape.

3. Develop Practical, Hands-on Experience

Emphasize experiential learning by providing students with opportunities to work on real-world digital marketing projects. Through client-based consulting work, case studies, and interactive workshops, students will develop practical, hands-on experience. This approach ensures they graduate with a strong portfolio of work that demonstrates their abilities to prospective employers.

4. Enhance Analytical and Technological Skills

Focus on the use of industry-standard tools and platforms such as Google Analytics, Facebook Ads Manager, and HubSpot, ensuring students can track, measure, and analyze marketing campaigns. Students will be trained in data-driven decision-making, leveraging analytics to refine and optimize digital marketing efforts based on performance metrics.

5. Industry Certifications

As part of this diploma program, students will complete 2-3 industry certifications in areas such as Google Ads, Google Analytics, website design, and search engine optimization. These certifications will provide additional credentials that will enhance their employability upon graduation and clearly demonstrate their proficiency to potential employers in specific areas of digital marketing.

Our environmental scan shows that there are no other for-credit undergraduate Diplomas in Digital Marketing offered by BSAC business schools.

Attachment A – Registrar’s Undergraduate Academic Programming Questionnaire

(end of Motion)

2.2 Certificate in Digital Marketing – New Program

MOTION: To create a certificate in Digital Marketing, effective 202520.

Certificate in Digital Marketing

Credit hours	Certificate in Digital Marketing
Core Requirements	
0.0	BUS 474DC Digital Marketing Credentials
3.0	BUS 317 Digital Marketing Strategy
3.0	BUS 374MA Marketing Analytics
3.0	BUS 474DM Applied Digital Marketing
3.0	CTCH/DES 306 Digital Storytelling and Interactive Media
Elective Requirements	
3.0	One of: BUS 310-319, BUS 374 AA-ZZ, BUS 410-419, BUS 474 AA-ZZ, CTCH 115, CTCH/DES 213, CTCH/DES 215, CTCH/DES 217, CTCH/DES 311, or CTCH/DES 316
15.0	Total 60.00% UGPA; PGPA 65.00%

Rationale:

With the creation of the Diploma in Digital Marketing as outlined in Motion 4.2.1, we would like to introduce an add-on Certificate in Digital Marketing that is available for our Bachelor of Business Administration students to add to their degree. This would become our third certificate, joining the *Certificate in Innovation, Creativity, and Entrepreneurship* as well as the *Certificate in International Business*.

Attachment A – Registrar’s Undergraduate Academic Programming Questionnaire

(end of Motion)

2.3 Bachelor of Administration (First Nations University of Canada) – Major Requirements

MOTION: That the “Major Requirements (FNUUniv)” of the Bachelor of Business Administration Degree (FNUUniv) be revised, effective 202520.

Major Requirements (FNUUniv)

Students graduating with the Bachelor of Administration [students degree](#) may declare one major option upon completion of [a minimum of 60 credit hours towards the program and successful completion of all required 000-](#)

~~100-, and 200-level ADMN courses (ADMN 007, ADMN 100, ADMN 210, ADMN 225, ADMN 228, ADMN 250, ADMN 260, ADMN 261, ADMN 275, ADMN 285, ADMN 288, and ADMN 290), the degree requirements. Students can select one of the following majors: Accounting, Finance, Human Resource Management, Marketing, or General Business Studies. Students not declaring a major will be awarded the Bachelor of Administration with no major declared. Some Courses in each available major have require additional prerequisites courses and/or credit hour requirements. and Students are required to plan their programs to allow room for prerequisites and. Students should consult with UR Self-Service, and/or their program advisor to ascertain prerequisites and course sequencing requirements.~~

Please refer to the major requirements templates in the Bachelor of Business Administration above.

Rationale:

From both administrative and student experiences perspectives, allowing our BAdmin students to declare their major when they are halfway through their program allows for many benefits, including but not limited to:

- Students are able to be more pro-active and better plan the last half of their programs to ensure they are able to sequence and complete the required courses in the timeframe they're hoping for (this is a significant issue right now);
- Allows for more specific advising from our academic advisors when meeting with students about course requirements and sequencing;
- The Hill Associate Dean (Undergraduate) and FNUUniv Program Administrator (Indigenous Business & Public Administration) can use the information from major declarations in order to anticipate demand for 300- and 400-level courses for scheduling purposes;
- Allows students to make more connections with other students they know are in their major and build a sense of community/affinity to their program;
- FNUUniv can target students that have declared in each major for specific communication about targeted events, upcoming courses, professional development, employer information, etc.;
- The Application to Graduate system in Banner 9 Self Service doesn't accommodate the concept of having students declare a major at the end point of applying to graduate, resulting in additional manual administrative tasks required by our staff and Registrar Office staff;
- Allows for easier assessment of potential transfer credit and/or secondary degree applications for students applying from other post-secondary institutions (specifically international institutions); and
- This change will align with the same change that was recently voted through to the Hill Bachelor of Business Administration program.

(end of Motion)

2.4 Faculty of Business Administration Concurrent Programs Regulation – Undergraduate Calendar Revision

MOTION: To update the Faculty of Business Administration Concurrent Programs section of the Undergraduate Calendar, effective 202520.

Concurrent Programs

- Business administration students may take a secondary program in other faculties (with some limitations).
- Students in other faculties cannot take the BBA or BAdmin program as a secondary program.
- Students in other faculties may take the DipBA or DipAdmin as a secondary program.
- [Students may be enrolled in the BAdmin and DipAdmin programs concurrently.](#)
- Business administration students and students in other faculties may take the [Certificate in Digital Marketing; Certificate in](#) Ideation, Creativity, and Entrepreneurship [Certificate](#); or the Certificate in International Business as a secondary program.

Rationale:

Allowing First Nations University of Canada Diploma in Administration students to be concurrently enrolled in the Bachelor of Administration program will allow students to qualify for band funding that they otherwise would not qualify for if solely enrolled in the Diploma in Administration program. Students used to be able to be concurrently enrolled in each of these programs; however, this was mistakenly changed.

This change also takes into account the new Certificate in Digital Marketing as outlined in Motion 3.2.

(end of Motion)

2.5 Faculty of Business Administration Stale Dated Courses – Undergraduate Calendar Revision

MOTION: To update the Faculty of Business Administration Transfer Credits section of the Undergraduate Calendar, effective 202520.

Transfer Credits

For information about transfer credit availability for newly admitted students, please refer to the Undergraduate Admissions section under Transfer Credit.

It is the student's responsibility to request transcripts from other institutions to be sent directly to the appropriate Enrolment Services office.

Students are required to achieve a minimum grade of 10 grade points above the institution's passing grade in a course in order to be eligible to receive transfer credit.

[Stale-Dated Courses](#)

[All courses are evaluated on a case-by-case basis. Students who are admitted or readmitted to the Faculty of Business Administration and have completed courses in their program more than 10 years previously, or 5 years previously for accounting courses, may be required to update their knowledge by repeating or taking additional courses toward their program. These decisions will be made by the Office of the Associate Dean \(Undergraduate Programs\). Please consult with your program advisor.](#)

[Letters of Permission](#)

Current students in the Faculty of Business Administration may, in strictly limited circumstances, be allowed to complete courses at other institutions and receive transfer credit for them; however, prior permission must be granted. Students should speak to their program advisor to learn more about the circumstances under which permission could be granted.

Faculty of Business Administration students wishing to take courses at other institutions are required to be in good standing (academically and financially) and must request permission to take the course(s), provide a course description(s) to the faculty for evaluation, and should not register for the course until written permission has been provided.

Transfer Credit Agreements

The Faculty of Business Administration has transfer credit agreements with selected post-secondary institutions. See our website for more information: <https://uregina.ca/business>

Rationale:

This update puts us more in line with stale-dating practices across campus and will help set students up for success in their program by ensuring their knowledge is up to date.

(end of Motion)

3. Faculty of Education

3.1 Certificate for Internationally Educated Teachers/Certificat Voie d'avenir pour enseigner en Saskatchewan (élémentaire ou secondaire)

MOTION: That the requirements for the Certificate for Internationally Educated Teachers / Certificat Voie d'avenir pour enseigner en Saskatchewan (élémentaire ou secondaire) be revised, effective 202520

(Pp. 199 and 210 of the 2024-25 Undergraduate Calendar)

Credit Hours	Certificate for Internationally Educated Teachers Required courses
3.0	ECS 101 or ECS 102 or Education elective
3.0	EPSY 400 Working with Difference and Diversity
3.0	ECCU 400 Treaties in the Classroom or Education elective
3.0	ECS 303 Secondary Pedagogy, Theory and Practice
<u>3.0</u>	<u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota)</u>
6.0	EFLD 415 —Practicum Component
18.0 <u>21.0</u>	Total: PGPA 65.00%; UGPA 60.00%

Credit Hours	Certificat Voie d'avenir pour enseigner en Saskatchewan élémentaire (18 <u>21</u> crédit)
3.0	EPSF 300

3.0	EPSY 418 ou EPSY 425
3.0	Un des cours ECSF 100, ECSF 110, ECSF 210, ou un cours au choix approuvé
3.0	ECSF 402 ou un cours au choix approuvé
<u>3.0</u>	INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota)
6.0	EFLD 416
18.0 <u>21.0</u>	Total: PGPA 65.00%; UGPA 60.00%

Credit Hours	Certificat Voie d'avenir pour enseigner en Saskatchewan secondaire (18 <u>21</u> crédit)
3.0	EPSF 300
3.0	EPSY 418 ou EPSY 425
3.0	Un des cours ECSF 100, ECSF 110, ECSF 210, ou un cours au choix approuvé
3.0	ECSF 402 ou un cours au choix approuvé
<u>3.0</u>	INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota)
6.0	EFLD 416
18.0 <u>21.0</u>	Total: PGPA 65.00%; UGPA 60.00%

Rationale:

These changes enable each of these certificates to meet new SPTRB certification requirements around Indigenous History/Culture/Language academic content.

(end of Motion)

3.2 Two-Year Elementary Bachelor of Education After Degree (Online Community-Based) – Program Revision

MOTION: That the Two-Year Elementary Education Bachelor of Education After Degree Program (Online Community-Based) be revised, effective 202620.

(P. 172 of the 2024-25 Undergraduate Calendar)

Credit Hours	Two Year Elementary Education BEd After Degree Program (Online Community-Based) (64 <u>60</u> Credit Hours)
Term 1 (Fall)	
2 <u>3.0</u>	ED-215 ELNG 310
3.0	EPS-215 ECS 303
3.0	ERDG-215 EHE 310
3.0	ESCI-215 EMTH 310

3.0	ESST 215 Education elective
Term 2 (Winter)	
3.0	EPSY 225 ECCU 400
3.0	EAES 215 ESCI 310
3.0	EMTH 215 ECS 401
3.0 0	EHE 215 EFLD 311
3.0	EPE 215 ERDG 310
3.0	ESST 310
Term 3	
2.0	ED 225
3.0	EPS 225
15.0	EFLD 405
Term 4	
3.0	EPSY 322 /400
3.0	ELNG 325 ECE 325 or Education elective
3.0	ECCU 400 Open elective
3.0	INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dene, Nakota) (note 1)
3.0	Education elective EAE 201 or one of EDRA 101/202, ELIT 101/202 EMUS 101/202, EVIS 101/202, EDAN 101/202
<p>Note 1: If this requirement has been met in the first degree, student may choose an open elective.</p> <p>Note 2: Admission is offered only for the Fall term.</p> <p>Note 3: The program offers flexible completion options: accelerated, full-time, or part-time. Students choosing the accelerated option can take courses during the Spring/Summer term. For part-time completion, students would take courses in Terms 1 and 2 over a span of two years.</p> <p>Note 4: Academic advising is recommended.</p> <p>Note 5: In School Field experiences will be in/near student's home community.</p>	

Rationale:

These changes seek to address both the teacher shortage in rural Saskatchewan and the needs of rural and remote students. The changes to this program will provide access to a UofR Education after-degree in communities across Saskatchewan. Preference will be given to students living in communities outside of the Regina and Saskatoon catchment area (defined as more than 100km from either Regina or Saskatoon).

(end of Motion)

3.3 Two-Year Elementary Bachelor of Education After Degree (Online Community-Based) – Admission Requirements

MOTION: That the Undergraduate Admissions section of the Undergraduate calendar be amended as follows, effective 202520

(P. 6 of the of the 2024-25 Undergraduate Calendar)

	Canadian Citizens, Canadian Permanent Residents, Protected Persons, and Refugees	International Applicants (Study Permit Required)
FALL TERM (September-December)		
ALL PROGRAMS – Early Application Deadline* (except those noted below)	March 15	N/A
ALL PROGRAMS – FINAL DEADLINE for new applicants, and re-admission deadline for returning students (except those noted below)	August 15	August 15
Indigenous Education	March 31 (intake 1) June 30 (intake 2)	March 31 (intake 1) June 30 (intake 2)
Bachelor of Education Elementary After Degree (Online Community Based)	March 15 ***	N/A

*** [March 15 deadline for preference given to rural/remote students defined as those living more than 100 km from Regina or Saskatoon. Other qualified applicants may be considered after the March 15 date.](#)

(P. 21 of the of the 2024-25 Undergraduate Calendar: Application Procedures for Re-Admission and Faculty/College Transfers)

Faculty	New Applicants or Current U of R Students with Less than 15 Credit Hours	University of Regina Internal Transfer Current and Returning Students	Additional Program Specific Admission Requirements
Education	<p>Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 65% on the most recent 30 credit hours of post-secondary courses attempted.</p> <p>Note: If applicants do not have an AGPA of 65% on the most recent 30 credit hours of post-secondary courses attempted, their entire post-secondary record will be calculated.</p> <p>Applicants who have attempted fewer than 15 credit hours, will be assessed using the high school admission requirements.</p>	<p>Applicants who have attempted 15 credit hours or more at the U of R must have a minimum UGPA of 65% on their most recent 30 credit hours of U of R courses.</p> <p>Applicants who have attempted less than 15 credit hours at the U of R will either be assessed using:</p> <ul style="list-style-type: none"> • the combined average on their most recent 30 credit hours of previous post-secondary or; • the high school admission requirements <p>Note: If applicants do not have an AGPA of 65% on the most recent 30 credit hours of post-secondary courses attempted, their entire post-secondary record will be calculated.</p>	<p>Bachelor of Education After Degree (BEAD) Must have an approved first degree with a minimum UGPA of 65%. Upon application submission, applicants who have yet to be awarded a degree must confirm their degree status from their respective institution before beginning the Education program.</p> <p>BEAD Elementary: Must have a minimum of 39 credit hours in teaching areas supportive of provincial/territorial curricula. It is recommended that students have three provincial curricula areas (9 credit hours of senior courses). Refer to the outline for the 4-year program.</p> <p><u>BEAD Elementary (Online Community-Based)</u> <u>Must have a minimum of 39 credit hours in teaching areas supportive of provincial/territorial curricula. It is recommended that students have three provincial curricula areas (9 credit hours of senior courses). Refer to the outline for the 4-year program. Preference will be given to students living in communities more than 100 km outside of Regina and Saskatoon.</u></p> <p>BEAD Secondary: Must have a major in their first degree in a teaching area with a minimum major GPA of 70%. A minor in a teaching area is recommended.</p> <p>Baccalauréat en éducation après diplôme ou BEAD voir maintenu une moyenne d'au moins 65 % dans le premier diplôme;</p> <ul style="list-style-type: none"> • avoir suivi le cours ECSF 100 ou ECSF 110; • avoir les concentrations suivantes dans le premier diplôme: <ul style="list-style-type: none"> ○ Programme élémentaire : 21 crédits de cours de français à partir de FRN 201 et 18 crédits dans au moins trois autres des matières enseignées au niveau élémentaire. ○ Programme secondaire : 24 crédits en français (à partir de FRN 201) et 15 crédits dans une des concentrations suivantes : anglais, sciences humaines, mathématiques, sciences générales, éducation physique, études religieuses ou beaux-arts (d'autres concentrations sont également possibles). <p>Certificate for Internationally Educated Teachers Applicants must provide a Saskatchewan Teacher's Certificate Assessment letter from the Saskatchewan Professional Teacher's Regulatory Board and evidence of proficiency in French if entering the French certificate.</p> <p>Certificat Voie d'Avenir Pour Enseigner en Saskatchewan Les candidats doivent fournir une lettre d'évaluation du certificat d'enseignement de la Saskatchewan du Saskatchewan Professional Teacher's Regulatory Board et une preuve de maîtrise du français s'ils entrent dans le certificat de français.</p> <p>Advanced Certificate in Education Applicants for the Advanced Certificate in Education must have an approved Bachelor of Education (BEd) degree with a minimum 65.00% UGPA or applicants may complete the certificate concurrent with their BEd program at the University of Regina.</p> <p>Conjoint Programs (BEd/BKin, BEd/BSc, or BMusEd/BMus) Applicants must meet the admission criteria for both faculties.</p> <p>Indigenous Education: Interview required.</p>

Rationale:

These changes identify that preference will be given to students living in communities outside of the Regina and Saskatoon catchment area (defined as more than 100 km from either Regina or Saskatoon).

(end of Motion)

4. La Cité universitaire francophone

4.1 Minor in Translation – New Program

MOTION: That a Minor in Translation/ adoption d'une mineure en traduction be created, effective 202520.

Credit hours	Minor in Translation required courses
3.0	FRN 250AH Initiation à la traduction/ Introduction to Translation
3.0	FRN 350AG Traduction générale /General Translation
3.0	FRN 350AH Initiation à la terminologie/ Introduction to Terminology
3.0	FRN 450AG Les outils de TAO au service de traducteurs/ CAT Tools for Translators
6.0	2 des cours de langue suivants : /Any 2 of the following language courses: <ul style="list-style-type: none"> • FRN 236 Structure du français moderne/The Structure of Modern French • FRN 330AB Variétés du français canadien/Varieties of Canadian French • FRN 352 Lecture et écriture critiques I/Critical Reading and Writing I • FRN 301 Épanouissement II/Achievement II
18.0	Total

Justification/Rationale :

À l'ère contemporaine de la mondialisation, les traducteurs et interprètes sont appelés à jouer un rôle crucial en tant que facilitateurs de la communication interculturelle. Plus important encore, au Canada, en tant que pays officiellement bilingue, la demande pour des services de traduction est en constante augmentation, tant dans le secteur public que privé. Cependant, une main-d'œuvre professionnelle formée reste limitée pour fournir ces services stratégiques. Avec ce nouveau programme, nous visons à combler cette lacune et à répondre aux besoins en ressources humaines de l'industrie canadienne de la traduction en offrant une formation professionnelle de pointe, qui forme des diplômés prêts à intégrer un marché du travail en pleine croissance et hautement compétitif. / *In the contemporary era of globalization, translators and interpreters are called upon to play a crucial role as facilitators of intercultural communication. More importantly, in Canada, being an officially bilingual country, there is a growing demand for translation services both in the public and private sectors. However, limited professionally trained workforce is available to render those strategic services. With this new program, we*

aim to fill the gap and meet the human resources' needs of the Canadian translation industry by providing a cutting-edge professional training that produces career-ready graduates for the growing and competitive labor market.

Attachment B: Registrar's Undergraduate Academic Programming Questionnaire

(end of Motion)

5. Faculty of Media, Art, and Performance

5.1 Certificate in Audio Recording and Sound Design – New Program

MOTION: That the Certificate in Audio Recording and Sound Design be created, effective 202520.

Credit hours	Certificate in Audio Recording and Sound Design
0.0	MAP 001
3.0	CTCH/DES 110
3.0	CTCH/DES 111
3.0	CTCH/DES 112
3.0	CTCH/DES 218
9.0	Three of CTCH/DES 201, 205, 209, 219, 221, 222 or other CTCH/DES 200-level course approved by Department Head
3.0	CTCH/DES 317
6.0	Two of CTCH/DES 301, 306, 307, 312, 313, 314, 315, 321 or other CTCH/DES 300-level course approved by Department Head
30.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

This certificate supports the development of one aspect of the new Bachelor of Design program and enhances the Creative Technologies program offerings. This certificate will also fill a major gap around audio recording and sound design in the province of Saskatchewan.

Attachment C: Registrar's Undergraduate Academic Programming Questionnaire

(end of Motion)

5.2 Certificate in Visual Communication Design – New Program

MOTION: That the Certificate in Visual Communication and Design be created, effective 202520.
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Credit Hours	Certificate in Visual Communication Design
0.0	MAP 001
3.0	CTCH/DES 110
3.0	CTCH/DES 111
3.0	CTCH/DES 112
3.0	CTCH 203
3.0	CTCH/DES 213
3.0	CTCH/DES 215
6.0	Two CTCH/DES 200-level courses
6.0	Two CTCH/DES 300-level courses
30.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

This certificate supports the development of Visual Communication Design, one area of the new Design program and enhances the Creative Technologies program offerings. The Certificate in Visual Communication Design also foregrounds an area of Creative Technologies and Design that is attractive to marketing and communications students and mid-career professionals.

Attachment D: Registrar's Undergraduate Academic Programming Questionnaire

(end of Motion)

5.3 Certificate in User Experience Design – New Program

MOTION: That the Certificate in User Experience and Design be created, effective 202520.

Credit Hours	Certificate in User Experience Design
0.0	MAP 001
3.0	CTCH/DES 110
3.0	CTCH/DES 111
3.0	CTCH 203
3.0	CTCH/DES 219
6.0	Two CTCH/DES 200-level and/or ENSE 271
6.0	Two of CTCH/DES 306, 312 or 315
3.0	CTCH/DES 313
3.0	CTCH/DES 316
30.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

This certificate supports the development of User Experience Design, one of the areas for the new Design program, and enhances the Creative Technologies program offerings. The Certificate in User Experience Design also foregrounds an area of Creative Technologies and Design that is attractive to marketing, computer science, engineering students and mid-career professionals.

Attachment E: Registrar’s Undergraduate Academic Programming Questionnaire

(end of Motion)

6. Faculty of Nursing

6.1 Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) Bilingual Option – Admission Requirements

MOTION: That the admission requirements for the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) Bilingual Option be revised, effective 202520.

(PP. 9, 14, & 24 in the 2024-25 Undergraduate Calendar)

Competitive Programs

Saskatchewan Collaborative Bachelor of Science in Nursing

The SCBScN is offered jointly with Saskatchewan Polytechnic. Admission categories including high school, post-secondary, Licensed Practical Nurses (LPN), upper year, bilingual, and after degree. Admission is a competitive process based on academic proficiency. Students are able to qualify for admission consideration based on either high school or post-secondary criteria. Meeting the minimum requirement does not guarantee admission. Applicants to the four-year program apply directly to Saskatchewan Polytechnic. Applicants to the after degree, LPN, and upper year categories apply directly to the University of Regina. Information and applications can be found at:

www.sasknursingdegree.ca. ~~In addition, applicants for the Bilingual Option must meet the French language proficiency requirements as identified by La Cité universitaire francophone: <https://lacite.uregina.ca/en/centrefr/assessment/tef>.~~

Admission from a Saskatchewan High School

Faculty	Saskatchewan High School Requirements	Additional Requirements
Nursing (U of R)	<p>Minimum 70% required in each of the following courses:</p> <ul style="list-style-type: none"> • English Language Arts A30¹ • English Language Arts B30¹ • One of Foundations of Math 30, Pre-Calculus 30, or Calculus 30 • Biology 30 • Chemistry 30 	<p style="text-align: center;">N/A</p> <p>Bilingual Option: Successful completion of Français Fransaskois A30 or B30 or Français immersion 30 with a minimum grade of 70%, or completion of the La Cité online placement test and obtain the FRN level 201 or higher.</p>

Admission from Universities and Colleges Including Transfers from Other University of Regina Faculties

Faculty	New Applicants or Current U of R Students with Less than 15 credit hours	University of Regina Internal Transfer Current and Returning Students	Additional Program Specific Admission Requirements
Nursing (U of R)	<p>Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 65% on the most recent 30 credit hours of post-secondary courses attempted. Post-secondary applicants must also have completed the required high school admission courses or postsecondary equivalents. These are:</p> <ul style="list-style-type: none"> • Grade 12 English or ENGL 100 (U of R) • Grade 12 Algebra or Pre-calculus/Calculus or AMTH 092, MATH 101, MATH 103, or MATH 110 (U of R) • Grade 12 Chemistry or CHEM 100 (U of R) • Grade 12 Biology or BIOL 100 or 140 (U of R) <p>Applicants who have attempted fewer than 15 credit hours, will be assessed using the high school admission requirements.</p>	<p>Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 65% on the most recent 30 credit hours of post-secondary courses attempted. Post-secondary applicants must also have completed the required high school admission courses or postsecondary equivalents. These are:</p> <ul style="list-style-type: none"> • Grade 12 English or ENGL 100 (U of R) • Grade 12 Algebra or Pre-calculus/Calculus or AMTH 092, MATH 101, MATH 103, or MATH 110 (U of R) • Grade 12 Chemistry or CHEM 100 (U of R) • Grade 12 Biology or BIOL 100 or 140 (U of R) <p>Applicants who have attempted fewer than 15 credit hours, will be assessed using the high school admission requirements.</p>	<p>Applicants who are currently attending another Nursing program, must submit a positive recommendation on a clinical placement reference form.</p> <p>Applicants who have completed a minimum of 9 credit hours (or equivalent) of nursing courses at another accredited Canadian institution should apply through the upper year admission process.</p> <p>See www.sasknursingdegree.ca for more information. Applicants who are enrolled in postsecondary courses at or beyond the admission deadline may be offered conditional admission if they have completed 15 or more credit hours and are registered in the required admission subjects. Applicants who have been admitted conditionally must satisfy all conditions outlined by the program and be considered in good standing at the U of R or their former academic institution as of the start of this program to retain their seat.</p> <p>LPN to BScN Pathway: Admission to the LPN to BScN Pathway is competitive entry. To be considered, applicants must meet the following admission requirements:</p> <ul style="list-style-type: none"> • Completion of an approved practical nursing diploma from a recognized Canadian institution at the time of application. • Unencumbered and unrestricted licensure with the Saskatchewan Association of Licensed Practical Nurses at the time of application. <p>Bachelor of Science in Nursing (BScN) After Degree: Admission to the Bachelor of Science in Nursing (BScN) After Degree program is competitive entry. To be considered, applicants must have an approved university degree with a minimum UGPA of 70%. The following courses must be successfully completed by August 15 of the year of admission:</p> <ul style="list-style-type: none"> • BIOL 110 and BIOL 111 with a minimum grade of 60%; or • KIN 261 and KIN 262 with a minimum grade of 60%; or • KIN 260, KIN 267 with a minimum grade of 60% and KIN 268 with a minimum grade of 60%; and • ENGL 100 level; and • STAT 100 level; and • INHS 100 or INDG 100 level <p>Bilingual Option: Successful completion of Français Fransaskois A30 or B30 or Français immersion 30 with a minimum grade of 70%, or completion of the La Cité online placement test and obtain the FRN level 201 or higher.</p>

Rationale:

This motion has been developed in partnership with La Cité and Enrolment Services. Language requirements for students applying to the Bilingual Option of the SCBScN program lack clarity within the Undergraduate Program. With the delivery of the Bilingual Option over the past years it has been noted that students who have graduated from French Immersion or a Fransaskois school have had a level of French which meets the needs of the program and they have the ability to be successful in the program. Completion of the La Cité online placement test for these students is a barrier and unnecessary. Students who have not graduated from French Immersion or a Fransaskois school may demonstrate their French language proficiency with demonstration of FRN level 201 or higher on the La Cité online placement test.

(end of Motion)

6.2 Faculty of Nursing Academic Performance Regulations – Undergraduate Calendar Revisions

MOTION: That the Faculty of Nursing's Faculty Academic Performance Regulations be revised, effective 202520.

(P. 283, 2024-25 Undergraduate Calendar)

Faculty Academic Performance Regulations

The passing grade for all CNUR courses is 60.00%. [The prerequisite minimum grade for BIOL 110, BIOL 111, BIOL 222, ENGL 100, INHS 100, and STAT 100 is 60.00% \(or equivalent courses\)](#). The passing grade for ~~all other non-nursing~~ [elective](#) courses used in a nursing program is 50.00%. Students who are not successful in meeting the minimum grade in a second attempt of a course that is a requirement in the program will be required to discontinue from the Faculty of Nursing for a minimum of three terms. An exception to this regulation is ENGL 100, which may be repeated twice (see the [Academic Regulations](#) section for more information). A withdrawal from any clinical course that occurs after the end of the no-record drop period is considered an attempt.

~~A student will be required to discontinue from the Faculty of Nursing if the prerequisite minimum grade requirement of 60% in BIOL 111 (or equivalent courses) is not attained on a second attempt at the course.~~

Rationale:

Currently, students in the nursing program must maintain an overall program grade point average (PGPA) of at least 65.00% in required program courses. Students who do not meet this minimum program requirement will be placed on faculty academic probation. Students who obtain a grade below 60.00% in courses other than CNUR courses typically have difficulty maintaining the overall program grade point average of 65.00%. These students are reluctant to repeat courses in which they have a grade below 60.00% to bring up their PGPA, placing them at risk of being required to discontinue from the program. If students are required to achieve a grade of 60.00% in all required courses, they will be more likely to achieve a PGPA of 65.00%, avoid probation, and be successful in the program. Currently, students are required to obtain a prerequisite grade of 60.00% in BIOL 111, but not in BIOL 110. Analysis of students who achieved a grade of 50-59% in BIOL 110 has shown that most of these students are unable to achieve the prerequisite grade of 60.00% in BIOL 111. Expectations of a prerequisite grade of 60.00% in BIOL 110 will provide consistent expectations of students and assist in greater success of students in BIOL 111. Representatives from all impacted courses have provided support to this change.

An environmental scan of nursing programs across the country indicated that programs typically have the same minimum grade demand of all required program courses. As such, our program would have expectations that are consistent with other nursing programs in the country.

(end of Motion)

7. Faculty of Science

7.1 Elective Courses – Undergraduate Calendar Revision

MOTION: That the Elective Courses section of the Undergraduate Calendar be revised, effective 202520.

The following information is being moved from the Residency and Transfer Credit Section (p. 288) to Academic Program General Information (p. 290) of the 2024-25 Undergraduate Calendar.

[Elective Courses](#)

~~The Faculty of Science does not accept ACAD 100, UNIV 100, UNIV 101 and/or UNIV 110; AMTH 001, 091, 002, 092 and/or 003; PMTH 091, 092; Science 101 and 105,~~

~~RDWT 120, KIN 101 or courses numbers Oxx for credit toward any program in the Faculty of Science.~~

The Faculty of Science does not accept the following courses toward credit in any certificate, diploma, or degree program in Science:

- Courses with course number of the form OXX
- UNIV 100, UNIV 101, or UNIV 110
- Science 101 or Science 105
- RDWT 120
- KIN 101
- EAP 100

ACAD 100 may be used as an open elective if it is taken within the first 45 credit hours at the University of Regina

Rationale:

The list of non-accepted-for-credit classes is updated to include courses that are currently offered at UofR; allowing students to use ACAD 100 as an open elective supports their university preparedness. This information is being moved because the classes listed are more likely to be taken at the University of Regina, so students might not think to look under Residency and Transfer Credit for the information.

(end of Motion)

7.2 Academic Program General Information – Undergraduate Calendar Revision

MOTION: That the Academic Program General Information section of the Undergraduate Calendar in the subheadings Double and Combined Majors and Second Degrees be revised, effective 202520.

(P. 291 of the 2024-25 Undergraduate Calendar)

Double and Combined Majors

Students wishing to pursue a major in more than one discipline should discuss their program with a Science Academic Advisor, who will ~~receive~~ seek approval from the Associate Dean (Academic). Except under special conditions, approval will not normally be given for two majors in programs offered by the same Department.

The Faculty of Science has a number of BSc programs with a combined major in two disciplines. In such a program, the student is not required to complete as many courses in a single discipline as for the single or double major program. At present, combined programs have been approved in Computer Science and Mathematics, Biology and Geography, Mathematics and Statistics, and Statistics and Economics. Details about the specific course requirements for these programs can be found in the departmental listings.

Second Degrees

~~Registration for a second degree in the Faculty of Science requires prior approval from the Associate Dean (Academic). Except under special conditions, approval will not normally be given for two degrees or two majors in programs from Mathematics, Statistics, and/or Actuarial Science.~~

~~For further information, refer to the Graduation section and the faculty Residency and Transfer Credit section.~~

Concurrent Degrees

The Faculty of Science will consider applications for concurrent registration in a second degree program only if the primary program is a Bachelor of Science program and the secondary baccalaureate program is offered by a faculty other than the Faculty of Science. Students wishing to pursue concurrent degrees should discuss their program with a Science Academic Advisor, who will seek approval from the Associate Dean (Academic).

Subsequent Degrees

Students who have already earned baccalaureate degree are subject to the following B.Sc. completion requirements:

- All requirements for the program must be met;
- Students who have completed a program elsewhere must complete the minimum residency requirement of 60 credit hours;
- Students must complete a minimum of 60 unique credit hours of coursework and meet all other requirements as specified by the Faculty of Science;
- All graduation requirements must be met.

Rationale:

The double major serves students in Science who wish to specialize in two major subjects and is the more appropriate credential than a second degree in Science. However, for those who wish to do a subsequent degree, the requirement of 60 unique credit hours aligns with the University's requirement that 50% of the second program be with unique credits.

(end of Motion)

8.1 Bachelor of Arts and Science – New Program

MOTION: To create a Bachelor of Arts and Science degree, effective 202520.

Credit Hours	Bachelor of Arts and Science Program Requirements
0.0	Strategies for Success: One of: Arts 099, SCI 099, MAP 001, or equivalent
Combined Major Requirements	
3.0	Communications and Literacy: One of: ACAD 100, RDWT 120, ENGL 100, or equivalent
3.0	Numeracy: One of: MATH 103, MATH 110, STAT 100, or STAT 160
18.0	Sciences: Any six courses from the following: ACSC, ASTR, BIOL, BIOC, CHEM, CS, ESC, ENVS, GES (odd-numbered courses), MATH, PHYS or STAT*
18.0	Liberal and Creative Arts: Any six courses from the following: AHCS, ANTH, ARTH, ART, CATH, CHIN, CLAS, CREE, CTCH, DAK, DENE, DES, ECON, ENGL, FILM, FRN, GER, GES (even-numbered courses), HIST, HMH, HS, HUM, IDS, ILP, INA, INAH, INCA, INDG, INDL, INHS, IS, JAPN, JRN, JS, LING, MAP, MU including applied music lessons in the MU series, MUEN, MUHI, MUTH, NISH, NSLI, PAST, PHIL, PPE, PSCI, PSYC, RLST, SOC, SOST, THTR, WGST*
42.0	Subtotal: 65.00% PGPA required
Open Electives	
48.0	16 elective courses
90.0	TOTAL: 65.00% PGPA and 60.00% UGPA required
<p>Note 1: Must have three courses in Indigenous Studies or Indigenous Knowledge in the above choices¹. Note 2: No more than 14 courses may be taken at the 100-level *Note 3: At least three courses must be taken at the 300- or 400-level, including at least one in each of the Sciences, and Liberal and Creative Arts major requirement.</p>	

¹ The identification of those courses in Arts, MAP, and Science to be designated as having Indigenous Knowledge content will be carried out over the 2025 calendar year.

Rationale:

A new kind of credential: First developed in the U.K. and increasingly being offered at North American Universities, the Bachelor of Arts and Science (BA&Sc) is a relatively new credential. It is an interdisciplinary degree aimed at students with interests in both STEM and Arts disciplines and is aimed at providing a well-rounded “STEAM” credential that empowers graduates to engage in matters at the intersection of the human, creative, and natural sciences. The BA&Sc is purpose-built for a world in which our most urgent challenges – from climate change to pandemics, from political extremism to artificial intelligence – require tools and methods from both arts and science. Canadian universities now offering BA&Sc degrees include Guelph (4 yr), McGill (4 yr), McMaster (3 yr and 4 yr), Mount Allison (4 yr), Trent (4 yr), UNB (4 year), and USask (3 yr and 4 yr).

The proposed new U of R Bachelor of Arts and Science degree (BA&Sc) draws on long-standing courses in the Faculties of Arts, Science, and Media, Art and Performance (MAP), and expands existing cooperation and collaboration across those three faculties. For instance, U of R Degrees in Economics, Geography and Environmental Science (GES) and Psychology are currently offered by both Arts and Science, Earth Science and GES offer joint courses, MAP’s Creative Technologies program includes important

collaborations with Computer Science, and both Arts and Science have partnered with Science for work in/on the George F. Ledingham Herbarium. Most recently, the three faculties offered a joint study-abroad program to Regensburg, Germany that involved both Arts and Science site visits and learning activities.

Phase 1: The sponsor faculties are developing a capstone year that would allow a four-year BA&Sc degree but propose to offer a three-year BA&Sc degree as Phase 1 to develop demand for the credential while building capacity. In Phase 2, the sponsor faculties will also explore the creation of a Certificate or Diploma in Arts and Science (perhaps aligned with Level 2 in the sample pathway below) to provide more laddering/stop-out options for students.

The three-year degree: While three-year undergraduate degrees are common across the Canadian university sector, the University of Regina rarely offers them. Thus, some rationale for a three-year degree may be apposite. A three-year degree is an attractive direct-entry opportunity for students for whom a four-year degree is prohibitively expensive or time-consuming, and thus creates opportunities for students of low socioeconomic status or with family caring responsibilities. A three-year degree can also be a gateway for a student who will then ladder into a four-year degree. Conversely, it offers a fallback position for a student in a four-year degree program who encounters obstacles in completing the degree. The attrition rate for 4-year bachelor's degree students in Arts, MAP and Science ranges from 40 to > 50%. While not all these students would choose a three-year degree, no doubt some would. Moreover, a three-year degree can provide a boost in mid-career earning potential for an adult student. It is also an excellent option for students in shorter one- and two-year certificate and diploma programs to ladder into. This laddering option may be especially useful for students in joint programs with Saskatchewan Polytechnic who wish to earn a university degree.

A better option for international students: New regulations from Immigration, Refugees and Citizenship Canada (IRCC) make the ability for students to ladder into degrees especially timely. The University of Regina currently has hundreds of international students admitted to or enrolled in certificate and diploma programs. However, IRCC disincentives and caps combined with Province of Saskatchewan letter-of-attestation guidelines will soon make most of those shorter credentials untenable and unattractive for international students. A 3-year undergraduate degree opens new doors for student visas and post-graduation work permits for international students, as well as ensuring that international students pursue upper year study rather than stacking one- and two-year credentials that largely comprise first-year courses. While the sponsor faculties have been developing the proposed new credential since long before recent IRCC changes, the IRCC changes make the proposal timely.

Foundations, flexibility, and breadth: In 2023-2024, the three sponsoring faculties offered an amazing array of courses across a total of 1044 class meets. The BA&Sc offers students wide access to these courses with just enough structure to guide them. The proposed degree is designed to ensure that students receive a grounding in the foundations of STEAM, with seven courses (21 CH) in numeracy and sciences and seven courses (21 CH) in communications, literacy, and the liberal and creative arts. At the same time, 16 open elective courses (48 CH) allow them considerable flexibility to deepen their focus via a major or minor or to cultivate breadth across a range of disciplines. The flexible degree design also makes it possible for students to transfer in from other programs or institutions. Further, many of the courses in the degree are offered by web or remote modalities or at regional colleges, making the degree still more flexible and accessible. The following sample pathway makes salient the options available to BA&Sc students.

Level 1 (10 courses)	Level 2	Level 3
ACAD 100 or RDWT 120 or ENGL 100	200- or 300-level Science	300- or 400-level Science
MATH 103, 110, STAT 100, or STAT 160	200- or 300-level Science	300- or 400-level Liberal and Creative Arts
100- or 200-level Science	200- or 300-level Liberal and Creative Arts	Open Elective
100- or 200-level Science	200- or 300-level Liberal and Creative Arts	Open Elective
100- or 200-level Science	Open Elective	Open Elective
100- or 200-level Liberal and Creative Arts	Open Elective	Open Elective
100- or 200-level Liberal and Creative Arts	Open Elective	Open Elective
100- or 200-level Liberal and Creative Arts	Open Elective	Open Elective
Open Elective	Open Elective	Open Elective
Open Elective	Open Elective	Open Elective

Alignment with degree qualifications framework: The BA&Sc program is aligned with the Canadian Degree Qualifications Framework and the Saskatchewan Higher Education Quality Assurance Board (SHEQAB)'s Bachelor's Degree Level Standard for a three-year (90 CH) bachelor's degree, as follows:

Depth and Breadth of Knowledge

- Founded upon literacy and numeracy
- Basic understanding of principle assumptions, methodologies and applications.
 - Ability to evaluate the appropriateness of different approaches to solving problems, using well-established ideas and techniques.
 - Devise and sustain arguments or solve problems using these methods
- Ability to gather, review, evaluate and interpret new information.
- Ability to apply learning across areas of study and recognize intersectionality between areas.
 - Opportunities of depth in selected areas.
 - Acquired skills: critical & creative thinking; analytical; communications (written, oral); collaboration; and adaptability.
 - Indigenous content/approaches threaded throughout.

Application of Knowledge

- Ability to review, present, and critically evaluate qualitative and quantitative information to:
 - develop lines of argument; and
 - make sound judgements in accordance with the major theories, concepts and methods

- within the arts and sciences.
- Ability to use a range of established techniques to:
 - analyze information critically;
 - evaluate the appropriateness of different approaches to solving problems related to arts and science;
 - apply underlying concepts, principles and techniques of analyses, both within arts and sciences;
 - solve problems; and
 - propose solutions to problems arising from that analysis.
- Ability to use scholarly reviews and primary sources.

Attachment F – Registrar’s Undergraduate Academic Programming Questionnaire

Attachment G – Position paper prepared by the Luther College Academic Affairs Committee

(end of Motion)

ITEM(S) FOR INFORMATION

1. Registrar's Office

1.1 Fall Break Survey Results

Background:

In 2020/21 the Registrar's Office and Enrolment Services was asked to move the fall break from the week coinciding with Remembrance Day to the week coinciding with Thanksgiving. At that time, the thought was that the break was too late in the term and that it was impacting students. After discussion at Executive of Council, the Registrar agreed that we would move the fall break to the week coinciding with Thanksgiving on a 2-year pilot basis starting in the fall of 2023 and a survey in each of the 2 years so that a recommendation could be made going forward.

Survey Summary

In total there were 2,068 responses to the 2023 Fall Break Survey and 2,081 to the 2024 Fall Break Survey.

Role	2023	2024
Undergraduate Student	1,505	1,435
Graduate Student	201	211
Faculty	210	260
Staff	152	175

Both the 2023 and 2024 surveys indicate that there is stronger preference for having the fall break align with the week that coincides with Remembrance Day than one that coincides with Thanksgiving.

Combined with Remembrance Day

Year	Strongly Agree	Somewhat Agree
2023	892	280
2024	705	322

Combined with Thanksgiving Day

Year	Strongly Agree	Somewhat Agree
2023	478	294
2024	628	347

Summary of Comments

Both surveys had similar student comments related to the timing of the fall break.

The most common comment associated with combining the fall break with Remembrance Day came from students who stated they either had family members at the University of Saskatchewan (U of S) or were taking classes at the U of R and the U of S and that aligning with the U of S would make their lives less complicated. The second most common comment was that having the fall break later in the term gave students a stronger opportunity to start preparing for final assignments and exams.

The most frequent comment associated with combining the fall break with Thanksgiving was that it was too early in the term and broke the momentum students feel in the progress they are making with their studies.

As it relates to timing of the fall break, the most common comment was to consider scheduling the fall break in the last week of October or the first week of November but in response to the question of having the fall break combined with something other than Thanksgiving or Remembrance Day, it doesn't have the same level of support as the other two options.

During a time, other than Thanksgiving and/or Remembrance Day

Year	Strongly Agree	Somewhat Agree
2023	226	215
2024	220	189

Given these results and the comments related to timing, it is recommended that the fall break be held in the same week as Remembrance Day.

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Diploma in Digital Marketing

Type of Program:

	Certificate
X	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): N/A

Faculty(ies)/School(s)/Department(s): Hill School of Business

Expected Proposal Submission Date (Month/Year): October 2024

Expected Start Date (Month/Year): May 2025

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The creation of a Diploma in Digital Marketing is essential for aligning our academic offerings with the demands of today's marketing landscape. Digital marketing has become one of the most common career paths for marketing graduates, and while we have successfully offered a Digital Marketing elective for over 10 years, we have observed and heard from industry that students need more in-depth, comprehensive education in both the theoretical and practical aspects of the field. Over the past couple of years there has been extensive discussion amongst faculty members and students that demonstrates interest in this area, and we believe a formal diploma will better serve students by providing structured, rigorous training, along with externally recognized credentials to ultimately industry standards and satisfies student demand.

Moreover, offering this diploma would strategically position us as the first in Canada to deliver a specialized Digital Marketing Diploma for undergraduate students, giving us a significant competitive, first-mover advantage. This program will not only attract domestic students but also fill a critical gap for international students who are currently limited by the Diploma in Business Administration, which is now restricted due to IRCC requirements. This new offering will expand our international reach and enhance student satisfaction. Additionally, the development of this diploma opens the door to the

Registrar's Undergraduate Academic Programming Questionnaire

creation of a Certificate in Digital Marketing, an attractive value-added option for students in our BBA program.

2. What are the key objectives and/or goals of this program and how will it be delivered?

Provide Comprehensive Digital Marketing Knowledge

Equip students with a strong theoretical and strategic foundation in both traditional and digital marketing principles, ensuring a well-rounded understanding of marketing strategies. The program will cover essential digital marketing areas such as search engine optimization, content marketing, social media marketing, paid advertising, email marketing, and digital analytics, providing students with the skills to strategically create and execute comprehensive campaigns across multiple platforms based on digital marketing best practice and the target audience.

Bridge Foundational Marketing with Current Trends

Build on students' foundational marketing knowledge by integrating the latest trends in digital marketing, such as influencer marketing, artificial intelligence in advertising, voice search optimization, and emerging social media platforms. By combining these trends with proven marketing strategies, the program will ensure students are ready to job-ready and competitive upon graduation and adapt to the ever-evolving digital landscape.

Develop Practical, Hands-on Experience

Emphasize experiential learning by providing students with opportunities to work on real-world digital marketing projects. Through client-based consulting work, case studies, and interactive workshops, students will develop practical, hands-on experience. This approach ensures they graduate with a strong portfolio of work that demonstrates their abilities to prospective employers.

Enhance Analytical and Technological Skills

Focus on the use of industry-standard tools and platforms such as Google Analytics, Facebook Ads Manager, and HubSpot, ensuring students can track, measure, and analyze marketing campaigns. Students will be trained in data-driven decision-making, leveraging analytics to refine and optimize digital marketing efforts based on performance metrics.

Industry Certifications

As part of this diploma program, students will complete 2-3 industry certifications in areas such as Google Ads, Google Analytics, website design, and search engine optimization. These certifications will provide additional credentials that will enhance their employability upon graduation and clearly demonstrates their proficiency to potential employers in specific areas of digital marketing.

Registrar's Undergraduate Academic Programming Questionnaire

3. How does this program compare to similar programs (Provincial/National)?

Our environmental scan shows that there are no other for-credit undergraduate Diplomas in Digital Marketing offered by Business Schools Association of Canada (BSAC) business schools.

4. List the expected benefits of the program to University of Regina students.

This will be an attractive program for both domestic and international students as digital marketing is a popular and in-demand profession for new graduates. For domestic students, this is the first program of its kind in Canada and as such, could attract interested students from the prairies or other Canadian provinces. In addition, the diploma would be appealing to members of the business community who seek to upskill in digital marketing.

For international students, this program aligns with the current Saskatchewan labour market needs and maps directly to a Digital Marketing CIP, which means international students can enroll in this program and be eligible for a work VISA upon graduation. For students wishing to work in Canada following graduation, this diploma will enhance employability given the high-demand skills acquired through the program.

Additionally, the diploma is structured to seamlessly ladder into the Bachelor of Business Administration and Bachelor of Administration programs for students who are interested in continuing on after completing this credential, which will further expand recruitment pool into our flagship undergraduate programs.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

Other than increasing applicants into the BBA or BAdmin when laddering up from the diploma to the BBA/BAdmin, we do not expect that this program will impact any other programs at the University of Regina. At Hill, we anticipate adding three new courses because of this program, though these courses will also be offered in the certificate program in digital marketing and be available to other Business students. Further, the program does rely on courses from MAP, and we have engaged in consultations with MAP academic leadership who welcome the inclusion of their courses in this program.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

The proposed Diploma in Digital Marketing furthers our mission to “foster meaningful experiential learning.” The program is grounded in experiential learning with embedded consulting experience, case studies, and digital marketing credentials.

Further, the diploma moves Hill and Levene forward on our Strategic Priority: Discovery – which is directly aligned with the University of Regina's strategic priority – “Discovery is about creating an empowering learning environment. In such a context, students acquire the relevant disciplinary knowledge, skills, and abilities, as well as develop critical thinking, entrepreneurial spirit, and a responsible business mindset to ensure their career readiness and positive contribution to local communities and beyond.” The proposed diploma works to address labour market needs by developing the full set of skills to contribute to the business community.

It also permits Hill and Levene to make progress on our Strategic Priority: Impact & Identity - “To maintain and enhance meaningful connections with a positive impact upon surrounding communities, as well as those we engage with at national and international levels.” This diploma will contribute positively to our relationship with community as we will be graduating students with in-demand skills, and in addition, we will be offering an avenue through which members of the business community can upskill their marketing skillsets.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

Our proposed Diploma in Digital Marketing supports the University Strategic Vision and Objectives: Discovery, Goal - “All students will participate in experiential learning opportunities” in that the courses have embedded experiential learning opportunities and includes one course where students complete a real-world consulting course. Further, this program will “provide supports...to graduate career-ready students,” such that this program addresses a current gap between our programming and labour market demand, so this program will enhance the career-readiness of our students.

As this program will be appealing and accessible to international students, the proposed program supports the University Strategic Vision and Objectives: Discovery, Goal - “Create a diverse and inclusive community through targeted recruitment and support of students...”

Registrar's Undergraduate Academic Programming Questionnaire

Additionally, this program provides the opportunity for Hill and Levene to collaborate with MAP through the inclusion of MAP courses within the further, and also provides us the opportunity to strengthen community relationships.

3. Are there any other strategic considerations for this program?

N/A

4. Does this program support external and/or community needs? Please attach letters of support if available.

We have included letters/statements of support from the following as appendices to this document:

- Faculty of Media, Art, and Performance
- Hill Marketing Association Faculty Advisor
- Melcher Studios

Registrar's Undergraduate Academic Programming Questionnaire

IV. PROGRAM PLAN

1. What are the program admission requirements?

Admission requirements are the same as what is currently in place for all Business Administration programs:

Admissions from Saskatchewan High Schools

Minimum 70% average using the following courses:

- English Language Arts A30
- English Language Arts B30
- Foundations of Math 30 or Pre-Calculus 30*
- Two courses from Category A (Maths & Sciences), Category B (Languages & Social Sciences), or Category D (Business Approved Courses)

*It is strongly encouraged that students have both Foundations of Mathematics 30 and Pre-Calculus 30

Admissions from High Schools in Other Canadian Provinces and Territories

Please refer to provincial equivalents as outlined on page 16 of the 2024-25 Undergraduate Calendar

Admissions from Non-Canadian High Schools

Minimum 70% average using the following courses:

- One Language Arts course
- Math or Pre-Calculus
- Two Business & Management Studies, Language, Math, Science, or Social Sciences courses

*Calculus is recommended

This program would also be eligible for our qualifying status as outlined in the Undergraduate Calendar.

Registrar's Undergraduate Academic Programming Questionnaire

2. Insert the proposed curriculum here.

Credit hours	Diploma in Digital Marketing Required Courses
0.0	BUS 474DC Digital Marketing Credentials
3.0	BUS 100 Introduction to Business
3.0	BUS 205 Management Communications
3.0	BUS 210 Introduction to Marketing
3.0	BUS 310 Strategic Marketing
3.0	BUS 312 Consumer Behaviour
3.0	BUS 317 Digital Marketing Strategy
3.0	BUS 374MA Marketing Analytics
3.0	BUS 413 Market Research
3.0	BUS 414 Promotional Strategy
3.0	BUS 474DM Applied Digital Marketing
3.0	CTCH/DES 213 Brand Strategy, Advertising, and Design
3.0	CTCH/DES 215 Visual Identity Design
3.0	CTCH/DES 306 Digital Storytelling & Interactive Media
3.0	DES/CTCH 316 Designing User Experiences
3.0	ENGL 100 Critical Reading and Writing I
3.0	PSYC 101 Introductory Psychology
3.0	STAT 100 Elementary Statistics for Applications, or STAT 160 Introductory Statistics
9.0	Three of: BUS 310-319, BUS 374 AA-ZZ, BUS 410-419, BUS 474 AA-ZZ, CTCH 115, CTCH/DES 217, CTCH/DES 311
60.0	Total

Registrar's Undergraduate Academic Programming Questionnaire

3. Is any of the curriculum new or under development? If so, list here.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Marketing Analytics	BUS 374MA	X		202520
Applied Digital Marketing	BUS 474DM	X		202520
Digital Marketing Credentials	BUS 474DC	X		202520

Note: Please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

Only requirement is to complete all the courses listed on the previous page and maintain a GPA of at least 65% (consistent with other Faculty of Business Administration undergraduate program requirements).

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No.

6. What is the source of students for the program?

Domestic and international existing catchment areas.

7. How will students be recruited to the program?

Through existing recruitment processes.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
20	40	40	40	40

This is assumed total enrollment per academic year, assuming that students on average take two years to complete the diploma. The above assumes we see 20 new students per academic year starting in the program, and 20 graduating from the program. This is based, in part, off the actuals for convocation by degree type over the past 10 years:

Registrar's Undergraduate Academic Programming Questionnaire

Credential	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Diploma in Administration				1							
Diploma in Business Administration	19	23	17	29	34	38	46	79	62		
Other								9	44	46	39
Total	19	23	17	30	34	38	46	88	106	46	39

This data was provided by the Office of Institutional Research and outlines solely students graduating that paid international fees for their program.

Credential	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Diploma in Administration	3	3	5	3	5	3	2	8	1		
Diploma in Business Administration	44	57	47	46	64	58	60	40	12		
Other							1	10	43	65	73
Total	47	60	52	49	69	61	63	58	56	65	73

This data was provided by the Office of Institutional Research and outlines solely students graduating that paid domestic fees for their program.

9. How will prospective and current students receive academic advising?

They will receive academic advising from our existing Hill Academic Advisors.

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

Registrar's Undergraduate Academic Programming Questionnaire

Some of the BUS courses in this program will be offered flexibly as follows:

- BUS 100 – hybrid/hyflex in Spring/Summer
- BUS 205 – hybrid/hyflex in Spring/Summer and online in either Fall or Winter
- BUS 210 – hybrid/hyflex in Spring/Summer

Any courses that aren't listed above are not planned to be delivered in any manner other than in-person at this time. Courses offered by other Faculties are not listed above and are assumed to be delivered in-person.

Registrar's Undergraduate Academic Programming Questionnaire

V. NEEDS AND COSTS OF THE PROGRAM (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

We will hire a one-year term lecturer to assist with developing the new courses and teaching in this program. The continued need for this position will depend on the program's success and teaching requirements going forward. After the development and first year of delivery, we are confident that the courses can be delivered by existing faculty members and sessional lecturers.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

This will depend on how many students we have enrolled each year in the program. At this time, we anticipate the following additional sections in order to sustain this program (subject to change based on actual enrolment and student demand):

- BUS 310 (max enrol. 48) – additional section in the Fall
- BUS 312 (max enrol. 48) – additional section in the Fall
- BUS 317 (max enrol. 48) – additional section in the Fall

We will also be adding the following new courses:

- BUS 374MA (max enrol. 48) in the Fall
- BUS 474DC (max enrol. 48) in the Fall
- BUS 474DM (max enrol. 48) in the Winter

The intent is that after the first year of development and delivery, students in this program will take courses from existing Hill faculty members as well as sessional lecturers. Adding the additional sections of BUS 310 and BUS 312 will require a re-direct of existing faculty members and/or sessional lecturers teaching schedule.

Registrar’s Undergraduate Academic Programming Questionnaire

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

No, this won't be required.

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1			
2			
3			
4			
5			
5 Year Total			

6. What additional Library holdings are required and what is the cost?

N/A

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.


N/A

Registrar's Undergraduate Academic Programming Questionnaire**VI. FACULTY/DEPARTMENT/ACADEMIC UNIT CONTACT PERSON**

Contact Person(s)	Email	Telephone
Emily McNair Associate Dean Undergraduate Programs	Hill.AD@uregina.ca	306-337-3249

Registrar's Undergraduate Academic Programming Questionnaire

VII. APPROVALS

	Signature (if required)	Date
Department Head/Program Director	N/A	N/A
Associate Dean (Undergraduate)		November 4, 2024
Departmental/Program Council	N/A	N/A
Faculty Council		November 15, 2024
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

APPENDIX 1: LETTERS & STATEMENTS OF SUPPORT



Hill Marketing Association

“As the faculty advisor for the Hill Marketing Association, delivering hands-on digital and social media training, in-house for marketing students, will significantly increase the demand for Hill Marketing grads.”

- Dwight Heinrichs



RC 269, Riddell Centre
University of Regina
Regina, Saskatchewan, Canada S4S 0A2
Phone: 306.585.5510 + Fax: 306.585.5544
Email: media.art.performance@uregina.ca

29 November 2024

I am delighted to write this letter supporting the proposed Diploma in Digital Marketing. We consider this program a superb and timely addition to the University of Regina's program offerings, and are happy to work with the Hill School of Business on this program. We consider this an excellent opportunity for both faculties, and are eager to explore other courses and programs where our quite different but complementary expertise would create opportunities for University of Regina students.

Emily McNair, the Associate Dean (Undergraduate Programs) has consulted with me and with the Head of Creative Technologies and Design to confirm that the courses she has identified are appropriate courses for the program, that they will be available in an appropriate rotation for the Diploma students, and that the alternate pre and co-requisites proposed for the Diploma students will set them up for success.

Sincerely,

A handwritten signature in blue ink, appearing to read "Susan Johnston".

Professor Susan Johnston, PhD
Associate Dean (Undergraduate)
Faculty of Media, Art, and Performance

Melcher Studio
#202 – 815 7th Ave
Regina, SK
S4N 6M7

Dear Grant A. Wilson, Ph.D., Associate Professor at Hill & Levene Schools of Business:

I am writing in enthusiastic support of the proposal for expanding the marketing program to include a Diploma in Digital Marketing; this exciting new curricular opportunity through the Hill & Levene Schools of Business at the University of Regina.

As part of our commitment to shape students into engaged citizens and citizen leaders, our company fully supports this new program expansion.

In my 15 years of interactive experience, I have seen very few Colleges or Universities who truly understand and support this type of discipline to its full potential. We are constantly looking for talented individuals to fill Virtual Reality, AI/ML, and other cutting edge development positions in the technology arena. We see a large shortage of graduates who have been taught in this area of expertise. As a result, we are constantly having to provide on the job training for our personnel. It can take years for individuals without experience or training in this discipline to become productive.

I am eager to see new courses that further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities beyond the community. I fully support the development of this course and its integration into our technology sector. Our students will be well-served by this course as part of their education.

Sincerely,



Dwayne Melcher
President
November 1, 2024



Registrar's Undergraduate Academic Programming Questionnaire

APPENDIX 2: NEW COURSE DESCRIPTIONS

BUS 374MA Marketing Analytics 3-3:0

This course is designed to equip students with the analytical skills and tools required to make data-driven marketing decisions. The course covers key concepts in marketing data analysis, including customer segmentation, predictive modeling, and campaign performance measurement. Students will learn how to gather, interpret, and visualize data from multiple sources, as well as how to apply statistical and machine learning techniques to solve real-world marketing problems.

Prerequisites: STAT 100 or 160 and BUS 210

BUS 474DM Applied Digital Marketing 3-3:0

This course is designed to provide students with hands-on experience working directly with real clients. Students will work with their client(s) to apply the full spectrum of digital marketing strategies and tools they have learned throughout their program. The course focuses on the practical implementation of digital marketing strategies, including SEO, content marketing, social media, email campaigns, and paid advertising.

Prerequisites: BUS 317, BUS 374XX, BUS 374YY and BUS 414

BUS 474DC Digital Marketing Credentials 0-0:0

In this zero-credit course, students will complete a few online digital marketing certifications in areas such as search engine optimization, search engine marketing, website design, and social media.

Note: This course is restricted to students enrolled in the Diploma in Digital Marketing or the Certificate in Digital Marketing

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Programs' Name: Mineure en traduction / Minor in Translation

Type of Program:

	Certificate
	Diploma
	Baccalaureate
	After Degree
X	Other (specify): Minor

Credential Name (if different from Program Name):

Faculty/School/Department: La Cité universitaire francophone/Department of French and Francophone Intercultural Studies

Expected Proposal Submission Date (Month/Year): November 2024

Expected Start Date (Month/Year): September 2025

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

In the contemporary era of globalization, translators and interpreters are called upon to play a crucial role as facilitators of intercultural communication. More importantly, in Canada, being an officially bilingual country, there is a growing demand for translation services both in the public and private sectors. However, limited professionally trained workforce is available to render those strategic services. With this new program, we aim to fill the gap and meet the human resources' needs of the Canadian translation industry by providing a cutting-edge professional training that produces career-ready graduates for the growing and competitive labor market.

2. What are the key objectives and/or goals of this program and how will it be delivered?

Objectives:

- 1) To acquire the necessary linguistic and professional skills to function as a translator.
- 2) To contribute to the development of the translation industry in Saskatchewan, Canada and even beyond.

Delivery:

The program will be offered in hybrid mode, that is, on-line and on-site at the

Registrar's Undergraduate Academic Programming Questionnaire

University of Regina. Its content will include a number of custom-made profession-oriented courses that are peculiar to the program, such as to allow for professional skills acquisition and intensive practice. It will also include relevant language courses offered by the French and Francophone Intercultural studies program.

3. How does this program compare to similar programs (Provincial/National)?

While the program shares few features with some of the similar programs offered in Canada, it is uniquely designed to incorporate experiential learning with practical components. For example, the course titled "CAT Tools for Translators" will expose students to hands-on experiences about the use of technological tools in the translator's work environment. Also, practicing professional translators will feature in some of the courses either as guest lecturers or resource persons for workshops/career talks as the case may be.

4. List the expected benefits of the program to University of Regina students.

The expected benefits of the program to University of Regina students are:

1. Encouraging students to be career-ready upon completion of program.
2. Increasing the options of programs available to students.
3. Offering students the opportunity to simultaneously combine the minor program with any major programs being undertaken, as an additional professional qualification
4. Promoting English/French bilingualism, a very important skillset for the 21st century student/graduate.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This program does not duplicate or overlap other existing programs. As a brand-new addition, it is hoped that the program will attract more students to La Cité. It will also enable us to offer more courses in French, thus broadening our capacity to meet the needs of the Francophone world in general, and specifically the Fransaskois community.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

- 1) Mission: The program will help La Cité in accomplishing its mandate of meeting the francophone educational needs in French language in the province.
- 2) Official languages policy: It will contribute to bilingual life in SK by creating more training opportunities for bilingual students.
- 3) Recruitment: It will lead to higher number of students' enrolment.
- 4) Programs of study: It will widen the range of programs offered by the Faculty.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

- 1) Aligning with the University's strategic vision of producing career-ready graduates (vision).
- 2) Promoting diversity by giving an option to be proficient in Canada's two official languages and leading languages used throughout the world (vision).
- 3) Providing accessible education and meaningful scholarly experiences, by teaching French/English translation in an intensive, well-framed and structured program that can account for everyone's strengths and challenges (mission).
- 4) Promoting EDI by further diversifying the student body and creating program offers with the necessary supports for their success through the carefully designed program syllabi and courses (values).
- 5) Promoting pan-Canadian inter-university collaboration with the admission of U of R as a member of the Canadian Association of Translation Schools (values).
- 6) Promoting town and gown collaboration with the involvement of the provincial professional body of translators and interpreters, the Association of Translators and Interpreters of Saskatchewan (ATIS) in implementing, evaluating and accrediting the program (values).

3. Are there any other strategic considerations for this program?

In running this program, we aim to use the existing faculty at La Cité to its full capacity. Also, we envisage a prospect for growth, notably by developing and launching full certificate, bachelor and master's degrees in Translation programs as soon as it becomes feasible to do so in the nearest future.

Registrar's Undergraduate Academic Programming Questionnaire

4. Does this program support external and/or community needs? Please attach letters of support if available.

By training well-rounded career-ready professional bilingual students, we will be providing additional French/English speaking workers to the Saskatchewan workforce, a need that the Fransaskois community continues to experience.

Already, the proposed program already enjoys the goodwill and support of the *Association canadienne des écoles de traduction* (ACET) (Canadian Association of Translation Schools) through a letter recently written to La Cité's Dean and the Head of PÉFI. It goes without saying that ACET acknowledges the need for more professional translation training programs in Canada.

In the same manner, the Board of the Association of Translators and Interpreters of Saskatchewan (ATIS) has expressed interest in supporting and promoting the program.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Programs' Plan

1. What are the program's admission requirements?

The admission requirements are the same as La Cité's general requirements (see Undergraduate Calendar, Undergraduate Admissions).

In addition, there will be a written entrance examination/placement test, and/or oral interview to ascertain candidates' eligibility into the professional program.

2. Insert the proposed curriculum here

Minor in Translation

Course Name or Subject Area	Subject or Course Number(s)	Credit Hours
Core requirements		12
Initiation à la traduction/ Introduction to Translation	FRN 250AH	3
Traduction générale /General Translation	FRN 350AG	3
Initiation à la terminologie/ Introduction to Terminology	FRN 350AH	3
Les outils de TAO au service de traducteurs/ CAT Tools for Translators	FRN 450AG	3
Elective requirements (Any 2 of the following language courses)		6
Structure du français moderne/The Structure of Modern French	FRN 236	3
Variétés du français canadien/Varieties of Canadian French	FRN 330AB	3
Lecture et écriture critiques I/Critical Reading and Writing I	FRN 352	3
Épanouissement II/Achievement II	FRN 301	3

3. Is any of the curriculum new or under development? If so, list here.

Registrar's Undergraduate Academic Programming Questionnaire

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Initiation à la traduction/ Introduction to Translation	FRN 250AH	X		September 2025
Traduction générale/ General Translation	FRN 350AG	X		September 2025
Les outils de TAO au service de traducteurs/ CAT Tools for Translators	FRN 450AH	X		September 2025
Initiation à la terminologie/ Introduction to Terminology	FRN 350AG	3		September 2025

Note: Please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

The total credit requirements are as follows:

Minor in Translation: 18 credits

There are no other specific conditions for graduation.

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No. 65% major GPA required and 60% PGPA & UGPA required are maintained.

6. What is the source of students for the program?

The program is expected to attract U of R students and members of the community who desire to leverage their English/French bilingual skills to become professionally trained translators.

We anticipate that the minor will attract people from the community to apply for our various degree programs.

Registrar's Undergraduate Academic Programming Questionnaire

7. How will students be recruited to the program?

The program is expected to attract large patronage from students across various faculties of the University of Regina and the community.

Campus/community-wide recruitment strategies will be put in place and implemented by La Cité's recruitment officer and the Translation program coordinator, in collaboration with the University of Regina's enrolment service.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
10	12	15	18	20

9. How will prospective and current students receive academic advising?

Academic advising will be provided by La Cité's academic advisor and Translation program coordinator.

10. Will this program be delivered in a distance or distributed manner? That is, is it planned that the entire program or specific courses will be delivered:

___ Online

___ At a distance (in a specific community for example)

___ Video-conferenced or distributed.

Please provide details.

The core professional courses of this program will be delivered in hybrid mode, that is onsite and online, as the need arises.

The language courses will be offered as part of the existing French and Francophone Intercultural Studies program, which is developing more online offerings.

Registrar's Undergraduate Academic Programming Questionnaire

Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

The core Translation courses will be taught by Segun Afolabi, La Cité's only Translation expert, while the language courses will be offered by La Cité's current faculty members as part of their normal workload.

2. What is the budget source of the new resources?

Olusegun Afolabi is already a full-time member of the FFIS department, hence there will be no extra budgetary burden in implementing the program.

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

This program will allow us to put our existing resources, especially the new Translation professor (Segun Afolabi), to even better use by bringing more students to our new and existing courses.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

Apart from the standard Zoom and/or Teams online meeting platforms, no specific specialized delivery needs have been identified for these programs. Rather, it will benefit from the ongoing efforts to offer more online and live-streamed courses as part of the French and Francophone Intercultural Studies program.

5. Proposed budget and revenue from the Program.

Registrar's Undergraduate Academic Programming Questionnaire

Year	Projected Revenue	Projected Expenses	Net
1		0	0
2		0	0
3		0	0
4		0	0
5		0	0
5 Year Total		0	0

6. What additional Library holdings are required and what is the cost?

A list of recommended texts per course will be forwarded to the University Library/Bookstore by each instructor as and when due.

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

No additional space will be needed for this program. We will work with the Timetable and the appropriate units to ensure that we use our classroom spaces in the CT building to its full potential and find adequate space elsewhere on campus as needs grow.

V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Michael Poplyansky	Michael.poplyansky@uregina.ca	306-585-4486

VI. Approvals

	Signature (if required)	Date
Department Head/Program Director		

Registrar's Undergraduate Academic Programming Questionnaire

Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Certificate in Audio Recording and Sound Design

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): MAP, CTCH & DES

Expected Proposal Submission Date (Month/Year): 2024-30

Expected Start Date (Month/Year): 2025-20

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This certificate is part of the ongoing development of the new Design program, and will serve as a recruitment tool and feeder for the Creative Technologies BA and BFA and for the B. Design. As explained when we established the new Design degree, there is demand for a Design degree as evidenced by the environmental scans provided by the Office of Institutional Research, showing demand for graduate with Design credentials in the workforce as well as growth in sectors and industries related to Design in Saskatchewan. Additionally, graduation statistics from Saskatchewan Polytechnic show that there are many Design Diploma graduates in Saskatchewan every year. Audio Recording and Sound Design is one area that has been popular in Creative Technologies and Design, with CTCH & DES students, as well as students in Business and Marketing programs, and establishing it as a Certificate enables students to ladder into degree programs, to add it as a concurrent credential, or to add it to existing credentials in other areas.

2. What are the key objectives and/or goals of this program and how will it be delivered?

The key objective of this certificate is to create Audio Recording and Sound Design researchers and creative practitioners that have the skills to address the needs of their communities and to discover new ways of thinking about Design.

Registrar's Undergraduate Academic Programming Questionnaire

Students will be able to complete the certification independently or add this concurrently to another degree.

Courses required within the program will be offered at times convenient to off-campus students, as well as in the traditional day slots.

3. How does this program compare to similar programs (Provincial/National)?

There are no certificates in Audio Recording and Sound Design that can be stand alone or added to a degree in Saskatchewan. The University of Alberta offers degrees in Industrial Design and Visual Communication Design. The University of Manitoba offers degrees in Interior Design and Environmental Design. The University of Regina Design program is unique because of its focus on research, Design theory, and practice combined. UofR's Design program offers flexibility in that the general design degree and the proposed certifications allow students to study theory of design within a wide variety of interdisciplinary, hands-on, creation-based courses before working on a capstone project in a range of Design options.

4. List the expected benefits of the program to University of Regina students.

This certificate will provide students, including international students, with an opportunity for laddering or stacking credentials. This certificate will also provide students outside of CTCH & DES an opportunity to take Design courses as electives, and add possibly a concentration to their degree. Our current CTCH courses are very popular as electives and Design will likely follow suit.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This certificate is developed as one of three certificates focusing on different and unique aspects of Design, especially in relation to industry. This certificate is a combination of CTCH and DES courses. Some of these courses are cross-listed with Design courses. Other CTCH courses will serve as approved electives. Creative Technologies and Design is a unit that supports all of the programming with courses, faculty, and resources.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

The Media, Art, and Performance Faculty provides an extraordinary and energized teaching, learning and research environment in media, art, and performance. Invention, innovation, and rigorous inquiry make us an outstanding study and research destination. It

Registrar's Undergraduate Academic Programming Questionnaire

is indeed *Where Makers Meet*. MAP mission statement: To inspire excellence within an inclusive, supportive, and interdisciplinary environment. MAP provides support for students to become champions of the arts: as makers, scholars, educators, innovators, patrons, and community or industry leaders. Our faculty, students, and alumni endeavor to disseminate and share their professional expertise locally, regionally, nationally, and internationally. This certificate supports the Faculty's mission as it will be an accessible credential that will provide students with an interdisciplinary, hands-on experience that will prepare graduates for both the creativity needed for careers involving creative technologies and design and to become champions of the arts in their careers.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

This certificate supports three strategic aims outlined in the university's 2020-2025 strategic plan:

Strategic focus area 1: Discovery

Students will develop specialized skills across a range of technologies used in a variety of industries involving design, knowledge of the interdisciplinary intersection of art and design, and hands-on experience creating a capstone project in design.

Strategic focus area 3: Well-being and Belonging

Students will consider the needs of diverse communities in their Design work, regularly focusing on the user experience and identifying and reducing barriers within that experience.

Strategic focus area 5: Identity and Impact

The certificate will provide a distinctive and unique program in Saskatchewan and the western provinces while complementing other existing programs at the U of R. Graduates will be highly sought out by a wide variety of industries for their skills as creative and critical thinkers who can combine imagination and innovation with Design.

3. Are there any other strategic considerations for this program?

Creative Technologies and Design overlap with the traditional fine arts streams in MAP and growth in CTCH & DES could support all of the areas in MAP. There are many ways in which this program could expand to include other partners within the university.

4. Does this program support external and/or community needs? Please attach letters of support if available.

An environmental scan prepared by the U of R Office of Institutional Research is attached.

Registrar's Undergraduate Academic Programming Questionnaire

Program Plan

1. What are the program admission requirements?

For admission to this certificate program students must meet the regular admission requirements for the Faculty of Media, Art, and Performance with a minimum 65.00% graduating average.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	MAP 001	0
Intro to Creative Technologies	DES/CTCH 110	3
Creative Technologies Processes	DES/CTCH 111	3
Intro to Audio Tools	CTCH 112	3
Intro to Audio Mixing and Mastering	CTCH/DES 218	3
	3 of CTCH/DES 201, 205, 219, 221, 222	9
	2 of CTCH/DES 301, 306, 307, 312, 315, 321	6
Advanced Audio Production Techniques for Interdisciplinary Media	CTCH/DES 317	3
Total Credits		30

Registrar's Undergraduate Academic Programming Questionnaire

3. Is any of the curriculum new or under development? If so, list here.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Intro to Mixing and Mastering	CTCH/DES 218		X	Summer 2025
Game Design Audio	CTCH/DES 219		X	Fall 2025
Livestreaming for Content Creation	CTCH/DES 222		X	Fall 2025
Advanced Audio Production Techniques	CTCH/DES 317		X	Fall 2025

Note: Please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

30 credits; 65%GPA

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

- graduates of Design Diploma programs in SK and neighbouring provinces;
- graduates of Computer Science and Creative Technologies Diploma programs from the U of R;
- students in CTCH & DES BA, BFA
- students in other programs that wish to add a certification
- Students who have been working in industry and want to upgrade or build more credentials;
- International students (first through a U of R diploma in Computer Science or Creative Technologies).
- Early conditional admission and final high school transcript students

Registrar's Undergraduate Academic Programming Questionnaire

7. How will students be recruited to the program?

Through regular recruiting in the Faculty of Media, Art, and Performance. Working with the Dean's Office in MAP we anticipate heavy promotion before the launch of the program (especially outside of our containment area). The Faculty is aware that it will need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments.

Through regular recruiting in the Faculty of Media, Art, and Performance. Working with the Dean's Office in MAP we anticipate ongoing promotion now that the new Design program has been launched (especially outside of our containment area). The Faculty is aware that it will need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	5	8	10	12* note that some of these will be concurrent program students counted in their primary program

9. How will prospective and current students receive academic advising?

MAP Student Program Center

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

The courses for this program are offered in varying modalities - in-person, online, and remote.

IV. Needs and Costs of the Program (CCB)

Registrar's Undergraduate Academic Programming Questionnaire

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

Currently, this certification and area of Design is being taught by a 3-year term Lab Instructor position in Sound Design. This position will need to be renewed or made permanent.

2. What is the budget source of the new resources?

University (position would need to be base budgeted or renewed by funds from the Central University budget)

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

Most of these courses are already part of the regular load for the CTCH & DES Lab Instructor in Sound Design, with additional support from other CTCH and DES faculty and sessional instructors. There are four new courses currently under development that are part of regular teaching load. Additional sections as needed will be supported through the CCE budget envelope subject to approval by CCE.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

CTCH/DES 110 and CTCH/DES 113 have been developed for online delivery. CTCH/DES 112 is currently being developed for online delivery with the launch in Spring 2025.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$166,000	0	\$166,000
2	\$256,400	0	\$256,400
3	\$298,800	0	\$298,800
4	\$332,000	\$10,000	\$323,000
5	\$422,400	\$20,000	\$412,400
5 Year Total	\$1,474,600	\$30,000	\$1444600

- Calculations are based on the assumption that ½ the enrolled students will be international students paying International Student Tuition Rates.
- Calculations are based on the number of students estimated in the program, each taking all of the required Certificate courses in a single year.
- Projected expenses in years 4 and 5 are sessional stipends to account for the increased enrollment.

6. What additional Library holdings are required and what is the cost?

No additional library holdings will be needed.

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

The program will require increased access to specialized classrooms that are currently required for delivery of CTCH/DES courses. (i.e. MAP spaces: the Maker Space, IMP Lab, etc.)

V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Susan Johnston	MAP.AD.UG@uregina.ca	306-585-5565

Registrar's Undergraduate Academic Programming Questionnaire

VI. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Certificate in Visual Communication Design

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): MAP, CTCH & DES

Expected Proposal Submission Date (Month/Year): 2024-30

Expected Start Date (Month/Year): 2025-20

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This certificate is part of the ongoing development of the new Design program, and will serve as a recruitment tool and feeder for the Creative Technologies BA and BFA and for the B. Design. As explained when we established the new Design degree, there is demand for a Design degree as evidenced by the environmental scans provided by the Office of Institutional Research, showing demand for graduate with Design credentials in the workforce as well as growth in sectors and industries related to Design in Saskatchewan. Additionally, graduation statistics from Saskatchewan Polytechnic show that there are many Design Diploma graduates in Saskatchewan every year. Visual Communication Design is one area that has been popular in Creative Technologies and Design, with CTCH & DES students, as well as students in Business and Marketing programs, and establishing it as a Certificate enables students to ladder into degree programs, to add it as a concurrent credential, or to add it to existing credentials in other areas.

2. What are the key objectives and/or goals of this program and how will it be delivered?

The key objective of this certificate is to create Visual Communication Design researchers and creative practitioners that have the skills to address the needs of their communities and to discover new ways of thinking about Design.

Registrar's Undergraduate Academic Programming Questionnaire

Students will be able to complete the certification independently or add this concurrently to another degree.

Courses required within the program will be offered at times convenient to off-campus students, as well as in the traditional day slots.

3. How does this program compare to similar programs (Provincial/National)?

There are no certificates in Visual Communication Design that can stand alone or be added to a degree in Saskatchewan. The University of Alberta offers degrees in Industrial Design and Visual Communication Design. The University of Manitoba offers degrees in Interior Design and Environmental Design. The University of Regina Design program is unique because of its focus on research, Design theory, and practice combined. UofR's Design program offers flexibility in that the general design degree and the proposed certifications allow students to study theory of design within a wide variety of interdisciplinary, hands-on, creation-based courses before working on a capstone project in a range of Design options.

4. List the expected benefits of the program to University of Regina students.

This certificate will provide students, including international students, with an opportunity for laddering or stacking credentials. This certificate will also provide students outside of CTCH & DES an opportunity to take Design courses as electives, and add possibly a concentration to their degree. Our current CTCH courses are very popular as electives and Design will likely follow suit.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This certificate is developed as one of three certificates focusing on different and unique aspects of Design, especially in relation to industry. This certificate is a combination of CTCH and DES courses. Some of these courses are cross-listed with Design courses. Other CTCH courses will serve as approved electives. Creative Technologies and Design is a unit that supports all of the programming with courses, faculty, and resources.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

The Media, Art, and Performance Faculty provides an extraordinary and energized teaching, learning and research environment in media, art, and performance. Invention, innovation, and rigorous inquiry make us an outstanding study and research destination. It

Registrar's Undergraduate Academic Programming Questionnaire

is indeed *Where Makers Meet*. MAP mission statement: To inspire excellence within an inclusive, supportive, and interdisciplinary environment. MAP provides support for students to become champions of the arts: as makers, scholars, educators, innovators, patrons, and community or industry leaders. Our faculty, students, and alumni endeavor to disseminate and share their professional expertise locally, regionally, nationally, and internationally. This certificate supports the Faculty's mission as it will be an accessible credential that will provide students with an interdisciplinary, hands-on experience that will prepare graduates for both the creativity needed for careers involving creative technologies and design and to become champions of the arts in their careers.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

This certificate supports three strategic aims outlined in the university's 2020-2025 strategic plan:

Strategic focus area 1: Discovery

Students will develop specialized skills across a range of technologies used in a variety of industries involving design, knowledge of the interdisciplinary intersection of art and design, and hands-on experience creating a capstone project in design.

Strategic focus area 3: Well-being and Belonging

Students will consider the needs of diverse communities in their Design work, regularly focusing on the user experience and identifying and reducing barriers within that experience.

Strategic focus area 5: Identity and Impact

The certificate will provide a distinctive and unique program in Saskatchewan and the western provinces while complementing other existing programs at the U of R. Graduates will be highly sought out by a wide variety of industries for their skills as creative and critical thinkers who can combine imagination and innovation with Design.

3. Are there any other strategic considerations for this program?

Creative Technologies and Design overlap with the traditional fine arts streams in MAP and growth in CTCH & DES could support all of the areas in MAP. There are many ways in which this program could expand to include other partners within the university.

4. Does this program support external and/or community needs? Please attach letters of support if available.

An environmental scan prepared by the U of R Office of Institutional Research is attached.

Registrar's Undergraduate Academic Programming Questionnaire

Program Plan

1. What are the program admission requirements?

For admission to this certificate program students must meet the regular admission requirements for the Faculty of Media, Art, and Performance with a minimum 65.00% graduating average.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	MAP 001	0
Intro to Creative Technologies	DES/CTCH 110	3
Creative Technologies Processes	DES/CTCH 111	3
Intro to Digital Tools	DES/CTCH 113	3
Intro to Media and Communication	CTCH 203	3
Brand Strategy, Advertising, and Design	DES/CTCH 213	3
Visual Identity Design	DES/CTCH 215	3
	2 other CTCH/DES 2XX level courses	6
	2 other CTCH/DES 3XX level courses	6
Total Credits		30

3. Is any of the curriculum new or under development? If so, list here.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability

Note: Please attach new and under development course descriptions as appendices.

Registrar's Undergraduate Academic Programming Questionnaire

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

30 credits; 65%GPA

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

- graduates of Design Diploma programs in SK and neighbouring provinces;
- graduates of Computer Science and Creative Technologies Diploma programs from the U of R;
- students in CTCH & DES BA, BFA
- students in other programs that wish to add a certification
- Students who have been working in industry and want to upgrade or build more credentials;
- International students (first through a U of R diploma in Computer Science or Creative Technologies).
- Early conditional admission and final high school transcript students

7. How will students be recruited to the program?

Through regular recruiting in the Faculty of Media, Art, and Performance. Working with the Dean's Office in MAP we anticipate heavy promotion before the launch of the program (especially outside of our containment area). The Faculty is aware that it will need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments.

Through regular recruiting in the Faculty of Media, Art, and Performance. Working with the Dean's Office in MAP we anticipate ongoing promotion now that the new Design program has been launched (especially outside of our containment area). The Faculty is aware that it will

Registrar's Undergraduate Academic Programming Questionnaire

need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	5	8	10	12* note that some of these will be concurrent program students counted in their primary program

9. How will prospective and current students receive academic advising?

MAP Student Program Center

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

The courses for this program are offered in varying modalities - in-person, online, and remote.

IV. Needs and Costs of the Program (CCB)

Registrar's Undergraduate Academic Programming Questionnaire

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

This certification will not need additional resources. CTCH & DES faculty will be able to offer this program.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

Most of these courses are already part of the regular load for CTCH & DES faculty, with additional support from sessional instructors. These are not new courses. Additional sections as needed will be supported through the CCE budget envelope subject to approval by CCE.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

CTCH/DES 110, CTCH/DES 113, CTCH 203 have been developed for online delivery.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$166,000	0	\$166,000
2	\$256,400	0	\$256,400
3	\$298,800	0	\$298,800
4	\$332,000	\$10,000	\$323,000
5	\$422,400	\$20,000	\$412,400
5 Year Total	\$1,474,600	\$30,000	\$1444600

- Calculations are based on the assumption that ½ the enrolled students will be international students paying International Student Tuition Rates.
- Calculations are based on the number of students estimated in the program, each taking all of the required Certificate courses in a single year.
- Projected expenses in years 4 and 5 are sessional stipends to account for the increased enrollment.

6. What additional Library holdings are required and what is the cost?

No additional library holdings will be needed.

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

The program will require increased access to specialized classrooms that are currently required for delivery of CTCH/DES courses. (i.e. MAP spaces: the Maker Space, IMP Lab, etc.)

V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Susan Johnston	MAP.AD.UG@uregina.ca	306-585-5565

Registrar's Undergraduate Academic Programming Questionnaire

VI. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Certificate in User Experience Design

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): MAP, CTCH & DES

Expected Proposal Submission Date (Month/Year): 2024-30

Expected Start Date (Month/Year): 2025-20

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This certificate is part of the ongoing development of the new Design program, and will serve as a recruitment tool and feeder for the Creative Technologies BA and BFA and for the B. Design. As explained when we established the new Design degree, there is demand for a Design degree as evidenced by the environmental scans provided by the Office of Institutional Research, showing demand for graduate with Design credentials in the workforce as well as growth in sectors and industries related to Design in Saskatchewan. Additionally, graduation statistics from Saskatchewan Polytechnic show that there are many Design Diploma graduates in Saskatchewan every year. User Experience Design is one area that has been popular in Creative Technologies and Design, with CTCH & DES students, as well as students in Business and Marketing programs, and establishing it as a Certificate enables students to ladder into degree programs, to add it as a concurrent credential, or to add it to existing credentials in other areas.

2. What are the key objectives and/or goals of this program and how will it be delivered?

The key objective of this certificate is to create User Experience Design researchers and creative practitioners that have the skills to address the needs of their communities and to discover new ways of thinking about Design.

Registrar's Undergraduate Academic Programming Questionnaire

Students will be able to complete the certification independently or add this concurrently to another degree.

Courses required within the program will be offered at times convenient to off-campus students, as well as in the traditional day slots.

3. How does this program compare to similar programs (Provincial/National)?

There are no certificates in User Experience Design that can be stand alone or added to a degree in Saskatchewan. The University of Alberta offers degrees in Industrial Design and Visual Communication Design. The University of Manitoba offers degrees in Interior Design and Environmental Design. The University of Regina Design program is unique because of its focus on research, Design theory, and practice combined. UofR's Design program offers flexibility in that the general design degree and the proposed certifications allow students to study theory of design within a wide variety of interdisciplinary, hands-on, creation-based courses before working on a capstone project in a range of Design options.

4. List the expected benefits of the program to University of Regina students.

This certificate will provide students, including international students, with an opportunity for laddering or stacking credentials. This certificate will also provide students outside of CTCH & DES an opportunity to take Design courses as electives, and add possibly a concentration to their degree. Our current CTCH courses are very popular as electives and Design will likely follow suit.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This certificate is developed as one of three certificates focusing on different and unique aspects of Design, especially in relation to industry. This certificate is a combination of CTCH and DES courses. Some of these courses are cross-listed with Design courses. Other CTCH courses will serve as approved electives. Creative Technologies and Design is a unit that supports all of the programming with courses, faculty, and resources.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

The Media, Art, and Performance Faculty provides an extraordinary and energized teaching, learning and research environment in media, art, and performance. Invention, innovation, and rigorous inquiry make us an outstanding study and research destination. It

Registrar's Undergraduate Academic Programming Questionnaire

is indeed *Where Makers Meet*. MAP mission statement: To inspire excellence within an inclusive, supportive, and interdisciplinary environment. MAP provides support for students to become champions of the arts: as makers, scholars, educators, innovators, patrons, and community or industry leaders. Our faculty, students, and alumni endeavor to disseminate and share their professional expertise locally, regionally, nationally, and internationally. This certificate supports the Faculty's mission as it will be an accessible credential that will provide students with an interdisciplinary, hands-on experience that will prepare graduates for both the creativity needed for careers involving creative technologies and design and to become champions of the arts in their careers.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

This certificate supports three strategic aims outlined in the university's 2020-2025 strategic plan:

Strategic focus area 1: Discovery

Students will develop specialized skills across a range of technologies used in a variety of industries involving design, knowledge of the interdisciplinary intersection of art and design, and hands-on experience creating a capstone project in design.

Strategic focus area 3: Well-being and Belonging

Students will consider the needs of diverse communities in their Design work, regularly focusing on the user experience and identifying and reducing barriers within that experience.

Strategic focus area 5: Identity and Impact

The certificate will provide a distinctive and unique program in Saskatchewan and the western provinces while complementing other existing programs at the U of R. Graduates will be highly sought out by a wide variety of industries for their skills as creative and critical thinkers who can combine imagination and innovation with Design.

3. Are there any other strategic considerations for this program?

Creative Technologies and Design overlap with the traditional fine arts streams in MAP and growth in CTCH & DES could support all of the areas in MAP. There are many ways in which this program could expand to include other partners within the university.

4. Does this program support external and/or community needs? Please attach letters of support if available.

An environmental scan prepared by the U of R Office of Institutional Research is attached.

Registrar's Undergraduate Academic Programming Questionnaire

Program Plan

1. What are the program admission requirements?

For admission to this certificate program students must meet the regular admission requirements for the Faculty of Media, Art, and Performance with a minimum 65.00% graduating average.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	MAP 001	0
Intro to Creative Technologies	DES/CTCH 110	3
Creative Technologies Processes	DES/CTCH 111	3
Intro to Media and Communication	CTCH 203	3
Game Design Audio	CTCH/DES 219	3
	2 other CTCH/DES 2XX level courses and/or ENSE 271	6
	2 of CTCH/DES 306 or CTCH/DES 312 or CTCH/DES 315	6
Augmented Reality: Critical Theory, Art, and Activism	CTCH/DES 313	3
User Experience Design	CTCH/DES 316	3
Total Credits		30

3. Is any of the curriculum new or under development? If so, list here.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Game Design Audio	CTCH/DES 219		X	Fall 2025
User Experience Design	CTCH/DES 316		X	Fall 2025

Note: Please attach new and under development course descriptions as appendices.

Registrar's Undergraduate Academic Programming Questionnaire

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

30 credits; 65%PGPA

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

- graduates of Design Diploma programs in SK and neighbouring provinces;
- graduates of Computer Science and Creative Technologies Diploma programs from the U of R;
- students in CTCH & DES BA, BFA
- students in other programs that wish to add a certification
- Students who have been working in industry and want to upgrade or build more credentials;
- International students (first through a U of R diploma in Computer Science or Creative Technologies).
- Early conditional admission and final high school transcript students

7. How will students be recruited to the program?

Through regular recruiting in the Faculty of Media, Art, and Performance. Working with the Dean's Office in MAP we anticipate heavy promotion before the launch of the program (especially outside of our containment area). The Faculty is aware that it will need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments.

Through regular recruiting in the Faculty of Media, Art, and Performance. Working with the Dean's Office in MAP we anticipate ongoing promotion now that the new Design program has been launched (especially outside of our containment area). The Faculty is aware that it will

Registrar's Undergraduate Academic Programming Questionnaire

need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	5	8	10	12* note that some of these will be concurrent program students counted in their primary program

9. How will prospective and current students receive academic advising?

MAP Student Program Center

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

___ Online

___ At a distance (in a specific community for example)

___ Video-conferenced or distributed.

Please provide details.

The courses for this program are offered in varying modalities - in-person, online, and remote.

IV. Needs and Costs of the Program (CCB)

Registrar's Undergraduate Academic Programming Questionnaire

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

This certification will not need additional resources. CTCH & DES faculty will be able to offer this program.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

Most of these courses are already part of the regular load for CTCH & DES faculty, with additional support from sessional instructors. There are two new courses currently under development that are part of regular teaching load. Additional sections as needed will be supported through the CCE budget envelope subject to approval by CCE.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

CTCH/DES 110, CTCH/DES 113, CTCH 203 have been developed for online delivery.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$166,000	0	\$166,000
2	\$256,400	0	\$256,400
3	\$298,800	0	\$298,800
4	\$332,000	\$10,000	\$323,000
5	\$422,400	\$20,000	\$412,400
5 Year Total	\$1,474,600	\$30,000	\$1444600

- Calculations are based on the assumption that ½ the enrolled students will be international students paying International Student Tuition Rates.
- Calculations are based on the number of students estimated in the program, each taking all of the required Certificate courses in a single year.
- Projected expenses in years 4 and 5 are sessional stipends to account for the increased enrollment.

6. What additional Library holdings are required and what is the cost?

No additional library holdings will be needed.

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

The program will require increased access to specialized classrooms that are currently required for delivery of CTCH/DES courses. (i.e. MAP spaces: the Maker Space, IMP Lab, etc.)

V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Susan Johnston	MAP.AD.UG@uregina.ca	306-585-5565

Registrar's Undergraduate Academic Programming Questionnaire

VI. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar’s Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Bachelor of Arts and Science

Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): Bachelor of Arts and Science

Faculty(ies)/School(s)/Department(s): Faculty of Arts, Faculty of Media, Art, and Performance, and Faculty of Science

Expected Proposal Submission Date (Month/Year): November 2024

Expected Start Date (Month/Year): May 2025

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The Bachelor of Arts and Science is an interdisciplinary degree aimed at students with interests in both STEM and Arts disciplines, and is aimed at providing a well-rounded “STEAM” credential that empowers graduates to engage in matters at the intersection of the human, creative and natural sciences. The BA&Sc is purpose-built for a world in which our most urgent challenges – from climate change to pandemics, from political extremism to artificial intelligence – require tools and methods from both the liberal and creative arts and from science.

2. What are the key objectives and/or goals of this program and how will it be delivered?

Alignment with degree qualifications framework: The BA&Sc program is aligned with the Canadian Degree Qualifications Framework and the Saskatchewan Higher Education Quality Assurance Board (SHEQAB)’s Bachelor’s Degree Level Student for a three-year (90 credit hour) bachelor’s degree, as follows:

Depth and Breath of Knowledge

- Basic understanding of principle assumptions, methodologies and applications.
 - Ability to evaluate the appropriateness of different approaches to solving problems, using well-established ideas and techniques.
 - Devise and sustain arguments or solve problems using these methods.
- Ability to gather, review, evaluate, and interpret new information.
- Ability to apply learning across areas of study and recognize intersectionally between areas.
- Opportunities of depth in selected areas.
- Acquire skills: critical & creative thinking; analytical; communications (written, oral); collaboration; and adaptability.
- Indigenous content/approaches threaded throughout.

Application of Knowledge

- Ability to review, present, and critically evaluate qualitative and quantitative information to:
 - Develop lines of argument; and

- Make sound judgements in accordance with the major theories, concepts, and methods within the arts and sciences.
- Ability to use a range of established techniques to:
 - Critically analyze information;
 - Evaluate the appropriateness of different approaches to solving problems related to arts and science;
 - Apply underlying concepts, principles, and techniques of analyses, both within arts and sciences;
 - Solve problems; and
 - Propose solutions to problems arising from that analysis.
- Ability to use scholarly review and primary sources.

In 2023-2024, the three sponsoring faculties offered an amazing array of courses across a total of 1044 class meets. The BA&Sc offers students unparalleled access to these courses with just enough structure to guide them. The proposed degree is designed to ensure that students receive a grounding in the foundations of STEAM, with seven courses (21 credit hours) in numeracy and sciences and seven courses (21 credit hours) in communications, literacy, and the liberal and creative arts. At the same time, 16 open elective courses (48 credit hours) allow them considerable flexibility to deepen their focus or cultivate breadth across a range of disciplines. The flexible degree design also makes it possible for students to transfer in from other programs or institutions. Further, many of the courses in the degree are offered by web or remote modalities or at regional colleges, making the degree still more flexible and accessible. The following sample pathway makes salient the options available to the BA&Sc students.

Level 1 (10 courses)	Level 2	Level 3
CAD 100 or RDWT 120 or ENGL 100	00- or 300- level Science	300- or 400- level Science
MATH 103, 110, STAT 100, 160	1200- or 300- level Science	300- or 400- level Liberal and Creative Arts
100- or 200- level Science	1200- or 300- level Liberal and Creative Arts	Open Elective
100- or 200- level Science	00- or 300- level Liberal and Creative Arts	Open Elective
100- or 200- level Science	Open Elective	Open Elective
100- or 200- level Liberal and Creative Arts	Open Elective	Open Elective
100- or 200- level Liberal and Creative Arts	Open Elective	Open Elective
100- or 200- level Liberal and Creative Arts	Open Elective	Open Elective
Open Elective	Open Elective	Open Elective
Open Elective	Open Elective	Open Elective

3. How does this program compare to similar programs (Provincial/National)?

The Bachelor of Arts and Science is a relatively new credential. Initially offered in the U.K. it is now increasingly offered at North American universities. Canadian universities now offering BA&Sc degrees include Guelph (four year), McGill (four year), McMaster (three year and four year), Mount Allison (four year), Trent (four year), UNB (four year), and USask (three year and four year).

4. List the expected benefits of the program to University of Regina Students.

A three-year degree is an attractive direct-entry opportunity for students for whom a four-year degree is prohibitively expensive or time-consuming, and thus creates opportunities for students of low socioeconomic status or with family caring responsibilities. A three-year degree can also be a gateway for a student who will then ladder into a four-year degree. Conversely, it offers a fallback position for a student in a four-year degree program who encounters obstacles in completing the degree. The attrition rate for 4-year bachelor's degree students in Arts, MAP and Science ranges from 40 to > 50%. While not all of these students would choose a three-year degree, no doubt some would. Moreover, a three-year degree can provide a boost in mid-career earning potential for an adult student. It is also an excellent option for students in shorter one- and two-year certificate and

diploma programs to ladder into. This laddering option may be especially useful for students in joint programs with Saskatchewan Polytechnic who wish to earn a university degree.

New regulations from Immigration, Refugees and Citizenship Canada (IRCC) make the ability for students to ladder into degrees especially timely. The University of Regina currently has hundreds of international students admitted to or enrolled in certificate and diploma programs. However, IRCC disincentives and caps combined with Province of Saskatchewan letter-of-attestation guidelines will soon make most of those shorter credentials untenable and unattractive for international students. A 3-year undergraduate degree opens new doors for student visas and post-graduation work permits for international students, as well as ensuring that international students pursue upper year study rather than stacking one- and two-year credentials that largely comprise first-year courses. While the sponsor faculties have been developing the proposed new credential since long before recent IRCC changes, the IRCC changes make the proposal timely.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

The proposed new U of R Bachelor of Arts and Science degree (BA&Sc) draws on long standing courses in the Faculties of Arts, Science, and Media, Art, and Performance (MAP,) and expands existing cooperation and collaboration across those three faculties. For instance, U of R Degrees in Economics, Geography and Environmental Science (GES), and Psychology are currently offered by both Arts and Science, Earth Sciences and GES offer joint courses, MAP's Creative Technologies and Design programs include important collaborations with Computer Science, and Fine Arts has partnered with Science for work in/on the George F. Ledingham Herbarium. Most recently, the three faculties offered a joint study-abroad program to Regensburg, Germany that involved Arts, Science, and Creative Arts site visits and learning activities.

Throughout this process, we have consulted extensively with each Faculty through discussions at Faculty Councils and at special meetings, and the program was developed in close collaboration with Faculty members, academic advisors, program coordinators, and leadership from Arts, Science, and MAP.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

For the Faculty of Arts, this program aligns with the goal of encouraging students to become well-rounded individuals. The program builds on, and expands MAP's commitment to interdisciplinarity, and providing a culturally rich learning environment. In Science, there is the commitment to lead innovative changes to academic programs to meet emerging needs and interests.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

The University's Strategic Vision is "to reflect the world in which we want to live - a world that values empowered citizens, generates high-impact scholarship, and embraces Canada's "diversity". This program allows us to address the changes universities are encountering post-pandemic. Students are questioning the time and expense of a degree; this new program promotes the quality education the University of Regina is known for, while meeting the changing needs of our students. It also allows post-secondary education to be available to more people than a four-year degree, thereby recognizing the variety of constraints a four-year degree can present to a person wishing to further their education. As one of only a few universities across Canada offering this type of program, the University of Regina would stand out from the competition who refuses to think in these innovative ways to support student learning.

3. Are there any other strategic considerations for this program?

See above, under 4. Listed the expected benefits of the program to University of Regina students.

4. Does this program support external and/or community needs? Please attach letters of support if available.

This program satisfies the appetite for a well-rounded program of value that can provide students the necessary skills to enter the workplace in a timely manner.

IV. Program Plan

1. What are the program admission requirements?

Students will be able to decide which faculty they would like to complete the BA&Sc degree from therefore depending on the faculty selected here are the admission requirements for Faculty of Arts, Faculty of Media, Art, and Performance and Faculty of Science.

Note that the admission requirements listed below reflect current admission requirements to the three participating Faculties. There are changes to those requirements currently making their way through the approval process (which respond to changes in the Saskatchewan High School curriculum). The below admissions requirements will be updated in line with those changes as they move through the approval process.

Faculty of Arts Admission Requirements

High School:

Minimum 70% average using the following courses:

- English Language Arts A30
- English Language Arts B30
- Two courses from Category A (Maths & Sciences) or Category B (Languages & Social Sciences)
- One course from Category A (Maths & Sciences), Category B (Languages & Social Sciences), or Category C (Other Approved Courses)

Post-Secondary:

Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 60.0% on all post-secondary courses attempted.

Applicants who have attempted fewer than 15 credit hours will be assessed using the high school admission requirements.

Faculty of Media, Art, and Performance Admission Requirements

High School:

Minimum 65% average using the following courses:

- English Language Arts A30
- English Language Arts B30
- Two courses from Category A (Maths & Sciences) or Category B (Languages & Social Sciences)
- One course from Category A (Maths & Sciences), Category B (Languages & Social Sciences), or Category C (Other Approved Courses)

Post-Secondary:

Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 60% on the most recent 30 credit hours of post-secondary courses attempted.

Applicants who have attempted 15 credit hours or more of approved post-secondary courses with a UGPA between 55-59.99% will be admitted to the Certificate in Media, Art, and Performance Qualifying major.

Note: If applicants do not have an AGPA of 60% on the last 30 credit hours of post-secondary courses attempted, their entire post-secondary record will be calculated.

Applicants who have attempted fewer than 15 credit hours, will be assessed using the high school admission requirements.

Faculty of Science Admission Requirements

High School:

Minimum 70% average using the following courses:

- English Language Arts A30
- English Language Arts B30
- Pre-Calculus 30
- Two courses from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, or Physics 30

Science Qualifying: Applicants that are missing one subject used for admission (providing they have at least one of the Science subject(s) or have a high school admission average between 65.00% and 69.99% will be admitted as a Qualifying student with conditions placed on their admission.

Post-Secondary:

Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 65.0% on the most recent 30 credit hours of post-secondary courses attempted.

If applicants have attempted fewer than 15 credit hours, their admission will be based on high school admission requirements.

Post-secondary applicants must also have successfully completed course work in math and sciences at either the post-secondary or secondary school level.

Applicants who have failed more than 15 credit hours of university courses are not admissible except by permission of the Faculty. Applicants who have failed a core requirement of the Faculty of Science (CS 110, MATH 110, ENGL 100 or 110) after the maximum number of repeat attempts are not admissible except by the permission of the Faculty.

Science Qualifying Program:

Applicants who have attempted 15 credit hours or more of approved post-secondary courses with an AGPA of 60-64.99% (based on a maximum of 30 most recent credit hours or approved courses) OR who have not completed the indicated course requirements may be admitted as a Science Qualifying Student.

In cases where the AGPA on the most recent 30 credit hours of approved courses is less than 60.0%, the admission to the Science Qualifying program will be considered based on a minimum AGPA of 60.0% on all approved post-secondary courses.

2. Insert the proposed curriculum here.

Bachelor of Arts and Science

Credit Hours	Bachelor of Arts and Science Program Requirements
0.0	Strategies for Success: One of: Arts 099, SCI 099, MAP 001, or equivalent
Combined Major Requirements	
3.0	Communications and Literacy: One of: ACAD 100, RDWT 120, ENGL 100, or equivalent
3.0	Numeracy: One of: MATH 103, MATH 110, STAT 100, or STAT 160
18.0	Sciences: Any six courses from the following: ACSC, ASTR, BIOL, BIOC, CHEM, CS, ESC, ENVS, GES (odd-numbered courses), MATH, PHYS or STAT*
18.0	Liberal and Creative Arts: Any six courses from the following: AHCS, ANTH, ARTH, ART, CATH, CHIN, CLAS, CREE, CTCH, DAK, DENE, DES, ECON, ENGL, FILM, FRN, GER, GES (even-numbered courses), HIST, HMH, HS, HUM, IDS, ILP, INA, INAH, INCA, INDG, INDL, INHS, IS, JAPN, JRN, JS, LING, MAP, MU including applied music lessons in the MU series, MUEN, MUHI, MUTH, NISH, NSLI, PAST, PHIL, PPE, PSCI, PSYC, RLST, SOC, SOST, THTR, WGST*
42.0	Subtotal: 65.00% PGPA required
Open Electives	
48.0	16 elective courses
90.0	TOTAL: 65.00% PGPA and 60.00% UGPA required
<p>Note 1: Must have three courses in Indigenous Studies or Indigenous Knowledge in the above choices¹. Note 2: No more than 14 courses may be taken at the 100-level *Note 3: At least three courses must be taken at the 300- or 400-level, including at least one in each of the Sciences, and Liberal and Creative Arts major requirement.</p>	

3. Is any of the curriculum new or under development? If so, list here.

Course Name	Subject and Course Number	New	Used	Anticipated Date of Course Availability

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?
 The total credit requirements to be eligible to graduate with the BA&Sc is 90.0 credit hours. Students will need to ensure that they have a minimum Program Grade Point Average (PGPA) of 65.0%, a minimum Major Grade Point Average of 65.0%, and a minimum Undergraduate Grade Point Average (UGPA) of 60.0%.

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)

N/A

6. What is the source of students for the program?

Prospective and current students would be the source of students for the program.

The accessibility and flexibility of this new program will also be attractive to students in the regional colleges, who will be able to transfer into this degree program seamlessly.

7. How will students be recruited to the program?

All three faculties will have information handouts to provide to students at various recruitment events (i.e. Fall Open House, Career Fairs, UR Days, etc.). Academic advisors will be able to advise students about the program. Some scenarios where a discussion regarding this new program may happen is if a student has not declared a major, if a student is in a situation where they may need to complete a shorter credential a student who has various interests across all three faculties, etc.

Upon program approval, the three faculties will also collaborate in creating tailor-made recruitment materials for this program which will be available digitally and in print.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
15	30	45	60	60

9. How will prospective and current students receive academic advising?

Prospective and current students will receive academic advising from their home faculty. When prospective students apply, they will have to indicate which faculty they would like to be a student in to complete the program. For example: if the student indicates they want to complete the program in the Faculty of Arts they would then receive their academic advising with an academic advisor in Arts.

Students who are already a student at the U of R who decides they would like to transfer to this program will also have to decide which faculty they would like to be a part of to complete the program, therefore they will receive academic advising from the faculty they chose to complete the program through.

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

Online
At a distance (in a specific community for example)
Video-conferenced or distributed

Please provide details.

This program will be delivered as an on-campus program, however many of the courses that are offered between the three faculties may have different modalities such as, face-to-face, online, remote, televised etc. In consultation with the Centre for Continuing Education, we will also work to identify appropriate regional college partners, such as Northlands, in order to deliver an in-person learning experience on other campuses.

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?
No new faculty/staff resources are required for the program.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

There should be no additional workload or resources for this program as the subjects listed above for the major are already courses that are offered by the three faculties.

4. Will the program have any specialized needs for off-site deliver, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (give it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

There will not be any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance for this program at this time.

5. Proposed budget and revenue from the program.

Year	Projected Revenue	Projected Expenses	Net
1	152,297	N/A	152,297
2	304,594	N/A	304,594
3	456,891	N/A	456,891
4	609,188	N/A	609,188
5	609,188	N/A	609,188
5 Year Total	2,132,158	N/A	2,132,158

* Based on average student taking 7.5 courses (22.5 c.h.) per academic year, using Faculty of Arts tuition rates

6. What additional Library holdings are required and what is the cost?

N/A

7. Will the program have any specialized classrooms, laboratory, or space needs? If yes, please specify.

NA

VI. Faculty/Department/Academic Unit Contact Person(s)

Contact Person(s)	Email	Telephone
Dr. Shannon Dea	Arts.Dean@uregina.ca	306-585-4895
Dr. Tobias Sperlich	Arts.AssocDean-UG@uregina.ca	306-585-5273
Dr. Douglas Farenick	Science.Dean@uregina.ca	306-337-2110
Dr. Mel Hart	Mel.Hart@uregina.ca	306-585-4284
Dr. David Dick	MAP.Dean@uregina.ca	306-585-5510
Dr. Susan Johnston	MAP.AD.UG@uregina.ca	306-585-5565

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Department/Program Council		
Faculty Council		

***Comments on the Proposed Bachelor of Arts and Science (BA&Sc) Degree Proposal
by the Luther College Academic Affairs Committee (approved January 7, 2025)
For the University of Regina Executive of Council (January 22, 2025) and the University of Regina Senate
(February 7, 2025)***

The Luther College Academic Affairs Committee (AAC) is the Collegial governing body of Luther College at the University of Regina. Luther College's course offerings are in the 3 faculties of Arts, Science, and MAP and support the academic programs of the University of Regina in these areas. The timing of the approval process for the degree did not allow individual departments in Arts and Science and academic units (such as Luther College) time to review the new degree proposal and its potential impacts on their existing units in time to provide this feedback to their respective faculties for deliberation and voting (in November & December, 2024). As such, Luther College is providing its feedback on the degree proposal to the University of Regina Executive of Council and the University of Regina Senate to inform their deliberation.

Based on this feedback, Luther College is making the following two recommendations:

1. *That the University of Regina Executive of Council and/or the University of Regina Senate refer the BA&Sc Degree Proposal back to the Faculty of Arts, Faculty of Science, and Faculty of Media, Arts, and Performance to allow individual departments and other academic units opportunity to provide feedback to these Councils prior to voting on the proposal.*
2. *That the University of Regina Executive of Council institute an appropriate consultative process that includes all Faculties to develop amendments to the Credential Framework of the University of Regina to set criteria for 90 Credit Hour (3-year) Undergraduate Baccalaureate offered by the University of Regina for consideration by Executive of Council.*

Bachelor of Arts and Science Proposal Feedback

All page references are from the [University of Regina 2024-2025 Undergraduate Calendar](#) unless otherwise noted.

Luther College would like to begin by thanking all of those who have put considerable time and effort working on this proposal. Luther College has always been a strong proponent of interdisciplinarity including interdisciplinary degrees.

Purpose and Naming of the Degree

The proposal intends to create “a well-rounded ‘STEAM’ credential” (STEAM = “Science, Technology, Engineering, Arts, and Mathematics”). However, more than half of the degree (16 courses; 48 credit hours) consists of “open electives”. These can be from any faculty including those outside of Arts, Science, or MAP. For example, a student could complete this credential with *over half the degree* consisting of Education or Kinesiology courses. This compares, for example, to the 4-Year Bachelor of Science that allows for at most 6 courses (18 credit hours) of the 40 courses (i.e., 15%) from faculties outside Science, Arts, La Cite and MAP (p. 290). At the same time, the number of courses in each of the 3 Faculties seems quite low for what one would expect to of a degree designated as a “Bachelor of Arts and Science”. For example, as the degree is currently structured a student could get a 3 year Bachelor or Arts and Science with as few as 4 courses in Arts (e.g., 3 courses in Indigenous Studies/Indigenous Knowledge (assuming all of these are Arts courses—though the degree proposal indicates these are not yet designated and would include courses in Arts, MAP, and Science) along with one of ACAD 100/RDWT 120/ENGL 100; the minimum of one 300/400 level course in the “Liberal and Creative Arts” could come from MAP and not Arts). This compares to a minor in Arts (that requires at least 6 courses (18 credit hours while fulfilling the normal requirements for a BA in Arts; p. 97), a major in Arts (that requires 12 to 24 courses or 36-72 credit hours in the major specialization alone; p. 97), a Certificate in Liberal Arts (requiring 5 credit courses in Arts plus Arts 099, p. 133-134) and the Diploma in the Liberal Arts (requiring 8 core credit courses in Arts as well as a minor (requiring minimally a further 6 courses in Arts; p. 133).

Despite this lack of comparability in program requirements—even with certificates and diplomas in Arts (that should reasonably have fewer requirements)--the title of the degree as a *3-year Bachelor of Arts and Science* makes it unclear to an outside observer (including employers) the substantially lower requirements of this degree vs. other programs in Arts, Science, and MAP. This puts not only the value of the certificate and diploma programs in Liberal Arts in question but also a student's rationale for pursuing a 4-year Bachelor of Arts (BA) or a 4-year Bachelor of Science (BSc) Degree (as an outside observer would expect reasonably comparable program requirements). As the wider community (including scholarly community) comes to realize the difference over time, this will, in turn, likely impair the reputation of University of Regina degrees in Arts, Science, and MAP more generally. An alternative program name for the degree (such as a 3 Year "General Studies" degree offered by other universities) would avoid this confusion.

Lack of Thematic Specialization and Incentive for Interdisciplinary Collaboration

The degree proposal argues that it is "purpose-built for a world in which our most urgent challenges – from climate change to pandemics, from political extremism to artificial intelligence – require tools and methods from both arts and science. Canadian universities now offering BA&Sc degrees include Guelph (4 yr), McGill (4 yr), McMaster (3 yr and 4 yr), Mount Allison (4 yr), Trent (4 yr), UNB (4 year), and USask (3 yr and 4 yr)." However, the proposed degree does not require students to decide upon an interdisciplinary theme in pursuing the degree and, for those that do, students would be on their own choosing the courses they think might fit the theme (without the academic training or knowledge of the university course structures to do so). This is unlike thematic based interdisciplinary programs that are purpose built by faculty at other universities to adequately and systematically address a given theme. So, for example, the University of Saskatchewan [Bachelor of Arts and Science degree focusing on Climate Change](#) has a very specific set of classes (ranging from 19-25 courses from the major, in addition to other requirements), like any other degree. This theme based credential then has value to the student by the "climate change" designation showing up on their transcript (vs. a theme chosen by a student under the Bachelor of Arts and Science which is not academically recognized).

Academic advisors cannot be expected to be sufficiently familiar with the scholarly tools and methods needed to address these urgent challenges to adequately advise students in their course selection on a given theme. Thematically based interdisciplinary degrees should be purpose-built through collaboration of individual faculty members with the relevant knowledge and expertise working through their respective departments and faculties (vs., for example, administrative marketing of courses thought to contribute to a particular theme). This follows the more rigorous credentialing processes pursued by the University of Regina in its certificate programs in recent years to meet the needs of other academic institutions, government, and employers and professional accreditation standards.

The BA&Sc as it is currently structured does not provide a rationale, mechanism, or incentive for the kind of interdisciplinary collaboration between departments in Arts, Science, and MAP that would normally occur in the front-end design of programs focusing on specific cross-cutting interdisciplinary themes. If this interdepartmental collaboration is part of the intent of this degree, the proposal has not adequately outlined how (or why) this would occur with the acceptance of the proposal.

Unclear Merits of a 3-year BA of this Type

Having a three year degree option for students, especially students facing time and financial constraints, is warranted. However, the degree proposal does not provide a rationale nor evidence to support the desire of students for a 3 year BA of this type over a traditional 3 year specialized degree in Arts or Science (that the University of Regina previously offered) or an interdisciplinary 3 year Bachelor's Degree in either Arts or Science alone (which is a more reasonable place to start in providing the requisite student supports for their success). The University of Regina has an important responsibility to ensure that students of low socioeconomic status in particular receive degrees that are recognized by other academic institutions (for those seeking to do further studies) and are understood as valuable by potential employers/professions (vs. a more traditional specialization, e.g., a 3 year degree in Computer Science, English, or Biology is likely to be).

For those students currently struggling with completion of a 4 year BA or BSc, data should be gathered (e.g. through student surveys or focus groups) to examine the actual preferences of students for specific types of 3

year degree in the event they need a fallback position. For example, it seems reasonable that a student who has been working towards a 4 year BSc in Chemistry who is unable to complete it (e.g., due to time and/or financial constraints) would prefer to complete a 3 year BSc in Chemistry rather than being required to do an interdisciplinary major). Once this data on student preferences for specific kinds of 3 year degrees is gathered along with comparable data from other universities related to 3 year degrees (including traditional degree programs) this can be provided to the 3 Faculties. Each Faculty can then decide what criteria it wants for 3 year BAs/BScs and for inter-faculty 3 year BAs/BScs (currently the members of the Faculties of Arts and Science have not had this discussion nor set up any criteria for 3 year BAs/BScs). The decision on what types of 3 year degrees are offered by the University to meet this demand should be evidence based.

The Value of the BA&Sc for International Students

The proposal argues that the degree is a “better option for international students” because “[a] 3-year undergraduate degree opens new doors for student visas and post-graduation work permits for international students, as well as ensuring that international students pursue upper year study rather than stacking one- and two-year credentials that largely comprise first-year courses.” However, following the degree proposal being approved by the individual faculties of Arts, Science, and MAP Councils, new regulations from Immigration, Refugees and Citizenship Canada (IRCC) were set out putting into question the value of the Bachelor of Arts and Science in this regard (and the primary rationale for the urgency of its approval at the 3 Council meetings). For example, will this 3-year degree *having no major* be an acceptable option for international students to apply for a post-graduation work permit in Canada (which, for many students is a primary concern)? Has this been vetted with appropriate federal regulatory bodies such as IRCC? Are there other more traditional 3 year BA/BSc options that would be more acceptable to the Government of Canada (that is increasingly concerned with students having demonstrable, employment targeted qualifications) and to international students and their families (who are likely unfamiliar with and potentially skeptical of the value of this type of degree)?

Given the specific problem the Government of Canada is addressing in undertaking its regulatory reforms (namely the case of questionable Canadian PSE institutions offering degrees to students of dubious quality) what is the risk the proposed Bachelor of Arts and Science degree (with its minimal standards and lack of major/specialization) will be viewed in the same light? If the degree is successful, University of Regina risks being sanctioned by either the Government of Canada or the Government of Saskatchewan as a “diploma mill”.

Lastly, one rationale for needing this degree has been for international students who fail to meet the academic standards of the faculty they have initially enrolled in ending up in the Faculty of Arts. Under the new IRCC regulations, however, it is our understanding that students who fail to meet the requirements of their initial program will no longer be able to switch to a new program at the University of Regina without first reapplying for admission to the Government of Canada. This means having the Bachelor of Arts and Science as a backstop for international students in this situation is no longer a workable solution. It further suggests that international students who initially enroll in the 3-year Bachelor of Arts and Science will not be able to (easily) “ladder” to a traditional 4-year degree in Arts and Science (which was a further rationale offered for the degree). The Faculties of Arts, Science, and MAP ought to have an opportunity to review their initial approval of the BA&Sc in light of all of these changes from IRCC.

Lack of Structural Guidance for Students and Challenges with Degree Laddering

The BA&Sc proposal states that it provides students “just enough structure to guide them” in choosing among the 1044 Class Meets offered in 2023-2024 and that with “16 open elective courses (48 CH) allow[ing] them considerable flexibility to deepen their focus via a major or minor or to cultivate breadth across a range of disciplines.” However, the proposal does not provide an adequate explanation of how this structural guidance will occur (the large number of courses available makes the situation facing students (i.e., 1044 class meets) unlike a “choose your own adventure” (where choices are normally constrained to lead to meaningful outcomes). Where students no longer have a departmental home they will face the anonymity of being a member of an entire faculty with a loss of student peers sharing their specialization/thematic focus; they will also no longer have a structured degree program layering courses systematically for their timely completion (including prerequisite courses needed to complete upper level courses). The burden for providing support for students will likely fall on

an already overstretched Faculty of Arts (since students can choose which faculty to enroll in for the BA&Sc and tuition for Arts students is lower than that for Science students).

The argument that students can “deepen their focus via a major or minor” is problematic as currently minors in Arts and Science require students pursue a 4 year BA or 4 year B.Sc. No discussion has yet been undertaken by these faculties (nor provision made) for minors to be taken by those pursuing this proposed degree. For a student to choose to pursue a 4-year major in Arts or Science, this would require appropriate laddering from the BA&Sc into into a 4 year degree (there is currently no other method of obtaining a major, nor is one outlined in the proposal—including any mechanism for receiving such a designation with this degree). However, the flexibility of choice options means that students enrolled in the BA&Sc are unlikely to make the judicious selection of courses to meet not only the core requirements in Arts or Science but also the number of courses required in their major area (12 courses (36 credit hours) minimum in Arts (p. 97); 14 courses (42 credit hours) in Science (p. 290)) and the prerequisites needed for upper level course completion (most Science disciplines require 4 to 5 prerequisites to take a 300-level course). This will lead to an unnecessary extension of time for degree completion and students likely taking additional courses than would otherwise have been required for a 4 year degree. The proposed future development of a 4 year version of the BA&Sc is a likely recognition of the challenges laddering this degree into a traditional 4 year degree (and the BA&Sc being a terminal degree for most students, especially students with financial and time constraints). The offering of this degree and marketing by the university will have the unfortunate effect of good students who would have wanted to successfully complete a 4 year degree in Arts or Science being unable to do so due to inadvertently poor course selection in the 3 year BA&Sc.

Comparability and Value of the BA&Sc Degree Program

In answering the question “How does this program compare to similar programs (Provincial/National)?” the program proposal states “[t]he Bachelor of Arts and Science is a relatively new credential. Initially offered in the U.K. it is now increasingly offered at North American universities. Canadian universities now offering BA&Sc degrees include Guelph (four year), McGill (four year), McMaster (three year and four year), Mount Allison (four year), Trent (four year), UNB (four year), and USask (three year and four year).” However, there are important differences between the proposed U of R Bachelor of Arts and Science and these other degrees. Almost all of the listed BA&Sc programs have developed combined Arts & Science core courses as part of these degrees (which the U of R proposal lacks). More importantly, all of the BA&Sc programs at the institutions listed have at least one major or specialization as part of the degree (something normally expected of an interdisciplinary degree). The proposed U of R Bachelor of Arts and Science program is the only generalist degree without a major or specialization. As such, the proposal does not provide any true comparables to the University of Regina Bachelor of Arts and Science (this is effectively admitted in the proposal where it states it is “one of only a few universities across Canada offering this type of program”).

While the UK is cited, many UK universities have been unable to sustain departments in the humanities and social sciences, making such interdisciplinary programs an economic necessity rather than optimal pedagogically (and effectively depriving those from lower socio-economic backgrounds access to traditional majors in these disciplines in many parts of the country; see work by the [British Academy](#) and [further analysis](#) on this point).

The program proposal states “[t]his program satisfies the appetite for a well-rounded program of value that can provide students the necessary skills to enter the workplace in a timely manner.” However, given the lack of comparables at other universities, some form of market analysis should be provided to support the claim to value of this degree. This would include the employability of graduates with a 3-year degree such as this that do not have a major nor other thematic specialization. This data is important. Students should be able to weigh the value of investments in a 4 year degree with a major, a 3 year degree with a major, and a 3 year degree without a major/specialization. Students will pose this question to their academic advisors. Furthermore, data has not been provided about how such a degree is viewed by those seeking to enter professional programs, including those at our own university (e.g., will BA&Sc graduates be eligible to apply for the After Degree programs in Education without having a teachable major in their bachelor’s degree? Will this degree be considered by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) for teacher classification? Finally, will graduates from this degree be eligible to apply to graduate programs (and, if so, what kinds)?

Potential Adverse Impacts on Current Programs

In response to the question “What is the impact on current programs?” the program proposal does not enumerate substantial potential impacts on other programs in the Faculty of Arts, Science, and MAP nor provide necessary data to address these concerns. One key factor in the sustainability of programs (and the departments delivering those programs) is the number of program majors. Documenting enrollment trends in programs of academic units is a standard part of University of Regina unit reviews (see sec. 5.3 of the [Unit Review Self Study Template](#)). Without a designated specialization/major academic units do not typically receive credit for these students as enrolled majors (e.g., Brandon University replaced its now discontinued General Studies degree with a Bachelor of Arts, Liberal Arts Distributed Major, in which students select two areas of concentration, and although specific departments (e.g., Geography) were teaching substantial number of students in these areas, the departments did not receive recognition for this teaching in their program review as these students were not majors in Geography, and the students were not included in information sessions on course scheduling and cycling as the department had no way to know who they were or how to reach them). Meeting with majors also helps departments plan future course offerings based on expressions of interest and demand.

The program proposal cites the extensive financial and time benefits to students pursuing a 3 year BA over a 4 year BA/Bsc. In the absence of 3 year BAs/BScs with disciplinary majors, the introduction of the BA&Sc means a decline of disciplinary majors is highly likely. The degree of decline will depend on both (1) the number of existing 4 year degree majors who switch to this degree and (2) the number of incoming students who opt for this degree without a major who would otherwise have chosen a 4 year major. In terms of the first, this data should be available by a survey of existing students (with impacts on particular disciplines provided) while assessment of demand for the degree by incoming students would highlight the long-term impact on student majors more generally. This data, to date, has not been provided to individual faculty members and their departments. However, some of this data should already be available as the BA&Sc proposal indicates the University of Regina is planning active external marketing for the degree (e.g. recruitment events and “tailor-made recruitment materials”) as well as active advising of students to take the degree (e.g., to those wanting a shorter credential).

A further impact of the degree will be on the enrollment in upper level courses of traditional majors. Having traditional disciplinary majors ensures a regular and predictable enrollment in upper level courses in the respective discipline. However, with the proposed Bachelor of Arts and Science degree proposal, students will be able to choose from any 300/400 level course they would like from within the specified Faculty. This means large numbers of students can choose popular courses, courses with less stringent pre-requisites or course requirements, or courses that happen to be offered online/remotely (e.g., one could theoretically have 300/400 courses offered with enrollment levels similar to large 100 level courses). This situation no longer provides relatively equitable, predictable, and dispersed enrolments across departmental units. A substantial shift to the proposed 3 year BA&SC will likely lead to increased cancellations of upper level courses, potentially putting specific programs in jeopardy and causing challenges for departmental planning. This will also adversely impact individual faculty members who have contractual obligations to teach a specified number of courses and normally do this through their upper level teaching.

Problems with Consultation Process

The proposal states that “[t]hroughout this process, we have consulted extensively with each Faculty through discussions at Faculty Councils and at special meetings, and the program was developed in close collaboration with Faculty members, academic advisors, program coordinators, and leadership from Arts, Science, and MAP.” However, to the extent consultation has occurred, the nature of the consultation has been problematic. The development of the degree has been led by an Ad Hoc Committee of the Deans of Arts, Science, and MAP (as opposed to an Ad Hoc committee approved by motion of the different Faculty Councils). The terms of reference for the Ad Hoc committee and the minutes of the meetings of this committee were not shared with members of the 3 Faculty Councils. A discussion document was circulated by the ad hoc Deans Committee developing the Arts/Science BA to the Faculties of Arts, Science, and MAP in early 2024. Core elements that appeared in the final degree proposal were not explicitly mentioned in this document (e.g., (1) its being a 3 year baccalaureate, (2) elements of the Core Curriculum for Majors in Arts (p. 97) being made optional (e.g., ENGL 100 and the 2 additional language requirements in the case of the Arts Core Requirements) or not usable (e.g. the elimination

of Critical Thinking (PHIL 150), ECON 224, SOST 201 as options for meeting the Logical and Numerical Reasoning component of the Arts Core—now restricted to MATH 103 or MATH 110 in the new proposal—despite many students preferring these non-mathematics courses; in addition, the prerequisite for MATH 103 and MATH 110 is PreCalc 30 from high school, a challenging math course that many high school students planning for an Arts or MAP degree do not take, thereby requiring later math upgrading for them to access MATH 103/110.), (3) its lack of requirements for some degree of disciplinary specialization, (4) the fact that the openness of the proposed degree structure would allow it to be taught primarily (if not exclusively) online/remotely (which has academic integrity and other issues—see below) and that (5) a majority of the courses could be taken from outside of Arts/Science/MAP to complete the degree (already discussed). The absence of these core details in the consultation document effectively meant faculty were not in a position to provide meaningful input on these core features of the program’s design.

The degree proposal then went from the Ad Hoc Deans Committee developing the Bachelor of Arts and Science directly to the Academic Program Development Committee (APDC) (in the case of the Faculty of Arts) without the approval of the Arts Faculty. This is irregular as new program proposals sent to APDC (or the equivalent bodies in Science and MAP) are first approved by the respective academic unit on whose behalf the program is being sent. This gives the academic unit an opportunity to review, amend, and accept the proposal (a central part of collegial governance) prior to its formal technical review and finalization.

Faculty Council members in Arts and Science only saw the actual degree proposal for the first (and only) time at their Council Meetings in November or December of 2024. In the case of the Faculty of Arts, faculty members had 5 days (including the weekend) to review the proposal that they were then expected to approve at their Council meeting (given the administrative urgency presented for its approval at that meeting to meet deadlines for Executive of Council and Senate). This 5 day window, in turn, meant that academic departments were not able to discuss the proposal and its potential impacts at their own departmental meetings nor were other academic units (in this case the Federated Colleges). The input of the analysis from these academic units was then not able to be provided to the deliberation of the 3 Councils prior to voting on the degree proposal (e.g., this analysis prepared by members of faculty at Luther College for Executive of Council should have been able to be shared with our Colleagues in Arts, Science, and MAP prior to voting on the degree proposal).

Challenges Meeting Degree Requirements

The BA&Sc proposal indicates that “[t]he total credit requirements to be eligible to graduate with the BA&Sc is 90.0 credit hours. Students will need to ensure that they have a minimum Program Grade Point Average (PGPA) of 65.0%, a minimum Major Grade Point Average of 65.0%, and a minimum Undergraduate Grade Point Average (UGPA) of 60.0%.” However, as the BA&S does not have a major, it is unclear how meeting the “major average of 65%” would be determined.

Adverse Impacts of Shift to Online/Remote Course Delivery

The program proposal indicates it “will be delivered as an on-campus program, however many of the courses that are offered between the three faculties may have different modalities such as, face-to-face, online, remote, televised etc.”. Under the current 4-year degree requirements, most degrees require a substantial in-person learning experience for students (as many of the courses in the degree are not offered in an online, remote, or televised format). However, with the flexibility offered in the degree proposal, this effectively would allow students to pursue the degree entirely remotely/online meaning that there need not be face-to-face on campus courses being pursued (this is likely the reason the proposal states “[i]n consultation with the Centre for Continuing Education, we will also work to identify appropriate regional college partners, such as Northlands, in order to deliver an in-person learning experience on other campuses”). Despite, this being a substantial implication of the approval of this degree, the degree proposal does not address the implications of allowing entirely online/remote/off-campus degrees as a primary degree delivery mechanism for the university. This would include potential adverse impacts on the quality and reputation of degrees provided by the University of Regina. Already substantial concerns have been raised with academic misconduct occurring through online/remote testing and the inability to adequately invigilate such examinations. With Generative AI, many assignments can no longer be undertaken in an online/remote environment but require in-class, in-person assignments and examinations to ensure students are actually doing the coursework and learning what is

assigned. Online/remote formats are often not pedagogically appropriate for specific disciplines (with well-known challenges to learning in such environments) but faculty members will now need to alter their course offerings to compete within the university for students in an increasingly online degree delivery environment.

With an anticipated shift to an increasing online/remote degree delivery in the Faculty of Arts, Science, and MAP made possible by this degree there will also be a real cost to the University of Regina and the Federated Colleges in terms of adverse impacts to their on-campus ancillary service revenues (residences, parking, food services, etc.). The extent of these financial impacts and how these are addressed are not discussed in the degree proposal. Further, if students are choosing to complete their degree remotely, the university will have more requests for letters of permission (LOPs) as students may not find enough remote course options at the University of Regina (e.g., to meet the Science requirements). This will result in less revenue for the university in terms of tuition dollars.