University of Regina

AGENDA

EXECUTIVE OF COUNCIL

Date: 22 January 2021
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 27 January 2021

A meeting of Executive of Council is scheduled for 27 January 2021, 2:30-4:30 p.m. 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 choose to attend as guests.

AGENDA

1. Approval of the Agenda

2. Approval of the Minutes of Meeting 25 November 2020 - *circulated with the Agenda*

3. Business Arising from the Minutes

4. Remarks from the Chair

5. Report from the University Secretary

6. Reports from Committees of Council

6.1 Consent Items, Appendix I, pp. 2-24
6.2 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 25-80
6.3 Council Committee on the Faculty of Graduate Studies and Research, Appendix III, pp. 81-89
6.4 Council Committee on Research, Appendix IV, pp. 90-96

7. Graduand Lists

7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*

7.1.1 Faculty of Arts
7.1.2 Faculty of Business Administration
7.1.3 Faculty of Education
7.1.4 Faculty of Engineering and Applied Science
7.1.5 Faculty of Graduate Studies and Research
7.1.6 Faculty of Kinesiology and Health Studies
7.1.7 Faculty of Media, Art, and Performance
7.1.8 Faculty of Nursing
7.1.9 Faculty of Science
7.1.10 Faculty of Social Work
7.1.11 Centre for Continuing Education
7.1.12 La Cité universitaire francophone

7.2 Correction of Error to Previously Approved Graduate List – *distributed confidentially*

7.2.1 Faculty of Education

8. Other Business

9. Adjournment

CONSENT ITEMS

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.

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1. FACULTY OF ARTS

1.1 HISTORY PROGRAMS - ADDITION OF COURSES TO GROUP I (CANADA)

MOTION: To include INDG 228, Indigenous History within Canada: Eastern Canada, and INDG 229, Indigenous History within Canada: Western Canada, as optional required courses within the Group I (Canada) as indicated in the major and minor templates, effective 202120.

Students must complete at least one course from each of Groups I, II, III and IV, and an additional course from at least two of the groups:

Group I (Canada): HIST 200, 201, 202, 219, 301, 303, 304, 314, 318, 330, INDG 228, INDG 229, PSCI 331
Group II (Americas): HIST 231, 234, 235, 239, 245, 307, 333, 334, 348
Group III (Europe): HIST 225, 226, 265, 266, 270, 271, 272, 275, 277, 278, 286, 321, 322, 323, 368, 370, 373, 374, 376, 378, 381, 382, 383, 273
Group IV (Asia): HIST 250, 255, 256, 260, 261, 262, 352, 356, 362

Credit hours	BA History Major Required Courses
Major Requirements	
3.0	One 100-level HIST course
3.0	One 100- or 200-level HIST course*, (can include INDG 228 or INDG 229)
18.0	Six 200-level HIST courses* (can include INDG 228 or INDG 229)
15.0	Five 300- or 400-level HIST courses* (can include PSCI 331)
3.0	One 400-level HIST courses
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups. See list above.	
42.0	**Subtotal: 65.00% major GPA required**

BA Honours in History

Students interested in an honours degree are strongly urged to consult the head of the Department of History by the end of the second year. A student must obtain a grade of at least 75.00% in HIST 498 and HIST 499 to be awarded the Bachelor of Arts Honours degree in History.

BA Honours in History (Thesis/Project Option)

Credit hours	BA Honours in History (Thesis/Project Option) Required Courses
BA Honours Major Requirements	
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
18.0	Six 200-level HIST courses* (can include INDG 228 or INDG 229)
21.0	Seven 300- or 400-level HIST* courses (can include PSCI 331)
3.0	One 400-level HIST course
3.0	HIST 400 or 415 (or other 400-level HIST course approved by the Department Head)
3.0	HIST 498 (with a grade of at least 75%)
3.0	HIST 499 (with a grade of at least 75%)
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups.	
57.0	**Subtotal: 75.00% major GPA required**

BA Honours in History (Course Based Option)

Credit hours	BA Honours in History Required Courses
BA Honours Major Requirements (Course Based)	
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
18.0	Six 200-level HIST courses* (can include INDG 228 or INDG 229)
21.0	Seven 300- or 400-level HIST* courses (can include PSCI 331)
3.0	One 400-level HIST course**
3.0	HIST 400 or 415 (or other 400-level HIST course approved by the Honours advisor) One 400-level HIST course**
3.0	HIST 498 (with a grade of at least 75.00%) One 400-level HIST course**
3.0	HIST 499 (with a grade of at least 75.00%) One 400-level HIST course**
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups. **Must maintain a minimum of 75.00% average in 400-level History courses.	
57.0	**Subtotal: 75.00% major GPA required**

Combined Major in Economics and History

Credit hours	BA Economics/History Major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
6.0	Two of ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 480
6.0	Two ECON courses

Credit hours	BA Economics/History Major Required Courses
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
9.0	Three 200-level HIST courses* (can include INDG 228 or INDG 229)
15.0	Five 300- or 400-level HIST* courses (can include PSCI 331)
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups.	
60.0	**Subtotal: 65.00% major GPA required**

Minor in History

Credit hours	History Minor Required Courses
3.0	One 100-level HIST course
3.0	One 100- or 200-level HIST course (can include INDG 228, INDG 229)
3.0	One 200-level HIST courses (can include INDG 228 or INDG 229)
9.0	Three 300- or 400-level HIST courses (can include PSCI 331)
18.0	**Total: 65.00% GPA required**

Rationale: The History Department proposes to add INDG 228, Indigenous History Within Canada: Eastern Canada and INDG 229, Indigenous History Within Canada: Western Canada as optional required courses within the GROUP I CANADA component for the following reasons:

- It furthers the department's goal of Indigenizing its curriculum;
- It acknowledges FNUniv's expertise in the domain of Indigenous History within Canada and contributes meaningfully to our commitment to forging a collaborative relationship with FNUniv;
- Building on b) above, it is expected to open the way for more honours and graduate level activity in the department in the area of Indigenous History (in partnership with FNUniv); and
- It aligns with a priority area in the U of R's current strategic plan.

INDG 228 3:3-0

Indigenous History Within Canada: Eastern Canada

This course surveys the history of Indigenous/non-Indigenous relations in Eastern Canada from contact to the present, emphasizing the historical perspectives of specific Indigenous societies.

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

INDG 229 3:3-0

Indigenous History Within Canada: Western Canada

This course surveys the history of Indigenous/non-Indigenous relations in Western Canada from contact to the present, emphasizing the historical perspectives of specific Indigenous societies.

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

2. FACULTY OF ARTS AND FIRST NATIONS UNIVERSITY OF CANADA

2.1 PROGRAM REVISION - BACHELOR OF ARTS IN RESOURCE AND ENVIRONMENTAL STUDIES

MOTION: To revise the Bachelor of Arts in Resource and Environmental Studies program, effective 202120.

Credit hours	BA in Resource and Environmental Studies Required Courses
60.0	Block Transfer credit for Saskatchewan Polytechnic Resource and Environmental Law diploma or Integrated Resource Management diploma (required for admission to program).
Major Requirements	
Environmental Core	
3.0	BIOL 100
3.0	BIOL 101
~~3.0~~	~~ENHS 340~~
~~3.0~~	~~ENHS 350~~
3.0	~~GEOG~~ GES 100
3.0	~~ENST~~ GES 200
~~6.0~~ 12.0	~~Two~~ Four of: BIOL 276, ECON 273, 372, ~~ENHS 440~~, ENVS 100, ~~GEOG~~ GES 121, 203, 232, ~~326, 327~~ 300- or 400-level ~~GEOG~~ GES courses, GEOL 102, 270, PHIL 275, SOC 230, WGST 201*
Human Justice Core	
3.0	JS 100
3.0	JS 412 or ENVS 200*
3.0	INDG 100
3.0	INDG 225
3.0	INDG 236
3.0	'Indigenous Language' 100
3.0	'Indigenous Language' 101
45.0	**Subtotal: 65.00% major GPA required**
**At least 9.0 credit hours must be at the 300- or 400-level.*	
Additional Requirements	
0.0	ARTS 099
3.0	ENGL 100
3.0	Any course in MATH, STAT, CS (except CS 100), ECON 224, PHIL 150, 352, 450, 452, 460, SOST 201
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
Requirement met in major	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	One of: ENGL 110; PHIL 100; RLST 245, 248; SOST 110
Requirement met in major	Two language courses (or one six-credit course) in the same language other than English.
Requirement met in major	Any course in ANTH; GEOG 100 or 120; INDG 232, 234, 238, 332, or 432; RLST (except RLST 181, 184, 186, 188, 284, 288)
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100, or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240 AA-ZZ
Requirement met in major	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST
Requirement met in major	Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310 AA- ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies
15.0	**Subtotal**
120.0	**Total: 60.00% PGPA and UGPA required**

Credit hours	BA in Resource and Environmental Studies Required Courses
~~*The Environmental Health and Science Program has agreed to waive the prerequisites for ENHS courses for students in the BA in Resource and Environmental Studies program. For all other courses, students are required to take the prerequisite courses as extra courses or get permission from the department head to take the course without the prerequisite.~~	

Rationale: Motion was passed at February 5, 2020 Faculty of Arts Academic Program Development Committee (APDC) Meeting to amend the admission requirements for the Bachelor of Arts in Resources and Environmental Studies program to include Saskatchewan Polytechnic's Integrated Resource Management Diploma, effective 202120.

The Bachelor of Science in Environmental Health and Science Program will close on June 30, 2023. With the closing of the program, all ENHS courses will cease to be offered. Consequently, these courses have to be replaced with other courses.

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3. FACULTY OF ARTS AND LA CITE UNIVERSITAIRE FRANCOPHONE

3.1 REVISION - CORE REQUIREMENTS

MOTION: To remove HIST 310 as an Indigenous Knowledge course option from all Faculty of Arts program templates and La Cité's Bachelor of Arts and Bachelor of Arts Honours in French and Francophone Intercultural Studies templates, effective 202120.

FACULTY OF ARTS

Indigenous Knowledge: Courses that develop familiarity with North American aboriginal cultures and societies.

Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310 AA- ZZ; GEOG 344; ~~HIST 310~~; JS 350, 351; KIN 105; LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies

LA CITÉ UNIVERSITAIRE FRANCOPHONE

BA and BA Hons in French and Francophone Intercultural Studies

Core Requirements	
3.0	FRN 352 or ENGL 100*
3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460; SOST 201, ECON 224
3.0	Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	One of: ENGL 110, RLST 245, 248; PHIL 100, SOST 110
Requirement met in major	Two language courses (or one six-credit class) in any language other than English.
3.0	Any course in ANTH; GEOG 100, 120; or RLST (except RLST 181, 184, 186, 188, 281, 284, 288);
3.0	Any course in HIST or CLAS 100 or IDS 100
3.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431); IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST

3.0	Any course in INCA, INDG, INHS or any one of ENGL 310AA-ZZ; GEOG 344~~; HIST 310~~; JS 350, 351; KIN 105; LING 230; PSCI 338 or SOC 214 or other courses approved by La Cité as having substantial indigenous content, including special studies courses.
27.0	**Subtotal**

Rationale: HIST 310 has been inactivated.

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4. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

4.1 PROGRAM REVISION - BACHELOR OF KINESIOLOGY, BACHELOR OF SPORT AND RECREATION STUDIES, AND RECREATION STUDIES INTERNSHIP

MOTION: To remove BUS 007 from the non-credit requirements in the Bachelor of Kinesiology, Bachelor of Sport and Recreation Studies and Bachelor of Sport, and Recreation Studies Internship, effective 202120.

Credit Hours	Bachelor of Kinesiology (BKIN) Core Required Courses
Core Requirements	
3.0	KIN 105
3.0	KIN 110
3.0	KIN 115
3.0	KIN 120
3.0	KIN 170
3.0	KIN 180
3.0	KIN 220
3.0	KIN 260
3.0	KIN 267
3.0	KIN 269
3.0	KIN 275
3.0	KIN 280
3.0	KIN 285
3.0	KIN 370
3.0	KIN 420
3.0	One of KIN 101 or ENGL 100
3.0	One of SOST 201, STAT 100 or STAT 160
3.0	One of PHIL 270, PHIL 272, PHIL 273, PHIL 276, or KIN 205
0.00	KHS 100 (exempt if credit received for KHS 101)
0.00	KHS 300
~~0.00~~	~~BUS 007 (exempt if credit received for CS 100)~~
18.0	Six Electives (**may** include max. two activity-based courses from KHS 131, KHS 132, KHS 135, KHS 231, KHS 232, KHS 233)
9.0	KHS 400*
6.0	KHS 405**
87.0	**Subtotal**

Credit Hours	Bachelor of Sport and Recreation Studies Required Courses
Core Requirements	
3.0	KIN 105
3.0	KIN 110
3.0	KIN 115
3.0	KIN 170
3.0	KIN 220
3.0	KIN 420
3.0	SRS 105
3.0	SRS 110
3.0	SRS 115
3.0	SRS 120
3.0	SRS 215
3.0	SRS 220
3.0	SRS 320
3.0	THRC 200
3.0	One of KIN 101 or ENGL 100
3.0	One of SOST 201, STAT 100 or STAT 160
3.0	One of PHIL 270, PHIL 272, PHIL 273, PHIL 276, or KIN 205
0.00	KHS 100 (exempt if credit received for KHS 101)
0.00	KHS 300
~~0.00~~	~~BUS 007 (exempt if credit received for CS 100)~~
15.0	Five Electives (may include max. two activity-based courses from KHS 131, KHS 132, KHS 135, KHS 231, KHS 232, KHS 233)
9.0	KHS 400
6.0	KHS 405
81.0	**Subtotal**

Credit Hours	Bachelor of Sports and Recreation Studies Internship Required Courses
Core Requirements	
3.0	KIN 105
3.0	KIN 110
3.0	KIN 115
3.0	KIN 170
3.0	KIN 220
3.0	KIN 420
3.0	SRS 105
3.0	SRS 110
3.0	SRS 115
3.0	SRS 120
3.0	SRS 215
3.0	SRS 220
3.0	SRS 320
3.0	THRC 200
3.0	One of KIN 101 or ENGL 100
3.0	One of SOST 201, STAT 100 or STAT 160
3.0	One of PHIL 270, PHIL 272, PHIL 273, PHIL 276, or KIN 205
0.00	KHS 100 (exempt if credit received for KHS 101)
0.00	KHS 300

Credit Hours	Bachelor of Sports and Recreation Studies Internship Required Courses
0.00	KHS 001
0.00	KHS 002
0.00	KHS 003 (if applicable)
~~0.00~~	~~BUS 007 (exempt if credit received for CS 100)~~
21.0	Seven Electives (may include max. two activity-based courses from KHS 131, KHS 132, KHS 135, KHS 231, KHS 232, KHS 233)
72.0	**Subtotal**

Rationale: BUS 007 has been a requirement for degree completion for many years (since the Bachelor of Physical Activity Studies). While there are elements of the course that may benefit students, they are coming into university with a much different computer skillset than was present when the requirement was first introduced, and then maintained throughout our program renewal and changes. The faculty has been considering the removal of this non-credit requirement for many years. Students in the joint BSRS/BBA will still be required to take BUS 007 as it remains a degree requirement for the Bachelor of Business Administration.

4.2 PROGRAM REVISION - SPORT AND RECREATION MANANGEMENT AND SPORT AND RECREATION MANAGEMENT INTERSHIP MAJORS

MOTION: To add CTCH 213 - Branding, Advertising and Design and CTCH 214 - Visual Communication for the Web as major electives for the Sport and Recreation Management and Sport and Recreation Management Internship majors, effective 202120.

COURSE DESCRIPTIONS

Creative Technologies

CTCH 213 Branding, Advertising and Design

This course explores design practices from branding and advertising as they are developed in a professional environment. Through experiential learning process, lectures, case studies, and studio projects, students will gain practical and theoretical knowledge to create and understand the visual language underpinning brand identities and advertising campaigns.

CTCH 214 Visual Communication for the Web

This course focuses on skills, experience, and critical thinking related to the production of online-related experiences. While investigating case studies and visual communication principles, students will engage with projects including display/mobile advertising, as well as the design of a website.

Credit Hours	Sports and Recreation Management Major Required Courses
Major Required	
3.0	SRS 130
3.0	SRS 230
3.0	SRS 340

Credit Hours	Sports and Recreation Management Major Required Courses
3.0	SRS 440
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
3.0	ECON 100 (or ECON 201)
3.0	ECON 238
Major Electives	
3.0	Choose three from: SRS 360 , SRS 351, SRS 450, SRS 460, SRS 465 (KHS 443), BUS 205, BUS 288, BUS 290, BUS 312, BUS 317, BUS 414, **CTCH 213, CTCH 214,** any LG course, any PR course
3.0	
3.0	
39.0	**Subtotal**

Credit Hours	Sports and Recreation Management Internship Major Required Courses
Major Required	
3.0	SRS 130
3.0	SRS 230
3.0	SRS 340
3.0	SRS 440
3.0	SRS 450
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
3.0	ECON 100 (or ECON 201)
3.0	ECON 238
Major Elective	
15.0	Choose five courses from: SRS 360 , SRS 351, SRS 460, SRS 465 (KHS 443), BUS 205, BUS 288, BUS 290, BUS 312, BUS 317, BUS 414, **CTCH 213, CTCH 214,** any LG course, any PR course
48.0	**Subtotal**

Rationale: CTCH 213 and 214 offer unique and timely content for the sport and recreation management major. The Faculty of Media, Art, and Performance has been consulted and is supportive of the motion.

5. FACULTY OF MEDIA, ART, AND PERFORMANCE

5.1 REVISION - DIPLOMA IN FILM PRODUCTION

MOTION: To revise the Diploma in Film Production, effective 202120.

Diploma in Film Production
Admission requirements: Students holding a bachelor's degree in a field other than Film Production or the completion of 90 credit hours in any discipline.

Credit hours	Diploma in Film Production Required Courses
3.0	FILM 201
3.0	FILM 209 (must be taken concurrently with FILM 201) or FILM 220
3.0	FILM 202
3.0	One Film Production course at the 200-level
~~6.0~~ 9.0	~~Two~~ Three Film Production courses at the 300-level or 400-level
~~3.0~~	~~One Film Production course at the 400-level~~
6.0	Two Film Studies courses at the 200- or 300-level, or CTCH 304, 305 or 402.
3.0	One Film Production, Film Studies, or MAP elective courses at the 200-, 300-, or 400- level
30.0	**Total - a minimum PGPA of 65.00% is required**

Notes: Registration in many of these courses requires permission from the Department Head. Completion of this Diploma may require registration in the fall, winter, and spring/summer terms.*

Rationale: Because of recent FILM course revisions (see Items for Information), this change will allow more opportunity for students complete the program as it may be very difficult for students to have the prerequisite to take a 400-level production course.

5.2 PROGRAM OUTLINE CHANGES – MEDIA, ART, AND PERFORMANCE

MOTION: That the following program outlines be modified, effective 202130.

Master of Fine Arts (MFA) in Media Production
Master of Arts (MA) in Media Studies
Interdisciplinary PhD in Media and Artistic Research
Master of Music in Performance Concentration Orchestral Instruments
Master of Music in Performance Concentration Keyboard Instruments
Master of Music in Performance Concentration Voice
Master of Music in Performance Concentration
Master of Music in Composition Concentration
Master of Music in Conducting Concentration
Master of Arts in Musicology
Master of Arts in Music Theory

Master of Fine Arts Program (Studio Art Practice)

MFA in Media Production Program

Current		Proposed	
FA 800	3	***MAP*** 800	3
FA 803	3	***MAP*** 803	3
FILM 830	3	FILM 830	3
FILM 831	3	FILM 831	3
FILM 804	3	FILM 804	3
Three of (one of which must be Film 890 AA-ZZ) FILM890 AA-ZZ ART 801-804 FA 899 FA 804 Open Elective	9	Three of (one of which must be Film 890 AA-ZZ) FILM890 AA-ZZ ART 801-804 ***MAP*** 899 ***MAP*** 804 Open Elective	9
FILM 902	18	FILM 902	18
FA 903 (Optional)	0	***MAP*** 903	0
Total Credit Hours	42	Total Credit Hours	42

Note: In exceptional circumstances and with the permission of the Supervisor(s) and the Department Head, a maximum of 3 credit hours of senior undergraduate courses (300-400 level) in a discipline of direct relevance to the student's proposed program of study may be taken.

Master of Arts (MA) in Media Studies Program

Current MA in Media Studies Program		Proposed MA in Media Studies Program	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800 Seminar in Theory and Methods I	3
FA 803 Seminar in Theory and Methods II	3	***MAP*** 803 Seminar in Theory and Methods II	3
FA 804 Studies in Media, Art and Performance	3	***MAP*** 804 Studies in Media, Art and Performance	3
FILM 804	3	FILM 804	3
FILM 3xx-8xx or FA 3xx-8xx	3	FILM 3xx-8xx or ***MAP*** 3xx-8xx	3
FILM 901 Thesis Research	15	FILM 901 Thesis Research	15
Total Credit Hours	30	Total Credit Hours	30

Interdisciplinary PhD in Media and Artistic Research

Current		Proposed	
FA 800	3	***MAP*** 800	3
FA 803	3	***MAP*** 803	3
FA 804 or FILM 804	3	***MAP*** 804 or FILM 804	3
FA 805	3	***MAP*** 805	3
FA 900	3	***MAP*** 900	3
Any ART, ARTH, FA, FILM, MU or THEA 8XX	9	Any ART, ARTH, ***MAP***, FILM, MU or THEA 8XX	9
Thesis or Final Project FA 901	36	Thesis or Final Project ***MAP*** 901	36
Total Credit Hours	60	Total Credit Hours	60

Master of Music in Performance Concentration Orchestral Instruments

Current		Proposed	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 881, 882 Chamber Music Ensemble (I, II)	6	MU 881, 882	6
MU 813 Directed Studies in Music Literature	3	MU 813	3
MU 815 Bibliography and Research Methods	3	MU 815	3
MU 871 & 872 or MU 801 & 802 Large ensemble (I, II)	3	MU 871 & 872 or MU 801 & 802	3
MU 902 Research Project	12	MU 902	12

FA 903 Project Report Course (Optional)	0	***MAP*** 903 (Optional)	0
Total:	30	Total:	30

Master of Music in Performance Concentration Keyboard Instruments

Current		Proposed	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 881, 882 Chamber Music Ensemble (I, II)	6	MU 881, 882	6
MU 813 Directed Studies in Music Literature	3	MU 813	3
MU 815 Bibliography and Research Methods	3	MU 815	3
One of: MU 803-809, 811, 816-818, 820, 841	3	One of: MU 803-809, 811, 816-818, 820, 841	3
MU 902 Research Project	12	MU 902	12
FA 903 Project Report Course (Optional)	0	***MAP*** 903 (Optional)	0
Total:	30	Total:	30

Master of Music in Performance Concentration Voice

Current		Proposed	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 861 Opera Workshop	3	MU 861	3
MU 813 Directed Studies in Music Literature	3	MU 813	3
MU 815 Bibliography and Research Methods	3	MU 815	3
MU 831, 832 Large ensemble (I, II) OR MU 881, 882 Chamber Music Ensemble (I, II)	3	MU 831, 832 OR MU 881, 882	3
One of: MU 803-809, 811, 817, 818, 820, 821, 841 or GER XXX, FRN XXX, SPAN XXX, MU 860 (at any level)*	3	One of: MU 803-809, 811, 817, 818, 820, 821, 841 or GER XXX, FRN XXX, SPAN XXX, MU 860 (at any level)*	3
MU 902 Research Project	12	MU 902	12
FA 903 Project Report Course (Optional)	0	***MAP*** 903 (Optional)	0
Total:	30	Total:	30

*For students in a specialized study, the Department Head may give permission for this requirement to be filled by, for example, a course in Ukrainian, Hebrew, Korean, Japanese, Mandarin, Cantonese or Cree, Dakota or Salteaux. If Italian (non-credit) is used to fulfill the language requirement, an MU 8XX from the list provided will be required.

Master of Music in Composition Concentration

Current		Proposed	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 815 Bibliography and Research Methods	3	MU 815	3
MU 816 History of Music Theory	3	MU 816	3
MU 811 Analysis of Music Written Since 1900 or MU 817 Analysis	3	MU 811 or MU 817	3
One of: MU 803-809, 811, 817, 818, 820, 821, 841	3	One of: MU 803-809, 811, 817, 818, 820, 821, 841	3
MU 902 Research Project	15	MU 902	15
FA 903 Project Report Course (Optional)	0	***MAP*** 903 (Optional)	0
Total:	30	Total:	30

Master of Music in Conducting Concentration

Current		Proposed	
MU 813 Directed Studies in Music Literature	3	MU 813	3

MU 815 Bibliography and Research Methods	3	MU 815	3
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 801 & 802 or 831 & 832 or 871 & 872 Large Ensemble (I, II)	3	MU 801 & 802 or 831 & 832 or 871 & 872	3
One of MU 803-809, 811, 817, 818, 820, 821, 841	3	One of MU 803-809, 811, 817, 818, 820, 821, 841	3
One of MU 803-809, 811, 817, 820, 821, 841 or GER XXX, FRN XXX, SPAN XXX, MU 860*	3	One of MU 803-809, 811, 817, 820, 821, 841 or GER XXX, FRN XXX, SPAN XXX, MU 860*	3
MU 902 Research Project	12	MU 902	12
FA 903 Project Report Course (Optional)	0	***MAP*** 903 (Optional)	0
Total:	30	Total:	30

*Please note it is recommended for those following the Choral stream to take one language course, a language facility examination, or Italian (non-credit).

Master of Arts in Musicology

Current		Proposed	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 819 Bibliography and Research Methods in Musicology	3	MU819	3
Two of: MU 803-809	6	Two of: MU 803-809	6
One of: MU 811, 816-818, 820	3	One of: MU 811, 816-818, 820	3
MU 901 Thesis Research	15	MU 901	15
Total:	30	Total:	30

Master of Arts in Music Theory

Current		Proposed	
FA 800 Seminar in Theory and Methods I	3	***MAP*** 800	3
MU 815 Bibliography and Research Methods	3	MU 815	3
MU 817 Analysis	3	MU 817	3
One of: MU 811, 816, 818, 820	3	One of: MU 811, 816, 818, 820	3
One of: MU 803-809, 841	3	One of: MU 803-809, 841	3
MU 901 Thesis Research	15	MU 901 Thesis Research	15
Total:	30	Total:	30

Master of Fine Arts Program (Studio Art Practice)

Current		Proposed	
FA 800	3	***MAP*** 800	3
FA 803	3	***MAP*** 803	3
ART 8XX	12	***ART 8XX***	12
Art 801-804	12	ART 801-804	12
Elective	3	Elective	3
Art 902	9	Art 902	9
FA 903	0	***MAP*** 903	0
Total Credit Hours	42	Total Credit Hours	42

Note: In exceptional circumstances and with the permission of the Supervisor(s) and the Department Head, a maximum of 3 credit hours of senior undergraduate courses (300-400 level) in a discipline of direct relevance to the student's proposed program of study may be taken.

Rationale: This name change to the MAP grad courses from the designation "FA" to the designation "MAP" is a key recommendation of the IDS Grad Unit Review Team. MAP changed its identity from "Fine Arts" to "MAP" in 2016-17, and the undergrad courses changed their course designations accordingly, from "FA" to

"MAP," in 2017. This belated change at the grad level will avoid ongoing confusion, bringing the grad courses into alignment with the nomenclature used for the undergrad courses, and consolidate all of the MAP grad interdisciplinary core course names around the MAP faculty name, brand and identity

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6. FACULTY OF NURSING

6.1 REVISION - FACULTY ACADEMIC PERFORMANCE REGULATIONS

MOTION: That the revision to the Faculty Academic Performance Regulations be approved, effective 202120.

Faculty Academic Performance Regulations

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: A minimum grade of 60% in BIOL 111 is the pre-requisite for CNUR 107 and CNUR 202. Without this pre-requisite, a student will be unable to progress in the program. Two attempts are the maximum number of attempts allowed at the University of Regina.

6.2 PROGRAM CHANGE - CLINICAL NURSE SPECIALIST

MOTION: That the Master of Nursing-Clinical Nurse Specialist (CNS) program be modified, effective 202130.

Current Master of Nursing-Clinical Nurse Specialist		Proposed Master of Nursing-Clinical Nurse Specialist	
Year 1	18 credit hours	Year 1	18 credit hours
Semester 1	MNUR 800 MNUR 812 or PSYCH Nursing 75.657*	Semester 1	MNUR 800 **NURS 812** or PSYCH Nursing 75.657*
Semester 2	MNUR 801 MNUR 815	Semester 2	MNUR 801 **NURS 815**
Semester 3	MNUR 813 Choose one of the approved electives: MNUR 804 MNUR 818 MNUR 820 EPSY 820 GERO 803 GERO 816 GERO 890 JSGS 823 PSYC 845 PSYC 846 PSYC 847 PSYC 848	Semester 3	**NURS 813** Choose one of the approved electives: **NURS 804** MNUR 818 **NURS 820** EPSY 820 GERO 803 GERO 816 GERO 890 JSGS 823 PSYC 845 PSYC 846 PSYC 847 PSYC 848
Year 2	15 credit hours	Year 2	15 credit hours

Semester 1	MNUR 814 JSGS 829	Semester 1	**NURS 814** JSGS 829
Semester 2	MNUR 809 JSGS 824	Semester 2	MNUR 809 JSGS 824
Semester 3	MNUR 810	Semester 3	MNUR 810
Total	33 credit hours	Total	33 credit hours

*PSYC 75.657 Advanced Clinical Practice in Psychiatric Nursing I through Brandon University is also an acceptable course to fulfill this requirement.

Rationale: The prefix NURS will differentiate these courses from a Collaborative Nurse Practitioner Program (CNPP) course. Content, and description for each course will not be changing. The CNS program was suspended in 2019, current students continuing to progress through the program to completion. This change to the program requirements will apply to current students in the CNS program.

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7. FACULTY OF SCIENCE

7.1 ROUTE CHANGE - MASTER OF SCIENCE IN COMPUTER SCIENCE THESIS ROUTE

MOTION: That the Master of Science (MSc) Thesis Route program be modified, effective 202130.

Current MSc – Thesis Route		Proposed MSc – Thesis Route	
The Master's thesis route requires students to pursue research supported by the Department of Computer Science. A fully qualified student may complete a Master's thesis route by undertaking 15 credits of coursework as well as 15 credits of thesis research together with the thesis defense. Two non-credit CS seminar presentations are also required.		The Master's thesis route requires students to pursue research supported by the Department of Computer Science. A fully qualified student may complete a Master's thesis route by undertaking 15 credits of coursework as well as 15 credits of thesis research together with the thesis defense. Two non-credit CS seminar presentations are also required.	
CS 8xx*	3	CS 8xx*	3
CS 8xx*	3	CS 8xx*	3
CS**	3	CS**	3
CS/non CS**	3	CS/non CS**	3
CS/non CS**	3	CS/non CS**	3
CS 901	15	CS 901	15
CS 900	0	CS 900	0
CS 900	0	CS 900	0
Total	30	Total	30
* may **not** be a directed study or selected topics reading class ** ~~one of these may be a 400-level class~~ (others are 800-level)		* may **not** be a directed study or selected topics reading class ***** maximum of two 700-level courses may be taken (others must be 800-level)***	

Rationale: Students were previously permitted to take up to one 400-level course to fulfill the requirements of their program. This has been replaced with the ability to take up to two 700-level courses.

Allowing two 700-level courses to be eligible for the MSc Thesis Route will allow high-achieving students in the MSc in Computer Science (Data Science) or MSc in Computer Science (Human-Centred Computing) programs who find a faculty member willing to supervise their research to transfer to the thesis route after their first semester without losing the ability for their first-semester coursework to apply to their new degree route.

7.2 ROUTE CHANGE - MASTER OF SCIENCE IN COMPUTER SCIENCE PROJECT ROUTE

MOTION: That the Master of Science Computer Science Project Route be modified effective 202130.

Current MSc Project Route		Proposed MSc Project Route	
A fully qualified student may complete a Master's project route by undertaking 21 credits of coursework, 9 credits of professionally oriented project research, and project defense. In addition, the student is required to give two non-credit CS seminar presentations. In the project route students must successfully complete a minimum of seven courses and a research project undertaken in the field together with a project report, presentation and defense, coupled with two non-credit seminar presentations.		A fully qualified student may complete a Master's project route by undertaking 21 credits of coursework, 9 credits of professionally oriented project research, and project defense. In addition, the student is required to give two non-credit CS seminar presentations. In the project route students must successfully complete a minimum of seven courses and a research project undertaken in the field together with a project report, presentation and defense, coupled with two non-credit seminar presentations.	
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS*	3	CS*	3
CS/non CS *	3	CS/non CS*	3
CS/non CS*	3	CS/non CS*	3
CS 902 or CS 901**	9	CS 902 or CS 901**	9
CS 900	0	CS 900	0
CS 900	0	CS 900	0
Total	30	Total	30
* ~~one of these may be a 400-level class~~ (others are 800-level) **It is recommended that students register in CS 902; however, CS 901 will be accepted for those students who have transferred to the MSc project route from another MSc route (such as thesis) in Computer Science.		**** maximum of two 700-level courses may be taken (others must be 800-level)*** **It is recommended that students register in CS 902; however, CS 901 will be accepted for those students who have transferred to the MSc project route from another MSc route (such as thesis) in Computer Science.	

Rationale: Students were previously permitted to take up to one 400-level course to fulfill the requirements of their program. This has been replaced with the ability to take up to two 700-level courses.

Allowing two 700-level courses to be eligible for the MSc Project Route will allow high-achieving students in the MSc in Computer Science - Data Science or MSc in Computer Science - Human-Centred Computing programs who find a faculty member willing to supervise their project to transfer to the project route after their first semester without losing the ability for their first-semester coursework to apply to their new degree route.

7.3 ROUTE CHANGE - MASTER OF SCIENCE IN COMPUTER SCIENCE COURSE ROUTE

MOTION: That the Master of Science Computer Science Course Route be modified, effective 202120.

Current MSc Course Route		Proposed MSc Course Route	
A fully-qualified student may complete a Master's course-based route by undertaking 30 credits for coursework. In addition, the student is required to give ~~two~~ non-credit seminar presentations.		A fully-qualified student may complete a Master's course-based route by undertaking 30 credits for coursework. In addition, the student is required to give ***one*** non-credit seminar presentation.	
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 8xx	3	CS 8xx	3
CS 4xx/8xx*	3	CS 4xx/***7xx***/8xx*	3
CS 4xx/8xx*	3	CS 4xx/***7xx***/8xx*	3
CS/non-CS 8xx	3	CS/non-CS 8xx	3
CS/non CS 4xx/8xx*	3	CS/non CS 4xx/***7xx/***8xx*	3
CS 900	0	CS 900	0
Total	30	Total	30
***** maximum of two 400-level courses may be taken (others are 800-level)		***** maximum of two 400-level or ***700-level*** courses may be taken (others ***must*** be 800-level)	

Rationale: Students were previously permitted to take up to two 400-level course to fulfill the requirements of their program. This has been replaced with the ability to take up to two 700-level or 400-level courses.

This will allow students who have started the MSc Course Route program prior to the introduction of the new CS 7xx courses to take some of these courses. All other courses will continue to be taken alongside the MSc Project, MSc Thesis, and PhD students (CS 8xx courses).

Note that there is also a correction in the route description, which previously specified “two non-credit seminar presentations”. It now correctly states “one non-credit seminar presentation”.

ITEM(S) FOR INFORMATION

1. FACULTY OF ENGINEERING AND APPLIED SCIENCE

Petroleum Systems Engineering (PSE) Program Template

PSE program template is being updated by moving CHEM 140 to Term 7 and GEOL 270 to Term 5 because GEOL 270 is now offered by Geology as a fall term course, **effective 202120.**

PSE needs to remove GEOL 270 from Term 7 due to the reallocation of this course into Term 5, by the Geology Department. This requires the following accommodations:

1. In Term 5, to add GEOL 270 (from Term 7)
2. In Term 7, to add CHEM 140 (from Term 5)

If the Geology Department offers GEOL 270 in Term 7 in future, a swapping between Term 5 GEOL 270 and Term 7 CHEM 140 will be proposed and a new motion will follow accordingly.

Accreditation Units (AU) to meet minimum 195 AU's
Course arrangement background:

- CHEM 140 to be offered in Term 5 and Term 7
- GEOL 270 fits PSE student need
- GEOL 270 to be offered in Term 5 by Geology Department

Accreditation Impact: CHEM 140 and GEOL 270 are science courses, so there is no impact with the required AU count for Natural Science and Engineering Design.

2. NEW COURSES

Faculty of Engineering and Applied Science

ENEV 886 Industrial Wastewater Treatment and Reuse (3)

Current and novel industrial wastewater management strategies; treatment process design theory and approaches; and industrial water/wastewater quantity and quality requirement.

Faculty of Science

CS 700 Software Development Fundamentals (3)

Modern software development principles and practices. Topics include modern software development fundamentals and methodologies, unit testing, source code control, teamwork, and modern programming languages, frameworks, software development tools, and environments.

Note: This course is common for all streams in the MSc Course Route.

CS 710 Python & Data Fundamentals (3)

Data-centred programming in Python. Topics include Python fundamentals, object-oriented design, data modelling, advanced data structures, extract, transform, and load (ETL) philosophy, data-centred libraries (e.g., Pandas, NumPy, SciPy, scikit-learn), SQL databases, No-SQL databases, statistical analysis tools.

CS 711 Foundations of Data Science (3)

Broad overview of the data science process lifecycle and methods. Topics include data ethics, data discovery, data preparation, model planning, machine learning model implementation, and evaluation, visualization, and delivery.

CS 712 Foundations of Statistics & Machine Learning (3)

Statistical basis for machine learning. Topics include distributions, probabilities, sampling, hypothesis testing, Bayes' theorem, maximum likelihood, machine learning theory, classes of machine learning, linear regression, kernel methods, dimensional reduction, gradient descent, ensemble techniques, and neural networks.

CS 713 Applied Machine Learning (3)

Machine learning approaches applied to real-world problems. Topics include classification, regression, clustering, decision trees and random forests, Bayesian networks, deep learning, face and object recognition, time-series forecasting, anomaly detection, natural language processing, and machine translation.

CS 714 Big Data Analytics & Cloud Computing (3)

Techniques for performing big data analytics within a cloud environment. Topics include foundations of cloud computing, containers, micro-services, distributed file systems, MapReduce, real-time data processing, scale-up, scale-out, and cloud-based machine learning. Students will undertake a milestone-based project using Microsoft Azure, Amazon Web Services, Google Cloud, or some other cloud platform.

CS 715 Advanced Data Science & Machine Learning (3)

State-of-the-art in data science and machine learning. Topics may include the latest advancements in reinforcement learning, deep learning, spatio-temporal forecasting, and natural language processing. Students will pursue real-world data science project that employs the latest machine learning methods and techniques.

CS 716 Communication & Data Visualization (3)

Mechanisms for communication within Data Science projects. Topics include communication fundamentals, visualization fundamentals, data science notebooks, and visualization libraries. Students will be expected to communicate information about a data science project in four different modes: structured abstract, poster, project notebook, and oral presentation.

CS 719 Data Science Seminar & Project (6)

Students will attend a professionally focused seminar series with topics including entrepreneurship, ethics, intellectual property, innovation, start-up culture, and EDI. A milestone-based project will be pursued, serving as a capstone for the Data Science Stream. Final projects will be demonstrated and presented in a public venue.

CS 730 Human-Computer Interaction Fundamentals (3)

Theory related to the design of usable software. Topics include contexts for human computer interaction, foundations of usability, cognitive models, perceptual models, social models, physical capabilities, accessibility, interface standards, user experience, principles of good design.

CS 731 Human-Centered Interface Design and Implementation (3)

Practice of designing and implementing usable software. Topics include processes for human-centered interface development, task analysis, usability requirements, user-centred design, design patterns, prototyping, and modern graphical user interface libraries, builders, and environments. Students will undertake a milestone-based project leading to the design and implementation of a web-based application.

CS 732 Foundations of Human-Centred Evaluation Methods (3)

Methods for evaluating human-centred software. Topics include usability testing, cognitive walkthroughs, heuristic evaluations, controlled laboratory studies, naturalistic studies, and Research Ethics Board applications. Students will design and conduct a comprehensive study of a user interface.

CS 733 Computer Graphics & Animation (3)

Techniques and software for generating computer graphics and animations. Topics include geographic and mathematical modelling, image rendering and synthesis, principles of animation, and graphics and animation frameworks.

CS 734 Mobile Computing (3)

Design and implementation of software for a networked mobile environment. Topics include the benefits and limitations of modern mobile devices, network programming, sensor programming, interface design for small screens, touch-based interaction, voice-based interaction, hybrid mobile application development practices.

CS 735 Virtual and Augmented Reality (3)

Design and implementation of software in virtual and augmented reality environments. Topics include virtual reality (VR) and augmented reality (AR) technology, 3D modelling, locomotion, interaction, audio, psychological and physical effects, and telepresence. Students will undertake a milestone-based project leading to the design and implementation of a VR or AR application.

CS 736 Information Visualization (3)

Design and development of interactive visualization techniques for the analysis, comprehension, exploration, and explanation of large collections of abstract information. Topics include principles of visual perception, information data types, visual encodings of data, representations of complex data types, and interaction methods.

CS 739 Human-Centred Computing Seminar & Project (6)

Students will attend a professionally focused seminar series with topics including entrepreneurship, ethics, intellectual property, innovation, start-up culture, and EDI. A milestone-based project will be pursued, serving as a capstone for the Human-Centred Computing Stream. Final projects will be demonstrated and presented in a public venue

3. COURSE CHANGES

Faculty of Kinesiology and Health Studies

KHS 900 Professional Skills for Kinesiology and Health Research	KHS 900 Professional Skills for Kinesiology and Health Research
This seminar will provide practice in professional skills such as leadership, mentoring, collaboration/teamwork, knowledge translation, peer review and writing successful grant applications and manuscripts.	This seminar will provide practice in professional skills such as leadership, mentoring, collaboration/teamwork, knowledge translation, peer review and writing successful grant applications and manuscripts. ***Note: This course must be taken in the first two semesters of the PhD program; students who start in the winter semester may take the second offering in the fall semester with permission.***

Faculty of Media, Art, and Performance

Current:	Proposed
~~FA~~ 800 Seminar in Theory and Methods Seminar exploring and questioning the history, theory and aesthetics of ~~Fine Arts~~, and the diverse and shifting conceptions of ~~Fine Arts~~ disciplines in relation to other social and cultural forms.	***MAP*** 800: Seminar in Theory and Methods Seminar exploring and questioning the history, theory and aesthetics of ***Media, Art, and Performance,*** and the diverse and shifting conceptions of ***Media, Art, and Performance*** disciplines in relation to other social and cultural forms. ****NOTE: Students may only receive credit for one of FA 800 or MAP 800.****
~~FA~~ 803: Seminar in Theory and Methods II Seminar exploring diverse approaches to research in the ~~Fine Arts~~, including studies-based and practice-based methods.	***MAP*** 803: Seminar in Theory and Methods II: Seminar exploring diverse approaches to research in the ***Media, Art, and Performance***, including studies-based and practice-based methods. ****NOTE: Students may only receive credit for one of FA 803 or MAP 803.****
~~FA~~ 804: Studies in Media, ART, and Performance This seminar course addresses thematic research strengths in the Faculty in order to provide students with a deeper exploration into topics within media, art and performance. Thematic seminar topics will relate to Popular & Visual Culture; Gender, Sexuality, and Culture; Social and Community Engagement; Indigenous Arts and Culture; or Curatorial Studies and Cultures of Display.	***MAP*** 804: Studies in Media, ART, and Performance This seminar course addresses thematic research strengths in the Faculty in order to provide students with a deeper exploration into topics within media, art and performance. Thematic seminar topics will relate to Popular & Visual Culture; Gender, Sexuality, and Culture; Social and Community Engagement; Indigenous Arts and Culture; or Curatorial Studies and Cultures of Display. ***NOTE: Students may only receive credit for one of FA 804 or MAP 804.****
~~FA~~ 805: Doctoral Research Showcase Students will develop, organize, present and engage in a public forum on their PhD research project.	***MAP*** 805: Doctoral Research Showcase Students will develop, organize, present and engage in a public forum on their PhD research project. ***NOTE: Students may only receive credit for one of FA 805 or MAP 805.*****
~~FA~~ 810AA-ZZ: Selected Topics in ~~Fine Arts~~ Seminar course examining selected topics in ~~the~~ ~~Fine Arts~~.	***MAP*** 810AA-ZZ **:** Selected Topics in ***Media, Art, and Performance*** Seminar course examining selected topics in ***Media, Art, and Performance***. ****NOTE: Students may only receive credit for one of FA 810AA-ZZ or MAP 810AA-ZZ.****
~~FA~~ 870AAZZ Special Topics in Practice and Theory This set of special topics courses explores both practice and theory in Media, Art, and Performance.	***MAP*** 870AA-ZZ: Special Topics in Practice and Theory This set of special topics courses explores both practice and theory in Media, Art, and Performance

	NOTE: Students may only receive credit for one of FA 870AA-ZZ or MAP 870AA-ZZ.
~~FA~~ 880AA-ZZ~~:~~ Selected Topics in Fine Arts Studio This series of studio courses is designated selected topics within ~~Fine Arts~~.	***MAP*** 880AA-ZZ: Selected Topics in ***Media, Art, and Performance Studio.*** This series of studio courses is designated selected topics within ***Media, Art, and Performance***. ***NOTE: Students may only receive credit for one of FA 880AA-ZZ or MAP 880AA-ZZ.***
~~FA~~ 890AA-ZZ~~:~~ Directed Reading in Fine Arts Directed study in ~~Fine Arts~~ under the supervision of a faculty member.	***MAP*** 890AA-ZZ: Directed Reading in ***Media, Art, and Performance.*** Directed study in ***Media, Art, and Performance*** under the supervision of a faculty member. ***NOTE: Students may only receive credit for one of FA 890AA-ZZ or MAP 890AA-ZZ.***
~~FA~~ 899: Professional Placement The Professional placement course offers a practical opportunity for experiential research or case study investigation.	***MAP*** 899: ***Grad Level*** Professional Placement The Professional placement course offers a practical opportunity for experiential research or case study investigation. ***NOTE: Students may only receive credit for one of FA 899 or MAP 899.***
~~FA 900~~**:** Comprehensive Exam Examination measuring comprehensively the knowledge and practice in the disciplines relevant to the PhD thesis/project.	***MAP*** 900: Comprehensive Exam Examination measuring comprehensively the knowledge and practice in the disciplines relevant to the PhD thesis/project. ***NOTE: Students may only receive credit for one of FA 900 or MAP 900.***
~~FA~~ 901**:** Thesis Research Research supporting an MA or PhD program including the thesis proposal, ethics review application (if applicable), and research resulting in the writing and defense of a graduating thesis of 60-100 pages for an MA; or the preparation of a PhD graduating thesis, research-creation project, or hybrid thesis/research-creation project, as applicable.	***MAP*** 901**:** Thesis Research Research supporting an MA or PhD program including the thesis proposal, ethics review application (if applicable), and research resulting in the writing and defense of a graduating thesis of 60-100 pages for an MA; or the preparation of a PhD graduating thesis, research-creation project, or hybrid thesis/research-creation project, as applicable. ***NOTE: Students may only receive credit for one of FA 901 or MAP 901.***
~~FA~~ 902: Research Project Research supporting a professional, practice-based MFA program resulting in the writing of a comprehensive critical engagement paper of 40 pages and the preparation and public presentation of a graduating research-creation project.	***MAP*** 902: Research Project Research supporting a professional, practice-based MFA program resulting in the writing of a comprehensive critical engagement paper of 40 pages and the preparation and public presentation of a graduating research-creation project. ***NOTE: Students may only receive credit for one of FA 902 or MAP 902.***
~~FA~~ 903**:** Project Report Course The student submits the final project or critical engagement paper.	***MAP*** 903: Project Report Course The student submits the final project or critical engagement paper. ***NOTE: Students may only receive credit for one of FA 903 or MAP 903.***

Faculty of Nursing

Current	Proposed
~~MNUR~~ 804 Global Health	**NURS** 804 Global Health
~~MNUR~~ 812 Advanced Health Foundations for Clinical Nurse Specialists	**NURS** 812 Advanced Health Foundations for Clinical Nurse Specialists
~~MNUR~~ 813 APN: Clinical Nurse Specialization Seminar & Practicum	**NURS** 813 APN: Clinical Nurse Specialization Seminar & Practicum This course is designed to guide the student toward the

This course is designed to guide the student toward the development of scientific knowledge and skill in Advanced Practice Nursing. Through the use of nursing frameworks, application of advanced knowledge and advanced nursing practice skills the student will develop advanced clinical strategies for the management of health problems within their area of specialization. During this course, the student will engage in ~~168 hours of~~ clinical practice exploring Advanced Practice Nursing, with a focus on clinical competencies in the students chosen clinical specialty. Pre-requisite: MNUR 812	development of scientific knowledge and skill in Advanced Practice Nursing. Through the use of nursing frameworks, application of advanced knowledge and advanced nursing practice skills the student will develop advanced clinical strategies for the management of health problems within their area of specialization. During this course, the student will engage in clinical practice exploring Advanced Practice Nursing, with a focus on clinical competencies in the students chosen clinical specialty. Pre-requisite: NURS 812
~~MNUR~~ 814 APN: Clinical Nurse Specialization II Seminar & Practicum Pre-requisite: MNUR 813	**NURS** 814 APN: Clinical Nurse Specialization II Seminar & Practicum Pre-requisite: NURS 813
~~MNUR~~ 815 Health Care Ethics	**NURS** 815 Health Care Ethics
~~MNUR~~ 820 Patterns of Health and Illness in Older Adults	**NURS** 820 Patterns of Health and Illness in Older Adults

La Cité

Current FRN 803 Stage en communauté	Proposed FRN 803 ***Stage en milieu francophone***
Un stage de 80 heures au sein d'un organisme lié aux communautés francophones, menant à la préparation d'un rapport d'environ 40 pages.// An 80 hour internship in an organization tied to Francophone communities, leading to the preparation of a report of approximately 40 pages. **Péalable: au moins 6 cr. de cours FRN de niveau supérieur. **Pre-requisite: at least 6 cr. in FRN graduate courses	Un stage de 80 heures au sein d'un organisme lié aux communautés francophones ***ou en animation culturelle***, menant à la préparation d'un rapport d'environ 40 *pages* ***(incluant les annexes)***.// An 80 hour internship in an organization tied to Francophone communities ***or in cultural programming***, leading to the preparation of a report of approximately 40 pages ***(including appendices).*** ******Préalable: au moins 6 cr. de cours FRN de niveau supérieur.****** ***Prerequisite: at least 6 cr. in FRN graduate courses.***

REPORT TO EXECUTIVE OF COUNCIL
FROM THE 11 DECEMBER 2020 AND 13 JANUARY 2021 MEETINGS OF THE COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

ITEM(S) FOR APPROVAL

1. FACULTY OF BUSINESS ADMINISTRATION

1.1 CONCURRENT PROGRAM - CERTIFICATE IN IDEATION, CREATIVITY AND ENTREPRENEURSHIP

MOTION: That the Certificate in Ideation, Creativity and Entrepreneurship (ICE Certificate) be allowed as a concurrent (secondary) program for students of the Faculty of Business Administration and for University of Regina students in other Faculties, effective 202120.

The result of this motion will be a change to the Faculty of Business Administration portion of the University of Regina Undergraduate Calendar under the heading "Concurrent programs".

Concurrent programs

1. Business administration students may take a secondary program in other faculties (with some limitations).
2. Students in other faculties cannot take the BBA or BAdmin program as a secondary program.
3. Students in other faculties may take the DipBA or DipAdmin as a secondary program.
4. Business administration students and students in other faculties may take the Certificate in Ideation, Creativity and Entrepreneurship as a secondary program.

Rationale: The ICE Certificate will most often be of interest to students who are already enrolled in another University of Regina program. Allowing this certificate to be a secondary program permits these students to remain enrolled in their primary program while concurrently completing the ICE Certificate.

(End of Motion)

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2. FACULTY OF EDUCATION

2.1 NEW CERTIFICATE - LE CERTIFICAT VOIE D'AVENIR POUR ENSEIGNER EN SASKATCHEWAN

MOTION: Que le certificat Voie d'avenir pour enseigner en Saskatchewan soit mis au calendrier académique, date effective 202130.

Certificat Voie d'avenir pour enseigner en Saskatchewan / élémentaire
EPSF 315
EPSY 418 ou EPSY 425
ECSF 100 ou ECSF 110 ou un cours au choix approuvé
ECSF 402 ou un cours au choix approuvé
EFLD 416

Certificat Voie d'avenir pour enseigner en Saskatchewan / secondaire
EPSF 300

EPSY 418 ou EPSY 425 ECSF 100 ou ECSF 110 ou un cours au choix approuvé ECSF 402 ou un cours au choix approuvé EFLD 416

Raison: Ce certificat de 18 crédits est l'équivalent français de **Pathways** offert par la Faculté d'éducation en anglais. Il est conçu pour les enseignants formés à l'étranger qui ont besoin de crédits additionnels pour être éligible à la certification par le SPTRB et qui désirent suivre un certificat leur permettant de mieux s'acclimater au système scolaire de la Saskatchewan.

La liste des cours : EPSF 300 Théories et pratiques de l'enseignement au secondaire **OU** EPSF 315 Théories et pratiques de l'enseignement à l'élémentaire, EPSY 418 Vers une pédagogie inclusive, ECSF 402 Enseignement des Traités en classe (version française de ECCU 400) et ECSF 100 L'école et la société : connaissances et savoirs pédagogiques. Ces quatre cours valent 3 crédits chacun pour un total de 12 crédits.

Un stage supervisé de six (6) semaines de 6 crédits EFLD 416.

English Translation:

MOTION: That the Certificate Voie d'avenir pour enseigner en Saskatchewan be created, effective 202130.

Certificat Voie d'avenir pour enseigner en Saskatchewan / elementary (18 Credit Hours)
EPSF 315 (3) EPSY 418 or EPSY 425 (3) ECSF 100 or ECSF 110 or approved elective (3) ECSF 402 or approved elective (3) EFLD 416 (6)

Certificat Voie d'avenir pour enseigner en Saskatchewan / secondary (18 Credit Hours)
EPSF 300 (3) EPSY 418 or EPSY 425 (3) ECSF 100 or ECSF 110 or approved elective (3) ECSF 402 or approved elective (3) EFLD 416 (6)

Admission to this program:

Certificat Voie d'avenir pour enseigner en Saskatchewan

Saskatchewan Teacher's Certificate Assessment letter from the Saskatchewan Professional Teachers Regulatory Board and Proficiency in French, according to the University of Regina Language Proficiency Regulations. Admission is available in all terms and will align with the University of Regina deadline dates.

Rationale: This 18 credit hour certificate is the French version of the ***Certificate for Internationally Educated Teachers*** currently offered by the Faculty of Education. It is designed for teachers educated outside Canada who require additional credits to meet Saskatchewan Professional Teachers Regulatory Board (SPTRB) certification requirement and who would like to be better prepared for the Saskatchewan classroom.

(End of Motion)

3. LA CITE UNIVERSITAIRE FRANCOPHONE

3.1 NEW MINOR - BILINGUAL MINOR IN AFRICAN STUDIES

MOTION: To create a Bilingual Minor in African Studies, effective 202130.

Bilingual Minor in African Studies

The Bilingual Minor in African Studies introduces students to African history, culture, politics, and social realities and allows students to develop intercultural understanding, critical thinking, and communication skills in French and English. The program consists of two required courses and four electives. A study abroad option in Francophone Africa is offered every two years.

Language requirement

Students must complete at least 9 credit hours in French. Language proficiency requirements for individual courses can be met with 1. Pre-requisites including FRN200, 201, 300, or 301, depending on the course; or 2. Previous French-language learning (e.g., Grade 12 French immersion, native fluency) and a Language Placement Test scoring at or above the required level defined by the prerequisite.

Credit hours	Bilingual Minor in African Studies
3.0	ÉAS200
3.0	ÉAS210
6.0	Study Abroad in francophone Africa (6 credits) OR Two courses from List A
6.0	Two courses from List A or B
18.0	ÉAS Minor — 65.00% GPA required

**A minimum of 9.0 credit hours must be taken in French.

***A 6.0 credit study abroad course in Francophone Africa will be offered every two years.

List A — Courses on African topics

ARTH 290AP African Art History

ÉAS300AA-ZZ Perspectives d'études sur l'Afrique

ENGL 485AB Postcolonial Literature/Theory

FILM 380AO African Cinema

FILM 480BL Afrofuturism

FRN 220AC La musique en Afrique francophone

HIST 290AN History of Africa

Any other course with substantial course content related to Africa. Permission must be obtained from the Associate Director or designate.

List B — Other relevant courses

ANTH 100 Introduction to Anthropology

ARTH 100 (in French) Introduction to Art History

GEOG 100 World Regional Geography

GEOG 222 Global Economies, Local Lives

GEOG 316 Geography of the Third World

HIST116 Issues in World History

IS 220 International Development and Poverty

IS 300 Globalization: Its Dynamics and Consequences

MAP 201 Global Migrations

SOC 201 Globalization and Development

SOC 314 Sociology of Development

WGST 421 Feminism, Women and Globalization

Rationale: This program will enrich La Cité's current program offerings, helping to attract more students and reinforcing the intercultural dimension of our programs. Courses relevant to African Studies are already offered in other faculties including Arts and MAP. An African Studies program, housed at La Cité, will increase cross-faculty collaboration, while allowing students interested in this area to complete a focused program of study that will enrich their understanding of African history, culture, politics, and social realities. Please see the proposal for a more detailed rationale and the program description.

Additional information on this program, may be found in the Registrar's Program Questionnaire as outlined in **Attachment 1.**

(End of Motion)

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4. FACULTY OF MEDIA, ART, AND PERFORMANCE

4.1 PROGRAM NAME CHANGE - BACHELOR OF FINE ARTS (BFA) IN DEVISED PERFORMANCE

MOTION: To rename the recently approved program from BFA in Devised Performance to BFA in Devised Performance and Theatre Creation, effective 202120.

Rationale: The new BFA was developed as a BFA in Devised Performance and Creation but it was felt that "and Creation" was unnecessary. Since then the program has moved through several committees and there is a sense that the current name BFA in Devised Performance is too vague. The proposed name, BFA in Devised Performance and Theatre Creation eliminates most of the confusion that the previous name had created. It ensures theatre, as opposed to other disciplines like dance where devising is also a pedagogical foundation, remains at the core of the program while reinforcing that this program is focused on the development of new work.

(End of Motion)

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5. FACULTY OF SCIENCE

5.1 ADMISSION REQUIREMENTS REVISION - BACHELOR OF SCIENCE HONOURS PROGRAM

MOTION: To revise the admission requirements to the Bachelor of Science Honours program, effective 202120.

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Bachelor of Science Honours (BSc Honours)

The structure of the BSc Honours degree is the same as that of the BSc, except that a minimum of 54 credit hours must be in the major discipline, and a maximum of 24 credit hours of electives is permitted.

Students wishing to pursue a BSc Honours program require permission of the Department. Students pursuing a B.Sc Honours in Economics, Geography and Environmental Science or Psychology must apply for admission according to the criteria set out by the Department housing the Honours program they are seeking. Please contact the Science Student Services office for further information.

Rationale: This paragraph is being added to the Undergraduate Calendar to ensure transparency to students interested in the Honours program.

(End of Motion)

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6. CENTRE FOR CONTINUING EDUCATION

6.1 NEW CERTIFICATE - CERTIFICATE IN INDIGENOUS LANGUAGE I

MOTION: To create the 15-credit hour Certificate in Indigenous Language I, effective 202120.

Certificate in Indigenous Language I

Credit hours	Certificate in Indigenous Language I , required courses
*All language courses must be completed in the same language.	
0.0	ARTS 099 or CCE 099
3.0	One Indigenous Language course numbered 100
3.0	One Indigenous Language course numbered 101
3.0	One Indigenous Language course numbered 202
3.0	One Indigenous Language course numbered 203
3.0	One Indigenous Language course numbered 206 OR LING 100 OR LING 230*
15.0	**INLI Certificate – 65.00% GPA required**
*Please note this course has a prerequisite outside of this program or requires the permission of the Program Coordinator.	

Rationale: This program will allow all faculties to access a program of study similar to our Arts minor in Indigenous languages. It also broadens the potential subject base to all of the Indigenous languages of Canada, beyond those already established and offered at First Nations University of Canada, and allows us to accept transfer credit from other institutions which can feed into this and our other Indigenous Language programming (e.g. Indigenous Language Guardianship, Indigenous Education minor, etc.).

See the full list of courses outlined in **Attachment 2.**

See the Registrar's Program Questionnaire for this certificate in **Attachment 3.**

(End of Motion)

6.2 NEW CERTIFICATE - CERTIFICATE IN INDIGENOUS LANGUAGE II

MOTION: To create the 30-credit hour Certificate in Indigenous Language II, effective 202120.

Certificate in Indigenous Language II

Credit hours	Certificate in Indigenous Language II, required courses
*All language courses must be completed in the same language.	
0.0	ARTS 099 or CCE 099
3.0	One Indigenous Language course numbered 100
3.0	One Indigenous Language course numbered 101
3.0	One Indigenous Language course numbered 202
3.0	One Indigenous Language course numbered 203
3.0	One Indigenous Language course numbered 206 OR LING 100
3.0	LING 230*
3.0	One Indigenous Language course numbered 225 or 230
3.0	One of INDL 241* OR 242* OR a section of 240 AA-ZZ*
3.0	One course in the Culture and History of an Indigenous people (chosen from courses numbered INDG 208 through INDG 222 AA-ZZ)*
3.0	One additional approved LING or Indigenous Language elective**
30.0	**INLII Certificate - 65.00% GPA required**
*Please note these courses have a prerequisite outside of this program or requires the permission of the Program Coordinator. **Approved electives: Indigenous Language courses (as available) LING 210, 211, 212, 213, 230, 280, 327, 360, 380, 485, 490	

Rationale: This program will expand on the Certificate of Indigenous Language I established in the previous motion and allow students in all faculties to access an advanced program of study in Indigenous languages, with a potential subject base broadened to all of the Indigenous languages of Canada. By accepting transfer credit from other institutions which can feed into this and our other Indigenous Language programming (e.g. Indigenous Language Guardianship, Indigenous Education minor, etc.), we can expand our potential student body to a national audience.

See the full list of courses outlined in **Attachment 2.**

See the Registrar's Program Questionnaire for this certificate in **Attachment 4.**

(End of Motion)

6.3 NEW CERTIFICATE - CERTIFICATE IN INDIGENOUS LANGUAGE GUARDIANSHIP

MOTION: To create a Certificate in Indigenous Language Guardianship, effective 202120.

Certificate in Indigenous Language Guardianship

Credit Hours	Certificate in Indigenous Language Guardianship, required courses
0.0	Arts 099 or CCE 099
3.0	One Indigenous Language course numbered 100
3.0	One Indigenous Language course numbered 101
3.0	One of CREE 202, DAK 202, DENE 202, NAK 202, SAUL 202[1], or INDL 202
3.0	One of CREE 203, DAK 203, DENE 203[2], NAK 203, SAUL 203, or INDL 203
3.0	One of CREE 206, DAK 206, DENE 206, NAK 206[3], SAUL 206[4], INDL 206, or LING 100
3.0	One of CREE 225, DAK 225[5], DENE 225[6], NAK 225, SAUL 225[7]
3.0	One course in Indigenous Literatures (INDL 240AA-ZZ*, INDL 241*, or INDL 242*[8])
3.0	LING 230*[9]
3.0	LING 280[10]
3.0	EINL 325*[11] or LING 327*[12]
30.0	Subtotal – 65.00% GPA required
*Please note each of these courses have a prerequisite outside of this program or requires the permission of the Program Coordinator.	

[1] All of these courses have a prerequisite that is not built into the program. The INDL courses numbered 100 and 101 have been added to the program, nullifying this objection.

[2] This course was created in 201030 and has never been offered. We are attempting to build capacity for this and other Indigenous Language courses by offering a program in which they can contribute. Allowing such an objection to block the creation of a program that would include this class would simply perpetuate the problem.

[3] This course was last offered 200510. As with Note 2.

[4] All of these courses have a prerequisite that is not built into the program. As with Note 1, the 100-level language courses are now included in the proposal.

[5] This course was created in 201110 and has never been offered. As with Note 2.

[6] This course was created in 201110 and has never been offered. As with Note 2.

[7] This course was created in 201110 and has never been offered. As with Note 2.

[8] All of these courses have a prerequisite that is not built into the program. Although each of these courses carries a prerequisite, we will not be reducing the Indigenous Language content of this program in favour of a course, for instance, in English. The majority of students expected to access this program will be FNUniv/U of R students who require that prerequisite as part of their studies. All other students (e.g. Continuing Ed) will be made aware that there is an additional prerequisite required here. In any event, part of the current prerequisite is "permission of the Department Head" and this option will be considered on an individual basis.

[9] Prerequisite is completion of 30 credit hours or permission of department head. Students wishing to pursue this program will be granted permission for this course. Additionally, we are altering the prerequisite to include completion of the Arts Language Requirement as an option, and that option will be taken care of within this program.

[10] Prerequisite is LING 100 or completion of the Arts Language Requirement. The Arts language requirement is now part of the program.

[11] Prerequisite is an introductory course in the principles of teaching English as a Second Language or EINL 225. This option is available for students within Indigenous Education should they choose to pursue a more rigorous course of language study that is currently available within their own Faculty.

[12] FNUniv is in current discussions with the Faculty of Arts to consider a change to LING 327 allowing for this prerequisite to be revised to read as….Prerequisite is LING 220 or an introductory course in the teaching of English or French as a second language.

Rationale: When this certificate was first proposed three years ago, it was meant to build on the Faculty of Arts Indigenous Language minors already on the books, provide a stepping stone between both the Indigenous Language and Linguistics minors and the full degree programs, and also provides a program that is available to more than just students in the Arts Faculty. Due to initial objections, largely surrounding prerequisites, we have modified the original to address those objections (**see notes**). The impetus for this program is the increasing requests from students from such faculties as Indigenous Social Work for a program that they can include within their course of studies since they are unable to access Arts minors. This program will address this problem. Additionally, this certificate provides a counterpart to our First Nations Language Instructors' Certificate which is geared primarily to Education students and language instruction. We have received considerable feedback from communities where people wish to work with their languages in a capacity that does not necessarily involve language instruction, and this certificate allows us to meet this need. Finally, please note that all courses are already available, so no new curriculum is needed.[13] Although the program as now envisioned will be available to Continuing Education students outside the regular U of R community, its main audience remains our general student body.

Please see the Registrar's Program Questionnaire for this certificate in **Attachment 5.**

(End of Motion)

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7. REGISTRAR'S OFFICE

7.1 REVISION - SENIOR CITIZENS' TUITION WAIVER

MOTION: To update the Senior Citizens' Tuition Waiver, effective 202120.

> **Senior Citizens' Tuition Waiver** - Tuition, subject to certain restrictions, may be waived for Canadian citizens or permanent residents of Canada ~~persons~~ 65 years of age and over (as of the end of the term in which they enrol) up to a maximum of 15 credit ~~units~~ hours total during the Fall and Winter terms (September to April) and a maximum of six credit ~~units~~ hours total in the Spring and Summer terms (May to August). The waiver applies to tuition only. More information on how to register is available on the Registrar's Office website.

Rationale: This is a housekeeping item; Senior Citizens' Tuition Waiver is being updated to clarify citizenship requirements.

(End of Motion)

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[13] Based on the current layout of the program, students will need to complete an additional minimum four courses to be able to complete the certificate. This would potentially prevent new students or students in other faculties from registering in this program. Due to changes in the proposal, there is now only one potential prerequisite outside of the program (see Note 8) and students will be made aware of that fact.

I. PROGRAM INFORMATION

Program Name: Bilingual Minor in African Studies/Mineure bilingue en études africaines

Type of Program:

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

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): La Cité universitaire francophone

Expected Proposal Submission Date (Month/Year): November 2020

Expected Start Date (Month/Year): September 2021

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This program will enrich La Cité's current program offerings, helping to attract more students and reinforcing the intercultural dimension of our programs. Courses relevant to African Studies are already offered in other faculties including Arts and MAP. An African Studies program, housed at La Cité, will increase cross-faculty collaboration, while allowing students interested in this area to complete a focused program of study that will enrich their understanding of African history, culture, politics, and social realities. The bilingual nature of the program is intended to accommodate and enhance students' competency in French and English. Like English, French remains an important language in Africa. According to the ***Organisation Internationale de la Francophonie*** (2018), Africa is home to 59% of the 300 million French speakers in the world. In Saskatchewan, there is a growing African diaspora community, a significant proportion of which is French-speaking. The program thus also responds to a need within the Fransaskois community for academic programs that focus on African perspectives and realities. Finally, the program can contribute to intercultural education at the University of Regina, helping students to better understand how colonization, enslavement, and anti-Black racism have shaped the experiences of the African diaspora, and in turn how members of the diaspora have resisted these structures of oppression. This type of intercultural education complements the University's initiatives around anti-racism and EDI.

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

The key goals of the program are to:

- Enrich the intercultural dimension of academic programs at La Cité
- Introduce students to African history, culture, politics, and social realities
- Improve students' intercultural understanding and skills
- Improve students' critical thinking and communication skills (in both French and English)

The program will be delivered as a combination of required courses (2) and electives (4). A study abroad option in Francophone Africa will be offered every two years. Please see program template, below.

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

Similar programs are available in other Canadian universities:

BrockU: Minor in Africana Studies = total of 5 courses (3 required Sociology courses, Introduction to Sociology, Racialization and Society; Sociology of African Canadians)

UCalgary: Minor in African Studies = 30 credit hours; 3 African Studies courses (1 of which is mandatory)

Carleton: Minor in African Studies = total of 8 courses (2 required core courses, African Studies I and II)

UToronto: Minor Program in African Studies = total of 8 courses (2 required core courses, Africa in the World and African Religious Traditions Through History)

YorkU: Honours Minor in African Studies = 30 credit hours (2 required core courses, Introduction to African Studies and African Popular Culture)

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

The new program will:
- Enrich the academic and intercultural experiences of U of R students
- Provide a new bilingual program for students wishing to build French-language competency
- Help diversify the programs and courses available to students
- Provide students with a better understanding of African history, culture, politics and social realities

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 new program will help diversify La Cité's current programs and it will be designed in such a way that it complements existing programs such as French and Francophone Intercultural Studies. This program does not overlap with existing University programs, but will help bring together course offerings on African topics in various Faculties in a focused program of study.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

La Cité is focused on diversifying its program offerings in order to attract new students. Creating this bilingual program in African Studies will expose more students to La Cité courses and instructors. We expect that this will create synergies with our existing programs such as French and Francophone Intercultural Studies. For example, the minor could be attractive to students completing the BA in FFIS. The program will also draw bilingual students (e.g., graduates of French immersion programs) from other Faculties into La Cité courses. We expect the program to be attractive to students studying Anthropology, Economics, International Studies, Politics, Women's and Gender Studies, and other programs.

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

The development of this program closely aligns with goal c), Internationalization, of the Discovery theme in the University of Regina Strategic Plan for 2020-25, *All Our Relations.* The plan states: "*We strengthen the impact of our discoveries when we recognize and incorporate international points of view and develop strong relationships with individuals of diverse backgrounds. By integrating international, intercultural, and global dimensions into our discovery efforts we will broaden the perspectives and heighten the impact of our collective discovery. We will push the boundaries of discovery by creating globally aware citizens through: the inclusion of international students and research collaborators; the promotion of student, faculty, and staff mobility; and the incorporation of local and global worldviews into our teaching and research.*" The bilingual minor in African Studies will contribute to developing global worldviews and intercultural understanding among students. A study abroad course in francophone Africa will be offered once every two years, providing students with a valuable international experience. The program may draw significant interest from international students who are French-speakers. In addition, the program will build the University's capacity for teaching about African civilization.

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

No.

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

With the growing number of students from Africa joining the university community, this program would be of a great benefit to them and the overall university student body. The program is of particular relevance to the Fransaskois community, whose vitality and growth are linked to increasing immigration from francophone regions of Africa. This program will allow La Cité to better reflect the needs of an increasingly diverse Fransaskois community.

IV. Program Plan

1. What are the program admission requirements?

Students will declare the minor under the rules of their home Faculty. French-language courses in the Minor require a certain level of language proficiency that can be met with 1. Pre-requisites including FRN200, 201, 300, or 301, depending on the course; or 2. Completing a Language Placement Test and scoring at or above the required level defined by the prerequisite.

2. Insert the proposed curriculum here.

Course Name or Subject Area Bilingual Minor in African Studies/ Mineure bilingue en études africaines	**Subject and Course Number (s)**	**Credit Hours**
Core Requirements		
Dynamique des sociétés africaines	ÉAS200	3
Cultures et representations d'Afrique	ÉAS210	3
Elective Requirements		
4 courses from the list of approved African Studies electives (see template, attached)	See template	12
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

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**
Dynamique des sociétés africaines	ÉAS200	X		Sept. 2021
Cultures et representations d'Afrique	ÉAS210	X		Jan. 2022
Perspectives d'études sur l'Afrique	ÉAS300AA-ZZ	X		Sept. 2022

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?

This is an 18.0 credit hour program. Students must complete at least 9 credits in courses delivered in French. Students must obtain a 65.00% GPA in the minor in order to graduate with the minor.

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?

We anticipate Arts students in majors such as Anthropology, Economics, International Studies, Politics, Sociology, Women's and Gender Studies could be interested in this program. Students majoring in La Cité's French and Francophone Intercultural Studies program may also be interested in this bilingual minor.

7. How will students be recruited to the program?

La Cité will develop a marketing and recruitment campaign including print material, Facebook and Instagram campaigns, and media outreach to promote the program prior to its launch. La Cité will organize a program launch event 6 months prior to the program launch.

8. What is the expected 5 year enrolment?

Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
5	10	15	15	15

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

La Cité's Academic Advisor will provide advising for students enrolled in the minor in African Studies.

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 positions are required for this program. The program's required courses (ÉAS200 and ÉAS210) will be taught by a permanent faculty member (French and Francophone Intercultural Studies) and a long-time sessional instructor. La Cité commits to backfilling the permanent faculty member's teaching for the ÉAS minor with one sessional stipend per year. La Cité will likewise commit to an additional sessional stipend per year for the delivery of a second ÉAS course.

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

La Cité operating budget.

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

La Cité has one permanent faculty member and one long serving sessional instructor who can deliver the program's required courses. Elective courses will be taught by faculty members in La Cité, Arts, and MAP and occasionally sessional instructors. Please see above regarding new resources required by the program.

4. Proposed budget and revenue from the Program.

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

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

None. Please see attached Evaluation of Library Resources, provided by the Archer library.

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

No. The program may make use of CT144, a Zoom equipped room, to deliver blended courses.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
André Magnan	Andre.magnan@uregina.ca	4863
Michael Akinpelu	Michael.akinpelu@uregina.ca	5130

VII. 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		

Calendar Description and Program Template

Bilingual Minor in African Studies

The Bilingual Minor in African Studies introduces students to African history, culture, politics, and social realities and allows students to develop intercultural understanding, critical thinking, and communication skills in French and English. The program consists of two required courses and four electives. A study abroad option in Francophone Africa is offered every two years.

Language requirement
Students must complete at least 9 credit hours in French. Language proficiency requirements for individual courses can be met with 1. Pre-requisites including FRN200, 201, 300, or 301, depending on the course; or 2. Previous French-language learning (e.g., Grade 12 French immersion, native fluency) and a Language Placement Test scoring at or above the required level defined by the prerequisite.

Credit hours	Bilingual Minor in African Studies
3.0	ÉAS200
3.0	ÉAS210
6.0	Study Abroad in francophone Africa (6 credits) OR Two courses from List A
6.0	Two courses from List A or B
18.0	ÉAS Minor — 65.00% GPA required

**A minimum of 9.0 credit hours must be taken in French.
***A 6.0 credit study abroad course in Francophone Africa will be offered every two years.

List A — Courses on African topics

ARTH 290AP 3:0-0
African Art History
This course studies the art of Africa in its historical contexts from the traditional period to Colonization. The functions and cultural meanings of the precolonial art will be given, as well as the influence of African art on modern Western artists (Gauguin, Matisse, and Picasso) will be taught. ***Prerequisites - ARTH 100 ***

ÉAS300AA-ZZ (New course)
Perspectives d'études sur l'Afrique
Étude des différents courants et thématiques sur l'Afrique en général.
Prerequisite: FRN201 with minimum grade of 60%, permission based on assessment test, or permission of Associate Director or designate.

ENGL 485AB 3:3-0
Postcolonial Literature/Theory
An examination of writing in English from former British colonies in the Pacific, Africa, Caribbean, South Asia, and Canada. We will study such current debates as universality and difference, representation and resistance, nationalism, hybridity, feminism, and language. Students will lead the discussion by presenting seminars on a variety of topics.

FILM 380AO 3:3-0
African Cinema
This course offers an overview of African filmmaking practices and the political and social issues that have become central to African cinema. The course will expose students to the major directors of African cinema, and the aesthetic and narrative concerns of various regional cinemas of Africa.

FILM 480BL
Afrofuturism
This course will examine Afrofuturism in films from around the world. Focussing on themes and concerns of the African

diaspora through a technoculture and science fiction lens, the course will explore a range of media artists with a shared interest in envisioning black futures that stem from Afrodiasporic experiences.

FRN 220AC
La musique en Afrique francophone
Exploration de la culture francophone africaine à travers la musique. L'accent sera mis sur les genres, les instruments et les artistes-musiciens de renom. ***Prerequisite: FRN 200 with minimum grade of 60%, Grade 12 French and permission based on assessment test, or permission of Department Head.***

HIST 290AN 3:3-0
History of Africa
An introduction to the histories and diverse cultures of Africa from the earliest times to the era of colonization in the 19th century. Attention is given to the roots of African peoples in antiquity, processes of regional differentiation, and evolving patterns of trade, politics and conflict.
Prerequisite: One 100 level HIST or completion of 15 credit hours

Any other course with substantial course content related to Africa. Permission must be obtained from the Associate Director or designate.

List B — Other relevant courses

ANTH 100 3:3-1
Introduction to Anthropology
An introduction to the anthropological concept of culture, its uses in the explanation of human behaviour, and its impact on our understanding of human nature, language, and society. The course will explore cultural diversity through the comparative perspective that makes anthropology unique within the humanities and social sciences. It will also show how anthropologists analyse the connections between politics, economics, gender, kinship, and religion within particular cultures.

ARTH 100 (in French)
Introduction to Art History
A survey of visual culture from prehistoric times to the present.
**This course is periodically offered in French as a collaboration between La Cité and MAP.

GEOG 100
World Regional Geography
An introduction to the human and natural environments from a geographical perspective. The fundamental themes, of human and physical geography are examined by focusing upon global issues and regional patterns.

GEOG222
Global Economies, Local Lives
An introduction to economic geography, tracing the processes of economic globalization and localization. Emphasis on the development of the global economy as it plays out in local places with particular histories and cultures. Focus on the crisis of Fordism and the restructuring of resource industries, manufacturing, services and finance. ***Prerequisite: GEOG 100 or GEOG 120 or permission of Department Head*** *Note: Formerly numbered GEOG 322. Students may not receive credit for both GEOG 222 and GEOG 322.*

GEOG 316
Geography of the Third World
The so-called "Third World" is examined from a spatial perspective. Topics of investigation include imperialism, population growth, political boundaries, and economic transition.
*** Prerequisite: 30 credit hours including GEOG 100 or GEOG 120, or permission of Department Head ***

HIST116
Issues in World History
An exploration of major themes, periods and events in World History, this course introduces students to the methods and sources of historical study, familiarizes them with significant historical developments in global history, and encourages them to make comparisons between civilizations.
Note: Students may only receive credit for one of HIST 116, HIST 107, or HIST 105.

IS220
International Development and Poverty
This is an introduction to international development. Mainstream development is geared to 'attacking poverty' through various models of development: modernization, industrialization and urbanization, globalization, and good governance. Alternative models of development argue that these actually spread inequality and impoverishment. Can development be done right? Does development have a future?
*** Prerequisites: IS 100 ***

IS 300 3:3-0
Globalization: Its Dynamics and Consequences
The course focuses on the driving forces and consequences of globalization. First, it seeks to bring clarity to the idea of globalization by engaging with major arguments. Second, it analyzes the distinct processes of globalization. Third, it explores how globalizing dynamics are linked to the local, national and regional transformations.
Prerequisite: IS 100 (formerly INTL 100) or 30 credit hours
Note: Formerly numbered INTL 300. Students may only receive credit for one of INTL 300, IS 300, and PSCI 390AH.

MAP 201
Global Migrations
Globalization is an issue that traverses political, cultural and representational forms today. This course explores multiple interdisciplinary topics of importance to thinking globalization including: "wonder" of the new world; Africa the "dark continent"; voyages of "discovery"; colonial villages at early World Fairs; global terrorism; and contemporary art of "migration".
Note: Students may only receive credit for one of FA 201 and MAP 201

SOC 201
Globalization and Development
This course introduces students to sociological analyses and theories on the rise of global society. Specific topics may include issues such as the development of capitalist industrial societies, local and global inequalities, and the ways in which economic, technological, and political changes shape the world we live in.
*** Prerequisite: Completion of 12 credit hours or or SOC 100 or permission of Department Head.

SOC 314 3:3-0
Sociology of Development
This course introduces students to sociological theories of international economic, social and political development. It examines the global division between the West and the rest, and looks at the problems which poor countries face as they attempt to develop, including the role of Western corporations and organizations such as the International Monetary Fund.
*** Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head. ***

WGST 421
Feminism, Women and Globalization
An examination of the conditions of women's lives in a global context. Engaging feminist theoretics within postcolonialism, anti-racism and civil rights locations, this course examines women's issues such as poverty, environmental degradation, labour, power and so forth and subsequent feminist responses generated from a variety of geo-political locations.
*** Prerequisite: WGST 100 and WGST 200, or permission of coordinator ***
* Note: Formerly numbered WMST 480AB. Students may not receive credit for both WGST 421 and WMST 480AB. *

Course Outline, ÉAS200

TITRE : Dynamique des sociétés africaines (OBLIGATOIRE)

DESCRIPTION POUR LE CATALOGUE
Ce cours aborde les multiples facettes des sociétés africaines à travers l'histoire, la civilisation, les religions et la démographie du continent ainsi que les transformations qu'elles ont subies à la suite de l'esclavage et de la colonisation, et leurs retombées sur les dynamiques actuelles du continent. ***Prerequisite : FRN200 with minimum grade of 60%, permission based on assessment test, or permission of Associate Director or designate.***

INSCRIPTION MAXIMALE : 25 étudiants

JUSTIFICATION DU NOUVEAU COURS

Ce cours rentre dans le cadre du nouveau programme d'une mineure bilingue en études africaines mis sur pied par la Cité universitaire francophone de Regina. Il permettra aux étudiants de mieux comprendre les différentes facettes de l'histoire africaine et leurs changements dans l'espace-temps.

Outre les étudiants inscrits à ce programme, ce cours pourrait aussi intéresser les étudiants d'autres départements (anthropologie, sociologie, arts, éducation) de l'université de Regina ou d'ailleurs.

IMPLICATIONS POUR LE PROGRAMME

Ce cours va approfondir les compétences de l'étudiant et permettra d'enrichir la programmation du PÉFI.

CONTENU PROPOSÉ :

1. L'Afrique avant les contacts avec les Européens
2. Dynamiques démographiques en Afrique
3. Dynamiques linguistiques en Afrique
4. Dynamiques sociales et familiales : hier et aujourd'hui
    - Le mariage et les enfants
    - Les femmes et les rapports sociaux
    - La jeunesse et rapports intergénérationnels
5. Dynamiques religieuses en Afrique
6. Mouvements et changements sociaux en Afrique
    - L'esclavage et ses conséquences
    - La colonisation et ses conséquences
    - La ruée des nouvelles puissances émergentes en Afrique (la Chine)
    - L'État et le processus de transformation politique

MANUELS :

- Lugan, Bernard. *Histoire de l'Afrique – Des origines à nos jours* - 2e Édition, Ellipses, 23 juin 2020.
- Shillington, Kevin. *History of Africa*, 4e Edition, Red Globe Press, 2018.
- Ki-Zerbo, Joseph. *Histoire générale de l'Afrique*, Paris : Présence africaine, 2004

AUTRES RESSOURCES:

- Calvès, Anne E., Dial, Fatou B. & Marcoux, Richard. 2018. Nouvelles dynamiques familiales en Afrique. Québec : Les Presses de l'Université du Québec. (disponible à la bibliothèque en version électronique).
- Sekhmet, Jahlyssa, *L'histoire de l'Afrique et de sa diaspora de la préhistoire à nos jours,* Paris : Éditions Conscious Education, 2015.

Ressources Internet :

- https://www.babelio.com/livres/Comite-scientifique-international-pour-la-redactio-Histoire-generale-de-lAfrique-Tome-1--Methodolog/511446. (Couvre l'histoire du continent africain depuis l'apparition de l'homme et insère cette histoire dans l'Humanité)
- https://www.cairn.info/petite-histoire-de-l-afrique%20--9782707191014-page-99.htm (Examine l'histoire africaine en soulignant la profondeur de la source de l'Égypte antique).
- https://www.persee.fr/doc/ahess_0395-2649_1962_num_17_1_420788 (L'histoire d'Afrique a-t-elle des sources? Cette question est exploitée sur ce site).
- https://afriquesociologie.com/2019/11/17/histoire-de-lafrique-ancienne/ (*Montre à quel point les langues vivantes de l'Afrique, les langues parlées par les sociétés africaines actuelles constituent également un matériau remarquable pour l'histoire).*

- https://www.francetvinfo.fr/monde/afrique/culture-africaine/l-histoire-de-l-afrique-ancienne-un-passe-multimillenaire-a-redecouvrir_3200997.html (Met en relief l'histoire ancienne et souligne la portée de la tradition orale).
- https://www.leslibraires.ca/livres/africains-les-histoire-d-un-continent-john-iliffe-9782081220591.html (On y lit le peuplement du continent africain, la coexistence de l'homme avec son environnement, la construction de sociétés durables et la défense contre les agressions venues des régions les plus favorisées).
- https://www.youtube.com/watch?v=_2EDIhXXH-s (Aborde l'histoire et l'archéologie des mondes africains en insistant sur leur apport à la compréhension de l'histoire de l'Humanité).
- https://www.youtube.com/watch?v=SM9-ErRxKtE (Traite de l'histoire et de la civilisation depuis la préhistoire jusqu'au XXIe siècle et montre que l'Afrique est le berceau de l'Humanité).
- https://www.youtube.com/watch?v=xckODvg1KeU (Invite l'Africain à comprendre l'histoire de son continent et à l'écrire).

INSTRUCTEURS AYANT LES COMPÉTENCES POUR DONNER LE COURS :
Michael Akinpelu et Ibio Nzunguba, de la Cité universitaire francophone sont capables d'assurer les enseignements de ce cours. Michael a déjà enseigné un cours relié à la culture africaine. Ibio a enseigné plusieurs fois l'Histoire de l'Afrique pour Luther College et pour Center for Continuing Education.

Course Outline, ÉAS210

TITRE : Cultures et représentations de l'Afrique (OBLIGATOIRE)

DESCRIPTION POUR LE CATALOGUE :
Ce cours explore les multiples réalités actuelles en Afrique, selon les points de vue social, culturel, économique et politique. Le cours sera également à la fois le lieu de déconstruire les idées reçues, représentations, stéréotypes sur l'Afrique et les Africains, ainsi qu'une tribune d'échanges et de débats sur les réalités africaines. ***Prerequisite : FRN200 with minimum grade of 60%, permission based on assessment test, or permission of Associate Director or designate.***

INSCRIPTION MAXIMALE : 25

JUSTIFICATION DU NOUVEAU COURS:
Ce cours a été conçu dans le cadre du programme d'une mineure en études africaines qui sera offert à La Cité universitaire francophone dès l'automne 2021. Il aidera à enrichir la connaissance des étudiants sur l'Afrique, plus spécifiquement leur compréhension des cultures et des réalités du continent.

Ce cours pourrait intéresser non seulement les étudiant.e.s de La Cité, mais aussi des étudiant.e.s d'autres unités académiques (éducation, anthropologie, sociologie, Media, Art and Performance, arts) de l'Université de Regina.

Implication pour le programme
Ce cours qui fait partie du programme de mineure en études africaines permettra de diversifier la programmation du PÉFI, particulièrement le volet culturel et interculturel.

CONTENU PROPOSÉ
- Sociétés et cultures africaines après les indépendances
- Culture populaire en Afrique
- Mouvements politiques et transformations sociales
- Économie et développement en Afrique
- Constructions idéologiques et représentations sociales de l'Afrique
- Afrique : idées reçues vs réalités

MANUELS

- Mbem, André Julien. 2006. *Mythes et réalités de l'identité culturelle africaine.* Paris : Éditions L'Harmattan.

- Courade, Georges (dir). 2006. *L'Afrique des idées reçues*, Paris : Éditions Belin.

- *Les indépendances en Afrique.* Ouvrage collectif publié par les Presses universitaires de Rennes, le 12 juillet 2019. (disponible en accès libre à la bibliothèque de l'université) DOI : 10.4000/books.pur.112163.

AUTRES RESSOURCES
- Gazibo, Mamadou. 2010. *Introduction à la politique africaine*, 2e édition. Montréal : Presses de l'Université de Montréal.

- Barber, Karin. 2018. *A History of African Popular Culture.* Cambridge : Cambridge University Press. (disponible à la bibliothèque de l'Université)

- Bujo, Bénézet. 2007. « Culture africaine et développement : un dialogue nécessaire ». *Finance & Bien Commun*, vol. 3, no 28-29, p. 40-45. https://www.cairn.info/revue-finance-et-bien-commun-2007-3-page-40.htm#

RESSOURCES INTERNET

- Gouteux, Jean-Paul. « Construction et diffusion des représentations sociales de l'Afrique et des Africains en France », http://1libertaire.free.fr/RacismDifferentialist03.html
  Traite des différentes idéologies reçues sur l'Afrique.

- https://www.histoire-et-civilisations.com/lafrique-longue-histoire/# (Ce site combat les clichés d'une Afrique sans histoire et immobile où l'homme vivrait toujours comme au premier matin du monde) .

- « Dix idées reçues sur l'Afrique », *Jeune Afrique,* https://www.jeuneafrique.com/105822/societe/10-idees-re-ues-sur-l-afrique/
  Rend compte des idées reçues sur l'Afrique, tout en essayant de rétablir la vérité.

- Cabé, Chantal. « Souleymane Bachir Diagne : 'L'histoire de l'Afrique a été écrite sur la base de préjugés' ». *La vie*, 03 août 2020, https://www.lavie.fr/actualite/geopolitique/souleymane-bachir-diagne-lhistoire-de-lafrique-a-ete-ecrite-sur-la-base-de-prejuges-1578.php
  Interview avec Souleymane Diagne qui dénonce l'histoire méconnue de l'Afrique.

- Gay, Alexandre. *Quelles sont les représentations des élèves concernant l'Afrique.* Mémoire professionnel, Haute école pédagogique, Lausanne, août 2014.
  https://doc.rero.ch/record/259218/files/md_bp_p23833_p23488_2014.pdf
  Mémoire traitant des différentes représentations de l'Afrique chez les élèves vaudois âgés entre 8 et 12 ans.

Ressources éducatives

- https://lactualite.com/monde/non-lafrique-nest-pas-un-pays-et-les-africains-ne-se-ressemblent-pas-tous/ (ressource élaborée par des étudiants visant à combattre les stéréotypes liés au continent africain)

- « 6 stéréotypes sur l'Afrique qui sont faux »: https://youtu.be/fRZLsNriA60

- Let's save Africa: http://www.slateafrique.com/409677/cliches-afrique-humanitaire-miserabilisme (ressource élaborée par une association caritative norvégienne visant à combattre les préjugés et stéréotypes véhiculés sur l'Afrique)

INSTRUCTEUR AYANT LES COMPÉTENCES POUR DONNER LE COURS :
Michael Akinpelu et Ibio Nzunguba, de la Cité universitaire francophone sont capables d'assurer les enseignements de ce cours. Michael a déjà enseigné un cours relié à la culture africaine. Ibio a enseigné plusieurs fois l'Histoire de l'Afrique pour Luther College et pour Center for Continuing Education.

Library Assessment

The University of Regina Library

Evaluation of Library Resources
New Undergraduate/Graduate Program Proposal

Program: ***bilingual minor in African Studies (undergraduate)***

Description (provided):
This will allow students interested in this area to complete a focused program of study that will enrich their understanding of African history, culture, politics, and contemporary opportunities and challenges.

Rationale (provided):
This program will enrich La Cité's current program offerings, helping to attract more students and reinforcing the intercultural dimension our programs. Courses relevant to African Studies are already offered in other faculties including Arts and MAP. An African Studies program, housed at La Cité, will increase cross-faculty collaboration. The bilingual nature of the program is intended to accommodate and enhance students' competency in French and English. Like English, French remains an important language in Africa. According to the ***Organisation Internationale de la Francophonie*** (2018), Africa is home to 59% of the 300 million French speakers in the entire world. In Saskatchewan, there is a growing African diaspora community, a significant proportion of which is French-speaking. The program thus also responds to a need within the Fransaskois community for academic programs that focus on African perspectives and realities.

Library Recommendation by (name of Librarian) (select one):

☒ As of this date August 13th, the University Library has **sufficient** resources to support the research and teaching needs for this program.

☐ As of this date _____, the University Library has **insufficient** resources to support the research and teaching needs for this program.

Comments: **(NOTE: comments are required only if the Library has insufficient resources)**

Prepared by: Veronica Ramshaw

Date: August 13, 2020

Reviewed by University Library Collections and Assessment Team
Date: September 22, 2020

May 2019

LIST OF COURSES INCLUDED IN THE PROPOSED INDIGENOUS LANGUAGE CERTIFICATES

One Indigenous Language course numbered 100

CREE 100 **3:3-0**
Elementary Cree I
Introduction to Cree: basic oral expression, grammar, and practice with electronic learning materials. No prior knowledge of Cree is assumed.
* NOTE: Students with standing in CREE 100 will not receive credit for CREE 104. *

DAK 100 3:3-0
Conversational Dakota I
Introduction to the Dakota language, with emphasis on oral expression, basic grammar and writing in Roman Orthography.

DENE 100 **3:3-0**
Conversational Dene I
Introduction to the Dene language, with emphasis on oral expression and on writing in standard Roman Orthography. Basic grammar and vocabulary. No prior knowledge of Dene is assumed.

NAK 100 **3:3-0**
Conversational Nakota I
Introduction to the Nakota language, with emphasis on oral expression, basic grammar and writing in Roman orthography.

SAUL 100 **3:3-0**
Elementary Saulteaux I
Introduction to Saulteaux: basic oral expression, grammar, and practice with electronic learning materials. No prior knowledge of Saulteaux is assumed.
* NOTE: Students with standing in SAUL 100 will not receive credit for SAUL 104. *

INDL 100 **3:3-0**
Elementary Indigenous Language 1 – an AA-ZZ series
Basic oral expression, grammar, and practice in an Indigenous language. No prior knowledge of the language is assumed.

One Indigenous Language course numbered 101

CREE 101 **3:3-0**
Elementary Cree II
A continuation of CREE 100. Further grammar and oral practice in Cree. This course completes preparation for CREE 202.
*** Prerequisite: CREE 100 ***

DAK 101 **3:3-0**
Conversational Dakota II
A continuation of DAK 100. Further grammar and conversational practice for Dakota.
*** Prerequisite: DAK 100 ***

DENE 101 **3:3-0**
Conversational Dene II
A continuation of DENE 100. Further grammar and conversation practice for Dene.
*** Prerequisite: DENE 100 ***

NAK 101 **3:3-0**
Conversational Nakota II
A continuation of NAK 100. Further grammar and conversation practice for Nakota.
*** Prerequisite: NAK 100 ***
SAUL 101 **3:3-0**
Elementary Saulteaux II
A continuation of SAUL 100. Further grammar and oral practice of Saulteaux. This course completes preparation for SAUL 202.
*** Prerequisite: SAUL 100 ***
INDL 101 **3:3-0**
Elementary Indigenous Language 2 – an AA-ZZ series
Continuation of basic oral expression, grammar, and practice in the same Indigenous language.
*** Prerequisite: INDL 100AA-ZZ ***

<u>One Indigenous Language course numbered 202</u>
CREE 202 **3:3-0**
Intermediate Cree I
This course is a continuation and integration of the Cree oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.
*** Prerequisite: CREE 101 or CREE 105 ***
DAK 202 **3:3-0**
Intermediate Dakota l
This course is a continuation of the Dakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature. ***Prerequisite: DAK 101 or 105***
DENE 202 **3:3-0**
Intermediate Dene l
This course is a continuation of the Dene oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature. ***Prerequisite: DENE 101 or 105***
NAK 202 **3:3-0**
Intermediate Nakota l
This course is a continuation of the Nakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature. ***Prerequisite: NAK 101 or 105***
SAUL 202 **3:3-0**
Saulteaux Literature and Grammar
This course is a continuation and integration of the Saulteaux oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.
*** Prerequisite: SAUL 101 or SAUL 105 ***
INDL 202 **3:3-0**
Intermediate Indigenous Language 1 – an AA-ZZ series
This course is a continuation of the Indigenous language oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.
Prerequisite: INDL 101AA-ZZ

One Indigenous Language course numbered 203

CREE 203 **3:3-0**

Intermediate Cree II

A continuation of CREE 202. Further oral and written practice in Cree. This course completes preparation for all senior CREE courses.

*** Prerequisite: CREE 202 ***

DAK 203 **3:3-0**

Intermediate Dakota II

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

Prerequisite: DAK 202

DENE 203 **3:3-0**

Intermediate Dene ll

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

Prerequisite: DENE 202

NAK 203 **3:3-0**

Intermediate Nakota ll

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

Prerequisite: NAK 202

SAUL 203 **3:3-0**

Intermediate Saulteaux II

A continuation of SAUL 202. Further oral and written practice in Saulteaux. This course completes preparation for all senior Saulteaux courses.

*** Prerequisite: SAUL 202 ***

INDL 203 **3:3-0**

Intermediate Indigenous Language II – an AA-ZZ series

A continuation of INDL 202. Further oral practice in a specified Indigenous language with additional grammatical instruction and an introduction to short composition.

Prerequisite: INDL 202AA-ZZ

One Indigenous Language course numbered 206 or LING 100

CREE 206 **3:3-0**

Cree Linguistics

Linguistic concepts for the scientific analysis of Cree, with comparison to the closely related Algonquian language Saulteaux. Application to language teaching.

*** Prerequisite: CREE 101 or CREE 105 or permission of the Department Head ***

DAK 206 **3:3-0**

Dakota Linguistics

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

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

DENE 206 **3:3-0**

Dene Linguistics

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

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

NAK 206 **3:3-0**

Nakota Linguistics Linguistic concepts for the scientific analysis of Nakota, with comparison to the closely related Dakota dialect. Application to language teaching.***Prerequisite: NAK 101 or NAK 105 or permission of the Department Head.***

SAUL 206 **3:3-0**

Saulteaux Linguistics

Linguistic concepts for the scientific analysis of Saulteaux, with comparison to the closely related Algonquian language Cree. Application to language teaching.

*** Prerequisite: SAUL 101 or SAUL 105 or permission of the Department Head ***

INDL 206 **3:3-0**
Indigenous Language Linguistics - an AA-ZZ series
Linguistic concepts of a specific indigenous language. Application to language teaching
Prerequisite: INDL 101AA-ZZ

OR

LING 100 **3:3-0**
Introductory Linguistics
An introduction to the main subdisciplines of linguistic inquiry: phonetics (speech sounds), phonology (sound patterns), morphology (word structure), syntax (sentence structure) and semantics (meaning).
* Note: Students who have completed ENGL 260 or FR 226 FRN 236 are not permitted to enrol in this course.
*

LING 230
LING 230 **3:3-0**
Indigenous Languages of Turtle Island
Introduction to the classification of the Indigenous Languages of the Americas, with specific focus on Canada. Topics will include language in its social and cultural contexts, genetic and areal classification, selected linguistics structures and semantic systems, written and non-verbal communication systems.
***Prerequisite: completion of 30 credit hours of University study or permission of the Department Head ***
Note: Formerly numbered LING 175. Students may receive credit for only one of LING 175 or 230.

One Indigenous Language course numbered 225 or 230
CREE 225 **3:3-0**
Cree Transcription
This course will reinforce the standard roman orthography for Cree and present ample opportunity to increase one's ability at transcribing spoken Cree from both oral and audio-taped sources.
*** Prerequisite: CREE 203 ***
DAK 225 **3:3-0**
Dakota Transcription and Writing
Practice with the roman orthography for Dakota consisting of transcription exercises and short expository and creative compositions.
Prerequisite: DAK 203
DENE 225 **3:3-0**
Dene Transcription and Writing
Practice with the roman orthography for Dene consisting of transcription exercises and short expository and creative compositions.
Prerequisite: DENE 203
NAK 225 **3:3-0**
Nakota Transcription and Writing
Practice with the roman orthography for Nakota consisting of transcription exercises and short expository and creative compositions.
Prerequisite: NAK 203.
SAUL 225 **3:3-0**
Saulteaux Transcription
This course will reinforce the standard roman orthography for Saulteaux and present ample opportunity to increase one's ability at transcribing spoken Saulteaux from both oral and audio-taped sources.
*** Prerequisite: SAUL 203 ***
INDL 225 **3:3-0**
Indigenous Language Literacy – an AA-ZZ series
Practice with the appropriate writing system for a specified Indigenous language, consisting of transcription exercises and short expository and creative compositions.
Prerequisite: INDL 203AA-ZZ

OR

CREE 230 **3:0-0**
Cree Syllabics

Introduction to the Cree syllabics writing system. Reading and writing in syllabics.
*** Prerequisite: CREE 101 or permission of the Department Head ***

SAUL 230 **3:0-0**

Saulteaux Syllabics

Introduction to the Saulteaux syllabics writing system. Reading and writing in syllabics.
*** Prerequisite: SAUL 101 ***

INDL 241, 242 or a section of 240AA-Z

INDL 240 **3:3-0**

Indigenous Literatures in Translation – an AA-ZZ series

A study of representative samples of the traditional literature of a specific indigenous group conducted in English. Topics will be discussed in terms of their relationship to the specific cultural tradition, and will include culturally appropriate genres such as sacred stories or legends, ordinary stories, tall tales, wordplay, etc.
Prerequisite: ENGL 100 or INDG 100, or permission of the Department Head of Indigenous Languages, Arts and Cultures.

INDL 241 **3:3-0**

Cree Literature in Translation

Representative examples of Cree literature from different parts of Canada will be read in translation. Both *âtayôhkêwinan* (sacred stories, legends) and *âcimowinan* (ordinary stories) will be discussed in terms of their relationship to Saulteaux Cree culture as a whole.
Prerequisite: ENGL 100 and INDG 100 or permission of the Department Head of Indigenous Languages, Arts, and Cultures
* Note: Students may only receive credit for one of HUM 250 or INDL 241.*

INDL 242 **3:3-0**

Saulteaux Literature in Translation

Representative examples of Cree literature from different parts of Canada will be read in translation. Both *âtahsôkêwinan* (sacred stories, legends) and *âcimowinan* (ordinary stories) will be discussed in terms of their relationship to Saulteaux culture as a whole.
Prerequisite: ENGL 100 and INDG 100 or permission of the Department Head of Indigenous Languages, Arts, and Cultures * Note: Students may only receive credit for one of HUM 251 or INDL 242.

<u>One course in the Culture and History of an Indigenous people (chosen from courses numbered INDG 208 through INDG 222AA-ZZ)</u>

INDG 208 **3:3-0**

Cree Culture and History

This course surveys the culture and history of Cree societies, with special emphasis on Cree societies resident in Saskatchewan.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 210 **3:3-0**

Assiniboine Culture and History

This course surveys the culture and history of Assiniboine societies, with special emphasis on Assiniboine societies resident in Saskatchewan.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 215 **3:3-0**

Saulteaux Culture and History

This course surveys the culture and history of Plains Ojibway (Saulteaux) societies, with special emphasis on Saulteaux societies resident in Saskatchewan.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 216 **3:3-0**

Dene Culture and History

This course surveys the culture and history of Dene societies, with special emphasis on Dene societies resident in Saskatchewan and the Northwest Territories.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 218 **3:3-0**

Dakota Culture and History

This course surveys the culture and history of Dakota societies, with special emphasis on Dakota societies resident in Canada.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 219 **3:3-0**

Inuit Culture and History

This course surveys the culture and history of Inuit societies in Canada, their perceptions, developments, and interpretations.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 221 **3:3-0**

Metis Culture and History

This course surveys the historical development of the Metis as a distinct culture and society, their relations to Indigenous Nations, and their past and present roles in the evolution of Canadian society.

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

* Note: The course includes a field trip or significant cultural event. *

INDG 222 **3:3-0**

Topics in Cultural Heritage - an AA-ZZ series.

This course surveys the culture and history of selected Indigenous societies, with emphasis on the Indigenous cultural heritage of Canada.

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

* Note: The course includes a field trip or significant cultural event. *

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Certificate in Indigenous Language 1 (CINL-1: subdesignation in specific language)

Type of Program:

x	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Indigenous Languages, FNUniv

Expected Proposal Submission Date (Month/Year): December, 2020

Expected Start Date (Month/Year): May, 2021

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The need to protect, revitalize and reclaim Indigenous Languages is one of the motivating factors in the establishment of the First Nations University of Canada and integral to our Mission and Vision. While we have created programs in the past, most of these have been limited to reaching students enrolled in an Arts degree. The current proposal will allow prospective students across all campuses and programs to access credentials in the study of their Indigenous language and build towards lifelong learning. In terms of reconciliation, it is also a way for non-Indigenous students to reverse the heretofore one-way traffic towards knowledge of the colonial languages.

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

The main objectives are:
1) to offer increasing levels of Indigenous language competency to those inside and outside of the general University community who might otherwise not pursue detailed study in language (e.g. students not otherwise interested in attending University, or students in such programs as ISW who cannot currently receive credit for our Arts minors.

Registrar's Undergraduate Academic Programming Questionnaire

2) to aid in our mandate of protecting, promoting and revitalizing Indigenous languages by building stronger programs which can in turn foster increased research in those languages.

The Indigenous Languages unit at FNUniv will continue to offer our language programs and ideally grow to meet the increased demand that we anticipate given such recent developments as the language-based calls to action of the Royal Commission on Truth and Reconciliation and the Federal Government's Indigenous Languages Act.

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

This Certificate program is similar in scope to the Arts minors in Indigenous language study at FNUniv and the U of R. However, it is not limited to the Arts program, nor is it necesssarily limited to the five First Nations Languages we currently offer at FNUniv. Though institutional transfer credit and special topics courses, we could conceivably allow learners from all Indigenous languages nationwide. There is no comparable program of that potential scope in Canada.

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

The main benefits are designed for Indigenous students seeking knowledge of their Indigenous language and a pride in their cultural background and identity that can follow therefrom. Should non-Indigenous students seek to pursue this certificate, the learning of an Indigenous language is an excellent way to practice reconciliation in a province and nation that so sorely need it.

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.

As stated above, it is similar to the Arts minors in the five First Nations languages of Saskatchewan already offered at FNUniv, less one course. However, as also stated above, it has the potential to go beyond those five languages, and it can be used as a first step towards a larger, 30-credit certificate, proposed at this same time (see CINL-2). The only unit affected by the proposal is our own Indigenous Languages unit.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The support of Indigenous Languages and the knowledge held within can arguably be said to be the *raison d'etre* of First Nations University of Canada. From the current FNUniv Strategic Plan 2019-2024: ôtê nîkân:

"The intersection of students pursuing post-secondary education and the **heritage, culture and knowledge systems of Indigenous peoples** is what the Board of Governors identified to be the strategic priorities for the next five years."

Heritage, culture and knowledge systems are coded in and imparted through language. We seek to help students on their journey to the return of this gift.

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

This certificate (and its companion CINL-2) support Indigenous Language education, promotion and revitalization as per both First Nations University's Mission statement (from its founding over 40 years ago) and the more the calls to action of the Royal Commission on Truth and Reconciliation. We are solely interested in supporting our students, which is at the core of FNUniv's current 5-year Strategic Plan 2019-2024: ***ôtê nîkân***. If this reflects positively on the University as an institution that likewise supports Indigenous Language revitalization in this age of reconciliation, then that is definitely an opportunity to be seized.

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

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

This program is the latest in our attempts to meet community needs by increasing the availability of Indigenous Language programming. The need for such programming has been built into our Mission and Vision from the founding of SIFC/FNUniv.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

1) a desire to honour Indigenous Languages through dedicated learning. 2) standard University admission including, most importantly, adult admission. This program does not assume any prior knowledge of the Indigenous language being studied.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	One Indigenous Language course numbered 100	3
*All language-specific courses must in the same Indigenous language.	One Indigenous Language course numbered 101	3
	One Indigenous Language course numbered 202	3
	One Indigenous Language course numbered 203	3
Elective Requirements	One of: an Indigenous Language course numbered 206 OR LING 100 OR LING 230	3
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

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

All courses indicated are established.

Registrar's Undergraduate Academic Programming Questionnaire

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

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?

15 credits. Completion of 15 credits with an average of 65% GPA is the only condition.

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?

Students both within and outside of the University community, as is common with programs offered through CCE.

7. How will students be recruited to the program?

Active FNUniv recruiting, both internal through our Student Success Services, and through our recruiters.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
5	10	15	20	25

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

Through our SSS counsellors and recruiters as supplemented by Faculty of the Indigenous Languages programs.

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:

__x__ Online

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

__x__ Video-conferenced or distributed.

Please provide details.

As is common with FNUniv programming, we will use all means available to us to deliver our language programming. Our Cree courses are currently offered face-to-face (F2F) (COVID-19 notwithstanding) on-campus and in a variety of communities, by video conference (VC), and online. Our Saulteaux, Dene, Dakota, and Nakota classes are also offered F2F and by VC to reach all of our campuses and more remote communities. This is a practice that will continue.

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?

There is no new staffing absolutely required for the program. If it is successful, it is always possible that it will allow us to increase our staffing and focus on Indigenous Language programming.

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?

Our Faculty and Sessional instructors are already offering these courses on a regular basis.

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?

These courses are developed and being delivered through existing F2F and distance teaching delivery methods.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	$20, 590	n/a	
2	$41, 180	n/a	
3	$61, 770	n/a	
4	$82, 360	n/a	
5	$102, 950	n/a	
5 Year Total			

Repackaging existing courses taught by base budgeted positions.*

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

Existing Library materials in the languages taught are available – many of which have been developed by Faculty of FNUniv.
– no additional cost involved

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

No

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Arok Wolvengrey	awolvengrey@fnuniv.ca	(306) 790-5950 ext. 3310

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		Dec. 16, 2020
Associate Dean (Undergraduate)		December 16, 2020
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 Indigenous Language 2 (CINL-2: subdesignation in specific language)

Type of Program:

x	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Indigenous Languages, FNUniv

Expected Proposal Submission Date (Month/Year): December, 2020

Expected Start Date (Month/Year): May, 2021

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The need to protect, revitalize and reclaim Indigenous Languages is one of the motivating factors in the establishment of the First Nations University of Canada and integral to our Mission and Vision. While we have created programs in the past, most of these have been limited to reaching students enrolled in an Arts degree. The current proposal will allow prospective students across all campuses and programs to access credentials in the study of their Indigenous language and build towards lifelong learning. In terms of reconciliation, it is also a way for non-Indigenous students to reverse the heretofore one-way traffic towards knowledge of the colonial languages.

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

The main objectives are:
1) to offer increasing levels of Indigenous language competency to those inside and outside of the general University community who might otherwise not pursue detailed study in language (e.g. students not otherwise interested in attending University, or students in such programs as ISW who cannot currently receive credit for our Arts minors.

Registrar's Undergraduate Academic Programming Questionnaire

2) to aid in our mandate of protecting, promoting and revitalizing Indigenous languages by building stronger programs which can in turn foster increased research in those languages.

The Indigenous Languages unit at FNUniv will continue to offer our language programs and ideally grow to meet the increased demand that we anticipate given such recent developments as the language-based calls to action of the Royal Commission on Truth and Reconciliation and the Federal Government's Indigenous Languages Act.

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

This Certificate program builds on the CINL-1 and/or Arts minor programs in Indigenous language study at FNUniv and the U of R. However, it is not limited to the Arts program, nor is it necessarily limited to the five First Nations Languages we currently offer at FNUniv. Through institutional transfer credit and special topics courses, we could conceivably allow learners from all Indigenous languages nationwide. There is no comparable program of that potential scope in Canada.

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

The main benefits are designed for Indigenous students seeking knowledge of their Indigenous language and a pride in their cultural background and identity that can follow therefrom. Should non-Indigenous students seek to pursue this certificate, the learning of an Indigenous language is an excellent way to practice reconciliation in a province and nation that so sorely need it.

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 falls firmly between the CINL-1 and/or minor Indigenous language programs and the full major (which only exists for Cree and Saulteaux). It thus builds on the possibilities for Dakota, Nakota and Dene language student. Furthermore, it has the potential to go beyond the five First Nations languages of Saskatchewan. The only unit affected by the proposal is our own Indigenous Languages unit, and the only impact will be in increased enrolment for our existing language offerings.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The support of Indigenous Languages and the knowledge held within can arguably be said to be the *raison d'etre* of First Nations University of Canada. From the current FNUniv Strategic Plan 2019-2024: ôtê nîkân:

"The intersection of students pursuing post-secondary education and the **heritage, culture and knowledge systems of Indigenous peoples** is what the Board of Governors identified to be the strategic priorities for the next five years."

Heritage, culture and knowledge systems are coded in and imparted through language. We seek to help students on their journey to the return of this gift.

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

This certificate (and its companion CINL-1) support Indigenous Language education, promotion and revitalization as per both First Nations University's Mission statement (from its founding over 40 years ago) and the more the calls to action of the Royal Commission on Truth and Reconciliation. We are solely interested in supporting our students, which is at the core of FNUniv's current 5-year Strategic Plan 2019-2024: ***ôtê nîkân***. If this reflects positively on the University as an institution that likewise supports Indigenous Language revitalization in this age of reconciliation, then that is definitely an opportunity to be seized.

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

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

This program is the latest in our attempts to meet community needs by increasing the availability of Indigenous Language programming. The need for such programming has been built into our Mission and Vision from the founding of SIFC/FNUniv.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

1) a desire to honour Indigenous Languages through dedicated learning. 2) standard University admission including, most importantly, adult admission. This program does not assume any prior knowledge of the Indigenous language being studied.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	One Indigenous Language course numbered 100	3
*All language-specific courses must in the same Indigenous language.	One Indigenous Language course numbered 101	3
	One Indigenous Language course numbered 202	3
	One Indigenous Language course numbered 203	3
	One Indigenous Language course numbered 225 or 230	3
	One of: an Indigenous Language course numbered 206 OR LING 100	3
	One of: INDL 241 OR INDL 242 OR a section of INDL 240AA-ZZ	3
	One course in the Culture and History of an Indigenous people (chosen from courses numbered INDG 208 through INDG 222AA-ZZ	3
	LING 230	3
Elective Requirements	One additional approved LING or Indigenous Language elective*	3
Major Requirements (if applicable)		
Minor Requirements (if applicable)		

*Approved electives include: Indigenous Language courses at the 200-level or higher; LING 210, 211, 212, 213, 230, 280, 327, 360, 380, 485, 490

Registrar's Undergraduate Academic Programming Questionnaire

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

All courses indicated are established.

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

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. Completion of 30 credits with an average of 65% GPA is the only condition.

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?

Students both within and outside of the University community, as is common with programs offered through CCE.

7. How will students be recruited to the program?

Active FNUniv recruiting, both internal through our Student Success Services, and through our recruiters.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
1	2	3	4	5

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

Through our SSS counsellors and recruiters as supplemented by Faculty of the Indigenous Languages programs.

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:

__x__ Online

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

__x__ Video-conferenced or distributed.

Please provide details.

As is common with FNUniv programming, we will use all means available to us to deliver our language programming. Our Cree courses are currently offered face-to-face (F2F) (COVID-19 notwithstanding) on-campus and in a variety of communities, by video conference (VC), and online. Our Saulteaux, Dene, Dakota, and Nakota classes are also offered F2F and by VC to reach all of our campuses and more remote communities. This is a practice that will continue.

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?

There is no new staffing absolutely required for the program. If it is successful, it is always possible that it will allow us to increase our staffing and focus on Indigenous Language programming.

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?

Our Faculty and Sessional instructors are already offering these courses on a regular basis.

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?

These courses are developed and being delivered through existing F2F and distance teaching delivery methods.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	$8, 236	n/a	
2	$16, 472	n/a	
3	$24, 708	n/a	
4	$32, 944	n/a	
5	$41, 180	n/a	
5 Year Total			

Repackaging existing courses taught by base budgeted positions.*

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

Existing Library materials in the languages taught are available – many of which have been developed by Faculty of FNUniv.
– no additional cost involved

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

No

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Arok Wolvengrey	awolvengrey@fnuniv.ca	(306) 790-5950 ext. 3310

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		Dec. 16, 2020
Associate Dean (Undergraduate)		December 16, 2020
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 Indigenous Language Guardianship (CILG)

Type of Program:

x	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Indigenous Languages, FNUniv

Expected Proposal Submission Date (Month/Year): December, 2020

Expected Start Date (Month/Year): May, 2021

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The need to protect, revitalize and reclaim Indigenous Languages is one of the motivating factors in the establishment of the First Nations University of Canada and integral to our Mission and Vision. While we have created programs in the past, most of these have been limited to reaching students enrolled in an Arts degree. The current proposal will allow prospective students across all campuses and programs to access credentials in the study of their Indigenous language and build towards lifelong learning. In terms of reconciliation, it is also a way for non-Indigenous students to reverse the heretofore one-way traffic towards knowledge of the colonial languages.

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

The main objectives are:
1) to offer expertise in Indigenous Language documentation and revitalization techniques to those inside and outside of the general University community who wish to contribute to the promotion and revitalization of Indigenous Languages in their own communities.

2) to aid in our mandate of protecting, promoting and revitalizing Indigenous languages by building stronger programs which can in turn foster increased research in those languages.

Registrar's Undergraduate Academic Programming Questionnaire

The Indigenous Languages unit at FNUniv will continue to offer our language programs and ideally grow to meet the increased demand that we anticipate given such recent developments as the language-based calls to action of the Royal Commission on Truth and Reconciliation and the Federal Government's Indigenous Languages Act.

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

This Certificate program provides specialization in the tools of language revitalization for those wishing to contribute to community-based language programming. It is a companion to the Education-based First Nations Language Instructor Certificate, with a focus on language documentation rather than language teaching. However, it is not limited to the Arts program, nor is it necesssarily limited to the five First Nations Languages we currently offer at FNUniv. Through institutional transfer credit and special topics courses, we could conceivably allow learners from all Indigenous languages nationwide and increase our national student body thereby. There is no comparable provincial program (though the U of S continues to consider to move in this direction), and CILLDI at the University of Alberta is the only program which offers comparable training. This is an extension of the Indigenous Language programming that we have been dedicated to offering for many years at FNUniv and we do not wish to fall behind other institutions that suddenly decide reconciliation is a good cover to address a need they have never previously considered worthy of funding.

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

The main benefits are designed for Indigenous students seeking both knowledge of their Indigenous language and an ability to contribute to community revitalization efforts. Should non-Indigenous students seek to pursue this certificate, the learning of an Indigenous language is an excellent way to practice reconciliation in a province and nation that so sorely need it.

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 is a companion of the Education-based First Nations Language Instructor Certificate program, but with a focus on community language documentation and revitalization rather than teaching. Furthermore, it is not limited to the Arts program, nor is it necesssarily limited to the five First Nations Languages we currently offer at FNUniv. It thus builds on the possibilities for our Cree, Saulteaux, Dakota, Nakota, and Dene language student and has the potential to go beyond these five First Nations languages of Saskatchewan. The only unit affected by the proposal is our own Indigenous Languages unit,a dn the only impact will be in increased enrolment for our existing language offerings.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The support of Indigenous Languages and the knowledge held within can arguably be said to be the *raison d'etre* of First Nations University of Canada. From the current FNUniv Strategic Plan 2019-2024: ôtê nîkân:

"The intersection of students pursuing post-secondary education and the **heritage, culture and knowledge systems of Indigenous peoples** is what the Board of Governors identified to be the strategic priorities for the next five years."

Heritage, culture and knowledge systems are coded in and imparted through language. We seek to help students on their journey to the return of this gift.

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

This certificate supports Indigenous Language education, promotion and revitalization as per both First Nations University's Mission statement (from its founding over 40 years ago) and the more the calls to action of the Royal Commission on Truth and Reconciliation. We are solely interested in supporting our students, which is at the core of FNUniv's current 5-year Strategic Plan 2019-2024: ***ôtê nîkân***. If this reflects positively on the University as an institution that likewise supports Indigenous Language revitalization in this age of reconciliation, then that is definitely an opportunity to be seized.

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

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

This program is the latest in our attempts to meet community needs by increasing the availability of Indigenous Language programming. The need for such programming has been built into our Mission and Vision from the founding of SIFC/FNUniv.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

1) a desire to honour Indigenous Languages through dedicated learning. 2) standard University admission including, most importantly, adult admission. This program does not assume any prior knowledge of the Indigenous language being studied.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	One Indigenous Language course numbered 100	3
*All language-specific courses must in the same Indigenous language.	One Indigenous Language course numbered 101	3
	One Indigenous Language course numbered 202	3
	One Indigenous Language course numbered 203	3
	One Indigenous Language course numbered 225	3
	LING 230	3
	LING 280	3
	One of: an Indigenous Language course numbered 206 OR LING 100	3
	One of: INDL 241 OR INDL 242 OR a section of INDL 240AA-ZZ	3
	One of: LING 327 or EINL 325	3
Elective Requirements		
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

Registrar's Undergraduate Academic Programming Questionnaire

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

   All courses indicated are established.

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

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. Completion of 30 credits with an average of 65% GPA is the only condition.

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?

Students both within and outside of the University community, as is common with programs offered through CCE.

7. How will students be recruited to the program?

Active FNUniv recruiting, both internal through our Student Success Services, and through our recruiters.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
1	2	3	4	5

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

Through our SSS counsellors and recruiters as supplemented by Faculty of the Indigenous Languages programs.

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:

__x__ Online

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

__x__ Video-conferenced or distributed.

Please provide details.

As is common with FNUniv programming, we will use all means available to us to deliver our language programming. Our Cree courses are currently offered face-to-face (F2F) (COVID-19 notwithstanding) on-campus and in a variety of communities, by video conference (VC), and online. Our Saulteaux, Dene, Dakota, and Nakota classes are also offered F2F and by VC to reach all of our campuses and more remote communities. This is a practice that will continue.

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?

There is no new staffing absolutely required for the program. If it is successful, it is always possible that it will allow us to increase our staffing and focus on Indigenous Language programming.

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?

Our Faculty and Sessional instructors are already offering these courses on a regular basis.

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?

These courses are developed and being delivered through existing F2F and distance teaching delivery methods.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	$8, 236	n/a	
2	$16, 472	n/a	
3	$24, 708	n/a	
4	$32, 944	n/a	
5	$41, 180	n/a	
5 Year Total			

Repackaging existing courses taught by base budgeted positions.*

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

Existing Library materials in the languages taught are available – many of which have been developed by Faculty of FNUniv.
– no additional cost involved

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

No

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Arok Wolvengrey	awolvengrey@fnuniv.ca	(306) 790-5950 ext. 3310

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		Dec. 16, 2020
Associate Dean (Undergraduate)		December 16, 2020
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

REPORT TO EXECUTIVE OF COUNCIL
FROM THE 13 JANUARY 2021 MEETING OF THE
COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH

ITEM(S) FOR APPROVAL:

1. FACULTY OF EDUCATION

1.2 NEW PROGRAM – MASTER OF EDUCATION IN ADULT EDUCATION AND HUMAN RESOURCE DEVELOPMENT

MOTION: That the new Master of Education in Adult Education and Human Resources Development course, project and thesis programs be created, effective 202130.

Master of Education in Adult Education and Human Resources Development Course Route

EAHR 850 or approved research methods course*	3
EAHR 801	3
EAHR 802	3
EAHR 8XX Elective	3
EAHR 8XX Elective	3
8XX Elective	3
8XX Elective	3
8XX Elective	3
8XX Elective	3
EFDN 899	3
Total Credit Hours	**30**

*Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

Master of Education in Adult Education and Human Resource Development Project Route

EAHR 850 or approved research methods course*	3
EAHR 801 or EAHR 802	3
EAHR 8XX Elective	3
EAHR 8XX Elective	3
EAHR 8XX Elective	3

8XX Elective	3
8XX Elective	3
8XX Elective	3
ED 900 Project	3
ED 900 Project	3
Total Credit Hours	30

*Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

Master of Education in Adult Education and Human Resource Development Thesis Route

EAHR 850 or approved research methods course*	3.0
EAHR 801 or EAHR 802	3.0
EAHR 8XX Elective	3.0
EAHR 8XX Elective	3.0
8XX Elective	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
Total Credit Hours	30.0

*Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

Rationale: The Master of Education in Adult Education and Human Resource Development (MEd in AHRD) will replace the Master of Adult Education and Community Engagement (MAECE) and Master of Human Resource Development (MHRD) degrees. Selected existing courses from these two degree programs will be combined into one program within the Masters of Education degree. Students will be able to select courses in both or either the Adult Education or the Human Resource Development streams, within one combined program. The new program responds to stakeholder and student calls for a coherent program with a combination of adult education and human resource development content. This new program aligns with student demand, course selection flexibility, and is consistent with the Strategic Plan of the University of Regina, while maintaining the integrity of the two original programs.

(End of Motion)

1.2 ADMISSION SUSPENSION - MASTER OF ADULT EDUCATION AND COMMUNITY ENGAGEMENT

MOTION: That admissions to the Master of Adult Education and Community Engagement (thesis route, project route, course route) programs be suspended, effective 202130.

Rationale: The Master of Education in Adult Education and Human Resource Development (MEd in AHRD) will replace the Master of Adult Education and Community Engagement (MAECE) and Master of Human Resource Development (MHRD) degrees. Selected existing courses from these two degree programs will be combined into one program within the Masters of Education degree. Students will be able to select courses in both or either the Adult Education or the Human Resource Development streams, within one combined program. The new program responds to stakeholder and student calls for a coherent program with a combination of adult education and human resource development content. This new program aligns with student demand, course selection flexibility, and is consistent with the Strategic Plan of the University of Regina, while maintaining the integrity of the two original programs.

(End of Motion)

1.3 ADMISSION SUSPENSION - MASTER OF HUMAN RESOURCE DEVELOPMENT

MOTION: That admissions to the Master of Human Resource Development (thesis route, project route, course-based route) programs be suspended, effective 202130.

Rationale: The Master of Education in Adult Education and Human Resource Development (MEd in AHRD) will replace the Master of Adult Education and Community Engagement (MAECE) and Master of Human Resource Development (MHRD) degrees. Selected existing courses from these two degree programs will be combined into one program within the Masters of Education degree. Students will be able to select courses in both or either the Adult Education or the Human Resource Development streams, within one combined program. The new program responds to stakeholder and student calls for a coherent program with a combination of adult education and human resource development content. This new program aligns with student demand, course selection flexibility, and is consistent with the Strategic Plan of the University of Regina, while maintaining the integrity of the two original programs.

Management of Transition (from old program to new program)

The new MEd in AHRD will come into effect 202130:

- *new applicants will be accepted to the new program (Oct. 15, 2021)*
- *current students in MAECE and MHRD programs will be allowed to complete their degree according to the existing program outline and they will be given a one time offer to transfer to the new program.*
- *newly admitted students who defer their admission (up to one year) will be given the choice of completing their original degree or transfer into the new degree program.*
- *any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new program.*

Students who return from a leave of absence will be permitted to return to their original degree program.

(End of Motion)

1.4 DISCONTINUED ROUTE - MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION COURSE ROUTE

MOTION: That the Master of Education in Curriculum and Instruction (EC&I) course route be discontinued, effective 202130.

Rationale: The course-based route of the Master of Education in Curriculum and Instruction will be replaced by the recently approved Master of Education in Teaching, Learning, and Leadership, which will move this program toward a common theme of teaching, learning, and leadership by contributing courses from both EC&I (teaching and learning) and EDL (leadership) subject areas. The resulting course-based degree program is flexible enough to suit the needs of students from either area while providing a coherent program of study. The degree culminates with a Capstone seminar course which requires the student to reflect and synthesize their learnings from their program.

Management of Transition (from old program to new program)

Active students in the MEd in EC&I course route will be permitted to:
(a) complete the program or
(b) be offered a one-time opportunity to transfer to the new Master of Education in Teaching, Learning, and Leadership.

(End of Motion)

1.5 DISCONTINUED ROUTE - MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

MOTION: That the Master of Education in Educational Leadership course route be discontinued, effective 202130.

Rationale: The course-based route of the Master of Education in Educational Leadership will be replaced by the recently approved Master of Education in Teaching, Learning, and Leadership, which will move this program toward a common theme of teaching, learning, and leadership by contributing courses from both the EDL (leadership) and EC&I (teaching and learning) subject areas. The resulting course-based degree program is flexible enough to suit the needs of students from either area while providing a coherent program of study. The degree culminates with the completion of a Capstone seminar course which requires the student to reflect and synthesize their learnings from the program.

Management of Transition (from old program to new program)

Active students in the MEd in EDL course route will be permitted to
(a) complete the program or
(b) be offered a one-time opportunity to transfer to the new Master of Education in Teaching, Learning, and Leadership.

(End of Motion)

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2. FACULTY OF MEDIA, ART, AND PERFORMANCE

2.1 PROGRAM RENAMED - MASTER OF ARTS IN INTERDISCIPLINARY STUDIES

MOTION: That the Master of Arts (MA) in Interdisciplinary Studies program be renamed to the Interdisciplinary MA in Media and Artistic Research and be modified, effective 202130.

Current Master of Arts (MA) in Interdisciplinary Studies		Proposed: ***Interdisciplinary MA in Media and Artistic Research***	
~~FA~~ 800	3	***MAP*** 800	3
~~FA~~ 803	3	***MAP*** 803	3
Courses in identified disciplinary area	6	Courses in identified disciplinary area	6
One of: ~~FA~~ 804 FILM 804 ~~FA~~ 899	3	One of: ***MAP*** 804 FILM 804 ***MAP*** 899	3
~~FA~~ 901	15	***MAP*** 901	15
Total Credit Hours	30	Total Credit Hours	30

Rationale: This name change to the interdisciplinary Master's degrees in MAP is a key recommendation of the IDS Grad Unit Review Team. With the introduction of the Interdisciplinary PhD in Media and Artistic Research in 2018, the names of the Master's degrees require updating to reflect the MAP IDS Grad area's stated focus on Media and Artistic research.

The name changes will:

1) Align the degrees as part of the MAP stream of graduate programs in interdisciplinarity in media and artistic research
2) Create continuity between the Master's and PhD in order to recruit our Master's graduates and have them move seamlessly into the PhD, and to recruit new students into the flow of the MAP interdisciplinary brand
3) Avoid the current confusion due to inconsistent branding.

(End of Motion)

2.2 PROGRAM RENAMED - MASTER OF FINE ARTS IN INTERDISCIPLINARY STUDIES

MOTION: That the Master of Fine Arts (MFA) in Interdisciplinary Studies be renamed to Interdisciplinary MFA in Media and Artistic Research and be modified, effective 202130.

Current Master of Fine Arts (MFA) in Interdisciplinary Studies		Proposed ***Interdisciplinary MFA in Media and Artistic Research***	
~~FA~~ 800	3	***MAP*** 800	3
~~FA~~ 803	3	***MAP*** 803	3
~~FA~~ 804 or FILM 804	3	***MAP*** 804 or FILM 804	3
One of: ~~FA~~ 899 ART 801-804	3	One of: ***MAP*** 899 ART 801 – 804	3
Elective	3	Elective	3

Courses related to two major areas of research	12	Courses related to two major areas of research	12
~~FA~~ 902	15	***MAP*** 902	15
~~FA~~ 903 (Optional)	0	***MAP*** 903 (Optional)	0
Total Credit Hours	42	Total Credit Hours	42

Rationale: This name change to the interdisciplinary Master's degrees in MAP is a key recommendation of the IDS Grad Unit Review Team. With the introduction of the Interdisciplinary PhD in Media and Artistic Research in 2018, the names of the Master's degrees require updating to reflect the MAP IDS Grad area's stated focus on Media and Artistic research.

The name changes will:

1) Align the degrees as part of the MAP stream of graduate programs in interdisciplinarity in media and artistic research
2) Create continuity between the Master's and PhD in order to recruit our Master's graduates and have them move seamlessly into the PhD, and to recruit new students into the flow of the MAP interdisciplinary brand
3) Avoid the current confusion due to inconsistent branding

(End of Motion)

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3. FACULTY OF SCIENCE

3.1 NEW PROGRAM - MASTER OF SCIENCE IN COMPUTER SCIENCE (DATA SCIENCE)

MOTION: That the Master of Science in Computer Science (Data Science) course route program be created, effective 202130.

MSc in Computer Science (Data Science)

A fully-qualified student may complete a Master's in Data Science by undertaking 30 credits of coursework. Students in this route who are interested in pursuing the Co-op Designation must complete CS 700, 710, 711, 712, 713, 714, 715, and 716 before they can undertake any co-op work terms.

CS 700	3
CS 710	3
CS 711	3
CS 712	3
CS 713	3
CS 714	3
CS 715	3
CS 716	3
CS 719	6
Total	30

Rationale: The MSc in Computer Science (Data Science) program provides a structured curriculum that progressively builds toward giving students advanced knowledge on this topic of study. Motions to create the specific courses in this program are provided in Motion 1; the courses are listed here for the convenience of considering this motion:

First Semester (Fall)
- CS 700: Software Development Fundamentals (3)
- CS 710: Python & Data Fundamentals (3)

Second Semester (Winter)
- CS 711: Foundations of Data Science (3)
- CS 712: Foundations of Statistics & Machine Learning (3)

Third Semester (Spring/Summer)
- CS 713: Applied Machine Learning (3)
- CS 714: Big Data Analytics & Cloud Computing (3)

Fourth Semester (Fall)
- CS 715: Advanced Data Science & Machine Learning (3)
- CS 716: Communication in Data Science (3)

Fifth Semester (Winter)
- CS 719: Data Science Seminar & Project (6)

The curriculum is structured such that the first semester focuses on the fundamentals of the topic of study, the second semester focuses on foundational topics, the third and fourth semesters focus on topically-relevant courses, and the fifth semester focuses on the development of a practical project.

Students who are interested in pursuing a Co-op Designation may apply after the completion of their third semester, if they have a CGPA of 80% or higher in the six courses taken thus far in the program. The work terms would be taken after the completion of the fourth semester, deferring the fifth semester coursework (CS 719) by one or two semesters.

Note that as this program is being rolled-out, we plan to admit students into it once per year, starting in the Fall 2021 semester. As such, only two additional courses need to be taught in each semester in the first year. In the second year, an additional two courses will need to be taught in the Spring/Summer semester, and one (6-credit) course taught in the Fall semester. While this will represent an increased graduate course teaching commitment from the Department of Computer Science in the short term, in the long run it will allow us to reduce the number of CS 8xx courses being offered and focus what remains of those courses on the research needs of our MSc Project, MSc Thesis, and PhD students. In recent years, we have added between 4 and 6 graduate courses per semester with the express purpose of providing courses for our MSc Course Route students to take; these will no longer be necessary.

The application period for students starting in the Fall 2021 semester is Nov 16, 2020 – March 15, 2021. Once this new program is fully approved, we will contact the highly-qualified candidates during the application review process to determine if they would like to be admitted into this program route or be considered for the final admissions cycle for the existing MSc in Computer Science (Course Route).

(End of Motion)

3.2 NEW PROGRAM - MASTER OF SCIENCE IN HUMAN CENTRED COMPUTING

MOTION: That the Master of Science in Computer Science (Human Centred Computing) program be created, effective 202210.

MSc in Computer Science (Human Centred Computing)

A fully-qualified student may complete a Master's in Human-Centred Computing by undertaking 30 credits of coursework. Students in this route who are interested in pursuing the Co-op Designation must complete CS 700, 730, 731, 732, 733, 734, 735, and 736 before they can undertake any co-op work terms.

CS 700	3
CS 730	3
CS 731	3
CS 732	3
CS 733	3
CS 734	3
CS 735	3
CS 736	3
CS 739	6
Total	30

Rationale: Motion 2 proposed the creation of the MSc in Computer Science (Data Science) program. This motion proposes a second stream, giving students an option for pursuing professionally-focused advanced study in another area that is a strength of our Department of Computer Science.

The MSc in Computer Science (Human-Centred Computing) program provides a structured curriculum that progressively builds toward giving students advanced knowledge on this topic of study. Motions to create the specific courses in this program are provided in Motion 2; the courses are listed here for the convenience of considering this motion:

First Semester (Winter)
- CS 700: Software Development Fundamentals (3)
- CS 730: Human-Computer Interaction Fundamentals (3)

Second Semester (Spring/Summer)
- CS 731: Human-Centred Interface Design & Implementation (3)
- CS 732: Foundations of Human-Centred Evaluation Methods (3)

Third Semester (Fall)
- CS 733: Computer Graphics & Animation (3)
- CS 734: Mobile Computing (3)

Fourth Semester (Winter)
- CS 735: Virtual and Augmented Reality (3)
- CS 736: Information Visualization (3)

Fifth Semester (Spring/Summer)
- CS 739: Human-Centred Computing Seminar & Project (6)

The curriculum is structured such that the first semester focuses on the fundamentals of the topic of study, the second semester focuses on foundational topics, the third and fourth semesters focus on topically-relevant courses, and the fifth semester focuses on the development of a practical project.

Students who are interested in pursuing a Co-op Designation may apply after the completion of their third semester, if they have a CGPA of 80% or higher in the six courses taken thus far in the program. The work terms would be taken after the completion of the fourth semester, deferring the fifth semester coursework (CS 739) by one or two semesters.

Note that as this new program is being rolled-out, we plan to admit students into it once per year, starting in the Winter 2022 semester. As such, only two additional courses need to be taught in each semester in the first year. In the second year, an additional two courses will need to be taught in the Winter semester, and one (6-credit) course taught in the Spring/Summer semester.

The application period for students starting in the Winter 2022 semester is March 16, 2021 – July 15, 2021. We expect this motion to be fully approved by March 16, 2021, at which time it will be added to the online application process as a new program.

(End of Motion)

3.3 ADMISSION SUSPENSION - MASTER OF SCIENCE IN COMPUTER SCIENCE (COURSE ROUTE)

MOTION: That the admissions to the Master of Science in Computer Science (Course Route) be suspended, effective 202130.

Rationale: The current MSc Course Route provides students with a high degree of flexibility in the courses that they wish to take. While this is a positive aspect of this program in principle, in practice it creates many difficulties with student registration and managing course sizes. Students often have trouble choosing which courses to take, and may have to wait multiple semesters for a course they are interested in due to high demand. With this set of motions, we propose to create new MSc programs in two streamed routes with specific curricula that are focused on professionally-focused advanced study in the specific streamed areas, which will serve as a replacement for the MSc in Computer Science (Course Route).

Any students currently in the MSc in Computer Science (Course Route) will be permitted to continue in that program to the completion of their degree. They will be permitted to take at most two of the new CS 7XX courses (see Motion 7). Any students who have been offered admissions into the current MSc Course Route but have not started their studies by 202120 (Spring/Summer 2021) will be given the option to choose to take either of the new programs. It is necessary to consider these individuals, since the offers of admissions made to the MSc in Computer Science (Course Route) are valid for three semesters. Any of these admitted students who wish to pursue the existing degree structure rather than one of the new ones will be permitted to do so.

(End of Motion)

REPORT TO EXECUTIVE OF COUNCIL FROM THE COUNCIL COMMITTEE ON RESEARCH

ITEM(S) FOR DECISION:

1. RESEARCH CHAIR - GABRIEL DUMONT CHAIR IN METIS/MICHIF EDUCATION

MOTION: The Council Committee on Research recommends approval of the establishment of the Gabriel Dumont Research Chair in Métis/Michif Education within the Faculty of Education, University of Regina.

Rationale: According to Statistics Canada 2016 census, the Métis population of 587,545 had the largest increase of any of the Indigenous groups in Canada over the 10-year span, rising 51.2% from 2006 to 2016. However, less than two per cent of Métis people speak the Michif language – down from 2.5 per cent in the 2011 census. It is important to note that Michif is considered to be one of the most vulnerable Indigenous languages in Canada.

The inaugural Gabriel Dumont Chair in Métis/Michif Education will be designated to a currently employed faculty member within the Faculty of Education. The appointment as the Gabriel Dumont Chair in Métis/Michif Education will be for a 5-year term, with the possibility of renewal.

If the inaugural Chair becomes vacant for any reason during the initial term, a call for Expressions of Interest will be posted for a new Chair to utilize the balance of the funding. As the inaugural Chair must hold a tenured or probationary faculty position.

Proposal for the Establishment of the Gabriel Dumont Research Chair in Métis/Michif Education within the Faculty of Education, University of Regina

Tentative Chair Title: The Gabriel Dumont Chair in Métis/Michif Education.
- *The title may be "named" pending consultation and approval by the Gabriel Dumont Institute*

Field of Study: Métis/Michif Education
Faculty: Education

Candidate Profile

Qualifications: Completed or near completion Ph.D.
Rank: Assistant or Associate professor
Other background: Recognized member of a Métis Nation.

Rationale for the Research Chair allocation

According to Statistics Canada 2016 census, the Métis population of 587,545 had the largest increase of any of the Indigenous groups in Canada over the 10-year span, rising 51.2% from 2006 to 2016. However, less than two per cent of Métis people speak the Michif language – down from 2.5 per cent in the 2011 census. It is important to note that Michif is considered to be one of the most vulnerable Indigenous languages in Canada.

The inaugural Gabriel Dumont Chair in Métis/Michif Education will be designated to a currently employed faculty member within the Faculty of Education. The appointment as the Gabriel Dumont Chair in Métis/Michif Education will be for a 5-year term, with the possibility of renewal.

If the inaugural Chair becomes vacant for any reason during the initial term, a call for Expressions of Interest will be posted for a new Chair to utilize the balance of the funding. As the inaugural Chair must hold a tenured or probationary faculty position.

Potential impact of a new Research Chair to the University and academic unit:

The Gabriel Dumont Chair in Métis/Michif Education will increase research and teaching capacity in Métis/Michif Education in the Faculty of Education at the University of Regina and enhance academic engagement with Gabriel Dumont Institute's (GDI's) Saskatchewan Urban Native Teacher Education Program (SUNTEP).

The Gabriel Dumont Chair in Métis/Michif Education will focus on the research that seeks to understand and expand the scholarship of teaching and learning by building capacity in Métis and Michif education. The research program will focus on research, learning, knowledge-keeping, language and cultural revitalization, reconciliation, and inclusion with and by the Métis through formal education systems.

The Chair holder will:

- Carry out and disseminate original, high-impact Métis specific research focusing on and involving Métis people and communities.
- Develop and revise Métis specific undergraduate and graduate course materials as determined.
- Be expected to teach one (1) three credit hour courses each academic year in the University of Regina SUNTEP, B.Ed., degree program.
- May supervise graduate students and postdoctoral fellows in the area of Métis/Michif education, with the goal of increasing the capacity for Métis scholarship.
- Work with the Faculty of Education and Gabriel Dumont Institute (GDI) to support the long-established collaboration between the Faculty of Education and GDI

Description of the research environment

The Faculty of Education has a long-standing commitment to building and nurturing an equitable and just teaching and research environment. Indigenization and reconciliation is central to this commitment as evidenced in the Faculty Criteria Document: "Our need to conceptualize and engage with students in pedagogy that works to undo the ongoing legacy of Canada's colonial history while simultaneously working to sustain the identities of diverse Canadian learners and the communities and environments where we live is pressing" (p. 4). Expanding our research environment to include a greater emphasis on Métis worldview, culture and language complements our already robust, albeit still emerging, commitment to Indigenization. In the Faculty of Education research is intricately intertwined with teaching, and it is from these unique teaching partnerships that the success for the Gabriel Dumont Chair in Métis/Michif Education will be grounded.

For more than two decades the Faculty has strong partnerships with several Indigenous teacher education programs in both the undergraduate and graduate programs. These programs include: Saskatchewan Urban Native Teacher Education Program (SUNTEP, Regina), Northern Saskatchewan Indigenous Teacher Education Program (GDI), Masters of Indigenous Education, Masters of Indigenous Language Education, (First Nations University of Canada, Regina), and Yukon Native Teacher Education Program (YNTEP), Whitehorse). The Faculty has also partnered with the Gabriel Dumont Institute since 2013 to support Community Based Masters Programs in Meadow Lake, Prince Albert and LaRonge.

Our Faculty motto, "Inspiring and Transforming Education" is taken up in a multitude of ways that demonstrate a sustained and genuine commitment to Indigenous, decolonization and reconciliation. The following practices exemplify this attentiveness:

- Elders-in-Residence - Elder Alma Poitras and Knowledge Keeper Joseph Naytowhow
- Chair of Indigenization, Dr. Anna-Leah King
    - Strengthening relationships with indigenous knowledge keepers, community members, Elders and educators.
    - Making recommendations to all administrative and academic areas and offices in the Faculty of Education to support ongoing efforts of Indigenization.
    - Making recommendations to support students in the Faculty of Education to create a culturally appropriate and Indigenous context for learning.
    - Supporting the ongoing First Nations, Métis & Inuit education initiatives, including the Whispering of the Land – Indigenous Speaker Series
    - Supporting ongoing treaty education initiatives.
- Faculty of Education, Aboriginal Advisory Circle - provides recommendations, guidance and support to the Associate Dean, Faculty Development and Human Resources, pertaining to Indigenization of all academic and administrative areas within the Faculty.
- One course release for all Indigenous faculty members
- Hosted and co-hosted the SAFE conference – Social Justice and Anti-Racist/Oppression Forum on Education
- S.T.A.R.S – Students and Teachers Anti-Racist/anti-oppressive Society. An active student lead group that promotes social justice in pre-service teacher education and also hosts #treatyed camp each year.
- Annual Indigenous Graduate Research Forum (2018-2020)
- Sustained and intentional Indigenous and decolonizing pedagogical activities in course work for example:
    - Projects of Heart
    - Indigenous Voices/ Voix Autochtones Forum
    - Presentation by Odawa playwright, director and educator, Alanis King

- Numerous faculty members have funded research projects, specifically related to Indigenous, decolonization and/or reconciliation. The following represents a sample of current funded research:

    - Dr. Angela Snowshoe (Principal Investigator), Dr. JoLee Sasakamoose (Co-investigator): The Concept and Role of Place for First Nations Youth Mental Health~$39,990 SHRF

    - Dr. Claire Crooks (Principal Investigator), Dr. Angela Snowshoe (Co-investigator): Understanding the Impact of Adapting and Implementing an Evidence-Based Mental Health Promotion Program: The Mental Health First Aid—First Nations Initiative ~$200,000 CIHR

    - Dr. Andrea Sterzuk, with colleagues from McGill University, has been awarded a Social Sciences and Humanities Research Council of Canada (SSHRC) Knowledge Synthesis grant of $24,000 for their project entitled "Ethical Relationality, Canadian Applied Linguistics and Indigenous Language Revitalization." Graduate students Bill Cook and Dennis Runns

    - Dr. Angela McGinnis (co-principal investigator with Donald Gamble) is a successful recipient of a Canadian Institutes of Health Research (CIHR) Indigenous Approaches to Wellness research grant in the amount of $138,056 for the research project "(Re)Connecting Animal-Human Relationships as a Doorway to Indigenous Dr. Angela McGinnis Wellness."

    - Dr. Gale Russell is a successful applicant for a SSHRC Insight Development Grant of $69,732 for her study, "Valued Kinds of Knowledge and Ways of Knowing in Mathematics Classroom."

    - Dr. Pamela Osmond-Johnson and Dr. Michael Cappello (with collaborators) are successful co-applicants of a SSHRC Insight Development Grant of $59,498 for their research project entitled "Leading Reconciliation Education: The Strategic Advocacy of School Principals on the Prairies.

    - Among several co-applicants, Dr. Michael Cappello is a successful applicant for a SSHRC Insight Development Grant of $2,500,000.00 over 7 years for his study, "Thinking Historically for Canada's Future."

    - PhD Candidate (Education Psychology) Miranda Field is a recipient of an Indigenous Peoples' Health Research Centre (IPHRC) and the Saskatchewan Centre for Patient Oriented Research (SCPOR) Research award of $30,000 for her research, which will focus on the role of place within Indigenous mental health healing and learning.

    - Dr. Jolee Sasakamoose is the recipient of a National Indian Brotherhood (NIB) Trust Fund grant in the amount of $117,422 for her project entitled "Indigenous Wellness and Land Based Therapies."

    - Dr. JoLee Sasakamoose is also one of six recipients of the 2018- 2019 Patient-Oriented Research Leader Awards, co-funded by Saskatchewan Health Research Foundation ($119,894) and Saskatchewan Centre for PatientOriented Research ($129,827), for a research project entitled "Muskowekwan First Nation: Regaining and Using Our Culture to Heal Generations Together."

    - PhD Candidate (Education Psychology) Shana Cardinal is a recipient of an Indigenous Peoples' Health Research Centre (IPHRC) and the Saskatchewan Centre for Patient Oriented Research (SCPOR) Research award of $30,000 for her research, which will focus on Indigenous perspectives of intergenerational trauma on student mental health

- Dr. Cristyne Hébert, Dr. Sara Schroeter, and Dr. Melanie Brice received a $2,000 HRI Living Heritage Micro-Grant for their project “Telling Our Stories: Youth, Digital-Production, and Culturally Relevant Storytelling."

- Dr. Cristyne Hébert ,Dr. Sara Schroeter Dr. Melanie Brice Dr. Andrea Sterzuk, Dr. Anna-Leah King and Cheryl Quewezance (Yorkton Tribal Council) received a $2000 HRI Living Heritage Micro-Grant for their project, “Maintaining and Transmitting Living Heritage Through Indigenous Language Revitalization

- Dr. JoLee Sasakamoose is recipient of an $8,000 First Nations and Métis Health Research Network (FMHRN) Community Partnership Grant.

- Dr. Sasakamoose is also a Principal Investigator with the team of researchers who are recipients of a 15 million dollar (5 million this year with the possibility of renewal for two more years) Network Environments for Indigenous Health Research (CIHR-NEIHR) Networks Grant awarded to the newly formed Saskatchewan First Nations and Métis Health and Wellness Research, Training and Knowledge Mobilization Network based out of the University of Saskatchewan.

The Faculty has demonstrated a concerted and sustained commitment to teaching and research that has engaged both faculty, students and other education stakeholders in gaining a deeper understanding of a shared history and a reconciliatory approach to a more just future.

Strategic Research Plan

The Gabriel Dumont Chair in Métis/Michif Education directly aligns with the goals of Discovery, Truth and Reconciliation and Impact and Identity and indirectly to the goals associated with Well-being and Environment and Climate Action. Central to this application and with the partnerships associated to this new chair position it is fundamental to uphold the values of mutual respect, integrity and honesty; equity diversity and inclusion and community and social responsibility. Specifically, we are demonstrating the Faculties accountability to a wide spectrum of reconciliation commitments in ensuring appropriate and meaningful relationships with Indigenous Ways of Knowing and Being including Métis cultural perspectives.

The Gabriel Dumont Chair in Métis/Michif Education offers a robust opportunity for DISCOVERY, and an opportunity for the Chair to “support and value research and creative work” and “support and value excellence in teaching.” Discovery will be fundamental, not only for Métis scholars and students but also for all scholars and students to develop new knowledge, skills and self-confidence to enact “two- eyed seeing” through research that complements teaching. The results of these efforts no doubt will contribute to the university’s objective to “investigation of current retention and graduation rates of undergraduate and graduate students and identify tangible activities to increase these rates.”

The Gabriel Dumont Chair in Métis/Michif Education aligns with the university’s goal for TRUTH and RECONCILATION and demonstrates our commitment to “reconciliation through teaching, research, learning, and service efforts across our campuses, and throughout the province.” The objectives listed in the strategic plan align with the role of the Chair as this new position will:

a) Improve supports for Indigenous students, faculty, and staff, specifically supporting Métis communities who have unique needs.
b) Include access to Elders and knowledge keepers, as well as community supports programs.
c) Increase Indigenous faculty, representative leadership, and workforce.
d) Develop and implement general principles for engagement with Indigenous individuals and communities, specifically the Métis community.
e) Support and encourage opportunities for respectful ceremonial participation for all learners.

f) Create opportunities and enhance student success by increasing availability of academic and student supports that are relevant, culturally affirming, and innovative.
g) Create opportunities for all learners to learn and engage with Indigenous ways of knowing and being, specifically Métis culture and language.
h) Commit to continued and expanded Indigenous community connections to build relationships and collaboratively, strategically, and intentionally work together for the best interest of Indigenous students and their communities, specifically Métis people.
i) Continue to build and strengthen relationships with Indigenous communities that facilitate accountable education and research.
j) Increase number of collaborative projects with GDI, the Métis Nation and the Province's tribal councils, Reconciliation coalitions, governments, and Indigenous communities to align education and research-based needs with the University of Regina, provincially and nationally.
k) Build and strengthen relationships with Gabriel Dumont Institute, satellite campuses, and regional colleges.
l) Incorporate Métis ways of knowing into teaching and research.
m) Continue to implement and respond to the University of Regina's "Statement of Commitment in Response to the Truth and Reconciliation Commission (TRC)".
n) Provide supports and training for respectful and meaningful integration of Indigenous ways of knowing into courses and community outreach activities.
o) Build and strengthen our relationships with urban, rural, and remote Indigenous communities with an aim of accountable and reciprocal research.
p) Enhance Indigenous engagement in the research enterprise.
q) Enhance professional development opportunities and supports for units and faculties to learn to Indigenize and decolonize pedagogy, curricula, policies, procedures, and processes.

The Gabriel Dumont Chair in Métis/Michif Education also aligns with the university's goal for IMPACT and IDENTITY in so far that this chair will broaden partnership and connections for our students, faculty, and staff with Métis communities, government and will be "key components of our ability to influence and positively impact society. And, will be "committed to forging reciprocal relationships that generate interest in and increase the societal relevance of our academic efforts."

This Chair position demonstrates our desire to "to expand our relationships and broaden our partnerships" and meet the following objectives:

a) Proactively identify and share priorities and opportunities for research and development across the University.
b) Forge reciprocal relationships with all of our stakeholders that contribute to developing relevant curriculum and impactful academic and non-academic programs and experiences.
c) Enhance technologies that facilitate partnership-building on- and off-campus.
d) Support and develop areas of research strength.
e) Engage communities in the continued pursuit of knowledge and discovery projects.
f) Develop shared histories with community partners.
g) Harness the institution's assets to support our communities, via open resources and data, training highly qualified employees, making spaces and infrastructure available for use, and advocate for students, Métis organizations and the Métis community.

Reporting Mechanism

The Gabriel Dumont Chair in Métis/Michif Education will report to both the Associate Dean, Research and Graduate Programs and Associate Dean, Faculty Development and Human Resources on a semi-annual basis.

Budget and Funding

The Faculty of Education with the approval of the Gabriel Dumont Institute has established a University of Regina, Special Project Fund of $200,000 (September 1, 2020 valuation).

$25,000 per year will budgeted from this Special Project Fund to support the work of the Chair as follows:

- To cover the cost of one three (3) credit hour release per academic year for research; and
- The remaining balance of the $25,000 per year shall be divided to support the direct costs associated with the Chair's research and the costs of hiring a research assistant or assistants with preference given to a currently enrolled Métis student(s) in the Faculty of Education and/or SUNTEP.
- GDI will reimburse the Faculty of Education for the costs associated with hiring an appropriately qualified sessional instructor to teach in the Faculty of Education so that the Research Chair is able to teach one three (3) credit hour course in SUNTEP per academic year.

If during or after the inaugural five (5) year term, the Faculty of Education having consulted GDI determines that the Gabriel Dumont Chair in Métis/Michif Education is no longer financially viable, practical or desirable, the Dean of Education may recommend to the Council Committee on Research changes to the Research Chair up to and including its dissolution.