

## EXECUTIVE OF COUNCIL

**Date:** 16 September 2021  
**To:** Executive of Council  
**From:** Glenys Sylvestre, Executive Director (University Governance) and University Secretary  
**Re:** Meeting of 22 September 2021

A meeting of Executive of Council is scheduled for 22 September 2021, 2:30-4:30 p.m. via 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 23 June 2021 - circulated with the Agenda**
3. **Business Arising from the Minutes**
  - 3.1 Faculty of Social Work, Appendix I, pp. 3-4
  - 3.2 2022-2023 Academic Schedule, Appendix II, pp. 5-7
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
  - 6.1 Council Committee on Research, Appendix III, pp. 8-13
  - 6.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix IV, pp. 14-41
  - 6.3 Council Committee on Undergraduate Admissions and Studies, Appendix V, pp. 42-111
  - 6.4 Council Nominating Committee, *distributed at the meeting*
  - 6.5 Council Committee on Undergraduate Awards, *distributed confidentially*
  - 6.6 Faculty of Graduate Studies and Research Scholarship and Awards Committee, *distributed confidentially*
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

**8. Other Business**

**9. Adjournment**

**REPORT TO EXECUTIVE OF COUNCIL  
FROM THE FACULTY OF SOCIAL WORK  
22 SEPTEMBER 2021**

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**Subject:** Revision to Saskatchewan High School Admission Requirements for Pre-Social Work/Indigenous Social Work Qualifying Programs

**Background and Description:**

At the Senate meeting held on June 7, 2021, the following motion was withdrawn and sent back to the Faculty of Social Work for further review over concern that “one math or science course” was removed from the admission requirement. The Faculty of Social Work and Enrolment Services met, revised the rationale for clarity, and submitted it to CCUAS again for approval, and now to Executive of Council.

**MOTION:** To revise the Saskatchewan high school admission requirements to the Pre-Social Work and Indigenous Social Work Qualifying programs, effective 202220.

Rather than approving specific high school courses for acceptance from Saskatchewan high schools, this motion proposes that the Faculty of Social Work and School of Indigenous Social Work accept any three 30-level course from the Saskatchewan high school curriculum, in addition to requiring English Language Arts (ELA) A30 and B30. Thus, high school admission would still be based on the GPA attained in five 30-level courses.

Note: the Saskatchewan High School Curriculum is available at [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca). The three 30-level courses (in addition to ELA A30 and B30) would be from the following categories: Arts Education, Languages, Physical Education and Wellness, Sciences, English Language Arts, Mathematics, Social Studies, and Additional, as well as other approved courses in the Practical & Applied Arts category as determined by Enrolment Services.

**From the Undergraduate Admissions section of the Undergraduate Calendar, 2021/22:**

CURRENT	PROPOSED
Faculty of Social Work (U of R and FNUniv) High School Requirements Minimum Average: 65% <ul style="list-style-type: none"> <li>• English Language Arts A30 and B30</li> <li>• One math or science course chosen from:               <ul style="list-style-type: none"> <li>• Calculus 30</li> <li>• Foundations of Mathematics 30</li> <li>• Chemistry 30</li> <li>• Pre-Calculus 20</li> <li>• Computer Science 30</li> <li>• Pre-Calculus 30</li> <li>• Earth Science 30</li> <li>• Physics 30</li> <li>• One language, social science, or fine/performing arts course chosen from:                   <ul style="list-style-type: none"> <li>• Arts Education 30</li> <li>• Law 30</li> <li>• Christian Ethics 30</li> <li>• Mandarin 30</li> </ul> </li> </ul> </li> </ul>	Faculty of Social Work (U of R and FNUniv) High School Requirements Minimum Average: 65% <ul style="list-style-type: none"> <li>• <b>English Language Arts A30</b></li> <li>• <b>English Language Arts B30</b></li> <li>• <b>Two 30-level courses from the areas of Sciences, English Language Arts, Languages, Mathematics, or Social Studies (see <a href="http://www.curriculum.gov.sk.ca">www.curriculum.gov.sk.ca</a> for list of courses)</b></li> <li>• <b>One additional 30-level course</b></li> </ul>

•Cree-30	•Music-30
•Drama-30	•Native Studies-30
•Economics-30	•Psychology-30
•French-30	•Social Studies-30
•Geography-30	•Spanish-30
•German-30	•Ukrainian-30
•History-30	•Ukrainian Language Arts-30
•Latin-30	•Visual Art-30
•One additional course from the lists above	

**Rationale:** Enrolment Services has been working with the faculties to simplify high school admissions requirements and create consistency across the university. Many faculties have already approved using this simplified approach that uses one set of high school courses for all (or most) programs for calculating admission averages, and a separate set of program-specific pre-requisite courses that are not used in the admission average calculation. Examples of universities that use this method include University of Saskatchewan, University of Winnipeg, and University of Toronto. This approach is simple for students to understand and allows for consistency across programs.

Admissions requirements are meant to allow students to demonstrate that they can be successful in the program they are applying to. With the new admissions changes across the university, Enrolment Services is strongly recommending that the only required high school courses for admission be ones that are pre-requisites for courses taken in the program. This eliminates the subjectivity that can be part of admissions requirements decisions. The courses in the Social Work program do not have any specific math or science pre-requisites, therefore we advise against including these as stand-alone requirements. In fact, the Social Work program does not require any university-level math or science courses to be completed.

Accepting a broad selection of courses for use toward the GPA calculation also creates access opportunities for students, which is linked to the inclusion goals of the Strategic Plan. This recognizes that the strengths, knowledge-bases and abilities that may prepare students for success in social work programs are diverse.

Our proposal aligns well with other Social Work program admissions requirements across the country. Here are some examples:

#### **York U (Social Work)**

- English A30 and English B30
- And three additional Grade 12 academic subjects numbered 30

#### **Ryerson U (Social Work)**

- English A30 and English B30
- Four additional Grade 12 academic courses numbered 30

Please note: Students need to have completed a high school diploma in order to be considered for admission on the basis of high school. Completion of a Science course at the grade 11 or 12 level is compulsory in order to achieve Saskatchewan Secondary School graduation. Therefore, all students entering on the basis of high school will have completed at least one Science course, it just will not necessarily be used in the admission average calculation.

(end of Motion)

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**REPORT TO EXECUTIVE OF COUNCIL  
FROM THE REGISTRAR'S OFFICE  
22 SEPTEMBER 2021**

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**Subject:** 2022-2023 Academic Schedule

<p><b>MOTION:</b> That the revised 2022-2023 Academic Schedule be approved as outlined in Attachment A, effective 202220.</p>
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**Background and Description:**

The Government of Canada recently passed legislation to make September 30<sup>th</sup> a federal statutory holiday. In alignment with the University of Regina's commitment to Truth and Reconciliation, as outlined in our strategic plan, the decision was made to close our campuses in observance of the National Day for Truth and Reconciliation.

As the observance of this day impacts the 2022-2023 Academic Schedule, which was previously approved by Executive of Council at its May 2021 meeting, the amended Academic Schedule is provided for Executive of Council's approval.

As the closure of campus on September 30<sup>th</sup> impacts the course delivery dates, the revised 2021-2022 Academic Schedule should have also returned to Executive of Council for approval. This action was missed as the announcement on observance of the National Day for Truth and Reconciliation was made this summer. We apologize for the governance error. The adjusted 2021-2022 Academic Schedule has been provided (Attachment B) for the reference of Executive of Council members.





**REPORT TO EXECUTIVE OF COUNCIL  
FROM THE COUNCIL COMMITTEE ON RESEARCH  
22 SEPTEMBER 2021**

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**Item(s) for Decision:****1. Research Chair – SaskPower Chair in Cultural Heritage**

<b>MOTION:</b> That the SaskPower Chair in Cultural Heritage be approved.
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**Background Information:****Proposal for Research Chair**

This template should be used when a new research chair is being created. It is not necessary when recruiting for a vacancy in an existing chair

Title of Chair	SaskPower Chair in Cultural Heritage
Department	Office of the VPR / Film
Faculty	Media, Art and Performance (MAP)
Funding Source	SaskPower
Competitive Grant or Donation?	Donation
Proposed Start Date	ASAP
Proposed End Date	Three year term
Renewal Details	Not applicable at this stage

**Rationale for Chair (e.g. potential impact, description of research environment, fit with Strategic Plan, growth area)**

Tangible and intangible cultural heritage is important in maintaining cultural diversity in a time of growing globalization. It encourages mutual respect for other ways of life. The importance of cultural heritage lies within the wealth of knowledge and skills that is transmitted from one generation to the next. Living Heritage, also referred to as intangible culture, is one of the University of Regina's recognized areas of research strength with experts in multiple faculties; federated colleges including the First Nations University of Canada; and multiple research institutes and centers. This work is aligned with the emphasis on Indigenization and sustainability underlying our strategic plan.

Every day, University of Regina researchers focus their efforts on understanding and preserving the dynamic and evolving elements of cultural heritage – oral histories, food heritage (traditional, sustainable cuisine), music, dance, ceremony, the natural world, and aesthetic and spiritual beliefs.

The SaskPower Chair's academic home will be the Faculty of Media, Art and Performance (MAP). Its range of disciplines (Theater and Performance, Film, Music, Creative Technologies, and Visual Arts) and unique interdisciplinarity means the Chair can move between and around conventional siloes in nonconventional ways. The Chair will build on the Faculty's growing reputation as an important centre of Indigenous art



practices, by deepening the processes of knowing and [un]knowing in performative, embodied, and enacted ways of understanding the world, safeguarding expressions of cultural heritage, and fostering new knowledge.

Our Humanities Research Institute supports a vibrant community of humanities researchers on campus, sponsors research collaboration and visiting scholars, and forges links with community and public cultural programming. In particular, the Humanities Research Institute fosters living heritage research with a series of microgrants in 2020 specifically devoted to this area, and is cultivating connections with organizations beyond our campus community, within the field of tangible and intangible heritage. The Humanities Research Institute supports annual fellowships that often explore themes closely related to themes of Indigenization, and is currently supporting a working group on de-colonization—initiatives that will intersect meaningfully with the Chair. The University of Regina Press supports the strategic goals through its series of First Nation language readers and numerous titles on environmental sustainability and Indigenous storytelling, including the series “Indigenous Voices in World Cinema.”

The networks and expertise in our three federated colleges expand the reach of the Chair. First Nations University of Canada has transformative impact in bridging ceremonies, knowledge keepers, languages, and traditions with the delivery of education. Luther College faculty co-coordinate the United Nations University designated Regional Centre of Expertise on Education for Sustainable Development, and Campion College's Jesuit network includes Universidad Iberoamericana, a Southern partner university.

Through our partnerships with institutions in Mexico and the Kingdom of Morocco, the proposed Chair would build on our existing relationships and develop new ones in cultural heritage. The University of Regina has strong ties to Mexico developed over more than two decades, including 35 academic agreements with 27 Mexican institutions. In November 2019, Mexico's Ministry of Foreign Affairs recognized the University of Regina as the most active Canadian university in Mexico. Ongoing consultation included a recent face-to-face trip to present this proposal to our four Mexican partners and discuss further development of the network. The Faculty of Media, Art, and Performance has established partnerships for student and faculty mobility and undertaken scholarly/artistic initiatives in Mexico with National Autonomous University of Mexico, Universidad Iberoamericana, Universidad del Claustro, and Universidad Anáhuac Mexico. Scholars in Mexico City are particularly interested in MAP's ground breaking work on contemporary and traditional Indigenous art. There are well established research connections with Morocco through the Institut Royal de la Culture Amazighe (IRCAM) in Rabat, whose mandate is to preserve and promote Amazigh (Berber) culture. Our Mexican partners, in particular Universidad Nacional Autonoma de Mexico, have established links with Morocco that will be further leveraged in this trilateral research and teaching exchange.

The Chair will engage a multitude of other academic and community partners, locally, nationally and internationally.

#### **Chair Profile (e.g. eligibility and selection)**

The proposed Chair holder is Dr. Sheila Petty given her strong research background, accomplished leadership, and commitment to partnerships, she is positioned to put in conversation diverse geographic areas in the world to explore their 'contact zones' of potential transnational and trans-Indigenous methods of documenting, archiving and presentation for the sustainability of cultures.

She is a media theorist whose work encompasses new media, cinema, television narrative and aesthetics, African and African diasporic cinema, television and web texts and post-colonialism. Media such as cinema

and television make use of the power of moving images to record, interpret and vividly highlight the various expressions of cultural heritage.

Dr. Petty's current research focuses on interpretive strategies for analyzing digital creative cultural practices; human rights and migration movements from the Maghreb to France; and representations of Indigenous Cultural Heritage in Moroccan and Algerian Amazigh Film and Video.

**Budget and Funding (include resources from all sources):**

- \$120,000 donation from SaskPower
- Support for research and training activities for research staff and partners associated with the project. For example, hiring of students, hosting of a transnational symposium (with local participation), and a salary stipend.
- The contribution is to only be used to support activities within Saskatchewan.

**Chair responsibilities and reporting**

- The Chair will undertake research of transnational and trans-Indigenous methodologies in the expression and preservation of intangible cultural heritage through a partnership with Universities in Morocco and Mexico. The research will contribute to current debates around living cultural heritage and identity politics in globalizing cultures, political and cultural sovereignty, control of representation in image production, and modes of resistance to colonialism.

- 3 year work plan to be developed and provided to University Advancement.

- Bi-annual reporting as required by the sponsor, and to be coordinated by UAC.

**Process to date (e.g. discussions within department/Faculty, grant application process)**

- Terms of the agreement have been finalized with UofR's Office of the VPR and SaskPower. Sponsorship Contract is pending signature.

(end of Motion)

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**2. Disestablishment of Research Centre – Centre for Collaboration, Justice, and Safety (CCJS)**

**MOTION:** That the Centre for Collaboration, Justice, and Safety (CCJS) be disestablished and all activities (i.e., research and knowledge translation projects) be transferred to to the Canadian Institute for Public Safety and Research (CIPSRT).

**Background and Description**

The Centre for Collaboration, Justice and Safety (CCJS) was created in 2013 to address overlap and potential efficiencies by consolidating two similar research institutes aligned with the University of Regina's strategic plan: *mâmahokamâtowin: Our Work, Our People, Our Communities*.

In 2020, The Canadian Institute of Public Safety Research and Treatment (CIPSRT) was created following significant funding through a service agreement with Public Safety Canada championed by then Minister of

Public Safety, the honourable Ralph Goodale. This research centre was, and continues to be, aligned with the current University of Regina strategic plan: *All our Relations: kahkiyaw kiwâhkômâkaninawak*.

The research portfolio of CCJS has traditionally been broader in scope than CIPSRT; nevertheless, there is significant overlap in the foci of these two institutes and the overlap has created internal and external confusion with regard to which institute is engaged in what research. Specifically, the primary research project operating under CCJS – A Longitudinal Study of Operational Stress Injuries (OSIs) for the Royal Canadian Mounted Police (i.e., the RCMP Study) – fits within the mandate of CIPSRT. The RCMP Study was placed under CCJS because CIPSRT did not exist when the study launched. Discussions with external (and internal) stakeholders have evidenced a great deal of confusion regarding the “location” of the RCMP Study, with most external stakeholders believing the study is located within CIPSRT.

Despite external stakeholders’ perception that CIPSRT was an independent research institute, CIPSRT initially operated as a project under CCJS until the federal funding was secured, and continued as such until being established as independent through the various required university processes. Over the past two years, CIPSRT has garnered provincial, federal, and international awareness and recognition as the primary source for reliable Public Safety Personnel mental health research. CIPSRT has drawn significant interest from external stakeholders interested in pursuing additional research projects. Recently funded research projects in CCJS have primarily been due to the CIPSRT recognition.

Analyses of the current state of CCJS and CIPSRT including internal and external stakeholders over the past year has included: 1) a review of the organizational structures of both CCJS and CIPSRT; 2) a review of research projects, funding, and accounts; and 3) consultation with internal stakeholders (i.e., the senior research team, the research office, human resources) and external stakeholders (i.e., Public Safety Canada, the RCMP, the Canadian Institutes for Health Research, CIPSRT’s Public Safety Steering Committee and Academic, Research, and Clinician Advisory Committee).

Results of the analyses suggest that CCJS and CIPSRT are poised to be in competition with each other to secure externally-funded research, training, and knowledge mobilization projects. CIPSRT “brand recognition” is significantly stronger, suggesting against CCJS being less likely to successfully garner external funding. A recent review of all CCJS research accounts evidences the CCJS financial state as involving significant accumulated debt, only some of which resulted from the early administration of CIPSRT funding. The accumulation of CCJS debt is expected to continue if action is not taken. A plan needs to be developed to address the CCJS debt; however, that plan needs to recognize that CIPSRT should not be positioned to continue assisting in reducing CCJS debt, as doing so would be difficult to justify to external stakeholders and would severely restricts the ability of CIPSRT to grow and meet the growing demands from external stakeholders.

The disestablishment of CCJS and transfer of the extant CCJS research portfolio to CIPSRT would address the internal and external confusion, as well as provide opportunities for greater efficiencies. Additionally, under the direction of the Vice-President Research, CIPSRT has already been expanding the associated research portfolio to include MOUs with the Correctional Service of Canada, the Ministry of Justice (Corrections and Policing) and others that draw in numerous additional faculty and students from across the university.

### **Previous Board Approvals and Reporting**

In 2013, the University of Regina’s Board of Governors approved the consolidation of the Saskatchewan Justice Institute (SJI) and the Canadian Centre for Public Safety and First Responders (CCPSFR), into a single Type I Institute into a single Type-1 Research Institute, the Centre for Collaboration, Justice, and Safety (CCJS).

On March 10, 2020, the University of Regina's Board of Governors approved the establishment of the Type 1 (university-based) research institute, The Canadian Institute of Public Safety Research and Treatment.

### **Implications**

The primary risks of not proceeding to disestablish CCJS and transfer the extant research activities to CIPSRT, as well as create a plan to address the CCJS debt are: 1) continued external confusion; 2) competition between two internal university institutes for external funding; 3) failure to capitalize on the recognition and momentum currently exhibited by CIPSRT; and 4) missing opportunities for gaining internal efficiencies.

### **Strategic and/or Mitigation of Risk**

By resolving the external confusion and eliminating competition between the two research institutes for the same, or similar, external funding opportunities, CIPSRT would become the singular point of contact for Public Safety research and treatment, and provide an additional training stream.

### **Financial**

If we do not proceed, CCJS will continue to accumulate debt without the capacity to attract additional funding to address that debt. Addressing the CCJS debt that is currently being paid by CIPSRT is also crucial with respect to continued CIPSRT growth and functioning. If CIPSRT is required to continue addressing the CCJS debt, that debt repayment will compromise CIPSRT funding and reporting (specifically to Public Safety Canada, i.e., CIPSRT is expected to cover a variety of otherwise "ineligible expenses" from the associated overhead).

CIPSRT is currently proceeding to secure long-term (5 – 10 years) renewal funding to continue and expand current operations with Public Safety Canada, Health Canada, and several provinces and territories across the country (i.e., New Brunswick, Nova Scotia, P.E.I., Ontario, Manitoba). We cannot afford to jeopardize the potential national and international opportunities provided by CIPSRT through the growth processes.

If we proceed to disestablish CCJS, potential efficiencies organization and operational streamlining (i.e., human resources, financial management, branding, communications) already under consideration can be fully implemented.

### **Policy/Legal**

A review of current research funding contracts and accounts to ensure that all have been transferred from CCJS to CIPSRT will be required.

### **Communications**

The risk of not proceeding is continued communication issues with external stakeholders/funders. Proceeding alleviates the associated risks with minimal effort and provides new opportunities.

### **Alternatives**

The University of Regina could conceivably attempt to maintain the *status quo*: two existing institutes. The status quo would dramatically impede access to research and other funding from the province and the federal government, as there would be competition between the two institutes for research and

educationally-oriented funding initiatives. The status quo would continue to exacerbate the existing confusion of external stakeholders who are supporting research and knowledge mobilization in the same areas. The status quo would also fail to address the opportunities for efficiencies noted previously. The status quo can reasonably be expected to damage the reputation of the University of Regina, which would appear unable to address the “in-house” duplication leading to external confusion and unable to maximize the benefits provided by federal opportunities to take national leadership roles. Alternatively, the University of Regina could consider the opposite approach, wherein CIPSRT is disestablished and the associated activities moved into CCJS; however, doing so would fail to take advantage of the provincial, national, and international recognition of CIPSRT as a leader in the field of Public Safety research and treatment, would potentially compromise relationships with external stakeholders, would appear to be a significant step backwards, would require substantial investments into brand management, and therein would dramatically and unnecessarily increase the current financial crisis associated with CCJS.

(end of Motion)

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**REPORT TO EXECUTIVE OF COUNCIL  
FROM THE COUNCIL COMMITTEE ON THE  
FACULTY OF GRADUATE STUDIES AND RESEARCH  
22 SEPTEMBER 2021**

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**Item(s) for Decision:**

**1. FACULTY OF ARTS**

**1.1 Department of Psychology**

**1.1.1 Graduate Record Examination**

**MOTION:** That the requirement of scores from the Graduate Record Examination (GRE) for applicants applying to the Clinical Psychology and Experimental & Applied Psychology Masters and PhD programs be suspended for the 202230 intake.

**Rationale:**

The Grad Chairs in Psychology decided that the GRE requirement should be waived again for this year's applications to the Clinical and EAP programs. As the pandemic continues, so do the challenges associated with writing this exam. This is a decision that is consistent with what is being done by psychology graduate programs across Canada.

(end of Motion)

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**2. FACULTY OF EDUCATION**

**2.1 PhD Program Name Change**

**MOTION:** That the word "mentored" be removed from the title of the PhD Program in Education effective 202210.

Current	Proposed
<p><del>Mentored</del> PhD in Education</p> <p><del>The Mentored</del> <b>The Mentored PhD Program in Education</b></p> <p>The <del>Mentored</del> PhD Program in Education is designed to prepare educational leaders with knowledge and expertise in educational theory and practice, and more specialized knowledge in one of these areas: curriculum and instruction, educational administration, educational psychology, adult education, or human resource development.</p>	<p>PhD in Education</p> <p><b>The PhD Program in Education</b></p> <p>The PhD Program in Education is designed to prepare educational leaders with knowledge and expertise in educational theory and practice, and more specialized knowledge in one of these areas: curriculum and instruction, educational administration, educational psychology, adult education, or human resource development.</p>
ED 910 3 cr hrs	ED 910 3 cr hrs
ED 920 3 cr hrs	ED 920 3 cr hrs
Education Elective 8xx or 9xx* 3 cr hrs	Education Elective 8xx or 9xx* 3 cr hrs
Education Elective 8xx or 9xx* 3 cr hrs	Education Elective 8xx or 9xx* 3 cr hrs
Education Elective 8xx or 9xx* 3 cr hrs	Education Elective 8xx or 9xx* 3 cr hrs
Elective 8xx or 9xx* 3 cr hrs	Elective 8xx or 9xx* 3 cr hrs
ED 901 42 cr hrs	ED 901 42 cr hrs
<b>TOTAL 60 cr hrs</b>	<b>TOTAL 60 cr hrs</b>
<p>*Subject to approval by Graduate Supervisor</p> <p>Each student will be assigned to an accredited <del>advisor/mentor</del> upon admission to the program, and will work closely with that person throughout his or her program. Admission is selective. Successful applicants will have excellent grades in previous academic work, which must include a Master's degree, demonstrated research ability, and interests for which a suitable doctoral <del>advisor/mentor</del> is available. Applicants are asked to submit a curriculum vitae which provides the details of at least two years of relevant professional experience, recommendations from one professional and one academic referee, and a letter of intent which outlines the applicant's research interests and professional goals and a career resume.</p>	<p>*Subject to approval by Graduate Supervisor</p> <p>Each student will be assigned to an accredited <b>supervisor</b> upon admission to the program, and will work closely with that person throughout his or her program. Admission is selective. Successful applicants will have excellent grades in previous academic work, which must include a Master's degree, demonstrated research ability, and interests for which a suitable doctoral <b>supervisor</b> is available. Applicants are asked to submit a curriculum vitae which provides the details of at least two years of relevant professional experience, recommendations from one professional and one academic referee, and a letter of intent which outlines the applicant's research interests and professional goals and a career resume.</p>

**Rationale:**

The term "mentored" is being removed as it is redundant in that all PhD students are paired with a supervisor who mentors them throughout the PhD processes. Removing the term "mentored" will not change any practices or decrease support for PhD students as all PhD students require and are mentored by the faculty member who accepts the student as part of their advisory/supervisory role.

(end of Motion)

### 3. FACULTY OF GRADUATE STUDIES AND RESEARCH

#### 3.1 Master of Arts/Science in Gerontology - Program Name Change

**MOTION:** That the Master of Arts/Science in Gerontology program name be changed to Master of Arts/Science in Aging Studies effective 202230.

Current		Proposed	
<p><b>Program Description</b> The Centre on Aging and Health coordinates an interdisciplinary research-oriented Master's degree in <b>Gerontology</b>. Students may work toward an MA or an MSc degree depending on the nature of their Master's thesis research. This program reflects the collaboration of the Faculty of Arts, the Faculty of Kinesiology and Health Studies, and the Faculty of Social Work. The program aims to provide research training and specialized gerontological knowledge to health professionals. The program is also suitable for students who wish to pursue doctoral studies and research careers.</p> <p><b>Admission Requirements</b> A 4-year undergraduate degree in kinesiology, psychology, social work, nursing, biology; or a health professional degree. Some courses (e.g., GERO 890) have undergraduate prerequisites. Students who have not completed these prerequisites or equivalent can still be admitted to the program with the understanding that they will be expected to complete these undergraduate prerequisites prior to being able to complete the corresponding gerontology program courses.</p>		<p><b>Program Description</b> The Centre on Aging and Health coordinates an interdisciplinary research-oriented Master's degree in <b>Aging Studies</b>. Students may work toward an MA or an MSc degree depending on the nature of their Master's thesis research. This program reflects the collaboration of the Faculty of Arts, the Faculty of Kinesiology and Health Studies, and the Faculty of Social Work. The program aims to provide research training and specialized knowledge in <b>aging</b> to health professionals. The program is also suitable for students who wish to pursue doctoral studies and research careers.</p> <p><b>Admission Requirements</b> A 4-year undergraduate degree in kinesiology, psychology, social work, nursing, biology; or a health professional degree. Some courses (e.g., <b>AGIN</b> 890) have undergraduate prerequisites. Students who have not completed these prerequisites or equivalent can still be admitted to the program with the understanding that they will be expected to complete these undergraduate prerequisites prior to being able to complete the corresponding gerontology program courses.</p>	
<b>Degree Requirements</b>		<b>Degree Requirements</b>	
One of GERO/SW 803 or GERO/SW 816*	3 credit hours	One of <b>AGIN</b> /SW 803 or <b>AGIN</b> /SW 816*	3 credit hours
One of JSGS 817, JSGS 837, EC&I 809, PSYC 823, SW 881 or KHS 802**	3 credit hours	One of JSGS 817, JSGS 837, EC&I 809, PSYC 823, SW 881 or KHS 802**	3 credit hours
KHS 892/GERO 890 or MNUR 820/GERO 893*	3 credit hours	KHS 892/ <b>AGIN</b> 890 or MNUR 820/ <b>AGIN</b> 893*	3 credit hours
KHS 803 or PSYC 801**	3 credit hours	KHS 803 or PSYC 801**	3 credit hours
PSYC 802 or KHS 801**	3 credit hours	PSYC 802 or KHS 801**	3 credit hours
PSYC 807 or KHS 866 or Directed Readings Course on Ethical Issues***	3 credit hours	PSYC 807 or KHS 866 or Directed Readings Course on Ethical Issues***	3 credit hours
GERO 901 (Research)*	12 credit hours	<b>AGIN</b> 901 (Research)*	12 credit hours
GERO 800 Seminar*	0 credit hours	<b>AGIN</b> 800 Seminar*	0 credit hours
<b>Total</b>	<b>30 credit hours</b>	<b>Total</b>	<b>30 credit hours</b>
<p>Primary courses with gerontology-specific content. **Secondary courses with broad-based knowledge content (e.g. methods, theories). *Students may substitute KHS 866 or PSYC 807 with a directed readings course on ethical issues (e.g. PSYC 890 or KHS 877).</p>		<p>*Primary courses with <b>Aging Studies</b>-specific content. **Secondary courses with broad-based knowledge content (e.g. methods, theories). *Students may substitute KHS 866 or PSYC 807 with a directed readings course on ethical issues (e.g. PSYC 890 or</p>	



<p>Such an arrangement would require approval from the CAH Graduate Programs Committee.</p> <p><i>NOTE: Students who have taken KHS 892/<del>GERO</del> 890 may take MNUR 820/<del>GERO</del> 893 in lieu of one of JS GS 817, JS GS 837, EC&amp;I 809, PSYC 823, SW 881, or KHS 802. Students who have taken MNUR 820/<del>GERO</del> 893 may take KHS 892/<del>GERO</del> 890 in lieu of one of JS GS 817, JS GS 837, EC&amp;I 809, PSYC 823, SW 881, or KHS 802.</i></p> <p>The Centre on Aging and Health will coordinate a series of presentations (by both <del>gerontology</del> program faculty and external speakers). Students will be expected to complete 10 presentation attendance/participation credits before they graduate.</p>	<p>KHS 877). Such an arrangement would require approval from the CAH Graduate Programs Committee.</p> <p><i>NOTE: Students who have taken KHS 892/<b>AGIN</b> 890 may take MNUR 820/<b>AGIN</b> 893 in lieu of one of JS GS 817, JS GS 837, EC&amp;I 809, PSYC 823, SW 881, or KHS 802. Students who have taken MNUR 820/<b>AGIN</b> 893 may take KHS 892/<b>AGIN</b> 890 in lieu of one of JS GS 817, JS GS 837, EC&amp;I 809, PSYC 823, SW 881, or KHS 802.</i></p> <p>The Centre on Aging and Health will coordinate a series of presentations (by both <b>aging studies</b> program faculty and external speakers). Students will be expected to complete 10 presentation attendance/participation credits before they graduate.</p>
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### Rationale:

The proposed motion is to change the name of the program from Master of Arts/Science in Gerontology to Master of Arts/Science in Aging studies. The only difference between the programs is a change of name.

The name change is an effort to rebrand the program in order to attract more students. This idea was proposed during the Centre on Aging and Health steering committee meeting that included the Dean of Graduate Studies. Notably, a survey of gerontology and aging studies program throughout Canada shows other Canadian institutions (e.g., McMaster and Queen's) refer to their programs as related to aging studies rather than gerontology. The name is expected to provide students from diverse academic backgrounds with a more clear description of the program. Program applicants do not necessarily have an academic background in gerontology. The program change has been approved by the gerontology program committee that consists of members of more than one faculty.

Management of transition from old program to new program, including:

- effect on students currently enrolled in the program;
- effect on applicants to the old program;
- plan for informing applicants and current students of the changes.

Students who previously graduated with a Master of Arts/Science in Gerontology degree will retain their degree name as is.

Students currently enrolled in the program will have the option of switching their degree name to "Aging Studies" rather than "Gerontology". Students will be notified of the name change and will notify the CAH program coordinator, in writing, their intentions to either keep the current degree name or to change to the new name.

Once the name change is complete, program promotions will feature the new name. Incoming students will be aware that they are applying to a program called "Aging Studies" rather than "Gerontology".

There are no proposed changes to the content of course work. Courses that are cross-listed as GERO will be changed to "Aging Studies" or "AGIN". Details of the changes to the course catalogue are outlined above. The course name changes will reflect the name change of the program.

(end of Motion)

#### 4. FACULTY OF SCIENCE

##### 4.1 PhD Math/Stat Program Change

**MOTION:** That the program requirements for the PhD in Mathematics after MSc and the PhD in Statistics after MSc be modified effective 202210.

Current PhD in Mathematics after MSc After a Master's degree, the PhD program in Mathematics or Statistics consists of course work, seminars, and original research resulting in the presentation of a thesis. All doctoral candidates are required to pass a comprehensive examination that is normally taken after the completion of the course work.		Proposed PhD in Mathematics after MSc After a Master's degree, the PhD program in Mathematics or Statistics consists of course work, seminar, thesis proposal and original research resulting in the presentation of a thesis. All doctoral candidates are required to pass <b>two comprehensive examinations (MATH 903/904 or STAT 903/904)</b> that are normally taken after the completion of the course work. <b>Doctoral candidates must also complete a seminar and a thesis proposal.</b>	
Course work minimum*	15 credit hours	Course work minimum*	15 credit hours
Seminar (MATH 900)	<del>2</del> credit hours	Seminar (MATH 900)	<b>1</b> credit hour
Research Methods (MATH 902)	0 credit hour	Research Methods (MATH 902)	0 credit hour
Research (MATH 901)	<del>43</del> credit hours	Research (MATH 901)	<b>41</b> credit hours
		<b>Comprehensive Exam 1 (MATH 903)</b>	<b>1 credit hour</b>
		<b>Comprehensive Exam 2 (MATH 904)</b>	<b>1 credit hour</b>
		<b>Research Project (MATH 905)</b>	<b>1 credit hour</b>
Total	60 credit hours		60 credit hours

\* Up to two courses may be from a related discipline. PhD students may take at most 3 credits in MATH 890AA-ZZ and STAT 890AA-ZZ, except where permission has been granted by Department Head.

Current PhD in Statistics after MSc		Proposed PhD in Statistics after MSc	
Course work minimum*	15 credit hours	Course work minimum*	15 credit hours
Seminar (STAT 900)	<del>2</del> credit hours	Seminar (STAT 900)	<b>1</b> credit hour
Research Methods (STAT902)	0 credit hour	Research Methods (STAT 902)	0 credit hour
Research (STAT 901)	<del>43</del> credit hours	Research (STAT 901)	<b>41</b> credit hours
		<b>Comprehensive Exam 1 (STAT 903)</b>	<b>1 credit hour</b>
		<b>Comprehensive Exam 2 (STAT 904)</b>	<b>1 credit hour</b>
		<b>Research Project (STAT 905)</b>	<b>1 credit hour</b>
Total	60 credit hours		60 credit hours

\* Up to two courses may be from a related discipline. PhD students may take at most 3 credits in MATH 890AA-ZZ and STAT 890AA-ZZ, except where permission has been granted by Department Head.

#### Rationale:

We have formalized the process for our comprehensive exams and a thesis proposal. The exams and proposal will now be given through a course, so these classes must be included in our PhD programs. The new program will be applied to all students who start in 202210 or later. Currently registered students will have to complete two comprehensive exams, as is the current process, but will not register for the classes.

(end of Motion)

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## 5. FACULTY OF MEDIA, ART, AND PERFORMANCE

### 5.1 Supplementary Material Requirements

**MOTION:** That the following admission supplementary material requirements be modified effective 202220.

Interdisciplinary Studies  
Media Production  
Media Studies  
Music  
Visual Arts

<https://www.uregina.ca/gradstudies/future-students/Documentation-international/supplementary-material.html>

Current	Proposed
<p><del>MAP- Interdisciplinary Studies</del> applicants must submit a proposal (three to five pages) that clearly demonstrates the need for supervision in more than one subject area, and <del>must indicate</del> the availability of supervision and resources in these areas. In addition to the proposal, applicants should submit appropriate supporting materials for the relevant degree: PhD and (portfolio, sample of scholarly writing, etc.) For more information, refer to <a href="#">Interdisciplinary Studies in Fine Arts</a></p>	<p><b>Interdisciplinary Studies:</b> A proposal (three to five pages) that clearly demonstrates the need for supervision in more than one subject area, and <i>indicates</i> the availability of supervision and resources in these areas.</p> <ul style="list-style-type: none"> <li>In addition to the proposal, applicants should submit appropriate supporting materials for the relevant degree: PhD <i>and specific Path, or MA, or MFA. Materials can include</i> a portfolio of <i>creative work</i>, sample of scholarly writing, <i>artist statements, curatorial statements, etc. Candidates who must submit a portfolio will submit it through a web-site link sent to the IDS program: <a href="mailto:media.art.performance@uregina.ca">media.art.performance@uregina.ca</a> and <a href="mailto:grad.map@uregina.ca">grad.map@uregina.ca</a>. For more detailed instructions, refer to <a href="#">Interdisciplinary Studies in MAP</a>. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.</i></li> </ul>
<p><del>MAP- Media Production</del> must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking. <del>They must provide support material of their previous film/media work, preferably via a secure online link.</del></p>	<p>Media Production:</p> <ul style="list-style-type: none"> <li>A proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking.</li> <li><i>A portfolio of previous creative work in film/media, with details on the applicant's creative role in the film/media project, submitted through a website link sent to the Department of Film: <a href="mailto:film@uregina.ca">film@uregina.ca</a> and <a href="mailto:grad.map@uregina.ca">grad.map@uregina.ca</a>. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.</i></li> </ul>
<p><del>MAP - Media Studies</del> must submit a proposal (three to five pages) stating clearly the degree to be obtained and</p>	<p>Media Studies</p>

<p>describing the intended focus of their thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature.</p>	<ul style="list-style-type: none"> <li>• <b>A proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of <i>the</i> thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature.</b></li> <li>• <b><i>A scholarly writing sample, such as an essay from an undergraduate course, an honours thesis, a critical blog, etc.</i></b></li> </ul>
<p><b>MAP - Music</b> must meet performance entrance requirements through an audition arranged with the Department Head. Composers are to submit recent compositions for evaluation, and vocalists are to have acceptable singing ability in French, Italian and German. Written entrance examinations in music theory and history are required.</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• <b><i>A Letter of Intent (1–2 page statement that delineates plans for research and performance)</i></b></li> <li>• <b><i>Complete a theory placement exam</i></b></li> <li>• <b><i>Submit a writing sample (a recent, upper-level English essay, minimum 1500 words)</i></b></li> <li>• <b><i>An audition is also required for any students applying for performance or conducting degrees. To obtain or submit music entrance requirement materials contact the Music Department Head. See the MAP Music website for specific audition requirements, and to view instructor profiles and research areas. Music applicants may be requested to participate in an online video interview with University of Regina Music Faculty members as part of the application process.</i></b></li> <li>• <b><i>Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.</i></b></li> </ul>
<p><b>MAP– Visual Arts</b> must submit documentation of recent work (20 images) accompanied by a corresponding sheet indicating dimensions, date, media and title. If you have a website link to your work, please save the link as a pdf file and attach it in the online application. If your link has an expiration date, please indicated that date.</p>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• <b><i>A portfolio through a web-site link sent to the Department of Visual Arts: <a href="mailto:visual.arts@uregina.ca">visual.arts@uregina.ca</a> and <a href="mailto:grad.map@uregina.ca">grad.map@uregina.ca</a>. The portfolio must include documentation of recent work (20 images) accompanied by a corresponding sheet indicating dimensions, date, media and title. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.</i></b></li> </ul>

### Rationale:

MAP is requesting the following updates to the language describing Supplementary Material in the Film, Interdisciplinary, Music and Visual Arts areas in order to correct discrepancies between the FGSR MAP interface and the FGSR internal application portal.

(end of Motion)

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## 5.2 Interdisciplinary Program Update

**MOTION:** That the section of “what to include in a proposal for an Interdisciplinary PhD in Media and Artistic Research and MA or MFA in Interdisciplinary Studies” be modified effective 202220.

<https://www.uregina.ca/gradstudies/future-students/programs/interdisciplinary.htsmi#InterdisPhD>

Current	Proposed
<p>Interdisciplinary PhD in Media and Artistic Research Entrance Requirements and Application The MAP Interdisciplinary PhD program in Media and Artistic Research aims to equip students with advanced research skills and extensive knowledge in a specialized area of research-creation and/or scholarship. The target audience for the program is primarily students who have completed their MFA and/or MA education and have a strong interest in a research-focused career in the arts and/or education with a clear understanding of the relationship between artistic research, artistic practice and reflection.</p> <p>The program provides an opportunity to expand the role of arts-based research to include, for example, areas of technology and science; social history; pedagogy; Indigenous and non-Indigenous consciousness and identity; and curation. It encourages students to consider innovative research questions that investigate new terrain beyond the traditional disciplinary boundaries by combining multiple theoretical and methodological frames, or to focus on research that addresses the scope and bounds of one discrete discipline.</p> <p>The MAP Interdisciplinary PhD program is also aligned with the University of Regina Strategic Plan 2015- 2020, peyak aski kikawinaw: Together We Are Stronger, as a catalyst for generating meaningful scholarly experience and research with impact based in our collective focus as treaty people on shared values, a wide vision for the future, and collaboration. To join this doctoral program means developing an artistic research project or thesis of high quality that is expected to contribute to the development of new knowledge and deepen and/or challenge existing practices within the artistic field—enjoying equal status with other forms of academic research that communicate together in a peer context. The doctoral candidate will work in an interdisciplinary environment where focus is on artistic processes/outcomes and reflection on their significance to their larger cultural, social and political contexts.</p> <p>The degree has three possible paths:</p> <ol style="list-style-type: none"> <li>1. Path A: Research on the Arts: Course/thesis-based investigations aimed at drawing valid conclusions about art practice from contemporary theoretical perspectives.</li> <li>2. Path B: Research in the Arts: Multi-modal research based in course and practice-based applied research. A written thesis is not required although another means of critical reflection must be</li> </ol>	<p>Interdisciplinary PhD in Media and Artistic Research Entrance Requirements and Application The MAP Interdisciplinary PhD program in Media and Artistic Research aims to equip students with advanced research skills and extensive knowledge in a specialized area of research-creation and/or scholarship. The target audience for the program is primarily students who have completed their MFA and/or MA education and have a strong interest in a research-focused career in the arts and/or education with a clear understanding of the relationship between artistic research, artistic practice and reflection.</p> <p>The program provides an opportunity to expand the role of arts-based research to include, for example, areas of technology and science; social history; pedagogy; Indigenous and non-Indigenous consciousness and identity; and curation. It encourages students to consider innovative research questions that investigate new terrain beyond the traditional disciplinary boundaries by combining multiple theoretical and methodological frames, or to focus on research that addresses the scope and bounds of one discrete discipline.</p> <p>The MAP Interdisciplinary PhD program is also aligned with the University of Regina Strategic Plan 2015- 2020, peyak aski kikawinaw: Together We Are Stronger, as a catalyst for generating meaningful scholarly experience and research with impact based in our collective focus as treaty people on shared values, a wide vision for the future, and collaboration. To join this doctoral program means developing an artistic research project or thesis of high quality that is expected to contribute to the development of new knowledge and deepen and/or challenge existing practices within the artistic field—enjoying equal status with other forms of academic research that communicate together in a peer context. The doctoral candidate will work in an interdisciplinary environment where focus is on artistic processes/outcomes and reflection on their significance to their larger cultural, social and political contexts.</p> <p>The degree has three possible paths:</p> <ol style="list-style-type: none"> <li>1. Path A: Research on the Arts: Course/thesis-based investigations aimed at drawing valid conclusions about art practice from contemporary theoretical perspectives.</li> <li>2. Path B: Research in the Arts: Multi-modal research based in course and practice-based applied research. A written thesis is not required although another means of critical</li> </ol>

<p>agreed upon with the supervisory committee and in evidence.</p> <p>3. Path C: Research through the Arts: Course/practice/thesis-based investigations in which the artistic practice itself is an essential component of both the research process and the research results.</p> <p>Students entering the PhD program must hold an MA or MFA from a recognized institution. Qualified applicants will be considered for admission to the program on the basis of academic standing and a proposal leading to a thesis (Path A), research-creation project (Path B), or hybrid research-creation/thesis project (Path C). The proposal must clearly demonstrate the need for supervision in more than one area of knowledge and must indicate the availability of resources and supervision in these areas. In addition to the proposal, applicants should submit appropriate supporting material (proposal, portfolio, sample of scholarly writing, etc., as indicated below) and a proposed format for their graduation project. An audition and/or interview may be required. Once students have begun course work a more detailed, formal proposal will be submitted to the supervisors and IDS Graduate Committee for approval.</p> <p>What to include in a proposal for an Interdisciplinary PhD in Media and Artistic Research</p> <ol style="list-style-type: none"> <li>1. Nature and Proposed Title of the Research Program and/or Thesis Project State clearly what degree you wish to obtain (PhD Path A, Path B, or Path C).</li> <li>2. Proposed Areas of Research Outline the areas of research and investigation (and proposed subject areas) you wish to address in your program of study and what your goals are. What questions do you wish your program of study to address? If you have determined a thesis project topic, briefly outline it here.</li> <li>3. Background/Rationale Situate your proposed program of study in relation to fine arts practices/concepts/theories. If you have begun research, indicate its extent.</li> <li>4. Statement on Interdisciplinarity State clearly the interdisciplinary nature of your program of study and justify the need to be supervised in more than one department. State succinctly why you wish to do a PhD in Interdisciplinary Studies. Define what aspects of your training and background make you a suitable candidate for this program.</li> <li>5. Departments from which Supervision will be Required Most projects will require supervision from two departments, or one department and an area. Occasionally supervision from a third department might be considered.</li> <li>6. Supervisors List proposed supervisors as well as their</li> </ol>	<p>reflection must be agreed upon with the supervisory committee and in evidence.</p> <p>3. Path C: Research through the Arts: Course/practice/thesis-based investigations in which the artistic practice itself is an essential component of both the research process and the research results.</p> <p>Students entering the PhD program must hold an MA or MFA from a recognized institution. Qualified applicants will be considered for admission to the program on the basis of academic standing and a proposal leading to a thesis (Path A), research-creation project (Path B), or hybrid research-creation/thesis project (Path C). The proposal must clearly demonstrate the need for supervision in more than one area of knowledge and must indicate the availability of resources and supervision in these areas. In addition to the proposal, applicants should submit appropriate supporting material (proposal, portfolio, sample of scholarly writing, etc., as indicated below) and a proposed format for their graduation project. An audition and/or interview may be required. Once students have begun course work a more detailed, formal proposal will be submitted to the supervisors and IDS Graduate Committee for approval.</p> <p>What to include in a proposal for an Interdisciplinary PhD in Media and Artistic Research</p> <ol style="list-style-type: none"> <li>1. Nature and Proposed Title of the Research Program and/or Thesis Project State clearly what degree you wish to obtain (PhD Path A, Path B, or Path C).</li> <li>2. Proposed Areas of Research Outline the areas of research and investigation (and proposed subject areas) you wish to address in your program of study and what your goals are. What questions do you wish your program of study to address? If you have determined a thesis project topic, briefly outline it here.</li> <li>3. Background/Rationale Situate your proposed program of study in relation to fine arts practices/concepts/theories. If you have begun research, indicate its extent.</li> <li>4. Statement on Interdisciplinarity State clearly the interdisciplinary nature of your program of study and justify the need to be supervised in more than one department. State succinctly why you wish to do a PhD in Interdisciplinary Studies. Define what aspects of your training and background make you a suitable candidate for this program.</li> <li>5. Departments from which Supervision will be Required Most projects will require supervision from two departments, or one department and an area. Occasionally supervision from a third department might be considered.</li> <li>6. Supervisors List proposed supervisors as well as their</li> </ol>
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<p>department affiliation. Note their academic strengths and what expertise they will bring to the thesis or project. State if you have contacted these faculty members.</p> <p>7. Examples of your work in support of the application All forms of digital and analog materials will be considered, as well as written and published materials. A sample of written work that demonstrates critical thinking must be included, for example, an artist's statement or graduate level essay.</p>	<p>department affiliation. Note their academic strengths and what expertise they will bring to the thesis or project. State if you have contacted these faculty members.</p> <p>7. Examples of your work in support of the application:</p> <p><b><i>PATH A: Requires a proposal and writing sample</i></b>  <b><i>PATH B: Requires a proposal, writing sample, and portfolio of creative work</i></b>  <b><i>PATH C: Requires a proposal, writing sample, and portfolio of creative work</i></b>  <b><i>Proposals should be approximately 6-8 pages, excluding bibliography. Writing samples will demonstrate critical thinking at the graduate level. Portfolios of creative work can include all forms of digital and analog materials, as well as written and published materials (curatorial statements, artist statements). All proposals and examples of written work in support of the application should be uploaded as indicated on the application website. All portfolios of creative work should be accessible through a live link to a website or streaming site in your CV and/or proposal, as well as emailed to the IDS program. DVDs and CDs are not acceptable.</i></b></p>
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Interdisciplinary Programs in MAP

<https://www.uregina.ca/gradstudies/future-students/programs/interdisciplinary.html#InterdisPhD>

Current	Proposed
<p>What to include in a proposal for an MA or MFA in <del>Interdisciplinary Studies</del>:</p> <ol style="list-style-type: none"> <li>1. Nature and Proposed Title of the Research Program and/or Thesis Project State clearly what degree you wish to obtain (MA or MFA).</li> <li>2. Proposed Areas of Research Outline the areas of research and investigation (and proposed subject areas) you wish to address in your program of study and what your goals are. What questions do you wish your program of study to address? If you have determined a thesis or project topic, briefly outline it here.</li> <li>3. Background/Rationale Situate your proposed program of study in relation to Fine Arts practices/concepts/theories. If you have begun research, indicate its extent.</li> <li>4. Statement on Interdisciplinarity State clearly the interdisciplinary nature of your program of study and justify the need to be supervised in more than one department. State succinctly why you wish to do an MA or MFA in Interdisciplinary Studies. Define what aspects of</li> </ol>	<p>What to include in a proposal for an <b><i>Interdisciplinary MA or MFA in Media and Artistic Research</i></b> :</p> <ol style="list-style-type: none"> <li>1. Nature and Proposed Title of the Research Program and/or Thesis Project State clearly what degree you wish to obtain (MA or MFA).</li> <li>2. Proposed Areas of Research Outline the areas of research and investigation (and proposed subject areas) you wish to address in your program of study and what your goals are. What questions do you wish your program of study to address? If you have determined a thesis or project topic, briefly outline it here.</li> <li>3. Background/Rationale Situate your proposed program of study in relation to Fine Arts practices/concepts/theories. If you have begun research, indicate its extent.</li> <li>4. Statement on Interdisciplinarity State clearly the interdisciplinary nature of your program of study and justify the need to be supervised in more than one department. State succinctly why you wish to do an MA or MFA in Interdisciplinary Studies. Define what aspects of</li> </ol>

<p>your training and background make you a suitable candidate for this program.</p> <p>5. Departments from which Supervision will be Required Most projects will require supervision from two departments <del>or</del> one department and an area. Occasionally supervision from a third department might be considered.</p> <p>6. Supervisors List proposed supervisors as well as their department affiliation. Note their academic strengths and what expertise they will bring to the thesis or project. State if you have contacted these faculty members.</p> <p>7. Examples of your work in support of the application All forms of digital and analog materials will be considered, including writing and published materials. <del>A sample of written work that demonstrates critical thinking must be included, for example, an artist's statement or an upper level undergraduate essay.</del></p>	<p>your training and background make you a suitable candidate for this program.</p> <p>5. Departments from which Supervision will be Required Most projects will require supervision from two departments or one department <b>and</b> an area. Occasionally supervision from a third department might be considered.</p> <p>6. Supervisors List proposed supervisors as well as their department affiliation. Note their academic strengths and what expertise they will bring to the thesis or project. State if you have contacted these faculty members.</p> <p>7. Examples of your work in support of the application.</p> <p><b><i>MFA: Requires a proposal, writing sample and portfolio of creative work.</i></b></p> <p><b><i>MA: Requires a proposal and writing sample.</i></b></p> <p><b><i>Proposals for the MA and MFA should be approximately 5 pages, excluding bibliography. Writing samples will demonstrate critical thinking at the upper undergraduate level. For the MFA, portfolios of creative work can include all forms of digital and analog materials, as well as written and published materials (curatorial statements, artist statements). All proposals and examples of written work in support of the application should be uploaded as indicated on the application website. All portfolios of creative work should be accessible through a live link to a website or streaming site in your CV and/or proposal, as well as emailed to the IDS program. DVDs and CDs are not acceptable.</i></b></p>
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**Rationale:**

MAP is requesting the following updates to the language describing, and the instructions pertaining to the Interdisciplinary area on the FGSR website. These changes are for housekeeping purposes. These changes clarify for students the administrative procedures in the application process (around portfolio submission, etc.), and align those procedures more accurately with language in the student admission portal.

(end of Motion)

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### 5.3 Media Production and Media Studies Program Update

**MOTION:** That the admission criteria/program description for the Master of Fine Arts in Media Production and the Master of Arts in Media Studies be modified effective 202220.

#### Master of Fine Arts in Media Production Program

<https://www.uregina.ca/gradstudies/future-students/programs/media.html>

Current Admission Criteria	Proposed Admission Criteria
Candidates for the MFA program must hold a BFA degree in Film/Media Production or a related field. They must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking. They must provide support material of their previous film/media work, preferably via a secure online link. The <a href="#">on-line application form</a> is available from the Faculty of Graduate Studies and Research website.	Candidates for the MFA program must hold a BFA degree in Film/Media Production or a related field. <b>The applicant</b> must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking. <b>The applicant</b> must provide <b>a portfolio</b> of their previous <b>creative work in</b> film/media via a secure online link. The <a href="#">online application form</a> is available from the Faculty of Graduate Studies and Research website.

#### Master of Arts in Media Studies Program

Current Program Description	Proposed Program Description
The Master of Arts (MA) in Media Studies is a 30 credit hour program designed for advanced studies in cinema and media history, theory, and methods, emphasizing current concepts, issues, and trends. Avenues of exploration could include national and transnational cinemas, directors, genres, or other contemporary approaches (feminist, post-colonial, indigenous) across the full range of media such as dramatic, documentary, animation and experimental cinema; broadcast media; new media and interactive media. The program aims to develop broad expertise and critical thinking while enabling students to focus their interests through core courses in theory and methods, seminars, and specialized directed readings.	The Master of Arts (MA) in Media Studies is a 30 credit hour program designed for advanced studies in cinema and media history, theory, and methods, emphasizing current concepts, issues, and trends. Avenues of exploration could include national and transnational cinemas, directors, genres, or other contemporary approaches (feminist, post-colonial, <b>Indigenous, queer</b> ) across the full range of media such as dramatic, documentary, animation and experimental cinema; broadcast media; new media and interactive media. The program aims to develop broad expertise and critical thinking while enabling students to focus their interests through core courses in theory and methods, seminars, and specialized directed readings.
Current Admission Criteria	Proposed Admission Criteria
Candidates for the MA must hold a BA Honours degree in Film or Media Studies, or the equivalent, and must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of their thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature. The application form is available from the Faculty of Graduate Studies and Research website: <a href="https://banner.uregina.ca/prod/sct/bwskalogs.P-DispLoginN">https://banner.uregina.ca/prod/sct/bwskalogs.P-DispLoginN</a> <a href="#">or</a>	Candidates for the MA must hold a BA Honours degree in Film or Media Studies, or the equivalent, and must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of their thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature. <b>Applicants must provide scholarly writing samples, such as an essay from an undergraduate course, an honours thesis, a blog, etc.</b> The <a href="#">online application form</a> is available from the Faculty of Graduate Studies and Research website.

**Rationale:**

MAP is requesting the following updates to the language describing, and the instructions pertaining to, the Film, Interdisciplinary, Music and Visual Arts areas on the FGSR website. These changes are for housekeeping purposes. These changes clarify for students the administrative procedures in the application process (around portfolio submissions, etc.), and align those procedures more accurately with the language in the student admission portal.

(end of Motion)

#### 5.4 Master of Music Program Update

**MOTION:** That the program description/application dates/entrance requirements for the Master of Music and Master of Arts program be modified effective 202220.

#### Master of Music

<https://www.uregina.ca/gradstudies/future-students/programs/music.html>

Current Program Description	Proposed Program Description
<p>The degree Master of Music is offered with the following areas of concentration:</p> <ol style="list-style-type: none"> <li>1. Performance (<del>piano, organ, voice, and orchestral instruments</del>).</li> <li>2. Composition</li> <li>3. Conducting</li> </ol>	<p>The degree Master of Music is offered with the following areas of concentration:</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Composition</li> <li>3. Conducting (<b>Choral or Wind Band</b>)</li> </ol>
Current Application Dates	Proposed Application Dates
<p>Applicants are expected to have supporting materials (<del>including DVDs</del>, scores, letters of reference, transcripts, etc.) available for review by the Department of Music no later than the application deadline date. Auditions where required are also to be completed before this deadline.</p> <p>Departmental Facilities The Dr. John Archer Library contains listening facilities, recordings, microfilms, and a broad spectrum of scores, collected works and music texts. <del>Two</del> electronic music studios used for composition contain a full range of advanced digital systems for sequencing, notation, editing and recording.</p> <p>Concert halls include the University Theatre, seating 400; the Schumiatcher Theatre (The Shu Box Theatre), seating 140; and the Education Auditorium, seating 800.</p>	<p>Applicants are expected to have supporting materials (scores, letters of reference, transcripts, etc.) available for review by the Department of Music no later than the application deadline date. Auditions where required are also to be completed <b>before</b> this deadline.</p> <p>Departmental Facilities The Dr. John Archer Library contains listening facilities, recordings, microfilms, and a broad spectrum of scores, collected works and music texts. <b>Electronic</b> music studios used for composition contain a full range of advanced digital systems for sequencing, notation, editing and recording.</p> <p>Concert halls include the University Theatre, seating 400; the Schumiatcher Theatre (The Shu Box Theatre), seating 140; and the Education Auditorium, seating 800.</p>
Current Entrance Requirements	Proposed Entrance Requirements
<p>Master of Music Program Students entering the Master of Music (MMus) degree program will ordinarily hold a music degree comparable to the degree Bachelor of Music offered by the University of Regina. Bachelor of Music Education graduates accepted to the Master of Music program are normally required to complete additional undergraduate music courses, and to do so by the end of the first semester of graduate study.</p>	<p>Master of Music Program Students entering the Master of Music (MMus) degree program will ordinarily hold a music degree comparable to the degree Bachelor of Music offered by the University of Regina. Bachelor of Music Education graduates accepted to the Master of Music program are normally required to complete additional undergraduate music courses, and to do so by the end of the first semester of graduate study.</p>

<p>Applicants for the MMus in Performance degree program (instrumental or vocal) will ordinarily perform an in-person audition arranged through the department head. International applicants, and Canadian applicants who are not within driving distance of Regina, will be considered on the basis of a video recording (an audio recording alone is not acceptable) <del>and are to submit the recording in one of the following ways: uploaded to a video website with links provided or on a DVD or on a USB thumb drive.</del></p> <p>Vocalists are to demonstrate acceptable singing ability in French, Italian, and German as well as English. <del>Applicants who audition in person should be prepared to perform at the audition the equivalent of an entire senior undergraduate recital, from which the audition panel will choose selections of at least one-half hour in duration.</del></p> <p><del>Applicants for the MMus in Composition degree program are to submit recent compositions for evaluation. Applicants for the MMus in Conducting degree program are to submit a video recording in one of the following ways: uploaded to a video website with links provided or on a DVD or on a USB thumb drive. The video will be approximately 30 to 45 minutes of unedited rehearsal and performance, including at least 20 minutes of consecutive rehearsal. The camera should be positioned to show the upper body from a frontal view. An audio recording alone is not acceptable.</del></p> <p><del>For all programs, written diagnostic examinations in music theory and history are required prior to beginning the program. Entering students scoring below a certain level will be required to do remedial work. Remedial work of more than two semesters is not permitted.</del></p>	<p>Applicants for the MMus in Performance degree program (instrumental or vocal) will ordinarily perform an in-person audition arranged through the department head. International applicants, and Canadian applicants who are not within driving distance of Regina, will be considered on the basis of a video recording (an audio recording alone is not acceptable).</p> <p><b>Audition Requirements:</b>  <b>Voice:</b> Vocalists are to demonstrate acceptable singing ability in French, Italian, and German as well as English. <b><i>The video audition should demonstrate a full and representative program, of approximately 60 minutes in length minimum. Applicants may contact the voice professor for more information.</i></b></p> <p><b>Composition: Composition applicants are to submit 4</b> recent compositions <b>and supporting audio/video for evaluation.</b></p> <p><b>Conducting: It is strongly recommended that applicants for Wind or Choral conducting have at least 3-5 years of teaching/conducting experience before considering an application to the MMus Conducting program. Conducting applicants are to</b> submit a video recording approximately 30 to 45 minutes of unedited <b>material and should not be more than 3 years old.</b> <i>The camera should be positioned to show the upper body from a frontal view. An audio recording alone is not acceptable. The conducting audition video should provide footage of:</i></p> <ul style="list-style-type: none"> <li>• <i>a performance</i></li> <li>• <i>20 minutes of consecutive rehearsal.</i></li> </ul> <p><b>Conducting students will also submit a list of all repertoire conducted.</b></p> <p><b>Piano: MMus applicants in piano will be expected to have prepared a full and representative program, of approximately 60 minutes in length minimum. Applicants may contact the piano professor for more information.</b>  <b>Music Theory: Theory applicants must submit a music analysis paper that demonstrates proficiency in the application of analytical principles to harmonic, melodic, formal, and/or rhythmic features of a piece.</b></p> <p><b>Instrumental: Instrumentalists should prepare a program of at least 45 minutes. The program should include 3 contrasting styles and periods:</b></p> <ul style="list-style-type: none"> <li>• <i>1 contrasting movements of a sonata</i></li> <li>• <i>1 contrasting movements of a concerto</i></li> <li>• <i>1 own choice selection of any genre or style</i></li> <li>• <i>3 standard orchestral excerpts</i></li> </ul> <p><b>All programs: Applicants may be requested to participate in an online video interview with University of Regina Music Faculty members as part of the application process. All applicants are required to:</b></p> <ol style="list-style-type: none"> <li><b>1) submit a Letter of Intent (1-2 page statement that delineates plans for research and performance),</b></li> <li><b>2) complete a theory placement exam, and</b></li> </ol>
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	<b>3) submit a Writing sample (a recent, upper-level English essay, minimum 1500 words).</b>
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## Master of Arts

Current Master of Arts Program Description	Proposed Master of Arts Program Description
Students entering the Master of Arts (MA) degree program must hold a music degree comparable to the degree Bachelor of Music or Bachelor of Arts ( <del>Honours Music History or Theory</del> ) offered by the University of Regina. Applicants are to submit a <del>portfolio of recent</del> samples of their scholarly writing, drawing from senior research projects. <del>Written diagnostic examinations in music theory and history are required prior to beginning the program. Entering students scoring below a certain level will be required to do remedial work. Remedial work of more than two semesters is not permitted.</del>	Students entering the Master of Arts (MA) degree program must hold a music degree comparable to the degree Bachelor of Music or Bachelor of Arts (Theory) offered by the University of Regina. Applicants are to submit samples of their scholarly writing, drawing from senior research projects.
Current Graduation Requirements	Proposed Graduation Requirements
Performance: All graduate students in performance are required to take jury examinations for each semester in which they are enrolled in MU 902 but do not perform a recital. Two recitals are to be performed, one after not more than 6 credit hours of study and the other after the remaining credit hours of study. A preliminary hearing of the second recital will take place at least one month before the performance date. An oral examination covering topics related to the <del>recital</del> is required during the same semester that the recital is presented.	<b><i>Performance: In lieu of a thesis, students are required to complete</i></b> <b><i>1) a project,</i></b> <b><i>2) a written project report and,</i></b> <b><i>3) an oral examination. The project consists of juries and 2 recitals.</i></b>  All graduate students in performance are required to take jury examinations for each semester in which they are enrolled in MU 902 but do not perform a recital. Two recitals are to be performed, one after not more than 6 credit hours of study and the other after the remaining credit hours of study. A preliminary hearing of the second recital will take place at least one month before the performance date. An oral examination covering topics related to the <b><i>project</i></b> is required during the same semester that the recital is presented.
Current Composition	Proposed Composition
A portfolio of compositions for a variety of performing mediums, totaling 45 minutes duration, including one major work of at least 12 minutes, <del>is to be presented as the thesis.</del> The student should arrange for the compositions to be recorded. An oral examination covering topics related to the <del>thesis is required during the semester that the thesis is presented.</del>	<b><i>In lieu of a thesis, students are required to complete</i></b> <b><i>1) a project,</i></b> <b><i>2) a written project report and,</i></b> <b><i>3) an oral examination. The project consists of a composition portfolio.</i></b>  <b><i>The</i></b> portfolio of compositions for a variety of performing mediums, totaling 45 minutes duration, including one major work of at least 12 minutes. The student should arrange for the compositions to be recorded. An oral examination will cover topics related to the <b><i>portfolio</i></b> .
Current Conducting	Proposed Conducting
	<b><i>In lieu of a thesis, students are required to complete</i></b> <b><i>1) a project,</i></b> <b><i>2) a written project report and,</i></b> <b><i>3) an oral examination. The project consists of juries and the final major performance with a choral or wind band ensemble.</i></b>

<p>All graduate students in conducting <del>may be</del> required to take jury examinations for any semester in which they are enrolled in MU 902. The conducting of a major work for <del>orchestra</del>, band, or chorus and orchestra, or its equivalent, will be presented in public performance as the fulfillment of the <del>thesis</del> requirement. A preliminary hearing will take place at least one month before the performance date. This will be preceded by a wide range of conducting projects and score study. An oral examination covering topics related to the major work is required during the same semester that the recital is presented.</p> <p>The committee to review the graduate recital of a Master of Music candidate shall consist of the candidate's applied music teacher, the Head of the department, two other members of the Department of Music, an examiner from outside of the department, and the Dean of FGSR (or designate). The general requirements for Master's degrees are applied where appropriate.</p>	<p>All graduate students in conducting <b>will be</b> required to take jury examinations for any semester in which they are enrolled in MU 902. The conducting of a major work for chorus, wind band, or chorus and orchestra, or its equivalent, will be presented in public performance as the fulfillment of the <del>thesis</del> <b>project</b> requirement. A preliminary hearing will take place at least one month before the performance date. This will be preceded by a wide range of conducting projects and score study. An oral examination covering topics related to the <b>project</b> is required during the same semester that the recital is presented.</p> <p><b>MMus Committee Membership:</b> The committee to review the graduate recital of a Master of Music candidate shall consist of the candidate's applied music teacher, the Head of the department, two other members of the Department of Music, an examiner from outside of the department, and the Dean of FGSR (or designate). The general requirements for Master's degrees are applied where appropriate.</p>
<p>Current Music Theory and Musicology Concentrations</p>	<p>Proposed Music Theory and Musicology Concentrations</p>
<p>The committee to review the thesis of a Master of Arts candidate shall consist of the thesis supervisor, the designated second reader, one other member of the Department of Music, the Head of the department (ex officio), an examiner from outside of the department, and the Dean of FGSR (or designate). The general requirements for Masters' degrees are applied where appropriate.</p>	<p><b>MA Committee Membership:</b> The committee to review the thesis of a Master of Arts candidate shall consist of the thesis supervisor, the designated second reader, one other member of the Department of Music, the Head of the department (ex officio), an examiner from outside of the department, and the Dean of FGSR (or designate). The general requirements for Masters' degrees are applied where appropriate.</p>

**Rationale:**

MAP is requesting the following updates to the language describing, and the instructions pertaining to, the Film, Interdisciplinary, Music and Visual Arts areas on the FGSR website. These changes are for housekeeping purposes. These changes clarify for students the administrative procedures in the application process (around portfolio submissions, etc.), and align those procedures more accurately with the language in the student admission portal.

(end of Motion)

**5.5 Master of Fine Arts (Studio Art Practice) Program Update**

**MOTION:** That the program description and program outline for the MFA Studio Art Practice program be modified effective 202220.

Master of Fine Arts Program (Studio Art Practice)

<https://www.uregina.ca/gradstudies/future-students/programs/visual-arts.html>

Current	Proposed
<p>The Master of Fine Arts (MFA) program focuses on studio art practice/production and its contextualization within</p>	<p>The <b>MFA</b> program focuses on studio art practice/production and its contextualization within</p>

<p>contemporary practice and critical discourse. Students meet with studio faculty on an individual basis. Weekly seminars focus on art theory and criticism, professional issues and the development of individual research projects.</p> <p>MFA students in Visual Arts are provided with well-equipped studio spaces for six consecutive semesters and access to all department equipment and facilities including: the Fifth Parallel Student Gallery, the Dr. John Archer Library, the woodshop, graduate computer lab and the Visual Resource Centre.</p> <p>The program is intentionally small (maximum of five students are accepted each year) in order to allow for intensive interaction between students and faculty. The department is comprised of eight studio professors and four art historians, all of whom are active, practicing professionals. The department is also complemented by faculty from the First Nations University of Canada, Luther College and by other members of the Fine Arts Faculty.</p> <p>The MFA program culminates with a solo exhibition at the MacKenzie Art Gallery or another approved space approved by the supervisor and the Visual Arts graduate committee and is supported by a comprehensive support paper. An oral defense conducted by an external examiner, a committee of Visual Arts faculty and the Dean of FGSR or designate completes the degree requirements.</p>	<p>contemporary practice and critical discourse. Students meet with studio faculty on an individual basis. Weekly seminars <b>allow students to discuss</b> art theory and criticism and to develop and clarify individual research projects. <b>The program is intentionally small (a maximum of five students are accepted each year) to allow for intensive interaction between students and faculty. The MFA program is supported by faculty members from the Department of Visual Arts, Faculty of Media, Art, and Performance, MAP Interdisciplinary Studies (IDS), MAP Creative Technologies Program, First Nations University of Canada, and Luther College.</b></p> <p><b>The MFA program culminates with a graduating exhibition at the Fifth Parallel Gallery on campus or an alternate exhibition space chosen by the student, and a comprehensive support paper of 25-50 pages. The degree requirements are completed by an oral defense, assessed by an external examiner, with a committee of Visual Arts faculty and an external Chair.</b></p>
<p>Current Facilities</p>	<p>Proposed Facilities</p>
<p>Each graduate student in the Department of Visual Arts is provided with a generous studio space, guaranteed for six semesters and use of a fully equipped wood shop, computer lab and extensive equipment in each of the studio areas: ceramics, drawing, intermedia, painting, print media, and sculpture. Specialized equipment includes a 36" slab roller, 11" diameter hydraulic extruder, two clay mixers and 3 gas kilns (one car kiln), complete photo-etching, litho and etching areas, photomechanical and digital area, ortho camera and photo litho area, paper making and bronze casting facilities, welding and wood shop areas, digital video cameras, Mac computers, still cameras, monitors and other electronic media. The Dr. John Archer Library houses more than 30,000 Visual Arts volumes and numerous periodicals. The Visual Resource Centre has approximately 100,000 slides plus videotapes, video/disks, other audio-visual materials and a growing digital database. The City of Regina has several public galleries: the MacKenzie Art Gallery, the Dunlop Art Gallery, the Art Gallery of Regina, Neutral Ground Artist Run Centre, Soil Digital Media Suite and Sâkêwêwak Artists' First Nations Collective as well as commercial galleries.</p>	<p>Each graduate student in the Department of Visual Arts is <b>given a shared studio space for the first two years of the program. The studio may be accessed 24 hours/7 days per week. Studios are made available to students for a period of six consecutive semesters. After this time, studio availability is determined by the Graduate Program Coordinator in consultation with the student and their supervisor.</b></p> <p><b>Graduate students have access to all department equipment and facilities including: the Fifth Parallel Student Gallery; a fully equipped wood shop; and equipment in each of the studio areas.</b></p> <p><b><u>Ceramics:</u> multiple electric kilns, 4 gas kilns, including soda kiln and car kiln, outdoor wood kiln, 18 Brent pottery wheels, 3 slab rollers, including 36" hydraulic slab roller, extruders, including hydraulic extruder, two clay mixers, pug mill, slip mixer, plaster room.</b></p> <p><b><u>Drawing and Painting</u></b>  <b><u>Photo-based media:</u> DSLR cameras, Mac labs, Epson 44" archival printer, Epson 11000 Pro flatbed scanner, cyanotype facilities and support for chemical processes.</b></p> <p><b><u>Printmaking:</u> Three etching presses including a motorized Charles Brand, three litho presses, a large selection of litho stones up to 26x35", screenprinting</b></p>

	<p><i>stations and full water-based UV setup with 48" w Magnum Curing unit, four typography presses including a Chandler &amp; Price 8x12 platen letterpress, nearly 100 drawers of lead type and vintage cuts, a large darkroom with two Olec 5K lights and vacuum exposure units for Silkscreen, and Photo-etching, Photo-polymer (letterpress), and Photo-litho, iMac computer with Adobe Creative software and Epson Expression Scanner, 24" w Epson printer for positive and negative transparencies.</i></p> <p><i><b>Sculpture:</b> lost wax bronze casting facility, outdoor working area, overhead hoist, full-size walk-in spray booth, mould-making plaster room, silicone degassing equipment, MakerBot printer, welding area (MIG/TIG/Arc/Oxy-Acet, plasma cutters, English wheel, small sheet metal brake, roller and shear, large planetary ring roller), gas forge (summer access only) and wood shop (3 bandsaws, SawStop table saw, floor sanders, chop saws, radial arm saw, floor lathe, hand tools).</i></p> <p><i>The Dr. John Archer Library houses an extensive collection of Visual Arts volumes and numerous periodicals.</i></p> <p><i>The City of Regina has public galleries: the MacKenzie Art Gallery, the Dunlop Art Gallery, the Art Gallery of Regina, Neutral Ground Artist Run Centre, and Sakêwêwak Artists' First Nations Collective, as well as commercial galleries.</i></p> <p><i>Visiting Artists: The Department and Faculty offer a wide range of opportunities for students to hear and interact with local, national, and international artists, art historians, and others, through the Art For Lunch lecture series, the Fine Arts Presentation Series, special guest lectures, and workshops.</i></p>
Current Financial Assistance	Proposed Financial Assistance
<p>Financial Assistance such as the FGSR Scholarships, Teaching Assistantships, Research Awards and Teaching Fellowships are based on merit.-A student may receive a maximum of five semesters of FGSR funding and the FGSR awards are only available to students in good standing who are registering in formal credit hours. FGSR scholarships etc. are awarded following the Winter semester review. There are also employment opportunities offered by the department.</p>	<p>Financial Assistance such as the FGSR Scholarships, Teaching Assistantships, Research Awards and Teaching Fellowships are based on merit. A student may receive a maximum of five semesters of FGSR funding and the FGSR awards are only available to students in good standing who are registering in formal credit hours. FGSR scholarships etc. are awarded following the Winter semester review. There are also a number of employment opportunities offered by the department. <i>(see the MFA Visual Arts Handbook for more information on funding opportunities.</i></p>
Current Entrance Requirements and Application	Proposed Entrance Requirements and Application
<p>Candidates for the MFA program must hold a BFA degree or equivalent and must submit <del>documentation (CD, DVD or URL's.)</del> of recent work (20 images or equivalent) accompanied by a corresponding sheet indicating: (a) title of each work; (b) media; (c) date; (d) dimensions (if applicable). Other relevant</p>	<p>Candidates for the MFA program must hold a BFA degree or equivalent and must submit <b>a portfolio through a web-site link sent to the Department of Visual Arts <a href="mailto:Visual.Arts@uregina.ca">Visual.Arts@uregina.ca</a>. Links to digital portfolio materials should be provided as full URLs to a</b></p>

<p>documentation may be included. A one to two page statement of intention and two letters of reference are also required with the application form, which is available from the <a href="#">Graduate Studies and Research website</a>.</p> <p>International students and students from art colleges are encouraged to apply. Students may be accepted as qualifying if their undergraduate transcript indicates they lack sufficient credits in any area and particularly in art history and theory and criticism.</p> <p>The degree Master of Fine Arts offers areas of concentration of students may opt <del>instead</del> to work between the areas of:</p> <ul style="list-style-type: none"> <li>• Ceramics</li> <li>• Drawing</li> <li>• Intermedia</li> <li>• Painting</li> <li>• Print Media</li> <li>• Sculpture</li> </ul>	<p><b><i>live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link. The portfolio must include high quality images JPEG format, maximum size of 2MB each</i></b> of recent work (20 images or equivalent) accompanied by a corresponding list indicating: (a) title of each work; (b) media; (c) date; (d) dimensions (if applicable). Other relevant documentation may be included. A one to two page statement of intention and two letters of reference are also required with the application form, which is available from the <a href="#">Graduate Studies and Research website</a>.</p> <p>International students and students from art colleges are encouraged to apply. Students may be accepted as qualifying if their undergraduate transcript indicates they lack sufficient credits in any area and particularly in art history and theory and criticism.</p> <p>The degree Master of Fine Arts <b><i>offers the following</i></b> areas of concentration. Students may also opt to work between the areas:</p> <ul style="list-style-type: none"> <li>• Ceramics</li> <li>• Drawing</li> <li>• Intermedia</li> <li>• <b><i>Photo-Based Media</i></b></li> <li>• Painting</li> <li>• Print Media</li> <li>• Sculpture</li> </ul>																
Current Credit Hour Requirement	Proposed Credit Hour Requirement																
<p>The MFA program normally requires seven consecutive semesters to complete. This includes two summer semesters. Studios are available to students for the first six consecutive semesters. (202130)</p> <table border="0" data-bbox="207 1373 938 1682"> <tr> <td>MAP 800</td> <td>3</td> </tr> <tr> <td>MAP 803</td> <td>3</td> </tr> <tr> <td>ART 8xx</td> <td>12</td> </tr> <tr> <td>ART 801-804</td> <td>12</td> </tr> <tr> <td>Elective</td> <td>3</td> </tr> <tr> <td>ART 902</td> <td>9</td> </tr> <tr> <td>MAP 903</td> <td>0</td> </tr> <tr> <td><b>Total Credit Hours</b></td> <td><b>42</b></td> </tr> </table> <p><del>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.</del></p>		MAP 800	3	MAP 803	3	ART 8xx	12	ART 801-804	12	Elective	3	ART 902	9	MAP 903	0	<b>Total Credit Hours</b>	<b>42</b>
MAP 800	3																
MAP 803	3																
ART 8xx	12																
ART 801-804	12																
Elective	3																
ART 902	9																
MAP 903	0																
<b>Total Credit Hours</b>	<b>42</b>																
Current Exhibition Statement and Oral Examination	Proposed Exhibition, <b><i>Comprehensive Support Paper</i></b> , and Oral Examination																



<p>Students are required to: (a) present an exhibition; (b) prepare a written comprehensive support paper and bibliography of 25–50 pages; (c) undergo an oral defense in order to complete the degree requirements.</p> <p>a. An exhibition is presented in a professional manner in the MacKenzie Art Gallery, or an alternate space approved by the student's supervisor and the Visual Arts graduate committee.</p> <p>b. A comprehensive support paper written by the student defines the intent of their work and refers to the sources, context, historical and theoretical basis of the work presented for the exhibition. The intention of the support paper is to support the exhibition, it is not a thesis.</p> <p>c. The examination committee will conduct an oral defense of the exhibition and support paper. The external examiner, whose expertise is in the candidate's major area, reviews the exhibition and leads the oral examination. Other members of the examination committee are from the Department of Visual Arts and, under special circumstances, from other relevant departments, and the Dean of FGSR, or a representative, who chairs the oral defense proceedings.</p> <p>Upon successful completion of the exhibition and oral defense students are required to submit the following to the department:</p> <ul style="list-style-type: none"> <li>● Appropriate documentation of their exhibition.</li> <li>● An appropriate record of graduation work (digital or other format) as approved by the Department.</li> <li>● The revised final comprehensive support paper in digital format.</li> </ul> <p>The MacKenzie Gallery is not guaranteed for students graduating in the winter/spring or summer semesters.</p>	<p><b><i>In order to complete degree requirements students are required to: (a) present an exhibition; (b) prepare a written comprehensive support paper; (c) undergo an oral defense.</i></b></p> <p>a. <b><i>The graduating exhibition is presented in a professional manner at the Fifth Parallel Gallery or alternative space as approved no later than the fourth end of semester Review.</i></b></p> <p>b. <b><i>The comprehensive support paper defines the intent of the student's work and refers to the sources and theoretical basis of the art presented.</i></b></p> <p>c. <b><i>The Oral Defense is a formal examination by a designated Examining Committee (see 5.3 below). The Oral Defense normally takes place at the time of and at the site of the graduation exhibition. It is chaired by a member of the University graduate faculty from outside the Department who represents the Dean of FGSR.</i></b></p> <p>Upon successful completion of the exhibition and oral defense students are required to submit the following to the Department <b><i>or submission to FGSR:</i></b></p> <p>A final (digital) copy of the comprehensive support paper, revised according to directives of the External Examiner and approved by the supervisor and the Graduate Program Coordinator. Images of the work in the exhibition should be included in an appendix at the end of the paper.</p>
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### Rationale:

MAP is requesting the following updates to the language describing, and the instructions pertaining to, the Film, Interdisciplinary, Music and Visual Arts areas on the FGSR website. These changes are for housekeeping purposes. These changes clarify for students the administrative procedures in the application process (around portfolio submissions, etc.), and align those procedures more accurately with the language in the student admission portal.

(end of Motion)

## ITEM(S) FOR INFORMATION

### 1. NEW COURSES

#### *Faculty of Engineering*

##### **ENGG 800AA-ZZ Selected Topics in Engineering (3)**

Advanced topics in systems engineering. May be repeated for credit if the topic is different.

##### **ENSE 805 Researching & Engineering Community-Centred Software (3)**

Researching topics in/and engineering user experiences for community-centred software applications (e.g. apps supporting collaboration, communities of practice, data, information, and knowledge management, education and learning).

To take this course the student must be a Software Systems Engineering graduate student or have permission from the instructor.

Students may **not** take ENSE 885AS and ENSE 805 for credit.

##### **ENSE 871 Usability Research & Engineering (3)**

Researching topics in/and engineering quality (i.e. useful, usable, and delightful) technology-based user interfaces.

To take this course the student must be a Software Systems Engineering graduate student or have permission from the instructor.

Students may **not** take ENSE 885AW and ENSE 871 for credit.

##### **ENSE 811 Practical Deep Learning (3)**

This course is an elementary introduction to a machine learning technique called deep learning (also called deep neural nets), as well as its applications to a variety of domains, including image classification, speech recognition, and natural language processing. Students will be expected to undertake a course project and several programming assignments to implement the concepts learnt in class.

Students may **not** take ENSE 885AU and ENSE 811 for credit.

#### *Faculty of Science*

##### **MATH 843 - Homological Algebra (3)**

A first course in homological algebra. Topics include modules over rings, chain complexes, homology, projective and injective resolutions, derived functors, abelian categories, derived categories, and selected additional topics.

##### **MATH 903 - Comprehensive Exam 1 (1)**

Students must complete a comprehensive exam in one of the following topics: Matrix Theory and Linear Algebra, Commutative Algebra, Abstract Algebra, or Combinatorics and Graph Theory. It is evaluated on a pass/fail basis.

##### **MATH 904 - Comprehensive Exam 2 (1)**

Students must complete a comprehensive exam in one of the following topics: Topology, Algebraic Topology, Functional Analysis, Measure and Integration, Differential Geometry, or Probability Theory. It is evaluated on a pass/fail basis.

##### **MATH 905 Research Proposal (1)**

Students are required to submit a written research proposal for their PhD thesis research project during its early stages. The candidate will give a seminar before the department to defend their proposal. The topic must be approved by the research supervisor and the candidate's PhD committee. It is evaluated on a pass/fail basis. This course is required of all PhD students in Mathematics, and will usually be completed following the completion of MATH 903 and 904.

##### **STAT 856 Stochastic Processes (3)**

A first graduate course in stochastic processes. Topics include Markov chains, Poisson process, renewal theory, Brownian motions and selected additional topics.

This class is cross-listed with STAT 456 and ACSC 456.

**STAT 903 - Comprehensive Exam 1 - Probability Theory (1)**

Students must complete a comprehensive exam in Probability Theory. The exam will also include one of the following elective topics: Stochastic Processes, Dependence and Extremes, Limit Theorems, or Measure and Integration. It is evaluated on a pass/fail basis.

**STAT 904 - Comprehensive Exam 2 - Statistical Inference (1)**

Students must complete a comprehensive exam in Statistical Inference. The exam will also include one of the following elective topics: Generalized Linear models, Survival Analysis, Experimental Design, Time Series Analysis, Linear Models, or Sampling Theory. It is evaluated on a pass/fail basis.

**STAT 905 Research Proposal (1)**

Students are required to submit a written research proposal for their PhD thesis research project during its early stages. The candidate will give a seminar before the department to defend their proposal. The topic must be approved by the research supervisor and the candidate's PhD committee. It is evaluated on a pass/fail basis. This course is required of all PhD students in Statistics, and will usually be completed following the completion of STAT 903 and 904.

**2. COURSE CHANGES***Department of English (effective 202220)*

Current	Proposed
ENGL 901 Research	ENGL 901 Research <b><i>Permission of the Department Head is required for registration in this course.</i></b>
ENGL 902 Project Research This course requires students to conduct research for a designated project in the first semester and then to write the project in a subsequent semester. Students are required to give a public presentation upon completion of the project.	ENGL 902 Project Research This course requires students to conduct research for a designated project in the first semester and then to write the project in a subsequent semester. Students are required to give a public presentation upon completion of the project. <b><i>Permission of the Department Head is required for registration in this course.</i></b>

*Department of Gender, Religion & Critical Studies (effective 202220)*

Current	Proposed
RLST 801 Comparative Religious Thought Comparative study of a constant theme in major religious traditions, an important influence on the current development of religions, or the thought of thinkers drawn from several traditions.	RLST 801 Comparative Religious Thought Comparative study of a constant theme in major religious traditions, an important influence on the current development of religions, or the thought of thinkers drawn from several traditions. <b><i>Note: Students may receive credit for one of RLST 801 or RLST 490AJ.</i></b>
RLST 802 Religion After Modernity This graduate level course examines four different theoretical locations; postpatriarchy, postmodernism, poststructuralism, and postcolonialism, and their importance to the study of religion. The course engages each theoretical location according to intersections with modernity, epistemological assertions, theoretical import, and implications for the study of religion. Further to the understanding of the four 'posts' the writing of some of their more recognized proponents are read. Prerequisite: Permission of <del>Coordinator</del> .	RLST 802 Religion After Modernity This course examines four different theoretical locations; postpatriarchy, postmodernism, poststructuralism, and postcolonialism, and their importance to the study of religion. The course engages each theoretical location according to intersections with modernity, epistemological assertions, theoretical import, and implications for the study of religion. Further to the understanding of the four 'posts' the writing of some of their more recognized proponents are read. <b><i>Prerequisite: Permission of Department Head.</i></b>
WGST 800 Feminist Theory This course is an examination of feminist theory from 1980s until present. Our intention is to examine in detail different epistemological positions and theoretical orientations (with some attention to methodology) such as standpoint,	WGST 800 Feminist Theory This course is an examination of feminist theory from 1980s until present. Our intention is to examine in detail different epistemological positions and theoretical orientations (with some attention to methodology) such as standpoint, poststructuralism, postcolonialism, queer, and antiracist

poststructuralism, postcolonialism, queer, and antiracist feminist theories.	feminist theories. <b>Note: Students may receive credit for one of WGST 800 or WGST 880AG.</b>
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*Department of Justice Studies (effective 202230)*

Current	Proposed
JS 805 Graduate Research Seminar Students will undertake research on topics relating to justice and present the results to fellow students and interested faculty.	JS 805 Graduate Research Seminar Students will undertake research on topics relating to justice and present the results to fellow students and interested faculty. <b>Students may receive credit for one of JS 805 or PLST 805.</b>
JS 810 Crime and Society The course examines the social processes involved in the definition and measurement of crime. Students critically examine alternate theoretical explanations of these processes and issues in the conflict of law. The course uses the case method as well as seminar and lecture formats.	JS 810 Crime and Society The course examines the social processes involved in the definition and measurement of crime. Students critically examine alternate theoretical explanations of these processes and issues in the conflict of law. The course uses the case method as well as seminar and lecture formats. <b>Students may receive credit for one of JS 810 or PLST 810.</b>
JS 820 Contemporary Issues in Justice and Law This course will provide students with a brief historical review of justice and an in-depth examination of the major contemporary justice issues.	JS 820 Contemporary Issues in Justice and Law This course will provide students with a brief historical review of justice and an in-depth examination of the major contemporary justice issues. <b>Students may receive credit for one of JS 820 or PLST 820.</b>
PLST 800 Research Design in Police Studies The course critically examines issues and techniques relating to quantitative and qualitative social science research as it is related to police and justice studies. The course uses the case method as well as seminar and lecture formats.	PLST 800 Research Design in Police Studies The course critically examines issues and techniques relating to quantitative and qualitative social science research as it is related to police and justice studies. The course uses the case method as well as seminar and lecture formats. <b>Students may receive credit for one of PLST 800 or JS 800.</b>
PLST 801 Multidisciplinary Theoretical Perspectives on Justice An examination of the nature and foundations of justice in its various renderings, such as justice as retribution, desert, righteousness, equality, procedural fairness, and restoration of harmony and balance. The course draws upon religious thought, philosophy, legal concepts, economic and social theory, and Aboriginal cultures and teachings.	PLST 801 Multidisciplinary Theoretical Perspectives on Justice An examination of the nature and foundations of justice in its various renderings, such as justice as retribution, desert, righteousness, equality, procedural fairness, and restoration of harmony and balance. The course draws upon religious thought, philosophy, legal concepts, economic and social theory, and Aboriginal cultures and teachings. <b>Students may receive credit for one of PLST 801 or JS 801.</b>
PLST 805 Research Seminar Students will undertake research topics on subjects relating to policing and present them to fellow students and interested faculty.	PLST 805 Research Seminar Students will undertake research topics on subjects relating to policing and present them to fellow students and interested faculty. <b>Students may receive credit for one of PLST 805 or JS 805.</b>
PLST 810 Crime and Society The course examines the social processes involved in the definition and measurement of crime. Students critically examine alternate theoretical explanations of these processes and issues in the conflict of law. The course uses the case method as well as seminar and lecture formats.	PLST 810 Crime and Society The course examines the social processes involved in the definition and measurement of crime. Students critically examine alternate theoretical explanations of these processes and issues in the conflict of law. The course uses the case method as well as seminar and lecture formats. <b>Students may receive credit for one of PLST 810 or JS 810.</b>
PLST 820 Issues in Contemporary Policing This course will provide students with a brief historical review of policing issues and an in-depth examination of the major contemporary issues facing policing today. Topics will include: community policing, professionalization, technology, international policing/investigation efforts, and training.	PLST 820 Issues in Contemporary Policing This course will provide students with a brief historical review of policing issues and an in-depth examination of the major contemporary issues facing policing today. Topics will include: community policing, professionalization, technology, international policing/investigation efforts, and training. <b>Students may receive credit for one of PLST 820 or JS 880.</b>

*Department of Philosophy & Classics (effective 202220)*

Current	Proposed
PHIL 880 Special Topics in Philosophy Special topics in philosophy. May be repeated for credit if the topic differs. By permission of the Department Head.	PHIL 880 Special Topics in Philosophy Special topics in philosophy. May be repeated for credit if the topic differs. <b>Permission of the Department Head is required to register.</b>
PHIL 890 Directed Readings in Philosophy Individual directed reading courses in Philosophy. May be repeated for credit if topic is different. By permission of the Department Head.	PHIL 890 Directed Readings in Philosophy Individual directed reading courses in Philosophy. May be repeated for credit if topic is different. <b>Permission of the Department Head is required to register.</b>
SOPT 800 Foundations in Social and Political Thought I A faculty-directed course of independent study in the foundations of political philosophy, historical and contemporary. The course will be administered by the Committee for Social and Political Thought.	SOPT 800 Foundations in Social and Political Thought I A faculty-directed course of independent study in the foundations of political philosophy, historical and contemporary. The course will be administered by the Committee for Social and Political Thought. <b>Students may receive credit for one of SOPT 800AA or SOPT 800.</b>

*Department of Psychology (effective 202220)*

Current	Proposed
PSYC 800 History, Theory and System Psychology A consideration of current theories and theory building. A review and examination of current advances in psychology. Integration of knowledge and research findings from various fields of psychology.	PSYC 800 History, Theory and Systems of Psychology <b>An advanced examination of the history, origins, theoretical approaches, and methodologies of psychology. Clinical MA students must receive permission of the Director of Clinical Training to register.</b>
PSYC 801 Research Design & Methodology A critical examination of issues involved in the planning, conducting, and evaluation of research in psychology with emphasis on clinically-relevant areas.	PSYC 801 Research Design & Methodology A critical examination of issues involved in the planning, conducting, and evaluation of research with emphasis on <b>areas of relevance to clinical and experimental/applied psychology.</b>
PSYC 802 Applied Multivariate Statistics A survey of multivariate research methods in psychology. Topics may include: Multiple regression, ANOVA, and ANCOVA using MR, discriminant analysis, MANOVA, profile analysis, principal components and factor analysis, structural equation modelling, path analysis, and time series.	PSYC 802 Applied Multivariate Statistics A survey of multivariate research methods in psychology. Topics may include: Multiple regression, ANOVA, and ANCOVA using MR, discriminant analysis, MANOVA, profile analysis, principal components and factor analysis, structural equation modelling, path analysis, and time series.
PSYC 803 Psychological Measurement Psychometric theory and quantitative aspects of psychological testing. Topics may include scaling and norms, classical test theory, reliability, validity, factor analysis, extraneous response components, item response theory, subject operating characteristics curves, suppresser and moderator variables, modal profile analysis.	PSYC 803 Psychological Measurement Psychometric theory and quantitative aspects of psychological testing. Topics may include scaling and norms, classical test theory, reliability, validity, factor analysis, extraneous response components, item response theory, subject operating characteristics curves, suppresser and moderator variables, modal profile analysis. <b>Clinical MA students must receive permission of the Director of Clinical Training to register.</b>
PSYC 806 Ethics in Prof Practice This course will provide an intensive examination of philosophical, legal and particularly ethical issues of these affect the practising psychologist relevant to the practice of Clinical psychology.	PSYC 806 Ethics in <b>Professional</b> Practice This course will provide an examination of ethical issues relevant to the practice of Clinical psychology.
PSYC 807 Research and Applied Ethics This course will provide an intensive examination of ethical issues in research, teaching, and applied fields of psychological study psychology.	PSYC 807 Research and Applied Ethics This course will provide an examination of ethical issues in research, teaching, and applied fields of psychology.

PSYC 810 Advanced Developmental Psych An examination of life span developmental psychology with reference to recent theoretical and experimental advances.	PSYC 810 Advanced Developmental <b>Psychology</b> An examination of <b>selected topics in</b> developmental psychology with reference to recent theoretical and experimental advances. <b>Clinical MA students must receive permission of the Director of Clinical Training to register.</b>
PSYC 820 Advanced Social Psychology Review and assessment of theory and research in social psychology.	PSYC 820 Advanced Social Psychology <b>An examination of selected topics in social psychology including a review of theories and constructs. Clinical MA students must receive permission of the Director of Clinical Training to register.</b>
PSYC 823 Prog Develop & Eval An advanced seminar on approaches and techniques relevant to the development and evaluation of mental health programmes.	PSYC 823 <b>Program Development &amp; Evaluation</b> An advanced seminar on approaches and techniques relevant to <b>program</b> development and evaluation.
PSYC 832 Advanced Psychopathology An examination of current theories and research concerning psychological <del>disturbances of adults.</del>	PSYC 832 Advanced Psychopathology An examination of current theories and research concerning psychological <b>diagnoses.</b>
PSYC 847 Selected Topics Behav Neuro An advanced seminar course dealing with current theories and research concerning neural organization and behavior.	PSYC 847 Selected <b>Topics in Behavioural Neuroscience</b> An advanced seminar course dealing with current theories and research concerning neural organization and behavior.
PSYC 850 Psychological Assessment I <del>An examination of clinical psychological assessment with an emphasis on aptitude and abilities testing with adults and children.</del>	PSYC 850 Psychological Assessment I <b>Training in</b> clinical psychological assessment with an emphasis on <b>cognitive</b> testing with adults and children.
PSYC 851 Psychological Assessment II <del>Introduction to the theory of personality assessment with an emphasis on the administration and interpretation of common personality tests for children and adults clinical interviewing and personality testing in adults and children.</del>	PSYC 851 Psychological Assessment II <b>Training in clinical psychological assessment with an emphasis on clinical interviewing and personality testing in adults and children.</b>
PSYC 861 <del>Psyc</del> Interventions II <del>A more in-depth examination of selected methods of psychological intervention for individual adults and children. *** Prerequisite: Psychology 860 with a minimum grade of 70. *** Prerequisite: Psychology 860 with a minimum grade of 70. ***</del>	PSYC 861 <b>Psychological</b> Interventions II An in-depth examination of selected methods of psychological interventions. ***Prerequisite: <b>PSYC</b> 860 with a minimum grade of 70%.***
PSYC 870 Practicum Clinical Psych First practicum for Clinical Psychology PhD students. A <del>combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Supervised clinical training in a variety of clinical settings. Several practica may be taken. ** Permission of the Director and Department Head (or equivalents) required to register. **</del>	PSYC 870 Practicum Clinical <b>Psychology</b> First practicum for Clinical Psychology PhD students. Supervised clinical training in a variety of clinical settings. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>
PSYC 871 Practicum Clinical Psych Second practicum for Clinical Psychology PhD students. A <del>combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Supervised clinical training in a variety of clinical settings. Several practica may be taken. ** Permission of the Director and Department Head (or equivalents) required to register. **</del>	PSYC 871 Practicum Clinical <b>Psychology</b> Second practicum for Clinical Psychology PhD students. Supervised clinical training in a variety of clinical settings. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>
PSYC 872 Practicum Clinical Psych Third practicum for Clinical Psychology PhD students. A <del>combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Supervised clinical training in a variety of clinical settings.</del>	PSYC 872 Practicum Clinical <b>Psychology</b> Third practicum for Clinical Psychology PhD students. Supervised clinical training in a variety of clinical settings. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>

Several practica may be taken. <b>** Permission of the Director and Department Head (or equivalents) required to register. **</b>	
PSYC 873 Practicum Clinical Psyc Fourth practicum for Clinical Psychology PhD students. A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Supervised clinical training in a variety of clinical settings. Several practica may be taken. <b>** Permission of the Director and Department Head (or equivalents) required to register. **</b>	PSYC 873 Practicum Clinical <b>Psychology</b> Fourth practicum for Clinical Psychology PhD students. Supervised clinical training in a variety of clinical settings. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>
PSYC 874 Practicum Clinical Psyc Fifth practicum for Clinical Psychology PhD students. A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Supervised clinical training in a variety of clinical settings. <b>** Permission of the Director and Department Head (or equivalents) required to register. **</b>	PSYC 874 Practicum Clinical <b>Psychology</b> Fifth practicum for Clinical Psychology PhD students. Supervised clinical training in a variety of clinical settings. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>
PSYC 875 Practicum Clinical Psyc Sixth practicum for Clinical Psychology PhD students. A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Supervised clinical training in a variety of clinical settings. Several practica may be taken. <b>** Permission of the Director and Department Head (or equivalents) required to register. **</b>	PSYC 875 Practicum Clinical <b>Psychology</b> Sixth practicum for Clinical Psychology PhD students. Supervised clinical training in a variety of clinical settings. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>
PSYC 876 Internship in Clinical Psyc A combination of instruction and supervised psychological experience in an applied/clinical setting conducted over a four-month period. <b>** Permission of the Department Head and Director required to register. **</b>	PSYC 876 Internship in Clinical <b>Psychology</b> A combination of instruction and supervised psychological experience in an applied/clinical setting conducted over a four-month period. <b>Permission of the Director of Clinical Training and Department Head is required for registration.</b>
PSYC 881 Adv Human Info Processing The objective of this course is to examine <del>some selective</del> topics in the study of cognitive processes. <del>Students are required to design and conduct experimental or modeling studies on topics in visual perception, attention, memory or reasoning.</del>	PSYC 881 <b>Advanced Human Information Processing</b> The objective of this course is to examine <b>selected</b> topics in the study of cognitive processes. <b>Clinical MA students must receive permission of the Director of Clinical Training to register.</b>
PSYC 890 Directed Readings in Psyc Directed readings in selected topics in Psychology.	PSYC 890 Directed Readings in <b>Psychology</b> Directed readings in selected topics in Psychology.
PSYC 901 Thesis Research Thesis research.	PSYC 901 Thesis Research Thesis research.

*Department of Sociology & Social Studies (effective 202230)*

Current	Proposed
SOC 802 Advanced Sociological Theory I An advanced theory course with special consideration given to <del>classical</del> sociological theory.	SOC 802 Advanced Sociological Theory I An advanced theory course with special consideration given to <b>contemporary</b> sociological theory.
SOC 803 Advanced Sociological Theory II An advanced theory course with special consideration given to <del>modern</del> sociological theory.	SOC 803 Advanced Sociological Theory II An advanced theory course with special consideration given to <b>classical</b> sociological theory.
SOC 850 Gender, Race, and Ethnicity This course analyses social justice issues in gender, race and ethnicity. It provides an advanced perspective on such topics as construction of difference, discrimination, <del>racialization</del> , assimilation, and the interplay of gender, ethnicity, race, and other social factors.	SOC 850 Gender, Race, and Ethnicity This course analyses social justice issues in gender, race and ethnicity. It provides an advanced perspective on such topics as construction of difference, discrimination, <b>racialization</b> , assimilation, and the interplay of gender, ethnicity, race, and other social factors.

SOC 806 Adv Studies-Cdn Social Theory An examination of Canadian contributions to the development of sociological theory.	SOC 806 <b>Advanced Studies in Canadian</b> Social Theory An examination of Canadian contributions to the development of sociological theory.
SOC 808 Sem Class & Political Economy	SOC 808 <b>Seminar</b> Class & Political Economy

### Faculty of Engineering

Current	Proposed
ENSE 872 Network Computing <del>This is a graduate level course designed to give a broad overview of the concept of network computing, survey the basic technologies of distributed systems and review some current and future directions of network computing. Students will be responsible for a substantial term project and presenting in class.</del>	ENSE 872 Network Computing <b><i>This course is designed for a detailed analysis of network computing systems for BigData, Artificial Intelligence, Cloud Computing and Internet of Things. The course will also discuss issues and technologies of middleware, network and distributed systems. The course includes a substantial term project.</i></b>

### Faculty of Graduate Studies and Research

#### Master of Arts/Science in Gerontology

Current	Proposed
<del>GERO 800 Gerontology Seminars</del> The course involves a series of seminars (or related public events) on a variety of topics related to <del>gerontology</del> . These seminars are normally coordinated by the Centre on Aging and Health. Approximately five seminars or related public events are offered per calendar year.	<b>AGIN 800 Aging Studies Seminars</b> The course involves a series of seminars (or related public events) on a variety of topics related to <b>aging studies</b> . These seminars are normally coordinated by the Centre on Aging and Health. Approximately five seminars or related public events are offered per calendar year.
<del>GERO 803 End-of-Life Issues for Human Service Workers</del> This course deals with the impact of end-of-life issues on people, their families and social work and health care practitioners. The role of the social worker in practice, research, education and policy in end-of-life care will be explored. Note: Crosslisted with SW 803	<b>AGIN 803 End-of-Life Issues for Human Service Workers</b> This course deals with the impact of end-of-life issues on people, their families and social work and health care practitioners. The role of the social worker in practice, research, education and policy in end-of-life care will be explored. Note: Crosslisted with SW 803
<del>GERO 816 Aging, Society and Human Service Work</del> This course considers social work practice, research, education and policy with seniors in the community and in institutions. The focus of the course will be the role of the social work perspective in each of these professional activities with seniors. Note: Crosslisted with SW 816	<b>AGIN 816 Aging, Society and Human Service Work</b> This course considers social work practice, research, education and policy with seniors in the community and in institutions. The focus of the course will be the role of the social work perspective in each of these professional activities with seniors. <b>Note:</b> Crosslisted with SW 816
<del>GERO 893 Patterns of Health and Illness in the Elderly</del> Advanced practice nurses will be prepared with a strong theoretical foundation in health promotion, illness prevention and maintenance of health across populations and communities. Interprofessional approaches to improve population health considering the influence of sociopolitical, environmental, economic and health concepts are included. Note: Crosslisted with MNUR 820	<b>AGIN 893 Patterns of Health and Illness in the Elderly</b> Advanced practice nurses will be prepared with a strong theoretical foundation in health promotion, illness prevention and maintenance of health across populations and communities. Interprofessional approaches to improve population health considering the influence of sociopolitical, environmental, economic and health concepts are included. <b>Note:</b> Crosslisted with MNUR 820
<del>GERO 901 Thesis Research</del> Thesis research.	<b>AGIN 901 Thesis Research</b> Thesis research.

### Faculty of Science

Current	Proposed
MATH 831 (431) Differential Geometry <del>Differentiable manifolds, Lie groups, differential forms.</del>	MATH 831 (431) Differential Geometry <b><i>Differentiable manifolds, the tangent bundle, differential forms, and the general Stokes' theorem.</i></b> Cross-listed with MATH 431.
MATH 810 (411) <del>Real Analysis</del>	MATH 810 (411) <b>Measure and Integration</b>



Integration and measure theory, spaces of continuous functions, and LP spaces.	Integration and measure theory, spaces of continuous functions, and LP spaces.
STAT 862 <del>Stochastic Processes</del> <del>Poisson process, renewal processes, Markov processes, Brownian motion, Gaussian processes, random walks and martingales.</del>	STAT 862 <b><i>Advanced Topics in Stochastic Processes</i></b> <b><i>This is an advanced course in stochastic processes. Topics include: Measure theoretic probability theory, stopping theorems, Poisson process, renewal processes, Markov processes, Brownian motion, Gaussian processes, martingales, stochastic integration, and applications.</i></b>

### 3. REACTIVATE COURSES

#### *Faculty of Science*

MATH 832 Topics in Differential Geometry and Topology

Advanced study of selected areas of differential geometry and topology.

### 4. HISTORICAL COURSES

#### *Faculty of Arts*

PSYC 880 – Predoctoral Residency in Clinical Psychology

PSYC 900 – Graduate Seminar in Psychology

**REPORT TO EXECUTIVE OF COUNCIL  
FROM THE COUNCIL COMMITTEE ON  
UNDERGRADUATE ADMISSIONS AND STUDIES  
22 SEPTEMBER 2021**

**Item(s) for Decision:**

**1. FACULTY OF ARTS**

**1.1 Program Suspension – Major and Minor in Japanese**

**MOTION:** To suspend admissions to the major and minor in Japanese, effective 202210.

**1.2 Revisions – Certificate in Japanese**

**MOTION:** To revise the Certificate in Japanese as indicated below, effective 202220.

CURRENT		PROPOSED	
Certificate in Japanese		Certificate in Japanese <u>Language and Culture</u>	
<b>Courses</b>	<b>Credit Hours</b>	<b>Courses</b>	<b>Credit Hours</b>
ARTS 099	0.0	ARTS 099	0.0
ENGL 100	3.0	ENGL 100	3.0
JAPN 111	3.0	JAPN 111	3.0
JAPN 112	3.0	JAPN 112	3.0
JAPN 211	3.0	JAPN 211	3.0
JAPN 212	3.0	JAPN 212	3.0
<del>JAPN 311</del>	<del>3.0</del>	<u>One JAPN 200-, 300-, or 400-level course</u>	<b>3.0</b>
<del>JAPN 312</del>	<del>3.0</del>	<u>Four Japanese Language and Culture Approved Electives</u>	<b>12.0</b>
<del>JAPN 411</del>	<del>3.0</del>	Total Credit Hours:	30.0
<del>Two Approved Electives</del>	<del>6.0</del>	65% PGPA <u>and 60.00% UGPA</u> required	
Total Credit Hours:	30.0	Approved Electives for the Certificate in Japanese <u>Language and Culture</u>	
65% PGPA required		<ul style="list-style-type: none"> <li>• HIST 250, 255, 256, 352, 356, 450</li> <li>• JAPN 290AA-ZZ, <del>301</del>, 390AA-ZZ, 490AA-ZZ</li> <li>• LING 100</li> <li>• RLST 207, 209, 211, 307, 311, 363, 407AA-ZZ (approved topics), 411AA-ZZ (approved topics)</li> </ul>	
Approved Electives for the <del>Major and</del> Certificate in Japanese		Students should check printed or web listings and/or consult with the Program Coordinator to determine if other Selected Topic courses are approved electives.	
<ul style="list-style-type: none"> <li>• HIST 250, 255, 256, 352, 356, 450</li> <li>• JAPN 290AA-ZZ, <del>301</del>, 390AA-ZZ, 490AA-ZZ</li> <li>• LING 100</li> <li>• RLST 207, 209, 211, 307, 311, 363, 407AA-ZZ (approved topics), 411AA-ZZ (approved topics)</li> </ul>			
Students should check printed or web listings and/or consult with the Program Coordinator to determine if other Selected Topic courses are approved electives.			

**Rationale for Motions 1.1 and 1.2:**

These changes are being made in order to reduce the financial footprint of the Japanese program, given the current teaching resources and student demand. The revised certificate will require three fewer Japanese language courses than the current certificate. Reducing the language courses required will affect the course rotation and allow students to complete their requirements more quickly.

Currently the number of declared students are as follows:

- Bachelor of Arts in Japanese: 3
- Minor in Japanese: 0
- Certificate in Japanese: 1

The Department of International Languages and the Art Student Services Office will work with these students through to completion.

**Objectives:**

- To maintain, some Japanese programming at the University of Regina, but to reduce its financial footprint, given the reality of current teaching resources and student demand;
- To increase interest in the programme; and
- To address the issues of course minima.

**Modification to Programme:**

- The major, minor and current certificate would be discontinued.
- The certificate has been redesigned to make it more attractive. It would require three fewer Japanese language courses than the current certificate.
- The number of Japanese “language” courses in the program would be reduced by 42.86% (from seven to four). This would affect the course rotation substantially, because language courses must be taken in sequence, requiring would allow students to complete their programme more quickly.
- The language courses offered would be: JAPN 111, 112, 211 and 212.
- To preserve balance in the certificate, one additional Japanese course would be required. Language learning would not be the focus of such a course.
- By reducing the number of language-centred courses to four and increasing the number of approved electives to four, less emphasis is placed on attaining fluency in Japanese and more emphasis placed on breadth of knowledge in related subject matter.
- International experience would be strongly encouraged to satisfy requirements of the programme and address the objective of international experience. The Department would seek recognition for students going abroad in terms of enrollment (or lack thereof) in our own classes. In other words, of a student obtains credit abroad, and uses it in completing a certificate, the credit obtained abroad and ultimately transferred could be counted in our enrollment statistics.
- More advanced-level courses could be offered as directed reading course if there is demand.
- Outstanding and motivated students would still have the possibility of applying to complete an Individual Arts Major in Japanese, subject to approval by the Department and Faculty of Arts.

(end of Motions)

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### 1.3 New Certificate – Certificate in Health and Medical Humanities

*Submitted in partnership with Campion College*

**MOTION:** That a new Certificate in Health and Medical Humanities be created as outlined below, effective 202220.

#### **Certificate in Health and Medical Humanities**

Certificate in Health and Medical Humanities	Credit Hours
HUM 170	3.0
HUM 270	3.0
HUM 370	3.0
Two of: ANTH 242AC, CLAS 120, ENGL 386AL, HIST 271, PHIL 273, RLST 290AM, PSYC 383, 388AF, RLST 290BB, SOC 222, WGST 202.	6.0
<b>Total Credit Hours:</b> <b>65.00% PGPA and 60.00% UGPA required</b>	15.0
<b>Note:</b> This Certificate is designed to be taken part-time and in conjunction with other University of Regina programs given the prerequisites required for many of the requirements. Some courses in the Certificate have additional prerequisites that may lengthen the time required to complete the Certificate.	

#### **Rationale:**

The medical humanities have an over 50-year history in support of training of physicians. Programming is directed to medical students, and delivered through medical programs. The health humanities have arisen over the past decade as a means to address the needs to students and practitioners across the breadth of the health professions, and as a field of study in the humanities that includes the study of ethics, the arts, creativity, literature, history, philosophy, religious studies, anthropology, women's and gender studies, as well as other disciplines as they intersect health concerns. The combination of the medical humanities with the health humanities occurs in institutions like the U of R that do not have a medical school but wish to deliver to students the benefits that studying the health and medical humanities can provide for their pre-professional preparation (in the case of pre-medicine and pre-dentistry, etc. students), their professional preparation (e.g., Nursing, Health Studies, Public Policy, etc.) and/or their interests in the humanities and health. The certificate will be of interest to students in the Humanities, Social Sciences, Science, KHS, Education, and other areas where health policy, health and illness, and other matters relating to health in society and culture are studied. Students aiming to study medicine will benefit from the certificate, and additionally individuals who are already professionals engaged in their careers will benefit from the opportunity to further expand their education in relation to their work. Across the U of R, there are a great number of students who pursue health-related studies, so a certificate program that provides several core courses to draw together the health and medical humanities as a field of study, supplemented by existing courses that already address health issues, will provide

formal recognition and professional preparation to them. A first offering of HUM 170, Introduction to Health and Medical Humanities, in Fall 2020 was fully enrolled even though it could only serve as an elective to students given that the course is not attached to a program. Further, the students came from all areas of the university, several were professionals who took the class to expand their professional knowledge.

See **Attachment A** for additional information.

(end of Motion)

#### 1.4 **New Diploma – Diploma in Indigenous Studies**

*Submitted in partnership with First Nations University of Canada*

**MOTION:** To create a Diploma in Indigenous Studies as outlined below, effective 202230.

<b>Indigenous Studies Diploma Required Courses</b>	<b>Credit Hours</b>
<b>Required Arts Courses</b>	
ARTS 099	0.0
ENGL 100	3.0
Indigenous Language 100	3.0
Indigenous Language 101	3.0
Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except 181, 184, 186, 284 OR 288)	3.0
Any course in ECON, GES (except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431), INDG 236, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST, WGST	3.0
Subtotal	15.0
<b>Indigenous Studies Required Courses</b>	
INDG 100	3.0
INDG 201	3.0
One of INDG 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ	3.0
One of INDG 224 or 225	3.0
One of INDG 228 or 229	3.0
Subtotal	15.0
<b>Indigenous Studies Elective Courses</b>	
Five additional INDG courses at the 200- or 300-level	15.0
<b>Open Elective Courses</b>	
Five open elective courses	15.0
Total Credit Hours: 60% PGPA and UGPA required	60.0

#### **Rationale:**

The issue of the diploma was first raised in connection with the 2 year program of courses being offered through the Battlefords Tribal Council. The program includes six Indigenous Studies courses, two Indigenous

Language courses, and courses in other areas of Arts as well as some outside of Arts such as Indigenous Social Work. This program will not leave the students with any accreditation to show for their efforts.

The Diploma would be a way for such distance education students to take two years of courses that would leave them with a diploma. Students who might wish to go further would then be in a laddered position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree.

See **Attachment B** for additional information.

(end of Motion)

### 1.5 New Certificate – Certificate in Indigenous Journalism and Communications

*Submitted in partnership with First Nations University of Canada*

**MOTION:** To create a Certificate in Indigenous Journalism and Communication, effective 202220.

#### Certificate in Indigenous Journalism and Communication (INJC)

Certificate in Indigenous Journalism and Communication (INJC)	Credit Hours
INCA 100	3.0
INCA 200	6.0
INCA 283	3.0
INCA 284 or ADMN 245 or ADMN 345	3.0
INCA 290	6.0
Any course in INA or INAH	3.0
Two open electives (INCA 291AA-ZZ and INCA 391AA-ZZ are recommended)	6.0
<b>Total Credit Hours: 65.00% PGPA required</b>	<b>30.0</b>

#### Rationale:

- The 72 credit hour Indigenous Communication Arts (INCA) program has been renamed a diploma, to account for the fact that it is over 60 credits and most certificates are around 30 credit hours. This change has been proposed and accepted and is in the UR calendar.
- The creation of the 30 credit INJC Certificate program will create a stepping stone into the Diploma program, especially for off-campus students.
- Marketing and delivering the INJC program off-campus will expand our national profile and reinforce our reputation as a post-secondary institution that services communities across Canada.
- The INJC certificate expands our community-based program with a permanent program.
- Then INJC certificate will serve the Indigenous media organizations, especially community and regional radio and television societies, by professionalizing their staff.
- The INJC certificate will serve individuals working and volunteering in the Indigenous media industry by providing post-secondary training and accreditation, and also by networking them into the Indigenous media industry.

- Bill C-10 An Act to Modernize the Broadcasting Act is in first reading in the House of Common. As proposed, the Act required mainstream broadcasters to expand their Indigenous journalists, producers, broadcasters and communicators.
- The introduction and expansion of social media applications like TikTok gives Indigenous people, especially youth, new opportunities to express themselves, engage and education audiences.

See **Attachment C** for additional information

(end of Motion)

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## 2. FACULTY OF EDUCATION

### 2.1 Post-Secondary Transfer Admission Requirement Revision

**MOTION:** That post-secondary transfer admission requirements for the Faculty of Education be revised in the admissions section of the Undergraduate Calendar, effective 202220.

Applicants who have attempted ~~24~~ 15 credit hours or more of approved postsecondary courses with a minimum ~~UGPA~~ Admissions Grade Point Average (AGPA) of 65% will be considered for selection into a Teacher Education Program based on the most recent 30 credit hours of approved university courses. In cases where the AGPA on the most recent 30 credit hours of approved courses is less than (the faculty-specific average requirement), admission based on a minimum AGPA of (the faculty-specific average requirement) on all approved post-secondary courses will be considered. ~~In addition, applicants to the Elementary Teacher program require a PGPA of 65% 70% to be considered for admission.~~

#### **Rationale:**

This is an amended version of the motion that was passed at the last Faculty Council. The amendment is a result of a discussion at CCUAS to align the admission requirements for post-secondary students across all Facilities. The change allows students to be assessed on either their most recent 30 credit hours or their whole academic history, whichever is most beneficial.

(end of Motion)

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### 2.2 Secondary Bachelor of Education Revisions – Biology, Chemistry, and Physics

**MOTION:** That the following changes be made to the Secondary Bachelor of Education Biology, Chemistry, and Physics Four-year and BEAD programs, effective 202220

CURRENT Secondary BEd Program Biology Major (EBIO) <b>(120 Credit Hours)</b>		PROPOSED Secondary BEd Program Biology Major (EBIO) <b>(120 Credit Hours)</b>	
<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>	<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>
BIOL 100 (3)	BIOL 101 (3)	BIOL 100 (3)	BIOL 101 (3)
CHEM 104 (3)	CHEM 140 (3)	CHEM 104 (3)	CHEM 140 (3)
ECS 101 (3)	ECS 102 (3)	ECS 101 (3)	ECS 102 (3)
ENGL 100 (3)	INDG 100 (3)	ENGL 100 (3)	INDG 100 (3)
Minor* (3)	Minor* (3)	Minor* (3)	Minor* (3)
<b>Term 3 &amp; Term 4</b>		<b>Term 3 &amp; Term 4</b>	
Elective (3)		Elective (3)	
BIOL 275 (3)		BIOL 275 <u>or 276</u> (3)	
<del>BIOL 276 (3)</del>		Minor* (3)	
<del>BIOL 223 (3)</del>		BIOL 205 (3)	
Minor* (3)		BIOL 288 (3)	
BIOL 205 (3)		BIOL 266 <u>or BIOL 378</u> (3)	
BIOL 288 (3)		Minor* (3)	
BIOL 266 (3)		Elective (3)	
Minor* (3)		<b><u>BIOL 200/300 level<sup>1</sup> (3)</u></b>	
Elective (3)		<b><u>BIOL 300/400 level<sup>1</sup> (3)</u></b>	
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
ECS 203 (3)	ECS 310 (3)	ECS 203 (3)	ECS 310 (3)
ESCI 300 (3)	ECCU 400 (3)	ESCI 300 (3)	ECCU 400 (3)
ESCI 302 (3)	ECS 401 (3)	ESCI 302 (3)	ECS 401 (3)
E (minor curriculum course)* (3)	EFLD 060 (PLACE) (0)	E (minor curriculum course)* (3)	EFLD 060 (PLACE) (0)
ECS 303 (3)	EFLD 350 (0)	ECS 303 (3)	EFLD 350 (0)
	ESCI 350 (3)		ESCI 350 (3)
	ESCI 351 (3)		ESCI 351 (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
	EPSY 400 (3)		EPSY 400 (3)
	Minor* (3)		Minor* (3)
EFLD 400 (internship) (15)	Elective (3)	EFLD 400 (internship) (15)	Elective (3)
	Elective (3)		Elective (3)
	Elective (3)		Elective (3)
*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.		*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.	
		<b><u>1. Where possible, it is recommended that students consider BIOL 396 or 402</u></b>	



## Biology Major BEAD Planning

CURRENT		PROPOSED	
Major*	Minor	Major*	Minor
1. BIOL 100 (Intro Biology I) (3)	1. Minor _____ (3)	1. BIOL 100 (Intro Biology I) (3)	1. Minor _____ (3)
2. BIOL 101 (Intro Biology II) (3)	2. Minor _____ (3)	2. BIOL 101 (Intro Biology II) (3)	2. Minor _____ (3)
3. BIOL 288 (Cell Biology) (3)	3. Minor _____ (3)	3. BIOL 288 (Cell Biology) (3)	3. Minor _____ (3)
4. BIOL 275 or 276 (3)	4. Minor _____ (3)	4. BIOL 275 or 276 (3)	4. Minor _____ (3)
5. BIOL 266 (Plant Physiology) (3)	5. Minor _____ (3)	5. BIOL 266 (Plant Physiology) or BIOL 378 (Animal Physiology) (3)	5. Minor _____ (3)
6, 7 and 8. Three of the following (9):  BIOL 205 (Genetics)  BIOL 223 (Microbes and Society)  BIOL 275 (Ecology)  BIOL 276 (Environmental Biology)  BIOL 378 (Animal Physiology)  BIOL 402 (Evolution)	6. E (minor curriculum course) (3)	6. BIOL 205 (Genetics) (3)  <u>7 and 8. Two 200-, 300- or 400-level Biology classes (6)</u>	6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major		*Minimum 24 credit hour of academic course work in major	

## Physics Major

CURRENT		PROPOSED	
Secondary BEd Program Physics Major (EPHY) (120 Credit Hours)		Secondary BEd Program Physics Major (EPHY) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3)	ECS 102 (3)	ECS 101 (3)	ECS 102 (3)
ENGL 100 (3)	MATH 111 (3)	ENGL 100 (3)	MATH 111 (3)
MATH 110 (3)	MATH 122 (3)	MATH 110 (3)	MATH 122 (3)
PHYS 111 (3)	PHYS 112 (3)	PHYS 111 (3)	PHYS 112 (3)
Minor* (3)	Minor* (3)	Minor* (3)	Minor* (3)
Term 3	Term 4	Term 3	Term 4

Elective (3)	ECS 303 (3)	Elective (3)	ECS 303 (3)
MATH 213 (3)	MATH 217 (3)	MATH 213 (3)	MATH 217 (3)
PHYS 201 (3)	PHYS 202 (3)	PHYS 201 (3)	PHYS 202 (3)
PHYS 261 (3)	PHYS 242 (3)	PHYS 261 (3)	PHYS 242 (3)
Minor* (3)	PHYS- <del>292</del> (3)	Minor* (3)	PHYS <u>200- or 300-level</u> (3)
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
ECS 203 (3)	ECS 310 (3)	ECS 203 (3)	ECS 310 (3)
ESCI 300 (3)	ECCU 400 (3)	ESCI 300 (3)	ECCU 400 (3)
ESCI 302 (3)	ECS 401 (3)	ESCI 302 (3)	ECS 401 (3)
E (minor curriculum course)* (3)	EFLD 060 (PLACE) (0)	E (minor curriculum course)* (3)	EFLD 060 (PLACE) (0)
Minor (3)	EFLD 350 (0)	Minor (3)	EFLD 350 (0)
	ESCI 350 (3)		ESCI 350 (3)
	ESCI 351 (3)		ESCI 351 (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
	EPSY 400 (3)		EPSY 400 (3)
	INDG 100 (3)		INDG 100 (3)
EFLD 400 (internship) (15)	PHYS 300-level (3)	EFLD 400 (internship) (15)	PHYS 300- <u>or 400</u> -level (3)
	Minor* (3)		Minor* (3)
	Elective (3)		Elective (3)
*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.		*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.	

## Chemistry Major BEAD Planning

CURRENT		PROPOSED	
Major	Minor	Major	Minor
1. CHEM 104	1. Minor _____ (3)	1. CHEM 104	1. Minor _____ (3)
(General Chemistry I) (3)	2. Minor _____ (3)	(General Chemistry I) (3)	2. Minor _____ (3)
2. CHEM 105	3. Minor _____ (3)	2. CHEM 105	3. Minor _____ (3)
(General Chemistry II) (3)	4. Minor _____ (3)	(General Chemistry II) (3)	4. Minor _____ (3)
3. CHEM 140 (Organic Chem I) (3)	5. Minor _____ (3)	3. CHEM 140 (Organic Chem I) (3)	5. Minor _____ (3)

<p>4. CHEM 210</p> <p>(Analytical Chemistry) (3)</p> <p>5. CHEM 230</p> <p>(Inorganic Chem I) (3)</p> <p>6. CHEM 250 (Physical Chemistry I) (3)</p> <p>7. CHEM 200/300-level (3)</p> <p>8. CHEM 200/300-level (3)</p> <p>*Minimum 24 credit hour of academic course work in major</p>	<p>6. E (minor curriculum course) (3)</p>	<p>4. CHEM 210</p> <p>(Analytical Chemistry) (3)</p> <p>5. CHEM 230</p> <p>(Inorganic Chem I) (3)</p> <p><b>6. CHEM 200-level (3)</b></p> <p>7. CHEM 200/300-level (3)</p> <p>8. CHEM 200/300-level (3)</p> <p>*Minimum 24 credit hour of academic course work in major</p>	<p>6. E (minor curriculum course) (3)</p>
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**Rationale:**

These changes better align the Four-year program and BEAD academic requirements and allow students additional flexibility in choosing areas of interest to pursue at the 300- and 400-level. They also reflect changes in offerings within the Faculty of Science (some courses in our fall terms are now offered in winter only, etc).

(end of Motion)

**3. LA CITE UNIVERSITAIRE FRANCOPHONE****3.1 Modification Des Conditions D'Admission De La Cité/Revision to La Cité's High School Admission Requirements**

**MOTION** : Que les conditions d'admission de La Cité soient modifiées comme suit/ That the following changes be made to La Cité's admission requirements, effective 202220.

CURRENT	PROPOSED
<p>La Cité universitaire francophone (U of R, Campion, Luther, or FNUniv) High School Requirements Minimum Average: 65%</p> <ul style="list-style-type: none"> <li>• English Language Arts A30 and B30</li> <li>• One math or science course chosen from: <ul style="list-style-type: none"> <li>• Calculus 30</li> <li>• Chemistry 30</li> <li>• Computer Science 30</li> <li>• Earth Science 30</li> <li>• Foundations of Mathematics 30</li> <li>• Pre-Calculus 20</li> <li>• Pre-Calculus 30</li> <li>• Physics 30</li> </ul> </li> </ul>	<p>La Cité universitaire francophone (U of R, Campion, Luther, or FNUniv) High School Requirements Minimum Average: 65%</p> <ul style="list-style-type: none"> <li>• <b>English Language Arts A30</b></li> <li>• <b>English Language Arts B30</b></li> <li>• <b>Two 30-level courses from the areas of Languages, Sciences, English Language Arts, Mathematics, or Social Studies (see <a href="http://www.curriculum.gov.sk.ca">www.curriculum.gov.sk.ca</a> for list of courses)</b></li> <li>• <b>One additional 30-level course</b></li> </ul>

<p>▲One language, social science, or fine/performing arts course chosen from:</p>	
▲Arts Education 30	▲Law 30
▲Christian Ethics 30	▲Mandarin 30
▲Cree 30	▲Music 30
▲Drama 30	▲Native Studies 30
▲Economics 30	▲Psychology 30
▲French 30	▲Social Studies 30
▲Geography 30	▲Spanish 30
▲German 30	▲Ukrainian 30
▲History 30	▲Ukrainian Language Arts 30
▲Latin 30	▲Visual Art 30
<p>▲One additional course from the lists above</p>	

### Justification / Rationale:

L'Université cherche à simplifier les conditions d'admission pour ses programmes. Plusieurs autres Facultés ont déjà modifié leurs conditions d'admission comme proposé ici. Cette version simplifiée des conditions d'admission sera plus claire pour les candidat.e.s et facilitera le travail du bureau Admissions.

The University is seeking to simplify admission requirements for its programs. Several other Faculties have already changed their admissions requirements as proposed here. This simplified version of the admission requirements will be clearer to applicants and simplifies the work of the Admissions department.

(end of Motion)

## 4. FACULTY OF MEDIA, ART, AND PERFORMANCE

### 4.1 Post-Secondary Transfer and Admission Requirements Revision

**MOTION:** That the post-secondary transfer admission requirements for the Faculty of Media, Art, and Performance be revised in the admissions section of the Undergraduate Calendar, as outlined below, effective 202220.

#### Page 17 in the 2021-22 Undergraduate Calendar

Applicants must have attempted 15 credit hours or more of approved post-secondary courses with a minimum ~~UGPA~~ ~~of 60%.~~ Admissions Grade Point Average (AGPA) of 60%, based on their ~~60~~ 30 most recent credit hours of approved courses.

In cases where the AGPA on the most recent 30 credit hours of approved courses is less than 60.00% admission based on a minimum AGPA of 60%) on all approved post-secondary courses will be considered.

### Rationale:

Many applicants have attended multiple post-secondary institutions. We do not want to punish students for their past academic difficulties, if in the meantime they have been performing well. We currently look at all

approved previous post-secondary work when calculating admission averages. Other universities only look at transferable courses or a certain number of credit hours.

For example, University of Calgary uses the past 30 credit hours, University of Alberta uses the past two terms if they contain at least 24 credit hours, and University of Toronto uses the most recent annual average.

(end of Motion)

#### 4.2 Bachelor of Arts and Bachelor of Arts Honours in Media, Art, and Performance, Art History Concentration

**MOTION:** That the Bachelor of Arts and Bachelor of Arts Honours in Media, Art, and Performance, with a concentration in Art History be revised, effective 202220.

- a. Discontinue Art History (ARTH) as a Concentration in the Bachelor of Arts and the Bachelor of Arts Honours in Media, Art, and Performance.
- b. Add Art History as a Major and rename the programs to Bachelor of Arts in Art History and the Bachelor of Arts Honours in Art History.
- c. Remove HIST 301 from the Research Skills and Methodologies section of both program templates.

#### Page 227 of UG Calendar

CURRENT		PROPOSED	
Bachelor of Arts in <del>Media, Art, and Performance</del> (Art History) Required Courses	<b>Credit hours</b>	Bachelor of Arts in <b>Art History</b> Required Courses	<b>Credit hours</b>
MAP 001	0.0	MAP 001	0.0
<b>Critical Competencies – 30 Credit hours</b>		<b>Critical Competencies – 30 Credit hours</b>	
<b>Communication in Writing (at least six credit hours)</b>		<b>Communication in Writing (at least six credit hours)</b>	
Two of: ACAD 100, ENGL 100, 110	6.0	Two of: ACAD 100, ENGL 100, 110	6.0
<b>Natural or Social Sciences</b> (at least six credit hours) Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.	6.0	<b>Natural or Social Sciences</b> (at least six credit hours) Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.	6.0
<b>Culture and Society</b> (at least six credit hours)		<b>Culture and Society</b> (at least six credit hours)	
MAP 202	3.0	MAP 202	3.0

Any course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.	3.0	Any course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.	3.0
<p><b>Research Skills and Methodologies</b> (at least three credit hours)</p> <p>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220.</p> <p>ARTH 301, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations.</p> <p>STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</p>	3.0	<p><b>Research Skills and Methodologies</b> (at least three credit hours)</p> <p>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220.</p> <p>CTCH 203, <b>CTCH</b> 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations.</p> <p>STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</p>	3.0
Critical Competency Electives – Nine credit hours		Critical Competency Electives – Nine credit hours	
Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or designate.	9.0	Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or designate.	9.0
<del>Concentration Requirements – 36 credit hours in a single disciplinary area (Art History, Film Studies, or Music) Note: Must include nine credit hours at the 300- or 400-level, three of which must be at the 400-level. 65% required in Concentration</del>		<b>Major Requirements</b> – 36 credit hours in <u>the</u> discipline.	
Two Studio courses	6.0	Two Studio courses	6.0
ARTH 100	3.0	ARTH 100	3.0
ARTH 301	3.0	ARTH 301	3.0
ARTH courses: nine credit hours must be at the 300- or 400-level; three of which must be at the 400-level.	24.0	<b>Eight</b> ARTH courses: nine credit hours must be at the 300- or 400-level; three of which must be at the 400-level.	24.0

Media, Art, and Performance Requirements outside the <del>Concentration</del>		Media, Art, and Performance Requirements outside the <u>Major</u>	
Three courses outside the <del>area of concentration</del> .	9.0	Three courses outside the <u>major</u> .	9.0
One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or Designate).	3.0	One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or Designate).	3.0
<b>Open Electives – 42 credit hours</b>		<b>Open Electives – 42 credit hours</b>	
Open Electives	42.0	Open Electives	42.0
<b>Total: 65.00% PGPA required.</b>	<b>120.0</b>	<b>Total: 65.00% PGPA required.</b>	<b>120.0</b>

**Page 227-228 in UG Calendar**Bachelor of Arts Honours in ~~Media, Art, and Performance~~ Art History

The general requirements for this degree are described under the heading Honours Programs in Media, Art, and Performance in this section above.

Admission to the honours program requires:

- 70.00% overall average and 75.00% in the concentration;
- Acceptance by the Art History faculty members.

Students are advised to apply to the Honours Program after the completion of second year.

CURRENT		PROPOSED	
Bachelor of Arts Honours in <del>Media, Art, and Performance (Art History)</del> Required Courses	<b>Credit hours</b>	Bachelor of Arts Honours in <u>Art History</u> Required Courses	<b>Credit hours</b>
MAP 001	0.0	MAP 001	0.0
<b>Critical Competencies – 30 Credit hours</b>		<b>Critical Competencies – 30 Credit hours</b>	
<b>Communication in Writing</b> (at least six credit hours)		<b>Communication in Writing</b> (at least six credit hours)	
Two of: ACAD 100, ENGL 100, 110	6.0	Two of: ACAD 100, ENGL 100, 110	6.0
<b>Natural and Social Sciences</b> (at least six credit hours)  Two courses in the following areas: (excluding courses in research/statistics), ECON, GEOG, PSCI, PSYC, SOC, and SOST, STS (other than Statistics or methodology). Any Science courses, including MATH.	6.0	<b>Natural and Social Sciences</b> (at least six credit hours)  Two courses in the following areas: (excluding courses in research/statistics), ECON, GEOG, PSCI, PSYC, SOC, and SOST, STS (other than Statistics or methodology). Any Science courses, including MATH.	6.0
<b>Culture and Society</b> (at least six credit hours)		<b>Culture and Society</b> (at least six credit hours)	

MAP 202	3.0	MAP 202	3.0
One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST	3.0	One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST	3.0
<b>Research Skills and Methodologies (at least 3 credit hours)</b>		<b>Research Skills and Methodologies (at least 3 credit hours)</b>	
Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220.  ARTH 301, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.	3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220.  CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.	3.0
<b>Critical Competency Electives – Nine credit hours</b>		<b>Critical Competency Electives – Nine credit hours</b>	
Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or Designate.	9.0	Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or Designate.	9.0
<del><b>Concentration Requirements – 36 credit hours in a single disciplinary area (Art History, Film Studies or Music. Note: Must include nine credit hours at the 300- or 400-level, three of which must be at the 400-level.</b></del>		<b>Major Requirements – 36 credit hours in the discipline area</b>	
Two Studio courses	6.0	Two Studio courses	6.0
ARTH 100	3.0	ARTH 100	3.0
ARTH 301	3.0	ARTH 301	3.0
Eight ARTH courses: nine credit hours must be at the 300- or 400-level; three of which must be at the 400-level.	24.0	Eight ARTH courses: nine credit hours must be at the 300- or 400-level; three of which must be at the 400-level.	24.0



<b>Honours Requirements</b> – 21 credit hours Students require an overall GPA of 70% and a GPA of 75% in the discipline area to complete the Honours degree.		<b>Honours Requirements</b> – 21 credit hours Students require an overall GPA of 70% and a GPA of 75% in the discipline to complete the Honours degree.	
Three additional courses at the 300- or 400-level	9.0	Three additional courses at the 300- or 400-level	9.0
Honours paper or project	3.0	Honours paper or project	3.0
MAP 400 seminar (new course or variable topic as required) or other senior seminar as approved by the Department Head or Associate Dean, Undergraduate.	3.0	MAP 400 seminar (new course or variable topic as required) or other senior seminar as approved by the Department Head or Associate Dean, Undergraduate.	3.0
A Language other than English relevant to the area of study. May be taken as part of the Critical Competency requirements)	6.0	A Language other than English relevant to the area of study. May be taken as part of the Critical Competency requirements)	6.0
<b>Media, Art, and Performance Requirements</b> outside the <del>Concentration</del>		<b>Media, Art, and Performance Requirements</b> outside the <u>Major</u>	
Three courses outside the <del>area of concentration.</del>	9.0	Three courses outside the <b>Major</b> .	9.0
One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or Designate).	3.0	One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or Designate).	3.0
<b>Open Electives</b> – 21 credit hours		<b>Open Electives</b> – 21 credit hours	
Seven Open Electives	21.0	Seven Open Electives	21.0
<b>Total</b>	<b>120.0</b>	<b>Total</b>	<b>120.0</b>

**Rationale for a. and b.:** Visual Arts has offered a rigorous Art History program for many decades. Currently Art History is designated as a Concentration within these degrees, with parchments/diplomas reading Bachelor of Arts in Media, Art, and Performance. Students express dissatisfaction that their diplomas do not reflect their concentration/specialization or their actual major. The above two proposed changes will clarify the nature of the Art History program when viewing the Catalogue; it will clearly reflect students' major on their diplomas; and will simplify overly complex nomenclature. There are no associated changes to the program requirements.

**Rationale for c.** ARTH 301 is already a listed Major requirement so its duplicate listing is unnecessary.

(end of Motion)

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#### 4.3 Minor in Media, Art, and Performance (Art History) Revision

**MOTION:** To revise the Minor in Media, Art, and Performance (Art History), effective 202220.

CURRENT		PROPOSED	
<b>Minor in <del>Media, Art, and Performance (Art History)</del> Required Courses</b>	<b>Credit Hours</b>	<b>Minor in <u>Art History</u> Required Courses</b>	<b>Credit Hours</b>
ARTH 100	3.0	ARTH 100 <u>or INAH 100</u>	3.0
ARTH 301	3.0	ARTH 301	3.0
Two courses in ARTH	6.0	Two courses in ARTH <u>or INAH</u>	6.0
Two courses in ARTH at the 300- or 400-level	6.0	Two courses in ARTH <u>or INAH</u> at the 300- or 400-level	6.0
Total Credit Hours	18.0	Total Credit Hours	18.0

#### **Rationale:**

Opening up Indigenous Art History (INAH) courses for our Art History minors enhances the rigor with which our students can engage Indigenous knowledges in their studies with us. This serves all areas (Discovery; Truth and Reconciliation; Well-being and Belonging; Environment and Climate Action; Impact and Identity) of focus in our Strategic Plan, *All Our Relations / kahkiyaw kiwâhkômâkaninawak*, and will support the growth of partnership between First Nations University of Canada's Indigenous Communication and Fine Arts program and MAP.

(end of Motion)

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#### 4.4 Revision to Certificate in Advanced Studio Art

**MOTION:** To revise the name of the Certificate in Advanced Studio Art to Advanced Certificate in Studio Arts, effective 202220

#### **Rationale:**

This change reflects the breadth of media students may study in this program, and brings it in to harmony, as a plural, with our other program names.

As well, this is a housekeeping item to align the calendar with what was officially approved and entered into the Banner system. Currently in the undergraduate calendar, this program is listed as Certificate in Advanced Studio Art; however, the original name of the certificate is listed in Banner as Advanced Certificate in Studio Art.

(end of Motion)

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**4.5 Minors in Media, Art, and Performance Revision**

**MOTION:** To revise the first paragraph in the Minors in Media, Art, and Performance in Art History, Cultures of Display, and Visual Arts section of the Undergraduate Calendar, effective 202220.

CURRENT (page 229 of UG Calendar)	PROPOSED (page 229 of UG Calendar)
<p><b>Minors in Media, Art, And Performance, Art History, Cultures of Display, and Visual Arts</b></p> <p>Minors must <del>be in an area</del> distinct from <del>their</del> majors <del>or area of concentration</del>. Courses used in the major discipline cannot be used towards the minor.  <del>Indigenous Art History courses cannot be used in the Art History concentration.</del></p> <p>Students taking BA or BFA programs in Visual Arts who want to complete a minor in Art History or Cultures of Display may do so but must substitute six additional credit hours in Art History for ARTH 100 and ARTH 301, since these courses are both in the minor and the major.</p>	<p><b>Minors in Media, Art, And Performance, Art History, Cultures of Display, and Visual Arts</b></p> <p>Minors must be distinct from majors. Courses used in the major discipline cannot be used towards the minor.</p> <p>Students taking BA or BFA programs in Visual Arts who want to complete a minor in Art History or Cultures of Display may do so but must substitute six additional credit hours in Art History for ARTH 100 and ARTH 301, since these courses are both in the minor and the major.</p>

**Rationale:**

This update adds clarity to the regulation about minors.

(end of Motion)

**4.6 Bachelor of Arts in Theatre and Performance Revisions**

**MOTION:** That the Bachelor of Arts in Theatre and Performance be revised, effective 202220.

CURRENT		PROPOSED	
BA in Theatre and Performance Required Courses	Credit hours	BA in Theatre <u>and Performing Arts</u> Required Courses	Credit hours
MAP 001	0.0	MAP 001	0.0
Critical Competency Requirements – <del>27</del> credit hours		Critical Competencies Requirements– <u>21</u> <u>credit hours</u>	
Communication in Writing Two of ACAD 100, ENGL 100 or 110	6.0	Communication in Writing Two of ACAD 100, ENGL 100 or 110	6.0
MAP 202	3.0	MAP 202 <u>or equivalent</u>	3.0
Culture and Society	<del>9.0</del>	Culture and Society	<u>6.0</u>

<p><del>Any three courses</del> in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. May include ELIT, EDRA, EMUS, EVIS 101 or 202.</p>		<p><b>Any two courses</b> in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. May include ELIT, EDRA, EMUS, EVIS 101 or 202.</p>	
<p>Natural or Social Sciences</p> <p><del>Two courses</del> from the following areas: ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.</p>	6.0	<p>Natural or Social Sciences</p> <p><b>Any one course in</b> the following areas: ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.</p>	3.0
<p>Research Skills and Methodologies</p> <p>Any course in research methods, statistical analysis, logic, or computer science offered through the Faculties of Arts and Science, such as: PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220. ARTH 301, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program –see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</p>	3.0	<p>Research Skills and Methodologies</p> <p>Any course in research methods, statistical analysis, logic, or computer science offered through the Faculties of Arts and Science, such as: PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220. ARTH 301, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program –see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</p>	3.0
<p>Media, Art, and Performance Courses outside of Concentration</p> <p><del>Four courses outside of Theatre and Performance Concentration</del> ART, ARTH, CTCH, MAP, FILM, INA, INAH, Music)</p>	12.0	<p>Media, Art, and Performance Courses outside of Concentration</p> <p><b><u>Three courses outside of Theatre and Performing Arts, chosen from CTCH, FILM, MAP, MUSIC, and VISUAL ARTS.</u></b></p>	<b>9.0</b>
<p>Theatre and Performance Requirements - 54 credit hours</p>		<p><b><u>Theatre and Performing Arts Requirements – 60 credit hours</u></b></p>	
<p>THAC 260</p>	3.0	<p><b><u>THTR 110</u></b></p>	<b>3.0</b>
<p>Nine credit hours THAC 200 , 300 , or 400-level</p>	9.0	<p><b><u>Two courses from THTR 111, THTR 112, THTR 121</u></b></p>	<b>6.0</b>
<p>THAC 365 AA-ZZ</p>	3.0	<p><b><u>THTR 120</u></b></p>	<b>3.0</b>
<p>THDS 121</p>	3.0	<p><b><u>THTR 122</u></b></p>	<b>3.0</b>
<p>THDS 240</p>	3.0	<p><b><u>THTR 213</u></b></p>	<b>3.0</b>
<p>THDS 365 AA-ZZ</p>	3.0	<p><b><u>Two from THTR 101, THTR 116, THTR 203, THTR 200- or 300-level elective</u></b></p>	<b>6.0</b>

Nine credit hours THDS 200-, 300-, or 400-level	9.0	<u>THTR 215</u>	<u>3.0</u>
THST 200	3.0	<u>THTR 202</u>	<u>3.0</u>
THST 250	3.0	<u>One of THTR 222, THTR 225, or THTR 223</u>	<u>3.0</u>
THST 380	3.0	<u>THTR 315 or THTR 301</u>	<u>3.0</u>
Two THST 300- or 400-level courses	6.0		
THST 400-level	3.0	<u>Two Theatre studies or approved English/Classics courses at the 200- or 300-level* or THTR 301</u>	<u>6.0</u>
THST elective	3.0		
Critical Competency or Media, Art, and Performance electives		<u>Two Theatre studies or approved English/Classics courses at the 300- or 400-level*</u>	<u>6.0</u>
Any four courses offered by La Cité, the Faculties of Arts, or Science, or Media, Art, and Performance.	12.0	<u>THTR 430</u>	<u>3.0</u>
Open Electives –15 credit hours		<u>One of THTR 414, MAP 499, or 400-level THTR Elective</u>	<u>3.0</u>
Five Open Electives	15.0	<u>THTR 330 OR Two MAP electives</u>	<u>6.0</u>
Total	120.0	Open Electives	
		<u>Ten Open Electives</u>	<u>30.0</u>
		Total Credit Hours PGPA 65.00% required	<u>120.0</u>
		<u>*An up to date list of approved English and Classics courses is kept in the Student Program Centre and is published on the Theatre Department website.</u>	

**Rationale:**

Like the recently approved BFA in Devised Performance and Theatre Creation, the revisions to the BA are a reflection of the (relatively) recent AUR. The external report noted, "Closing that BFA program and leaving a BA in Theatre with various specialization options may have seemed prudent at the time, but [it] hasn't resulted in excitement and the current curriculum, following the closure of the BFA program, lacks a strong focus." These revisions seek to remedy the current situation with a focused curriculum that challenges students to intellectually engage with contemporary theatre and performance.

The new program title, Bachelor of Arts in Theatre and Performing Arts, echoes the wording of the BFA which connects the two programs and reflects the shared curricula and pedagogical goals of the two degrees.

As proposed, all students coming into the theatre department will enter into the BA program and at the end of the first year all students in the cohort will apply to move forward in either the BA program or the BFA program. Regardless of which program a student ultimately chooses, the cohort created during that common first year continues to be a strong connection to the department. Students in this program will have the

opportunity for international travel with the theatre study course as well as coordinating and participating in an annual mini symposium which will be a showcase for theatre research. The department is currently in discussions around adding a BA Honours stream and this theatre research showcase will be foundational to that particular program.

The current degree tried to be “all things to all people” and failed almost everyone. With too many options and not enough structure students were challenged to stay engaged and to feel that they were connected to the department. The revised degree addresses these concerns but still maintains enough electives for students to pursue a double major if they wish.

\*Current Approved CLAS and ENGL List

CLAS 211 (Greek and Roman Drama)  
 ENGL 301 (Shakespeare Comedies)  
 ENGL 302 (Shakespeare Tragedies)  
 ENGL 310 AE (Canadian First Nation Drama)  
 ENGL319 AF (Modern British Women Playwrights)  
 ENGL 377 AA (Eighteenth-Century Comedy)  
 ENGL 377 AE (Contemporary Comedy)

The list of approved courses will be kept (at minimum) in the Theatre Department Office, the Student Program Centre, and online (Theatre Department website and Facebook page).

**Rationale:**

The list of approved CLAS and ENGL courses continues the current practice of providing students with flexibility and a greater array of dramatic literature options than the Theatre Department could offer by itself. For many years ENGL 301 and 302 have been accepted as fulfilling course requirements in the BA Theatre (Three Year Special) and those courses have often been used to fulfill course requirements for students in other theatre programs. This practice has worked extremely well. There are, however, a number of other courses that have been cross-listed as ENGL/THTR courses which has become cumbersome for the departments involved as well as confusing for students. Moving away from cross-listing courses to an integrated system of approved courses will eliminate the challenges (including financial) inherent with cross-listing courses across faculties and colleges.

(end of Motion)

**4.7 Bachelor of Fine Arts in Devised Performance and Theatre Creation Program Revisions**

**MOTION:** That the requirements for the Bachelor of Fine Arts in Devised Performance and Theatre Creation be revised, effective 202220.

CURRENT		PROPOSED	
BFA in Devised Performance and Theatre Creation Required Courses	Credit hours	BFA in Devised Performance and Theatre Creation Required Courses	Credit hours
MAP 001	0.0	MAP 001	0.0
<b>Critical Competencies – 18 credit hours</b>		<b>Critical Competencies – 18 credit hours</b>	

<b>Communication in Writing</b>		<b>Communication in Writing</b>	
Two of ACAD 100, ENGL 100 or 110	6.0	Two of ACAD 100, ENGL 100 or 110	6.0
<b>Culture and Society</b>		<b>Culture and Society</b>	
MAP 202	3.0	MAP 202 <u>(or equivalent)</u>	3.0
Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)	3.0	Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)	3.0
<b>Natural or Social Sciences</b>		<b>Natural or Social Sciences</b>	
Two courses in the following areas (excluding courses in research/statistics):  ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.	6.0	Two courses in the following areas (excluding courses in research/statistics):  ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.	6.0
<b>Concentration Requirements – 81 credit hours, 70% GPA Required in Concentration</b>		<b>Concentration Requirements – 81 credit hours, 70% GPA Required in Concentration</b>	
THTR 110	3.0	THTR 110	3.0
Two courses from THTR 111, THTR 112 or THTR 121	6.0	Two courses from THTR 111, THTR 112 or THTR 121	6.0
THTR 120	3.0	THTR 120	3.0
THTR 122	3.0	THTR 122	3.0
THTR 210 OR THTR 212	3.0	THTR 210 OR THTR 212	3.0
THTR 213	3.0	THTR 213	3.0
THTR 215	3.0	THTR 215 <u>or EDRA 101</u>	3.0
THTR 220	3.0	THTR 220	3.0
<del>THTR 223</del>	3.0	<b><u>THTR 202</u></b>	3.0
THTR 225	3.0	THTR 225 <u>or THTR 223 or EDRA 202</u>	3.0
THTR 211 AA – ZZ OR THTR 222	3.0	THTR 211 AA – ZZ OR THTR 222	3.0
THTR 310	3.0	THTR 310	3.0
<del>THTR 314</del>	3.0	<b><u>THTR 324 OR THTR 319 AA-ZZ</u></b>	3.0
<del>THTR 315 OR THTR 301</del>	<del>3.0</del>	THTR 320	3.0
THTR 320	3.0	Two courses chosen from: THTR 326/327/328 AA – ZZ/ <b><u>Approved ENGL or CLAS 200- or 300-level*</u></b> , THTR 301 or THTR <b><u>315</u></b>	<b><u>6.0</u></b>
THTR 326/327/328 AA – ZZ OR THTR 301	3.0	THTR 410	3.0
THTR 410	3.0	THTR 414	3.0
THTR 414	3.0	<b><u>Two courses from</u></b> THTR 311 AA – ZZ and/or THTR 319 AA - ZZ	6.0

THTR 311 AA – ZZ AND/OR THTR 319 AA - ZZ	6.0	THTR 411 AA – ZZ OR 419 AA - ZZ	3.0
THTR 411 AA – ZZ AND/OR 419 AA - ZZ	3.0	THTR 420	6.0
THTR 420	6.0	Two courses from THTR 426/427/428/ AA – ZZ, <u>or Approved ENGL 400-level* course or THTR 430</u>	6.0
THTR 426/427/428 AA - ZZ	6.0	THTR 330 or <u>one MAP Elective</u>	3.0
THTR 330 or one Elective	3.0		
<b>Media, Art, and Performance Requirements outside the Concentration</b> – 9 credit hours		<b>Media, Art, and Performance Requirements outside the Concentration</b> – 9 credit hours	
Three courses outside the area of concentration, chose from CTCH, FILM, <del>MPA</del> , MUS, and <del>VISUAL ARTS</del> . *CTCH 411 IS STRONGLY RECOMMENDED*	9.0	Three courses outside the area of concentration, chosen from CTCH, FILM, <u>MAP</u> , MU, and <u>VART</u> .	9.0
<b>Open Electives</b>		<b>Open Electives</b>	
Four Open Electives	12.0	Four Open Electives	12.0
<b>Total - PGPA 65.00% required</b>	<b>120.0</b>	<b>Total Credit Hours PGPA of 65.00% required</b>	120.0
		<b>*An up to date list of approved English and Classics courses is kept in the Student Program Centre and is published on the Theatre Department website.</b>	

**Rationale:**

In the fifteen months that have passed since this program was initially approved in the Theatre Department there have been two tenure track hires to replace retired faculty members and a senior member has returned from sabbatical. This change has given the department time to reflect on the new degree and to make it the degree better before students are admitted to the program. One of the substantial changes is the inclusion of THTR 202 Introduction to Playwriting which came about because of the department's experience with The Portrait Project but without that experience the course might have remained an option for students and not a fundamental skill required in theatre creation. One of the courses has been removed from the program because the faculty member who had suggested the course is no longer in the department. The addition of the Research Skills and Methodologies competency is an acknowledgement that research is one of the key aspects of devising and creation. The revisions also reflect the ongoing connection between the theatre department and the English department and a desire to move away from cross listing courses and to move to allowing approved English (and Classics) courses to satisfy certain degree requirements. It is also hoped that in being a little less rigid with some of the requirements that faculty members teaching in the program will have some flexibility in teaching assignments and not be caught in the trap of simply teaching the same material over and over again. Driving all of these changes is a commitment and concern for students; ensuring they have the best possible experiences while in this program.

Current Approved CLAS and ENGL List and rationale is stated above in Motion.

(end of Motion)

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#### 4.8 New Certificate – Certificate in Creative Practice

**MOTION:** That the Certificate in Creative Practice be created, effective 202220.

Certificate in Creative Practice	Credit Hours
MAP 001	0.0
Critical Competencies – 6 credit hours	
Communication in Writing	
One of ACAD 100 or ENGL 100	3.0
Culture and Society	
One of MAP 200AL, MAP 209*, or MAP 202	3.0
Creative Practice Courses	
ART, CTCH, FILM, MAP, MUXX**, THAC, THDS, or THTR* courses at the 100- or 200-level	6.0
ART, CTCH, FILM, MAP, MUXX, THTR studio courses at the 200- or 300-level	6.0
Total Credit Hours PGPA 65.00% required	18.0

\*MAP 209 Decolonization in the Arts and THTR\* studio courses are not in the catalogue yet. They are currently listed as MAP 200AL or THAC and THDS respectively.

\*\*MUXX refers to MUPE, MUTQ or MUXX instrument courses.

**Note:** Creative Practice Courses are listed below. This list may be added to at any time and will be updated in Advisor and the calendar. Students should check with their advisor if they have or would like to take a course that is not listed here. This certificate is not an interdisciplinary program. It is a certificate that allows students to take courses from different disciplines if they so choose, however, 300-level courses will likely require 200-level courses as a prerequisite.

Students may require a prerequisite course that is not a studio course, such as ART 100. This course can be counted towards the Certificate in Media, Art, and Performance, or any degree program.

##### **Creative Practice Courses**

**ART:** All ART courses up to the 3XX except for ART 100.

**CTCH:** CTCH 201, 202, 204, 206, 210AB, 211, 212, 213, 214, 215, 250, 251, 301, 302, 310AA, 310AE, 311, 312, 320AB, 320AC, 320AD, CTCH 410AA-ZZ,

**FILM:** FILM 101AA, 200, 201, 202, 203, 205, 209, 210, 220, 221, 300, 301, 303, 305, 306, 307, 310, 311, 312, 400, 401, 403, 410, 411, 412, 413

**MAP:** No courses at this time

**MUSIC** – All Music performance MUPE, Music Technique courses MUTQ, or Music Lessons MUXX (MUVO for example). MUEN\*. Given the size of the certificate no more than three music ensembles would be counted at this time.

**THEATRE:** All Theatre Acting (THAC), and Theatre Design courses would be counted in this program. These courses will align with new coding (THTR) in the coming year. \*\*\* THEA Courses may be considered with permission from the Department of Theatre.

**Online and distance options:** There are many courses available to students within MAP that are online. Therefore, this program will be of interest and can be marketed to distance students as a wonderful opportunity unique to University of Regina at this time. Not all departments have many online courses but the suite of distance and remote offerings continues to be developed, partly due to the operational requirements of the pandemic.

**Length:** Six courses allows for students to complete the program in one year while qualifying for student loans.

**Laddering:** This program easily ladders into the Certificate in Media, Art, and Performance (a 30 credit hour certificate that mixes more studies classes as well as other courses. This certificate also mirrors our qualifying program.)

**Creative Practice course study:** Students completing other programs of study such as psychology or education may want to use this certificate to qualify for graduate programs in Drama or Art Therapy.

**Graduation:** Students who completed the requirements for this certificate while working toward completion of a degree program may not apply to have the Certificate awarded if more than one year has elapsed since the degree was awarded.

### Rationale:

The Certificate in Creative Practice is a program for those who want to pursue creative practice courses that develop their emerging talents in one or more areas. The courses included in the program ensure foundational skills in university writing and research (including academic integrity) as well as sensitivity to Indigenous issues in the Arts. In addition, as noted with an asterisk, there are a number of courses that are available remotely or online so that this program can be completed by those living outside Regina such as International students, those living in the north, or just generally not available to attend face to face courses.

(end of Motion)

## 5. FACULTY OF SCIENCE

### 5.1 Chemistry and Biochemistry Co-operative Education Program Change

**MOTION:** To update the Chemistry/Biochemistry Co-operative Education Program, effective immediately.

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#### Co-operative Education Program Entrance Requirements

During the placement cycle, the Co-op Office uses a computerized Match process to place students with employers. The process lets employers select candidates for interviews from all students eligible for Co-op employment. After the Match process, a Direct Offer system is used. Employers submit job descriptions, which are posted continually. Interested students apply, and the Co-op Office sends resumes to employers and sets up the interview.					
Area of Study	PGPA	Minimum credit hours*	Maximum credit hours	Number of work terms	Required courses
Chemistry/ Biochemistry	72.5%	21	60	3 (optional 4 <sup>th</sup> )	Completed 21 BSc credit hours including CHEM 104 and CHEM 140; enrolled in 3 CHEM/BIOC courses beyond CHEM 104 prior to commencement of the first work term. <b><u>One of the first two work terms must be in a fall or winter term. (i.e. both</u></b>

					<b>may not be in summer terms).</b>
* Minimum credit hours include those in which the student is registered when applying. Maximum credit hours include those in which the student is registered in the term preceding the first work term.					
Admission is granted by the student's faculty. Students who do not meet the entrance requirements may appeal to their faculty. All information provided in faculty sections supersedes this section.					

### **Co-operative Education Program in Chemistry and Biochemistry**

#### **Entrance Criteria**

At the time of application for admission to the placement cycle, a student:

- must have completed at least 21 credit hours toward a BSc degree, including CHEM 104 and CHEM 140;
- must have completed no more than 60 credit hours toward the BSc;
- must have achieved a minimum GPA of 72.50% in courses required for the major and overall;
- must be enrolled in a program to complete at least three (3) biochemistry/chemistry courses beyond CHEM 104, prior to commencement of the first work term.

Successful completion of three work terms is required for the Co-op designation, with a fourth work term being optional. Students follow a schedule of work/academic terms similar to that shown for Computer Science. To continue in the Co-op option, students must maintain a GPA of 72.50% and must enroll in at least 12 credit hours in academic terms between work terms. One of the first two work terms must be in a fall or winter term (i.e. both may not be in summer terms).

For further details, contact the Co-operative Education Office or the head of the Department of Chemistry and Biochemistry.

#### **Rationale:**

This change was made to provide consistency between the Co-operative Education and Faculty of Science section in the undergraduate calendar.

(end of Motion)

## **5.2 Elective Requirements in the Bachelor of Science Programs**

**MOTION:** To update the elective requirements structure of Bachelor of Science programs to include INDG 100 and ENVS 100, effective 202230.

Bachelor of Science (BSc) (page 243-244)

A minimum of 66 credit hours must be taken in the Faculty of Science. Of these:

- A minimum of 42 credit hours in a major discipline;
- For BSc and BSc Honours students who are majoring in Geography, Economics and Psychology, courses within the major requirements are considered to be within the Faculty of Science. Additional courses in these disciplines will continue to be treated as Arts electives (see below); and
- A minimum of 18 credit hours in disciplines other than the major.

The following courses must be included:

- Six credit hours of natural science courses (must have a lab component). These courses are taught in the departments of Biology, Chemistry and Biochemistry, Geology and Physics;
- MATH 103 or MATH 110; CS 110;
- A minimum of 18 credit hours, including ENGL 100 and 110, must be taken in the Faculties of Arts and/or Media, Art, and Performance;
- Up to 36 credit hours of electives<sup>1</sup> (as required to TOTAL: 120 credit hours), which may include a maximum of 18 credit hours in courses from faculties other than Science, Arts, La Cité, or Media, Art, and Performance.

<sup>1</sup>The Faculty of Science encourages its students to include at least one of INDG 100 (Indigenous Studies) or ENV5 100 (Indigenous Environmental Studies) among their electives

### Rationale:

This is part of the continuing efforts of the Faculty of Science to include Indigenous content in its programs.

(end of Motion)

### 5.3 Diploma in General Science Elective Requirements

**MOTION:** To update the elective requirements structure of the Diploma in General Science to include INDG 100 and ENV5 100, effective 202230.

#### Diploma in General Science (page 243)

The Diploma in General Science is designed to introduce students to the methods and values of scientific inquiry. It encourages students to identify a field of study that interests them and to develop a deeper understanding of that field.

Eligibility requires that students complete courses representative of core science competencies and a concentration of courses in a particular field of study offered by the Faculty of Science. A maximum of 30 credit hours of eligible transfer credit may be used to meet the program requirements, and transfer credit may not be used to meet greater than half of the credits required to complete the concentration. (At least half of the credits used to meet the concentration requirements and program requirements must be completed at the University of Regina, as outlined in the Faculty of Science Residency Requirements.)

Students who have earned a previous degree in Science or Engineering at a Canadian post-secondary institution, or who have completed the requirements to graduate with a bachelor's degree (or higher) in Science or Engineering are not eligible to graduate with a Diploma in General Science.

The Diploma in General Science is a laddering credential: courses used to complete the Diploma in General Science may be used subsequently to fulfill the requirements of any Bachelor of Science program offered by the Faculty of Science.

Credit hours	Diploma in General Science
<u>0.0</u>	<u>SCI 099</u>
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104

3.0	CHEM 105 or 140
3.0	CS 110
3.0	ENGL 100
3.0	ENGL 110
3.0	GEOL 102
3.0	MATH 103 or 110
3.0	MATH 111 or 112
3.0	PHYS 109 or 111
3.0	PHYS 119 or 112
3.0	STAT 100 or 160
12.0 – 18.0	<b>Completion of a Concentration in Science*</b> Options include: Biology, Biochemistry, Chemistry, Geology, Applied Mathematics, Pure Mathematics, Statistics, Physics
3.0	One Arts, La Cité, or Media, Art, and Performance course**
0.0-6.0	Science, Arts, La Cité, or Media, Art, and Performance course(s)
<b>60.0</b>	<b>Total: 65.00% PGPA and 60.00% UGPA</b>
<p>*For the purposes of the Diploma in General Science, requirements for a Concentration in Science corresponds with the Minor requirements outlined in the Department section for each discipline.</p> <p><b>** The Faculty of Science encourages students to include INDG 100 (Indigenous Studies) or ENV5 100 (Indigenous Environmental Science) for their electives.</b></p>	

**Rationale:**

This is part of the continuing efforts of the Faculty of Science to include Indigenous content in its programs. SCI 099 was approved at a previous CCUAS meeting. Including SCI 099 the template to reflect this change.

(end of Motion)

#### 5.4 **New Certificate – Certificate in Foundations of Science**

**MOTION:** To create the Certificate in Foundations of Science, effective 202230.

##### **Certificate in Foundations of Science**

The Certificate in the Foundations of Science introduces students to the foundations of scientific thought and equips students with knowledge and experience that provide a basis for postsecondary studies in science and related fields. As a one-year program at the introductory level, the Certificate in the

Foundations of Science is suited to those students who have educational and career goals that do not necessarily lead to, or require, a Bachelor's Degree or Diploma in Science.

A maximum of 9 credit hours of eligible transfer credit may be used to meet the program requirements of 30 credit hours.

Students who have earned a previous degree or two-year diploma in Science or Engineering at a Canadian post-secondary institution, or who have completed the requirements to graduate with a bachelor's degree (or higher) in Science or Engineering are not eligible to graduate with a Certificate in the Foundations of Science.

The Certificate in Foundations of Science is a stackable credential: courses used to complete the Certificate in the Foundations of Science may be used subsequently to fulfill the requirements of the Diploma in General Science or any Bachelor of Science program offered by the Faculty of Science.

Credit hours	<b>Certificate in the Foundations of Science</b>
0.0	SCI 099
3.0	ENGL 100
3.0	BIOL 100 or 101
3.0	CHEM 104
3.0	CS 110
3.0	GEOL 102
3.0	MATH 103 or 110
3.0	PHYS 109
6.0	Any two electives from Arts, La Cité, Media, Art, and Performance, or Science*
3.0	Open elective*
30.0	<b>Total: 65.00% PGPA and 60.00% UGPA</b>
*From any Faculty, including Science. The Faculty of Science encourages students to include INDG 100 (Indigenous Studies) or ENV5 100 (Indigenous Environmental Science) for their electives.	

### **Rationale:**

The Certificate in Foundations of Science aims to fulfill the following objectives:

- a) to increase accessibility of postsecondary science education to students who may not have the means or desire to commit to a two-year diploma or four-year degree program;
- b) to provide students who abandon their postsecondary studies for their own reasons (financial, personal, etc.) with an opportunity to leave the University with a post-secondary credential (if they meet the requirements for the Certificate);
- c) to allow students to remain in their own communities for their first year of Science by eventually offering most or all of the required courses for the Foundations of Science Certificate through the use of distance teaching and learning technologies.

(end of Motion)

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## 6. FACULTY OF SOCIAL WORK

### 6.1 Revision to the Post-Secondary Admission Requirements for the Pre-Social Work and Indigenous Social Work Qualifying Programs

**MOTION:** To revise the Pre-Social Work and Indigenous Social Work Qualifying admission requirements for post-secondary transfer students, effective 2022/20.

From the Undergraduate Admissions section (page 18) of the Undergraduate Calendar, 2021/22:

CURRENT	PROPOSED
<p>Social Work (U of R)</p> <p>Applicants to Pre-Social Work who have attempted <del>24</del> credit hours <del>or more</del> of approved post-secondary course <del>must have achieved a</del> minimum AGPA of 70% on all courses attempted or have completed a bachelor's degree. <del>Applicants who have completed less than 24 credit hours will be admitted on the basis of either their high school courses or by Mature Admission and must present a UGPA of 70% on any post-secondary courses completed.</del></p>	<p>Social Work (U of R)</p> <p><b><u>Pre-Social Work</u></b></p> <p>Applicants to Pre-Social Work who have attempted <b>15 or more</b> credit hours of approved post-secondary courses <b><u>will be considered for admission on the following criteria:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>A minimum Admissions Grade Point Average (AGPA) of 70% based on their most recent 30 credit hours of approved courses;</u></b> or</li> <li>• <b><u>The completion of a bachelor's degree.</u></b></li> </ul>

To be added to the Undergraduate Calendar on page 18 above the current paragraph about admission requirements to the Certificate in Indigenous Social Work / Bachelor of Indigenous Social Work:

<ul style="list-style-type: none"> <li>• <b>PROPOSED</b></li> </ul> <p>Indigenous Social Work (FNUniv)</p> <p><b><u>Indigenous Social Work Qualifying</u></b></p> <p><b><u>Applicants to Indigenous Social Work Qualifying who have attempted 15 or more credit hours of approved post-secondary courses will be considered for admission on the following criteria:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>A minimum Admissions Grade Point Average (AGPA) of 70% based on their most recent 30 credit hours of approved courses; or</u></b></li> <li>• <b><u>The completion of a bachelor's degree.</u></b></li> </ul>
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#### Rationale:

- For consistency (goal for same requirement across faculties).
- Changing the point at which applicants are considered for post-secondary admission to the Pre-Social Work and Indigenous Social Work Qualifying programs from 24 to 15 credit hours because 15 credit hours is a sufficient indicator of success in post-secondary.
- Aligns with recent change to Bachelor of Social Work admission requirement (approved at Faculty Council, but not yet presented at CCUAS).
- Aligns with recommendations from Enrolment Services.

- Aligns with other universities that only look at transferrable courses or a certain number of credit hours. For example, University of Calgary uses the past 30 credit hours, University of Alberta uses the past two terms if they contain at least 24 credit hours, and the University of Toronto uses the most recent annual average.
- Provides a stronger indicator of success:
  - o By using recent course work, we will have a clearer picture of what the student is capable of now, rather than what the student was capable in the past.
  - o Students who have had a difficult recent term resulting in lower grades than usual could quickly improve their GPA by having a strong 1-2 terms, whereas it could take quite a while to improve the current UGPA.
- In the past, Admission to the INSW Qualifying followed UofR Pre-SW admission requirements. Now we are explicitly stating the INSW Qualifying requirements in the calendar for clarity.

(end of Motion)

## 6. CENTRE FOR CONTINUING EDUCATION

### 6.1 Revision to Centre for Continuing Education High School Admission Requirements

**MOTION:** That the admission requirements to CCE Credit programs be revised, effective 202220.

The following proposal from Enrollment Services simplifies CCE high school admission requirements, both from a student and a university processing perspective.

CURRENT	PROPOSED
Centre for Continuing Education U of R or FNUniv High School Requirements Minimum Average: 65% •English Language Arts A30 and B30 •One math or science course chosen from:  •Calculus 30 •Chemistry 30 •Computer Science 30 •Earth Science 30 •One language, social science, or fine/performing arts course chosen from: •Arts Education 30 •Christian Ethics 30 •Cree 30 •Drama 30 •Economics 30 •French 30 •Geography 30 •German 30  •Foundations of Mathematics 30 •Pre-Calculus 20 •Pre-Calculus 30 •Physics 30  •Law 30 •Mandarin 30 •Music 30 •Native Studies 30 •Psychology 30 •Social Studies 30 •Spanish 30 •Ukrainian 30	Centre for Continuing Education U of R or FNUniv High School Requirements Minimum Average: 65% • <b>English Language Arts A30</b> • <b>English Language Arts B30</b> • <b>Two 30-level courses from the areas of Languages, Sciences, English Language Arts, Mathematics, or Social Studies (see <a href="http://www.curriculum.gov.sk.ca">www.curriculum.gov.sk.ca</a> for list of courses)</b> • <b>One additional 30-level course</b>



<ul style="list-style-type: none"> <li>▲History 30</li> <li>▲Latin 30</li> <li>▲One of:               <ul style="list-style-type: none"> <li>●Accounting 30</li> <li>●Catholic Studies 30</li> <li>●Entrepreneurship 30</li> <li>●Graphic Arts 30</li> <li>●Information Processing 30</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▲Ukrainian Language Arts 30</li> <li>▲Visual Art 30</li> <li>●Photography 30</li> <li>●Theatre Arts 30</li> <li>●Wildlife Management 30</li> <li>●One additional course from the two bulleted lists immediately above.</li> </ul>
<p>Note: For applicants to the Certificate in Indigenous Access Transition Education Certificate (IATEC), a 20-level math or science course will be substituted if students are missing a 30-level math or science requirement.</p>	

### Background:

CCE admission requirements follow the Faculty of Arts' requirements. This proposal was approved at Faculty of Arts Council and at the CCUAS meeting held in May, 2021.

### Rationale:

#### Proposal from Enrolment Services

Our admissions practices have become convoluted and inconsistent over the years and have not been looked at with a university-wide lens for some time. Currently, each faculty has its own long list of high school courses that can be used for admissions purposes. These courses are used in the calculation of the final admission average for students who are admitted based on high school.

In doing research of high school admissions requirements in universities across Canada, many have a simplified approach that uses one set of high school courses for all (or most) programs for calculating admission averages, and a separate set of program-specific required courses that are not used in the admission average calculation. Examples of universities that use this method include University of Saskatchewan, University of Winnipeg, and University of Toronto. This approach is simple for students to understand and allows for consistency across programs.

One positive aspect of the way we currently process high school admissions is that many faculties allow one or two fine art, physical education, language, or other courses (ex. accounting) to be included in the average calculation. This shows that we appreciate all types of knowledge and value well-rounded learners. Guidance counsellors often express their appreciation of this practice. The downsides of this practice are that lists of accepted courses become long and convoluted, and the process for deciding which subjects are included in lists is not consistent between faculties.

We propose that in order to combine the best of both worlds (the simplified approach along with our current practice of accepting a variety of high school courses), the University of Regina should have two separate final admission average calculation formulas, and every faculty would use one of these two formulas. Any

required courses that are not listed in the formulas would be listed separately as requirements but would not be used in the final admission calculation.

(end of Motion)

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## 7. REGISTRAR'S OFFICE

### 7.1 Residency Definition

**MOTION:** That the following definition of Residency be added to the Glossary and Abbreviations section of the Academic Calendar, effective immediately.

#### **Residency**

Residency refers to the minimum number of University of Regina credit hours that a student must complete within their credential completion requirements (see the Graduation section of the Academic Calendar for more information).

(end of Motion)

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### 7.2 Residency Requirements

**MOTION:** That the following regulations be added to the Graduation section of the Academic Calendar between the Governing Academic Program regulation and the Awarding of Concurrent and Additional Degrees regulation, effective 202220.

#### **Residency Requirements**

Residency refers to the minimum number of University of Regina credit hours that a student must complete within their credential completion requirements.

#### ***4 year Baccalaureate Programs***

Unless otherwise specified within the program or faculty regulations, students must fulfill their program completion requirements with a minimum of 25% (30+ credit hours) with University of Regina coursework. Some programs may require the student to complete more than the minimum specified in this regulation but not less than the minimum specified.

#### ***3 year Baccalaureate***

Students must fulfill their program completion requirements with a minimum of 30 credit hours of University of Regina coursework.

#### ***Diploma or Certificate Programs***

Students must fulfill their program completion requirements with a minimum of 50% of their credit hours, or at least 9 credit hours for those certificates with 18 credit hours or less, with University of Regina coursework.

#### ***Micro-credentials***

Micro-credentials will have a 100% residency requirement.

#### ***PLAR and Transfer Credit***

Credit for PLAR and Transfer Credit are not included or counted in University of Regina residency credit hours.

#### **Background:**

The Undergraduate Residency Requirements Proposal is a result of the work of a Deans' Council Working Group that included Gina Grandy, Robin Evans, Harold Reimer, Cathy Rocke, and Jim D'Arcy.

**Context.** Residency refers to the minimum number of University of Regina credit hours that a student must complete within their credential completion requirements. While several faculties have explicitly defined residency requirements, the University Calendar does not have clear language on the residency requirements for undergraduate programs at the University of Regina. It is implied as 50% but not clearly stated. The Deans Council Working Group was formed to explore what other universities do in this area and propose language for the University of Regina University Calendar. The focus of the working group was on undergraduate residency requirements.

**Canadian Scan.** A review of residency requirements for other Canadian institutions, including other comprehensives, revealed that 50% residency requirements are most common. All U15 institutions currently have a 50% residency requirement. However, it is apparent that there are considerations for special agreements which may allow for a lower residency requirement at some universities. Athabasca University is a leader in this area with most programs requiring residency of 30 credits (25%) and a 0% residency requirement via a Bachelor of General Studies which facilitates an opportunity for students who have completed courses at more than one institution to transfer extensive credits to the Athabasca and complete a degree (See Appendix I).

It is important to note, institutional policies govern transfer credit evaluation such that all transfer credits are evaluated by a subject matter expert to be equivalent to the institution accepting the transfer credits. This quality assurance practice ensures that the course being presented meets institutional standards.

**Opportunity for U of R to take a Leadership Role (in Student Flexibility)**

There is an opportunity for our University to become a leader in accessibility and flexibility through its residency requirement, **while still protecting a Faculty unit's need and desire to maintain specific limits because of accreditation requirements, etc.**

A lower residency requirement would create several potential advantages for the University of Regina.

*Recruitment Strategy.* As more and more students desire and demand flexibility in the completion of their degree programs, this is an opportunity to attract new students who may already have completed courses at one or more institutions and are restricted by residency requirements to advance to the completion of their degrees. It is also an opportunity to attract students who want to complete courses at a variety of institutions across Canada for any number of reasons (e.g., living in various parts of the country; take courses virtually at a number of institutions). This also aligns well with the University's international recruitment strategy and creates new opportunities for international students (See Appendix II).

*Uniqueness.* This could become part of a unique positioning strategy for the University of Regina – the leading comprehensive university on student flexibility. It is important to remember that a lower residency requirement does not threaten the real or perceived academic rigour associated with a U of R degree. Every course which qualifies for transfer credit is still evaluated by the Faculty unit and reviewed periodically to ensure equivalency. Flexibility in this manner does not mean reduced academic rigour or integrity of the U of R degree but it is an attractive and unique positioning stance for the institution.

*Strategy to Offset Natural Attrition.* All institutions, including the University of Regina, have attrition (from 1 to 2<sup>nd</sup> year and 2<sup>nd</sup> to 3<sup>rd</sup> year) which often results in fewer class / course capacity constraints in upper level courses. Attracting new students who have more than 50% of a degree completed from one or more other institutions would, in part, address natural attrition we experience without necessarily increasing pressure on faculties to increase class sizes or add additional sections.

*Alignment with Provincial Government Agenda.* The University's implied 50% residency requirement means that if a student has completed more than 50% of a similar degree at one of our provincial partner institutions, only 50% of the courses can be transferred into a University of Regina degree (even if more than that are evaluated as equivalent). In effect, we are requiring a student to pay twice for those additional courses to complete their degree and expecting the provincial government to financially offset that through government funds / taxpayer's dollars. Implementing a more progressive residency requirement would demonstrate to the provincial government that the University has the students' interests first and foremost, that we work in partnership with other provincial institutions to support the completion of students' programming, and that we are fiscally responsible with provincial government funds.

## Residency Requirements at the U of R and Other Universities

## University of Regina

Academic Unit	Program	Residency Requirements	Section	Page Number	Other
University	All	Students must complete the residency requirements of their chosen program.	Admissions - Transfer Credits from Other Post-Secondary Institutions	31	<a href="https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/Undergraduate-Calendar.pdf">https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/Undergraduate-Calendar.pdf</a>
Faculty of Arts	Bachelor of Arts	<b>60 credit hours</b> , including: half of the credit hours required for the major (and for each component discipline of a combined major), nine credit hours in the minor (if any)	Table of Faculty of Arts Admission and Residence Requirements	75	
	Bachelor of Health Studies	<b>60 credit hours</b> , including: half of the credit hours required for the major (and for each component discipline of a combined major), nine credit hours in the minor (if any)	Table of Faculty of Arts Admission and Residence Requirements	75	
	Bachelor of Arts Honours Majors in Geography and Psychology	<b>60 credit hours</b> , including: half of the credit hours required for the major (and for each component discipline of a combined major), all of the 400-level courses required for the major, the honours paper, nine credit hours in the minor (if any)	Table of Faculty of Arts Admission and Residence Requirements	75	
	Bachelor of Geographic Information Science	<b>60 credit hours</b> , including: half of the credit hours required for the major, nine credit hours in the minor (if any)	Table of Faculty of Arts Admission and Residence Requirements	75	
	Bachelor of Human Justice	<b>60 credit hours</b> , including: JS 290, 291, 490, 492, five additional JS courses, nine credit hours in the minor (if any)	Table of Faculty of Arts Admission and Residence Requirements	75	
	BA in Journalism Bachelor of Journalism	The two years of Journalism studies must be completed in full at the U of R.	Table of Faculty of Arts Admission and Residence Requirements	75	

Academic Unit	Program	Residency Requirements	Section	Page Number	Other
	BA in Police Studies	Transfer of approved credit from other approved institutions is unrestricted for members of police services which have entered into formal partnership agreements with the Police Studies Program at the University of Regina. Students must still complete the specific course requirements. All other students must follow the residency requirements of the Bachelor of Arts (60 ch).	Table of Faculty of Arts Admission and Residence Requirements	75	
	BA in Resource and Environmental Studies	Students will be granted <b>60 credits hours</b> of block transfer credit. The remaining requirements, 60 credit hours, must be completed at the U of R.	Table of Faculty of Arts Admission and Residence Requirements	75	Completion of the Saskatchewan Polytechnic Resource and Environmental Law Diploma (Woodland Campus).
	Advanced Certificates	With a BA from the U of R, 15 credit hours, including half of the credit hours required for the major. With a BA from another university, the full program must be completed at the U of R	Table of Faculty of Arts Admission and Residence Requirements	75	
	BA Honours Certificates	With a degree from the U of R, 15 credit hours, including half of the credit hours required for the major and half of the 400-level courses required for their major, including the honours paper. With a BA from another university, the full program must be completed at the U of R.	Table of Faculty of Arts Admission and Residence Requirements	75	
	Liberal Arts Diploma	30 credit hours, including nine credit hours of the minor	Table of Faculty of Arts Admission and Residence Requirements	75	
	Other Certificates	15 credit hours	Table of Faculty of Arts Admission and Residence Requirements	75	
<b>Faculty of Business Administration</b>	Bachelor of Business Administration	A maximum of 60 hours of transfer credit, including a maximum of 30 credit hours of business courses, will be accepted towards the BBA degree	Program of Study	138	

Academic Unit	Program	Residency Requirements	Section	Page Number	Other
	Diploma of Business Administration	A maximum of 30 hours of transfer credit, including a maximum of 15 credit hours of business courses, will be accepted towards the diploma of business administration.	Program of Study	138	
<b>Faculty of Education</b>	All	For all programs, students must complete at least half of the program at the University of Regina. Students may be required to do more than the minimum number of credit hours at Regina.	Residence Requirements	148	
	Bachelor of Education	All students in the Bachelor of Education program are expected to do a substantial portion of the last two years of work at the University of Regina. Students who wish to continue to work on a degree at another institution after the completion of two years or less at the University of Regina should apply to transfer all credits to that institution and complete degree requirements there	Residence Requirements	148	
	Other	Students who have previously completed one year of teacher education courses from another university and want to complete a BEd degree at the University of Regina may request an assessment of previous course work from the Office of Student Services, Faculty of Education. Applicants may be selected to present their Professional Year (or equivalent) as partial requirement for the BEd degree. Students must complete a 3-year program to fulfill University of Regina requirements.	Residence Requirements	148	
<b>Faculty of Engineering and Applied Science</b>	Bachelor of Science	A maximum of 20 courses (60 hours) of transfer credit from a Canadian University may be applied to a Bachelor of Applied Science program providing a minimum grade of 60.00% has been achieved	Residency and Transfer Credit	185	Notwithstanding the maximum number of transfer credits allowed, all students from other postsecondary institutions transferring to the University of Regina with advanced standing must take enough courses at the University of Regina to

Academic Unit	Program	Residency Requirements	Section	Page Number	Other
					satisfy the criteria for “Engineering Science (ES)” and “Engineering Design (ED)” as required by CEAB (Canadian Engineering Accreditation Board). All transfer students will be individually counseled to achieve this objective. (p.186)
<b>Faculty of Graduate Studies and Research</b>	All	The Faculty of Graduate Studies and Research has not set residency requirements for either master's or doctoral degree programs, but encourages academic units to carefully consider the aspect of residency, reflecting on the purposes for it (see below) and ensuring that there is clarity regarding it. Thus, it is within the purview of individual academic units to set specific residency requirements for the programs specific to their units. Note that residency requirements may differ for different programs within the same academic unit.	<a href="https://www.uregina.ca/gradstudies/current-students/grad-calendar/program-reqts.html">https://www.uregina.ca/gradstudies/current-students/grad-calendar/program-reqts.html</a>	Web page	<a href="https://www.uregina.ca/gradstudies/current-students/grad-calendar/index.html">https://www.uregina.ca/gradstudies/current-students/grad-calendar/index.html</a>
<b>Faculty of Kinesiology and Health Studies</b>	All	Students must complete at least half of their program (60 credit hours) at the University of Regina	Residency Requirement	197	
<b>Faculty of Media, Art, and Performance</b>	BA degree	A student must complete at least half of the program at the University of Regina, including at least 14 credit hours in the major for a three-year special BA degree and 21 credit hours in the major for the four-year BA degree. Except for combined programs, a student must take at least 14 credit hours of the last 30 credit hours required for the degree at the University of Regina.	Residence Requirements	208	

Academic Unit	Program	Residency Requirements	Section	Page Number	Other
	BFA or BMus	A student must complete a minimum of 60 credit hours of the degree at the University of Regina. At least fifty per cent of the courses in a student's discipline (film, Indigenous art, music, theatre, visual arts) must be taken at this University, including all courses required at the 300-and 400-levels. (Exceptions to this regulation must be approved by the Department Head.)	Residence Requirements	208	
	Certificate in Visual Arts	A student must complete the final 30 hours of the program at the University of Regina.	Residence Requirements	208	
	Minor in Visual Arts	A student must complete at least half the credit hours of required courses for the minor at the University of Regina.	Residence Requirements	208	
<b>Faculty of Nursing</b>		Students must complete at least 50% of their program at the University of Regina.	Residence Requirements	238	
<b>Faculty of Science</b>	All	A maximum of 60 credit hours of eligible transfer credit may be applied to a degree program, 30 credit hours of eligible transfer credit to a diploma program, and 15 credit hours of eligible transfer credit to a certificate program. Students must take at least 15 of the last 30 credit hours of their degree program at the University of Regina. As well, at least half the credit hours of required discipline courses for the major and/or minor must be completed at the University of Regina.	Residency and Transfer Credit	244	
<b>Faculty of Social Work</b>	BSW	Students must complete a minimum of 45 credit hours of the social work studies section of the BSW through the University of Regina	Residence Requirements	291	
	CSW	Forty-five credit hours of the entire CSW must be completed through the University of Regina	Residence Requirements	291	
	BISW	Students must complete a <b>minimum of 63 credit hours</b> for the ISW portion of the BISW, including all required INSW courses	SISW Residency Requirement	299	Residency requirements are the minimum number of credit hours that must be taken through the



Academic Unit	Program	Residency Requirements	Section	Page Number	Other
					<p>SISW in the ISW portion of the CISW or BISW program.</p> <p>This means that a maximum of six (6) credits hours of social work courses can be transferred into the CISW or nine (9) credit hours of social work courses can be transferred into the BISW from other universities into the social work portion of these program</p>
	CISW	Students must complete a <b>minimum of 42 credit hours</b> of the ISW portion of the CISW, including all required INSW courses	SISW Residency Requirement	299	Residency requirements are the minimum number of credit hours that must be taken through the SISW in the ISW portion of the CISW or BISW program.
<b>Centre for Continuing Education</b>	Certificate	For courses taken at other universities, students can receive transfer credit for up to 50% of their Certificate program	Transfer of Credit from Other Post-Secondary Institutions	302	
	Certificates	Students can complete the requirements for CCE certificates as part of a degree program. Students must apply for graduation from the certificate program within one year of the degree being awarded.	Residence Requirement	302	Students who have graduated with a Bachelor of Business Administration or Bachelor of Administration are not eligible to graduate with the Certificate in Administration, Level I and II
<b>La Cité universitaire francophone</b>		Please refer the Admissions section in this Calendar for University policies on Admission, Re-admission, and Transfer.	Admission, Re-admission, and Transfer	314	

**Other Universities**

University	Regulation
SFU	The University may award substantial transfer credit for course work that has been completed elsewhere. These transfer units reduce the amount of work needed to complete a Simon Fraser University credential, subject to minimum residency requirements for work completed at Simon Fraser University. Overall, the residency requirements define two conditions that apply to every program.
Victoria	60 credits - diploma within BC system. 30 credits - 3 year diploma outside of BC. 15 credits - 2 year diploma outside of BC. All others are evaluated on a course by course basis.
Waterloo	At Waterloo, you can transfer up to 50 per cent of the courses toward the degree you would like to earn. Some programs limit the number of transfer credits awarded.
Guelph	Typically, a maximum of 10 credits (2 years) can be transferred from a previously completed degree program.
Carleton	The minimum number of residency credits for students in the B.Eng., B.I.D, B.I.T. and B.A.S. Design program is half of the total number of credits required for the program. The residency requirement for B.A.S. students not in Design is the standard minimum of 5.0 residency credits at graduation.
Wilfrid Laurier	Laurier students must complete a minimum of 10.0 credits (including 5.0 senior credits) at the university. The maximum number of transfer credits that any student can apply to their degree is <b>10.0 credits</b> (even if you are granted more).
Memorial	More than 1/2 except under special agreement. Special agreements vary.
New Brunswick	You must take at least 50 per cent of the credits required for your degree, diploma or certificate at UNB.
York	Primarily 50%.
Concordia	Primarily 50%.
Ryerson	Typically, a maximum of 10 credits (2 years) can be transferred from a previously completed degree program.
UQAM	Info not available.
Brock	<b>Transfer credit</b> is limited to a maximum of 10.0 credits toward a 20 credit degree.
Windsor	Primarily 50%.
Athabasca University	Most programs require 24 to 30 credits of AU credits. A few require 50% (Nursing - Post LPN - 51 credits). Bachelor of General Studies has no residency requirement.

**UR International Perspective  
Residency Requirements Proposal  
Deans' Council Working Group: Discussion Document**

The University of Regina can benefit from this new residency requirement in the areas of international enrolment and faculty partnership development.

### **International Enrolment**

This proposal furthers the University's unique lead as an accessible university with academic options for students with diverse needs and backgrounds. International enrolment would benefit as this would set us apart from our Canadian counterparts, giving us a unique competitive advantage when attracting international students from within Canada, and beyond:

- A large portion of the international students that study in Canada, and at the University have the intention to immigrate. This proposal would offer an attractive option of a faster track towards immigration to this student cohort;
- Some cohorts do not intend to immigrate, and are seeking a faster option to obtain an international credential. This proposal would attract more students from these cohorts;
- Many international students transfer from other Canadian universities, and/or have international post-secondary credentials. This proposal would offer this cohort a unique and competitive option;
- Having the unique position as "the leading comprehensive university on student flexibility" helps our recruitment brand and gives the University of Regina a competitive edge.
- URI recommends that students will have the option to take courses through virtual and/or distant learning platforms to meet the residency requirement.

### **International Partnerships/Agreements**

Faculties are developing, or are interested in developing partnerships with international institutions through agreements that include residency requirements (e.g., articulation, 2+2, double degree, etc.). The new residency requirement allows faculties to establish agreements with more flexibility to suit a wider range of partners:

- Faculties would have the opportunity to attract students from universities around the world by being more flexible;
- Agreements would solidify partnerships that produce targeted and qualified students from a sustainable source;
- The flexibility of the residency requirement would attract a larger pool of high-ranking universities around the world that our faculties can choose to partner with;
- This proposal would benefit faculties wishing to establish an agreement with a residency requirement lower than 50%.

### **IRCC Policy Regarding Distance Learning, Transferring From a Foreign Institution, Program with an Overseas Component**

Distance learning can be considered online learning. Students who complete a program of study exclusively by distance learning (outside or within Canada) are not eligible for a post-graduation work permit. Officers use the following guidelines to assess an applicant's post-graduation work permit eligibility when the applicant has taken distance learning in Canada at an eligible DLI:

- If more than 50% of the program of study's total courses are completed by distance learning, the program may reasonably be considered a distance-learning program, and the applicant is ineligible for a post-graduation work permit.
- If less than 50% of the program of study's total courses are completed by distance learning, a post-graduation work permit may be issued. The validity should be based on the length of the program, as confirmed by the eligible DLI, including credits earned from both in-class and distance-learning courses.

### **Transfers between educational institutions**

- In cases where a student has transferred between eligible Canadian DLIs, the combined length of study must be at least 8 months to qualify for a post-graduation work permit.
- In cases where a student graduated from an eligible DLI after having transferred from an ineligible institution, only time spent at the eligible DLI counts as eligible for post-graduation work permit issuance. Time spent at the eligible institution must be at least 8 months.

### **Transferring from a foreign institution**

- A student attends a foreign post-secondary institution and transfers to an accredited provincial or territorial post-secondary institution in Canada to complete their studies. In this scenario, if the qualifying educational credential were issued from an institution outside Canada, the student would not qualify for a post-graduation work permit. However, if the student received their educational credential from an eligible Canadian DLI, only the time they studied in Canada would factor into their eligibility for a post-graduation work permit.

### **Transferring between Eligible DLIs**

- A student completes a program of study at an eligible DLI and transfers the credits earned to another eligible DLI (or transfers the credits earned from a previous program at the same eligible DLI). If the student submits a letter of acceptance indicating that the credits earned in the first program have been accepted toward completing the

subsequent program, the officer should consider all credits from both programs that contribute toward completing the subsequent program in determining post-graduation work permit eligibility and length. A post-graduation work permit is issued based on the completed duration of the program of study.

**Programs with an overseas component**

- If a student completes a program of study in Canada that has an overseas component, they are eligible for the PGWPP, as long as they earn a Canadian educational credential from an eligible DLI. However, the length of the post-graduation work permit is based on the length of time they studied in Canada. Officers may contact the DLI to confirm that the studies have taken place in Canada.

[https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/temporary-residents/study-permits/post-graduation-work-permit-program/permit.html#distance\\_learning](https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/temporary-residents/study-permits/post-graduation-work-permit-program/permit.html#distance_learning)

(end of Motion)

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**7.3 Calendar Revision – Equated Credits**

**MOTION:** To revise the definition of Equated Credits, effective 202220.

• CURRENT	• PROPOSED
<ul style="list-style-type: none"> <li>• Equated Credits</li> <li>• The number of contact hours (time spent in class) in the Academic Recovery Program (ARP) which aids students in progressing their course of study while maintaining their full-time status.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Equated Credit Hours</u></li> <li>• The number of contact hours (time spent in class) in <u>specific programs that aids students in maintaining full-time status while they progress in their course of study. Specific programs may include, but are not limited to, Co-op work terms, Academic Recovery Program, Arts Transition Program, Pathway Program, Arts Qualifying Year, and Summer Bridge Program. Equated credit hours are not included in the total credit hours required for a credential.</u></li> </ul>

**Rationale:**

The proposed definition includes all programs with equated credit hours and clarifies that equated credit hours are not included in the total credit hours required for a credential.

(end of Motion)

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**7.4 Academic Recovery Program Revisions**

**MOTION:** To revise the Academic Recovery Program section in the undergraduate calendar, effective 202220.

The following changes are being proposed to provide clarity.

**1. ARP Definition**

CURRENT	PROPOSED
<p>The Academic Recovery Program (ARP) is a two-term program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students will take credit courses and participate in other activities designed to help them succeed academically. <del>These include participating in support workshops, creating a personal and professional development portfolio, and participating in guided study sessions. Students will have access to additional tutoring and support as well as academic success advice from experts.</del></p>	<p>The Academic Recovery Program (ARP) is a two-term program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students will take credit courses and participate in other activities designed to help them succeed academically.</p>

**Rationale:** ARP is a two-term program and has three different curricula, one per term, to avoid unnecessary repetition. The activities proposed vary per term and also per delivery modality (online or face-to-face). The activities are clearly displayed on UR Courses and course syllabi.

**2. Program Eligibility**

CURRENT	PROPOSED
<p>Any U of R student who needs extra support is <del>encouraged</del> to apply to the ARP. Acceptance is dependent on faculty regulations.</p>	<p>Any U of R student who needs extra support <b>is eligible</b> to apply to the ARP. <b><u>Students facing a Must Withdraw (MW) are encouraged to apply to the ARP.</u></b> Acceptance is dependent on faculty regulations.</p>

**Rationale:** Students not facing an MW are discouraged from doing ARP. ARP can be done only once and students may need the program in a future term.

**3. Application and Deadline for Application**

• CURRENT	• PROPOSED
<ul style="list-style-type: none"> <li>Admission to the ARP is not automatic. Students must submit a program application form <del>and have a meeting with the Intake Advisor to determine admissibility.</del></li> </ul>	<ul style="list-style-type: none"> <li>Admission to the ARP is not automatic. Students must submit a program application form. <b><u>A meeting with the Intake Advisor may be needed to determine admissibility.</u></b></li> </ul>

<ul style="list-style-type: none"> <li>• A personal statement by the student describing why they would be a good candidate for the ARP must accompany the application.</li> <li>• The deadline for submission of applications and acceptance into the program is the <del>start of the term.</del></li> </ul>	<ul style="list-style-type: none"> <li>• A personal statement by the student describing why they would be a good candidate for the ARP must accompany the application.</li> <li>• The deadline for submission of applications and acceptance into the program is the <u>day before the last day to add/drop courses.</u></li> </ul>
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**Rationale:** A meeting with Intake Advisor is not a requirement to determine admissibility. The meeting may become a requirement if the ARP application is incomplete or inconsistent, or when students need to be informed of additional conditions to their admission. ARP applicants often communicate with an ARP Intake Advisor and have all their questions answered prior to submitting their applications.

ARP applicants are students facing either a Must Withdraw or a Required to Discontinue academic action. Students are assessed for academic actions at the end of each term and only after all their grades are in the system. Unfortunately, it is not always possible for the faculties to assess students by the start of the new term, and the majority of these students are notified about the MW/RTD and ARP just a few days before the add/drop deadline.

#### 4. Cost and Funding

• CURRENT	• PROPOSED
<ul style="list-style-type: none"> <li>• The cost of the ARP is \$900 per term for six hours of equated credit, plus regular tuition and course fees for credit and non-credit courses. <del>The equated credit will be considered as credit hours for funding purposes.</del></li> </ul>	<ul style="list-style-type: none"> <li>• The cost of the ARP is \$900 per term for six hours of equated credit, plus regular tuition and course fees for credit and non-credit courses.</li> </ul>

**Rationale:** A definition of “equated credit” was recently added to the Glossary and Abbreviations section of the Undergraduate Calendar.

#### 5. Time Commitment

CURRENT		PROPOSED	
<b><del>Time Commitment</del></b>		<b><u>Academic Recovery Program Requirements</u></b>	
<del>Each week students will be required to attend 10 to 17 hours in addition to homework and student time.</del>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 1</b>	<b>Term 2</b>
<b>SSW ACT:</b>	<b>SSW ACT:</b>	<b>SSW ACT - required</b>	<b>SSW ACT - required</b>
(six equated credit hours <del>for funding purposes</del> ) - required	(six equated credit hours <del>for funding purposes</del> ) - required	six equated credit hours	six equated credit hours

<p><b>One Course</b> (three credit hours) - required</p> <p><b>One Course</b> (three credit hours) - optional</p> <p><b>One Course</b> (three credit hours) - optional</p> <p><i>SSW ACT is a weekly eight-hour program, and it includes workshops on academic success, personal and academic coaching, guided study sessions, and action lab).</i></p> <p>A minimum of three credit hours per term is required. If a student has already passed ACAD 100, another course may be substituted.</p>	<p><b>ACAD 100</b> (three credit hours) - required</p> <p><b>One Course</b> (three credit hours) - optional</p> <p><b>One Course</b> (three credit hours) - optional</p> <p><i>SSW ACT is a weekly eight-hour program, and it includes workshops on academic success, personal and academic coaching, guided study sessions, and action lab).</i></p> <p>A minimum of three credit hours per term is required. If a student has already passed ACAD 100, another course may be substituted.</p>	<p><b>One Course</b> - required three credit hours</p> <p><b>One Course</b> - optional three credit hours</p> <p><b>One Course</b> - optional three credit hours</p> <p><b>One Course</b> - optional three credit hours</p> <p><u><b>SSW ACT is a pass/fail zero-credit course required for students enrolled in ARP. There are weekly mandatory sessions and attendance is required. The course provides tools and strategies for academic success.</b></u></p> <p>A minimum of three credit hours per term is required. If a student has already passed ACAD 100, another course may be substituted.</p>	<p><b>ACAD 100</b> - required three credit hours</p> <p><b>One Course</b> - optional three credit hours</p> <p><b>One Course</b> - optional three credit hours</p> <p><b>One Course</b> - optional three credit hours</p> <p><u><b>SSW ACT is a pass/fail zero-credit course required for students enrolled in ARP. There are weekly mandatory sessions and attendance is required. The course provides tools and strategies for academic success.</b></u></p> <p>A minimum of three credit hours per term is required. If a student has already passed ACAD 100, another course may be substituted.</p>
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**Rationale:** The subtitle “Time Commitment” should say “Requirements” since the table below it shows the ARP requirements. The amount of weekly hours varies according to the delivery method (online or face-to-face). The SSW ACT definition proposed is more accurate than the current one.

**6. Completion of the Academic Recovery Program**

CURRENT	PROPOSED
<p>Students must fulfill all requirements of the program to successfully complete the ARP, as follows:</p> <ul style="list-style-type: none"> <li>A minimum grade of 60% is required in each credit course.</li> <li>The non-credit portion must be passed, including <del>successful portfolio development and</del> adherence to the attendance policy.</li> </ul>	<p>Students must fulfill all requirements of the program to successfully complete the ARP, as follows:</p> <ul style="list-style-type: none"> <li>A minimum grade of 60% is required in each credit course.</li> <li>The non-credit portion must be passed, including adherence to the attendance policy.</li> </ul>

**Rationale:** Remove “successful portfolio development and.” The term “portfolio” is not used since 2014-2015.

**7. Students with a RTD or a MW in the Appeals Process**

CURRENT	PROPOSED
<p>Students who are in the process of appealing an academic action of RTD or MW have two options:</p> <ul style="list-style-type: none"> <li><del>they can complete the appeal process;</del></li> </ul>	<p>Students who are in the process of appealing an academic action of RTD or MW have two options:</p> <ul style="list-style-type: none"> <li>they can opt to pursue their appeal and if it is successful, proceed in their program according to the conditions of the appeal. If the appeal is</li> </ul>

<ul style="list-style-type: none"> <li>• they can abandon the appeal process and apply for admission to the ARP; or</li> <li>• they can opt to pursue their appeal and if it is successful, proceed in their program according to the conditions of the appeal. If the appeal is unsuccessful, students may <del>decide</del> to apply to the ARP.</li> </ul>	<p>unsuccessful, students may <b>be eligible</b> to apply to the ARP <b>in a future term</b>, or</p> <ul style="list-style-type: none"> <li>• they can abandon the appeal process and apply for admission to the ARP.</li> </ul>
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**Rationale:** It says “two options” and it presents three. Remove first option. Since the subsection is about appeals that are in process, it is proposed that the order of the two remaining options changes to first show “pursue appeal,” and then “abandon appeal.”

**8. Status of RTD and MW on Admission to and Completion of ARP**

CURRENT	PROPOSED
<p>When students are successfully admitted to the ARP program their MW or RTD status will <del>be suspended</del>. The MW or RTD status will be reinstated in the event the student discontinues the program and/or is unsuccessful in the program on the date of withdrawal or the end of the term the student is deemed to be unsuccessful.</p>	<p>When students are successfully admitted to the ARP program their MW or RTD status will <b>be placed on hold</b>. The MW or RTD status will be reinstated in the event the student discontinues the program and/or is unsuccessful in the program on the date of withdrawal or the end of the term the student is deemed to be unsuccessful.</p>

**Rationale:** “MW on hold” and “RTD on hold” are the academic actions that appear on the advising reports.

**9. Program Status on Completion of ARP**

a.

CURRENT	PROPOSED
<p>Successful completion of the ARP, which includes the meeting of all conditions set out by the faculty, federated college, or academic unit, and ARP, will result in students being able to automatically continue in the <del>program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW), with the exception of the Faculty of Nursing</del>. Conditions may be placed on the student’s continuance by the faculty/college or the ARP. These conditions will be determined when students enter the ARP.</p>	<p>Successful completion of the ARP, which includes the meeting of all conditions set out by the faculty, federated college, or academic unit, and ARP, will result in students being able to automatically continue <b>in the faculty, federated college, or academic unit that approved their ARP application</b>. Conditions may be placed on the student’s continuance by the faculty/college or the ARP. These conditions will be determined when students enter the ARP.</p>

**Rationale:** Some students can be sponsored by another faculty, federated college, or academic unit as per the subsection “Acceptance.” It is important to state that upon successful completion of ARP, these students will be allowed to continue in the faculty, federated college, or academic unit that



sponsored them into ARP and not in the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW).

b.

CURRENT	PROPOSED
<p>Students who continue their studies following successful completion of the ARP and have a <del>GPA that continues to fall below the faculty and university minimum acceptable averages will be allowed an additional 15 credit hours of probation.</del></p> <p>Unsuccessful completion of the ARP will result in enforcement of the original academic action. In this case, credit courses taken as part of the ARP will be used toward determining further academic action.</p>	<p>Students who continue their studies following successful completion of the ARP and have a <u>UGPA that remains below the university minimum acceptable average (60%) will be allowed additional 15 credit hours of probation. Failure to increase the UGPA to 60% by the end of the term in which they complete the additional 15 credit hours will result in a Must Withdraw (for students who entered ARP facing an RTD) or a Must Withdraw Indefinite (for students who entered ARP facing an MW). These students are assessed by their faculties at the end of the term in which they complete the additional 15 credit hours.</u></p> <p>Unsuccessful completion of the ARP will result in enforcement of the original academic action. In this case, credit courses taken as part of the ARP will be used toward determining further academic action.</p>

**Rationale:** The attainability of students' UGPA being the University minimum average (60%) is taken into account for the additional 15 credit hours of probation.

The academic action originated from failing to increase the UGPA to 60% by the end of the term in which students complete the additional 15 credit hours is based on the academic action received prior to entering ARP. RTD'd and MW'd students may study 4-5 additional terms after having received the RTD/MW (two terms of ARP plus the additional 15 credit hours). The consequence of failing to increase the UGPA to 60% by the end of the term in which students complete the additional 15 credit hours for RTD'd students is an MW, and for MW'd students is an MW6 (indefinite).

#### 10. Policies and Regulations within the Academic Recovery Program

• CURRENT	• PROPOSED
<p>a) The Intake Advisor must approve all credit course selection made by program participants in conjunction with their academic advisors. Students are limited to <u>up to three 3-credit hour courses per term of the program</u>, including the mandatory credit course offerings.</p> <p>b) Students must succeed in all components of the program each term in order to continue their studies at the University of Regina.</p> <p>c) Students who enter the ARP as the result of an MW and do not successfully complete Term 1 or 2 of the program will have their MW reinstated and be forced to withdraw from the university.</p> <p>d) Students who enter the ARP after they receive an MW and successfully complete Term 1, but do</p>	<p>a) The Intake Advisor must approve all credit course selection made by program participants in conjunction with their academic advisors. Students are limited to <u>up to two 3-credit hour courses on the first term of the program, and three 3-credit hour courses on the second term of the program</u>, including the mandatory credit course offerings.</p> <p>b) Students must succeed in all components of the program each term in order to continue their studies at the University of Regina.</p> <p>c) Students who enter the ARP as the result of an MW and do not successfully complete Term 1 or 2 of the program will have their MW reinstated and be forced to withdraw from the university.</p>

<p>not enroll in Term 2 will have their MW reinstated and be forced to withdraw from the university. In normal circumstances Term 1 and 2 must be sequential, either fall to winter, winter to Spring/Summer or fall, or spring/summer to fall.</p> <p>e) Students who have not received an MW and enroll in ARP <del>will</del> not be required to complete both terms.</p> <p>f) Students may begin the program in either the fall, winter, or spring/summer terms.</p> <p>g) If students successfully complete the ARP, <del>they will automatically be re-admitted to the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW), with the exception of the Faculty of Nursing.</del> Faculty/college specific conditions may be placed on the students upon entry into the ARP.</p> <p>h) If a student fails to complete the requirements of ARP and has previously been unsuccessful in the Arts Transition Program, then the student will be forced to withdraw from the University of Regina indefinitely.</p>	<ul style="list-style-type: none"> <li>• <b><u>Students who enter the ARP as the result of an RTD and do not successfully complete Term 1 or 2 of the program will be assessed for further academic action and may be forced to withdraw from the university.</u></b></li> </ul> <p>d) Students who enter the ARP after they receive an MW and successfully complete Term 1, but do not enroll in Term 2 will have their MW reinstated and be forced to withdraw from the university. In normal circumstances Term 1 and 2 must be sequential, either fall to winter, winter to Spring/Summer or fall, or spring/summer to fall.</p> <p>e) Students who have not received an MW and enroll in ARP <b>may</b> not be required to complete both terms. <b><u>The decision will be made by the student's faculty, federated college, or academic unit in consultation with the Academic Transition Programs Coordinator.</u></b></p> <p>f) Students may begin the program in either the fall, winter, or spring/summer terms.</p> <p>g) If students successfully complete the ARP, <b><u>they will be allowed to continue in the faculty that approved their ARP application.</u></b> Faculty/college specific conditions may be placed on the students upon entry into the ARP.</p> <p>h) If a student fails to complete the requirements of ARP and has previously been unsuccessful in the Arts Transition Program, then the student will be forced to withdraw from the University of Regina indefinitely.</p>
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**Rationale:**

- a) As per the ARP requirements, students are limited to two 3-credit hour courses in term 1 and three 3-credit hour courses in term 2 of the program.
- c) Both MW'd and RTD'd students do ARP. There was nothing explaining what happens for RTD'd students who fail ARP.
- d) Students may be required to complete both terms of the program. This is decided based on a number of factors such as performance in term 1 of ARP and current UGPA.
- e) See Program Status on Completion of ARP rationale.

(end of Motion)

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## ATTACHMENT A

### Registrar's Undergraduate Academic Programming Questionnaire

#### I. PROGRAM INFORMATION

Program Name: Health and Medical Humanities

Type of Program:

<b>X</b>	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): n/a

Faculty(ies)/School(s)/Department(s): Arts

Expected Proposal Submission Date (Month/Year): 04/2021

Expected Start Date (Month/Year): 01/2022

#### II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The medical humanities have an over 50-year history in support of the training of physicians. Programming is directed to medical students, and delivered through medical programs. The health humanities have arisen over the past decade as a means to address the needs of students and practitioners across the breadth of the health professions, and as a field of study in the humanities that includes the study of ethics, the arts, creativity, literature, history, philosophy, religious studies, anthropology, women's and gender studies, as well as other disciplines, as they intersect health concerns. The combination of the medical humanities with the health humanities occurs in institutions like the U of R that do not have a medical school but wish to deliver to students the benefits that studying the health and medical humanities can provide for their pre-professional preparation (in the case of pre-medicine and pre-dentistry, etc., students), their professional preparation (e.g., Nursing, Health Studies, Public Policy, etc.) and/or their interest in the humanities and health. The certificate will be of interest to students in the Humanities, Social Sciences, Science, KHS, Education, and other areas where health policy, health and illness, and other matters relating to health in society and culture are studied. Students aiming to study medicine will benefit from the certificate, and additionally individuals who are already professionals engaged in their careers will benefit from the opportunity to further expand their education in relation to their work. Across the U of R, there are a great number of students who pursue health-related studies, so a certificate program that provides several core courses to draw together the health and medical humanities as a field of study, supplemented by existing courses that already address health issues, will provide formal recognition and professional preparation to them. A first offering of HUM 170, Introduction to Health and Medical Humanities, in Fall 2020 was fully enrolled even though it could only serve as an elective to students given that the course is not attached to a program. Further, the students

## ATTACHMENT A

came from all areas of the university, and several were professionals who took the class to expand their professional knowledge.

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

Key objectives are to deliver a program that:

- comprises and exploration of health through the methods and materials of the creative arts, humanities, and social sciences;
- provides understanding of the Health and Medical Humanities as a broad interdisciplinary field that examines the inter-relationship between medicine, health, society, and culture across a range of times and places; and understanding of how human societies in the past and present construct and engage with health, wellness, illness, medicine, healing, and the body form the focus of the certificate, drawing knowledge domains that privilege social, cultural, and human perspective on these topics;
- delivers a program that will be of interest to students in the humanities, social sciences, pre-medicine, nursing, creative arts, and the natural and health sciences, and whatever considerations of health intersect disciplinary study and practice;
- and that delivers a program that will afford those working in the health professional – broadly conceived – the opportunity to frame their professional contexts within the theoretical and applied considerations of the health and medical humanities.

It is the intention to offer all core course as remote-deliver courses. HUM 170 is already approved for development as a distance learning course via CCE. The proposed HUM 270 and HUM 370 will be initially delivered remotely with the intention to develop them for distance learning as well. The rationale is that given that the students are drawn from all over campus, as well as from people already working, the greatest reach will be achieved by offering flexibility to students. As there are a large number of courses to draw from for the electives, students will have significant choice in any given year in terms of when they take those classes, so it is not necessary to deliver electives remotely.

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

There are no similar programs in Saskatchewan, so this will offer completely new opportunities to students. Nationally, there is a newly-formed minor in Health Humanities at the University of Toronto Scarborough, which is broader in scope, and Dalhousie University, in collaboration with King's University College, offers a 12-credit certificate in Medical Humanities. There appear to be no other similar programs in Canada. Some universities with medical schools offer medical humanities seminars to their medical students, but do not have a formal program as such. The proposed HMH Certificate is most similar to the Dalhousie/King's program in that it offers several core courses that are supplemented by existing courses drawn from a wide range of Arts disciplines so that students can construct a certificate that fulfills their interests.

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

Key benefits to University of Regina students are:

## ATTACHMENT A

- exposure to the health and medical humanities as a vibrant and necessary field of study for all interested in health
- delivery of a program to formalize the health and medical humanities
- strengthening of preparation for pre-professional students
- providing context for students who wish to study an aspect of health and the health professions
- the offering of a program that is unique to the U of R as the only health and medical humanities program in Saskatchewan, and only the third in Canada
- providing new opportunities in the city and province for those already in the health fields to return to university to augment their education

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.

There is no overlap with, or duplication of, current programs.

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

Please see the discussion below relating to the U of R's Strategic Plan.

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

The program supports strategic aims in the 2020-2025 strategic plan. In particular:

- strategic focus area 1: Discovery – students will be empowered through a grounded educational opportunity in the health fields, contextualized by the humanities, to better engage in their future careers in the health fields, or as creative practitioners who intersect health
- strategic focus area 2: Well-being and Belonging – students will gain knowledge of their health and well-being through interdisciplinary lenses and thus be better prepared to find balance in their lives
- strategic focus area 5: Identity and Impact – the certificate will mark the U of R as a unique institution in Saskatchewan in its delivery of a program in the health and medical humanities, and it will be only the third university nationally to do, which will strengthen our national impact; further, the program will have an impact in the health professions by providing graduated who have a well-balanced education in the health fields.

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

N/A

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

There is a demonstrated need for further professional training in the health and medical humanities: this is demonstrated by the enrollment of students in the first offering of HUM 170 of students who are in the professions (e.g., an addictions counsellor from New Brunswick took HUM 170 as a way to augment their professional training). It is expected that there will be external demand for the program as a consequence.

### IV. PROGRAM PLAN

1. What are the program admission requirements?

All students who are admitted to the U of R, regardless of Faculty/program, are eligible to enroll in the program.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number(s)	Credit Hours
<b>Core Requirements</b>		
	HUM 170, Introduction to Health and Medical Humanities	9
	HUM 270, Foundations in the Health and Medical Humanities	
	HUM 370, Applications in the Health and Medical Humanities	
<b>Elective Requirements</b>	ANTH 242AC, Anthropology of Death CLAS 120, Latin and Greek in Scientific Terminology ENGL 386AL, Health, Trauma, and Loss in Literature HIST 271, Health, Disease and the Body: The History of Medicine in Western Culture PHIL 273, Biomedical Ethics PSYC 383, Health Psychology PSYC 388AF, Psychology of Evil RLST 290AM, Death and Dying RLST 290BB, Religion, Spirituality and Health: Beliefs, Practices, Impacts and Implications SOC 222, Sociology of Health WGST 202, Women and Reproductive Technologies: Ancient and Modern	6

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

## ATTACHMENT A

Introduction to Health and Medical Humanities	HUM 170	X		First delivered in Fall 2020
Foundations in the Health and Medical Humanities	HUM 270		X	W2022
Applications in the Health and Medical Humanities	HUM 370		X	W2022

**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 credit hours

5. Are there any 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 will be drawn from across campus given the broad interdisciplinary constitution of the health and medical humanities. The certificate is expected to supplement their major or pre-professional program. Some students will be drawn from the health professions – broadly defined – as such students will want to add to their professional training.

7. How will students be recruited to the program?

Campion College is committed to providing support to recruit students to the program via advising, and dissemination of information about the program and offerings across campus and in the community.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
35	70	70	70	70

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

Advising will be provided through the Faculty of Arts, Campion College, and by the program coordinator, who will be a Campion faculty member.

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

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Please provide details.

HUM 170 is approved for distance delivery via CCE and is in development. Due to Covid-19, the course was initially offered remotely but as soon as CCE returns to its conventional development schedule, the class will be converted to a distance delivered course. The proposed other core courses will initially be delivered remotely, but application will be made to CCE to deliver them as distance-education courses.

Electives will continue to be delivered as they are currently as these are drawn from existing courses.

### V. Needs and Cost of the Program (CCB)

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

No new faculty resources will be required. The core courses will be taught by current Campion faculty. Administrative support will be provided by Campion College.

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?

Two faculty members at Campion College will offer the core courses. There is no additional workload. HUM 170, which is a core course, is already part of the regular workload, and an existing course in English will be replaced by HUM 270 as part of the workload. Likewise, HUM 370 will involve the redirection of an existing workload allocation. In any case, Campion is committed to providing teaching resources for the core courses, so no U of R or Faculty of Arts resources will be required.

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?

HUM 170 is already approved for development as a distance-delivery course. Once it is developed in that manner, it will replace the current remote delivery mode of the course. Discussion with CCE are beginning about development of HUM 270 and HUM 370. It is expected that these courses will be taught remotely until they can be developed for distance-learning deliver.

Campion College classrooms have been updated with remote-delivery technology, which will facilitate the offering of new remote classes.

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$159,425	-	\$159,425



## ATTACHMENT A

2	\$318,850	-	\$318,850
3	\$318,850	-	\$318,850
4	\$318,850	-	\$318,850
5	\$318,850	-	\$318,850
<b>5 Year Total</b>	<b>\$1,434,825</b>	<b>0</b>	<b>\$1,434,825</b>

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

Library holdings are strong in the health and medical humanities, so it is not anticipated that increased holdings are needed. As new titles are released, then they will be ordered using existing funds (e.g., the Campion College library budget).


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

There are no specialized space needs.

#### VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Christian Riegel	Christian.Riegel@uregina.ca	306-359-1219

#### VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		February 26, 2021
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

End of Attachment A

**ATTACHMENT B****Registrar's Undergraduate Academic Programming Questionnaire****I. PROGRAM INFORMATION**

Program Name: Diploma in Indigenous Studies

Type of Program:

	Certificate
<b>X</b>	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Arts/Indigenous Studies

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

Expected Start Date (Month/Year): September 2021

**II. RATIONAL (CCAM)**

1. Describe the rationale/need of this program.

The issue of the diploma was first raised in connection with the 2 year program of courses being offered through the Battlefords Tribal Council. The program includes 6 Indigenous Studies courses, 2 Indigenous Language courses, courses in other areas of Arts as well as some outside of Arts such as Indigenous Social Work. This program will not leave the students with any accreditation to show for their efforts.

The Diploma would be a way for such distance education students to take 2 years of courses that would leave them with a diploma. Students who might wish to go further would then be in a ladder position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree.

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

The Diploma would be a way for such distance education students to take 2 years of courses that would leave them with a diploma. Students who might wish to go further would then be in a ladder position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree. It is assumed that costs associated with community-based programs are covered by those programs and therefore there will be minimal if any impact on Indigenous Studies programs.

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

## ATTACHMENT B

The structure of a diploma at the University of Regina is usually 10 courses (50% of courses) in the major area. For example, the Diploma of Business Administration has 10 courses in the subject area supplemented by other required courses and 5 open electives. No other departments in the Faculty of Arts have a diploma program. The Faculty of Arts Diploma in Liberal Arts consists of up to 8 courses in a subject area supplemented by other Arts courses and 3 open electives. In the proposed Indigenous Studies diploma a total of 20 course will break down as follows: 10 classes in major area, 5 other prescribed for the Arts degree and 5 open electives.

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

The Diploma would be a way for such distance education students to take 2 years of courses that would leave them with a diploma. Students who might wish to go further would then be in a ladder position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree.

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.

No impact on current programs.

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

It enables students, particularly distance education students, to obtain credentials.

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

The program supports greater success for Indigenous Students.

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

The availability of the option for a Diploma in Indigenous Studies should be promoted.

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

The initial request to look at the possibility of a Diploma in Indigenous Studies came from Associate Vice-President Bettina Schneider. Her message read:

*"It would be great to be able to meet with Indigenous Studies unit sometime soon to discuss the INDG MA program and the possibility of a diploma in Indigenous Studies. The need for a diploma in Indigenous Studies came up during the establishment of the recent BATC community based program. BATC is pursuing two years of Indigenous Studies courses, but will only graduate with course credits at the end of the two years because there is no diploma in place. Bob [Kayseas] asked that we look into the possibility of a diploma in Indigenous Studies."*

**ATTACHMENT B****IV. Program Plan**

1. What are the program admission requirements?

Normal requirements as with the BA in Indigenous Studies.

2. Insert the proposed curriculum here.

<b>Course Name or Subject Area</b>	<b>Subject and Course Number(s)</b>	<b>Credit Hours</b>
<b>Core Requirements</b>		
	INDG 100	15
	INDG 201	
	One of INDG 208, 210, 215, 216, 218, 219, 221, 22	
	One of INDG 224 or 225	
	One of INDG 228 or 229	
<b>INDG Elective Requirements</b>	Five additional INDG courses at the 200 or 300 level	15
<b>Arts Course Requirements</b>	ENGL 100	15
	Indigenous Language 100	
	Indigenous Language 101	
	Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except 181, 184, 186, 284 or 228).	
	Any course in ENCON, GES (except GES 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	
<b>Open Electives</b>	Five open electives (these can be outside the Faculty of Arts)	15

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

<b>Course Name</b>	<b>Subject and Course Number</b>	<b>New</b>	<b>UD</b>	<b>Anticipated Date of Course Availability</b>
N/A – no new courses				

**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?

**ATTACHMENT B**

20 courses = 60 credit hours, no other conditions.

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 would come primarily from distance programs but can include on-campus students as well.

7. How will students be recruited to the program?

Through regular FNUiv communcations.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
30	45	60	75	90

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

Through regular on-campus or off-campus counsellors.

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed

Please provide details.

Most community-based programs have face-to-face classes.

**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?

Not in Indigenous Studies

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

None – it is assumed that any costs will be borne by community-based programs.

**ATTACHMENT B**

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

There could be increased workload within the counselling and Registrar's Office.

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 deliver (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?

Any specialized needs would be covered by community-based programs.

5. Proposed Budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1			
2			
3			
4			
5			
<b>5 Year Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

N/A

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

No.

**VI. Faculty/Department/Academic Unit Contact Person**

Contact Person(s)	Email	Telephone
A. Blair Stonechild	<a href="mailto:abstonechild@fnuniv.ca">abstonechild@fnuniv.ca</a>	306-790-5950 x 3205

**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)		

**ATTACHMENT B**

<b>Executive of Council</b>		
<b>Senate</b>		

End of Attachment B

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## ATTACHMENT C

### Registrar's Undergraduate Academic Programming Questionnaire

#### I. PROGRAM INFORMATION

Program name: Indigenous Journalism and Communication (INJC)

Type of Program:

<b>X</b>	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Department of Indigenous Communications and Fine Arts, First Nations University of Canada

Expected Proposal Submission Date (Month/Year): January 2021

Expected Start Date (Month/Year): September 2021

#### II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The INCA Diploma program is a 72 credit-hour program that has been available at First Nations University for over 30 years. This new 30-credit Indigenous Journalism and Communication (INJC) Certificate program provides accreditation and is also a stepping stone into the Diploma program. The INJC certificate has the advantage of being completed in just one calendar year (September to August) and being delivered almost entirely (ten months out of twelve) remotely.

We will attract students who are already working in Indigenous media outlets in their communities, but who lack credentials. The INJC will professionalize them and give them credibility in their organizations, as well as expanding their employability. The potential students already work in the media and have a role disseminating information in their own communities; so, the INJC program will build awareness of First Nations University as an institution that delivers community-based programs.

Indigenized media is rapidly expanding social phenomenon that present myriad opportunities for students to engage with Indigenous communities and understand Indigenous ways of knowing. It is also rapidly expanding professional field, with increased demand for Indigenous content across Canadian media platforms in response to the Truth and Reconciliation Commission's Calls to Action 84 to 86 on Reconciliation and the Media. However there is currently no certificate available that is explicitly focused on Indigenous media. We are unique in Canada. The Indigenous Journalism and Communication (INJC) certificate program will fill that void by building on existing program and courses. In addition to teaching, the program's related research and service will transform the media landscape by bringing forward new approaches in respectful inquiry and representation of Indigenous stories, through an Indigenous lens.



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

The first goal of this program is to give individuals who are already working in media and communications in their communities an opportunity to be educated and professionalised. It will also serve as a recruiting tool for students who would want to continue into the INCA Diploma program, or other programs at First Nations University. Of the 30 credits, 24 credits will be delivered remotely, so students only have to leave their communities and families for six-seven weeks.

Of value to all students in the Age of Information, this degree will augment cultural knowledge with the knowledge and skills of multimedia storytelling. It will also provide a theoretical base pertaining to media representations of Indigenous people and the role of Indigenous media in combating negative stereotypes and promoting and Indigenous worldview. Students will gain exposure to alternative sources and enhance their media literacy on Indigenous topics. Through the study of multimedia storytelling and strategic communication, students will enter into wider discussions of representations, knowledge sharing, respectful research, Indigenous history and culture, and community engagement, and will gain widely transferrable media production and strategic communication skills.

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

First Nations University is the only institution to offer a diploma program in Indigenous Communication Arts. The recent creation of a department of Indigenous Communications and Fine Arts has created new opportunities for thinking about how Indigenous stories can be told.

The program that is being proposed will give communication students the option to complete a one-year certificate program first in their home communities first. This is especially important and attractive to individuals who are interested and/or already working or volunteering in media – doing community newsletters, contributing to regional news sites, producing community radio programs, using Facebook live to produce content in their language, and/or producing video content for local access television, YouTube and TikTok. For people who are already producing content, INCA certificate program will give them an opportunity to expand their knowledge of Indigenous media, strategic communication, art and storytelling. It will also give them an opportunity to “meet” other students who are working in their home communities, and develop a professional network. After two semesters, all of these students will come together for the six-week Summer Institute at the national campus of First Nations University in Regina.

The certificate program proposed here will be available online – except for the six-seven week Summer Institute in Journalism that will be offered every second summer. The next Summer Institute is planned for May-June 2022. Starting in Fall 2021, students will take three courses in Fall, three in Winter and in the spring (May-June) they will take the Summer Institute in Regina, and in Summer (July-August) they will complete a two month Internship in a media organization – which can be in their home community. The Summer Institute and Internship are both 6-credit courses (two courses) so over the summer they will be completing the equivalent of 4 courses to finish off the program and graduate in the Fall convocation.

The Certificate in INCA will ladder into the Diploma program that is already in place, so students who want to continue their studies will have that option.

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

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This program will be primarily aimed at and designed for students who live and work in their communities across Canada. Enrolling them in this program will benefit First Nations University of Canada by increasing enrolment. It will also increase the availability and visibility of FNUUniv across Canada. Students will benefit from learning Indigenous communications within the cultural, social and intellectual supports of an Indigenous-led educational institution. The courses will also be open to University of Regina students who wish to learn and grow their communications knowledge and skills in this environment. The primary program benefits will be an opportunity to gain cultural knowledge in relation to storytelling and to help shape the future of Indigenous communication, a fast-growing multi-platform field. Students will engage in a full range of multimedia storytelling in theory and practice. Through internships and career mentoring, they will graduate with career prospective in digital media creation, journalism, social media management, design, and strategic communication fields. They will also be able to continue their studies by taking the INCA Diploma program, which is already available.

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 hot unit(s) and affected unit(s) have established a plan for managing the program overlap.

The impact of the Certificate in INCA will be expanded to enrolments in INCA courses that are already available – including INCA 100, 283, 284, ADMN 235 and 345, INCA 200 (Summer Institute), INCA 290 (Internship) and the two new special topics that have already been approved by the FNUUniv Academic Council and are being moved through the U of R by Registrar Lianda Tanner. We plan to attend meetings of the Academic Program Review Committee and Faculty Council at the U of R, following approvals by FNUUniv’s CRC and Academic Council, to ensure that the Certificate in Indigenous Journalism and Communication can be offered starting in September 2021.

The INJC Certificate program does not duplicate or overlap with any other University programs. Additional electives will be partnered with Indigenous Fine Arts, in an effort to reflect a merging of visual and communicative arts in storytelling. This will be developed as a mutual symbiotic relationship rather than an overlap.

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

This program expands our remote offerings, which makes First Nations University more visible across Canada. This program also demonstrates that FNUUniv offers programs that support community and regional development. This program also offers students an opportunity to complete a one-year program that they can build on down the road, by taking the INCA Diploma program and/or other programs. Most importantly, this Certificate program creates a solid foundation for the development of a Bachelor of Indigenous Journalism and Communication (INJC) degree, which had been a goal of the faculty for many years.

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

The proposed program is very much focused on *ôtê nîkân* with its imaging of a future media landscape that is decolonize and uplifted with the vibrancy of Indigenous culture. Indigenous people view the world through lenses of interconnectedness and interrelationships of all life. Our approach will be founded in

## ATTACHMENT C

this worldview, through which the students will learn to navigate new technologies and techniques to assert Indigenous identity in an increasingly media-connected world. The program will be student-focused, working with each student to explore and enhance their unique creative interests. Student success will be at the heart of all aspects of teaching and program delivery.

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.

Letters of support can be solicited from every Native Communication Society, and community media outlets in Canada. Faculty in the INCA and IFA program already have relationships with many of the societies and organisations. They have already expressed an interest in the program but in the past they have not been able to release their employees to come to Regina for two years; so the potential for have a program that is almost entirely remote delivery is very attractive to them.

### IV. Program Plan

1. What are the program admission requirements?

Admission to First Nations University of Canada.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number(s)	Credit Hours
<b>FALL SEMESTER</b>		
Introduction to Indigenous Communication Arts	INCA 100	3
Indigenous Fine Arts	INA or INAH	3
Elective	INCA 291 (AA-ZZ) recommended	3
<b>WINTER SEMESTER</b>		
Indigenous Media in Canada	INCA 283	3
Business or Strategic Communication	One of INCA 284, ADMN 436AN, ADMN 245, or ADMN 345	3
Elective	INCA 391 (AA-ZZ) recommended	3
<b>SPRING/SUMMER SEMESTER</b>		
Summer Institute	INCA 200	6
Internship	INCA 290	6
<b>TOTAL</b>		<b>30</b>

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

Not applicable. All classes in the INJC Certificate program are already developed at First Nations University of Canada. The following courses are still in approvals:

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

### ATTACHMENT C

Intro to Indigenous Communication	INCA 100			Spring/Summer 2021
Strategic Communication	ADMN 245/345			Spring/Summer 2021
INCA 291 AA-ZZ	Topics			Spring/Summer 2021
INCA 391 AA-ZZ	Topics			Spring/Summer 2021

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

The INJC Certificate program is a 30-credit program.

Students take three classes in the Fall, three in the Winter and four in Spring/Summer. This will make the students eligible for funding through their First Nations and also through Student Loans.

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

Students will be required to have a 65 percent overall GPA to complete the Certificate program.

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

Students will be recruited from Indigenous communities across Canada-both on- and off-reserve. Individuals who already work in Indigenous media will be targeted through their organizations. When INCA 200 Summer Institute was offered online in May-June 2020, there was interest from at least three organizations (Wawatay, CHON-FN and IBC) in sending employees to our training. This confirms the high level of interest in an online program.

7. How will students be recruited to the program?

Recruiting will target individuals who have graduated high school or are eligible for mature entrance who are already involved in media production – including community radio, television, social media and other platforms. The program description and promotional materials will be distributed to all Indigenous media outlets across Canada – especially community radio stations, which are usually connected to publications/online news sources and television production and distribution.

8. What is the expected 5 year enrolment?

In order for the students in the Certificate program to complete the requirements in one year, they will have to take the Fall and Winter courses leading up to a Summer Institute, which is currently offered every second year.

Year 1 (2021-22)	Year 2 (2023-24)	Year 3 (2025-26)	Year 4 (2027-28)	Year 5 (2029-30)
20	20	20	20	20

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

Students will be enrolled into a cohort, starting in Fall 2021. They will take the same classes, which they will select with their faculty advisor.

## ATTACHMENT C

Treating them as a cohort will improve retention and will improve their experience. It will end with the Summer Institute, when they come together in person, and an internship, when they return to their home communities (or other opportunity) to complete the work experience.

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed

Please provide details.

Due to Covid, all FNUiv courses are available remotely. All of the courses in the INJC Certificate program will be taught remotely with the classes being synchronous – in order to ensure that the members of the cohort have the experience of being in class together. The only part of the program that will be taught on campus will be the Summer Institute. Assuming that by Myay-June 2022, we are back to face-to-face teaching, the Institute will be held at the First Nations University national campus in Regina. The internships will be set up individually for each student. It is anticipated that most of the Internships will be at media organizations in their home community; however, students will have the option of doing Internships wherever there are opportunities for experience and mentorship.

### 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?

The Certificate program does not require additional faculty/staff resources, except for one sessional or TA position. Students will be assigned to a consultant in Student Success Services. The classes are all offered already, including the Summer Institute. Internships are set up by a faculty member in INCA and supervised by a sessional lecturer or TA.

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

FNUiv and tuition.

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

The faculty/staff already employed by the Indigenous Communication and Fine Arts program will deliver the Certificate program as part of their current teaching load.

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 of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)?

### ATTACHMENT C

Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

Remote delivery using facilities and platforms provided by First Nations University of Canada. For the Summer Institute, there will be a need for a larger classroom/lab space, since the cohort from the Certificate program will join INCA Diploma students, which could push enrolment up to 40 students.

5. Proposed budget and revenue from the program.

Year	Projected Revenue	Projected Expenses	Net
1	Tuition for 30 credits	No additional	\$200,000
2			
3			\$200,000
4			
5			\$200,000
<b>5 Year Total</b>			<b>\$600,000</b>

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

No additional library holdings are required.

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

The Summer Institute requires a media lab that will hold up to 40 students. Each student will need a computer with MS Office. INCA currently has six Mac desktops and three Mac laptops suitable for multimedia work – especially video editing. We will need licenses for the Adobe Suite of programs for all of these computers.

#### VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Audrey Dreaver, Program Coordinator and Shannon Avison, Faculty Member	<a href="mailto:adreaver@fnuniv.ca">adreaver@fnuniv.ca</a> <a href="mailto:savison@fnuniv.ca">savison@fnuniv.ca</a>	306-790-5950 306-536-8069

#### 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		

**ATTACHMENT C**

Senate		
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End of Attachment C

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