

## EXECUTIVE OF COUNCIL

**Date:** 21 October 2021  
**To:** Executive of Council  
**From:** Glenys Sylvestre, Executive Director (University Governance) and University Secretary  
**Re:** Meeting of 27 October 2021

A meeting of Executive of Council is scheduled for 27 October 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 22 September 2021 - *circulated with the Agenda***
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
  - 6.1 Council Committee on Research, Appendix I, pp. 2-46
  - 6.3 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 47-78
7. **Graduand Lists**
  - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
    - 7.1.1 Faculty of Business Administration
    - 7.1.2 Faculty of Graduate Studies and Research
    - 7.1.3 Centre for Continuing Education
8. **Other Business**
  - 8.1 Microcredential Framework, Appendix III, pp. 79-80
9. **Adjournment**

**2020-2021 Report to Executive of Council  
From  
Council Committee on Research**

**Submitted by Irfan Al-Anbagi, CCR Chair 2020-2021**

**September 2021**

**Preamble**

During the past three years, the Council Committee on Research (CCR) has increased its relevance as a committee and evolved into a decision-making body. CCR has dealt with actionable items and served as an advisory body to Council and to the Vice-President Research.

In 2018-2019, Dr. Raymond Blake, set the foundation to allow CCR to fulfill its mandate more effectively. In 2019-2020, the former chair, Dr. Chris Yost and the CCR mainly focused on developing plans for a safe and measured return to research activity for Council members and affiliated researchers, including graduate students and undergraduate student; critical activities to re-establish research activities at the university. During the COVID-19 pandemic, CCR has made every effort to support the research enterprise at the University of Regina.

**Objectives for 2020-2021 Academic Year:**

In 2020-2021, CCR focused on procedural activities and on activities of strategic importance to the University of Regina research community. During this year, the main goals for CCR were to ensure that the research activities during the COVID-19 pandemic are carried out smoothly, strengthening the research visibility, and study the impact of the COVID-19 pandemic on future research activities and outcomes.

**Summary of Activities for 2020-2021**

During the 2020-2021 academic year, supported by the Associate Vice-President Research, Sally Gray and the research office, the three elected Council members established the CCR's meetings agendas. In 2020, CCR agreed to hold monthly meetings to provide timely decisions to policy revisions and research chair proposals.

CCR regularly provided updates on COVID-19 research restrictions and discussed feedback from faculty regarding the plans for a safe return to research. In the past year, CCR brought four policy revision motions to the Executive of Council for approval: Research Institute and Centres Policy, Care and Use of Animals Policy Changes, Cost Recovery Policy, and the Cannabis Licence Policy. CCR also brought motions to the Executive of Council to create six research chairs across the campus. Below are the six research chairs that CCR approved between September 2020 and June 2021:

1. President's Research Chair
2. Chancellor's Research Chair
3. Gabriel Dumont Chair in Métis/Michif Education
4. Fedoruk Chair in Neutron Imaging
5. Tier 1 CRC in Computational Learning Theory
6. Canada CIFAR Chair in AI

In 2021, CCR continued its efforts to strengthen research visibility, by discussing plans and strategies to improve research impact, communication, and visibility. CCR met twice with the University Advancement & Communications (UAC) leadership team on the UofR website redesign to provide input and feedback on how research achievements are seen and communicated within the campus and the broader community.

### **Post-COVID-19 Research Impact**

During the February 11th meeting, the CCR agreed to form a sub-committee to evaluate the potential long-term impacts of COVID-19 pandemic on research productivity. The subcommittee met on February 23 and defined its purpose, deadlines and deliverables. Subcommittee membership: I Al-Anbagi, A Douai, S Hirani, S Manoharon, G Novotna, N Reid, and S Petty. Subcommittee Mandate: To analyze the impact of working remotely on post-COVID 19 research activities at the U of R including, Tri-Agencies funding, researchers' productivity, and the role of CCR. Please refer to Appendix A for the complete report.

### **Conclusion**

CCR has identified several issues of strategic importance, such as improving research visibility and impact, support for open access publications, strengthening the university's success with Tri-council funding, and mitigating the effects of the COVID-19 pandemic on research productivity. In 2021, CCR has worked with the Vice Present Research office to ensure that the research activities during the COVID-19 pandemic are carried out smoothly, to consider ways to enhance research visibility and analyze the impact of the COVID-19 pandemic on future research activities. I am confident that CCR and the incoming chair Dr. Shela Hirani will continue to address issues of strategic importance at the University of Regina. I wish to acknowledge the contributions of Dr. Aziz Douai, Dr. Shela Hirani, Dr. Gabriela Novotna, Dr. Nathalie Reid, and Dr. Sheila Petty in preparing the post-COVID-19 research impact report. I also want to thank Dr. Kathy McNutt, Dr. Chris Yost, Ms. Sally Gray, the research office, and of the CCR members for their help and support in the past year.

Irfan Al-Anbagi  
Chair, Council Committee on Research  
Associate Professor, Faculty of Engineering and Applied Science

**REPORT OF THE COUNCIL COMMITTEE ON RESEARCH (CCR)  
SUBCOMMITTEE ON POST-COVID 19 RESEARCH IMPACT  
September, 2021**

**1. Introduction**

Several Canadian institutions have studied the influences of the COVID-19 pandemic on research productivity and training. For example, NSERC<sup>1</sup> provided recommendations and guidelines to minimize such impacts. However, there is not enough information on the effects of current mode of operation on the long-term (beyond one year) post-COVID-19 research productivity. During the February 11th meeting, the CCR agreed to form a sub-committee to evaluate the potential impacts when the university resumes its normal activities. The subcommittee analyzed the impact of working remotely on post-COVID 19 research activities at the U of R including Tri-Agencies funding, researchers' productivity, as well as the role of CCR in supporting the campus community post-COVID.

Subcommittee membership: I Al-Anbagi, A Douai, S Hirani, S Manoharon, G Novotna, N Reid, and S Petty.

**2. Process**

The subcommittee sought input from the Associate Deans of research and graduate studies, faculty members, post-doctoral fellows, and graduate students to guide its direction and deliverables. It is important to note that the impact is contextual and situational across the campus community.

Faculty members across campus were approached by their Associate Deans in March 2021. The subcommittee received input from seven faculties on campus. The majority of input and feedback was received from researchers in the Social Sciences and Humanities.

Faculty members provided input by answering the following three questions:

- 1) What are the likely impacts of the current mode of operation on post-COVID-19 productivity of early career researchers and established researchers?
- 2) How do faculties see the impacts of COVID-19 affecting graduate student and post-doc research activities?
- 3) What would you like the subcommittee, and ultimately the university, to achieve?

The subcommittee contacted the graduate students through the Associate Deans and through the Faculty of Graduate Studies and Research. Additionally, a student representative on CCR has circulated the questions to graduate students. The graduate students were asked to provide input by answering the following questions<sup>2</sup>:

- 1) How do you envision your research and learning experiences at the UR post-COVID?
- 2) What research support would you like to receive when transitioning back to in-person or campus-based teaching and learning?
- 3) How do you feel your respective faculty/ department can best support your research activities post-COVID?

Similarly, post-doctoral fellows provided input by answering the following questions:

- 1) What are the likely impacts of the current mode of operation on the post-COVID-19 productivity of post-doctoral fellows?
- 2) How do you envision your research and learning experiences at UR post-COVID?
- 3) In your opinion, which research supports would best assist postdoctoral scholars in the transition back to in-person mode?

### 3. Summary of input from Faculty Members

The subcommittee consolidated and summarized the input as described below:

#### 3.1 Research methodologies, access to research participants, and inequity

- Respondents indicated that the Covid-19 pandemic and related public health measures have led to changes in conducting their research. Specifically, they had to find alternative ways of doing research, such as conducting smaller pilot studies or conceptual research that will be helpful for future larger grant proposals.
- Dealing with adapting research methodologies, in some instances, was problematic for the researchers. As result, some research projects were stalled and limited in their methodological approaches due to the inability to interact with participants in person. COVID-19 has influenced how all researchers could locate and communicate with potential participants and has changed how the networking is done especially for new researchers in a new community. An online survey with open-ended responses could be an alternative.
- For health-related research, research team members and collaborators from the Saskatchewan Health Authority were unable to participate actively in the research process due to time constraints and workload during COVID-19. Hospital-based research could not be undertaken as before.
- Other impacts are related to the increasing scarcity and inequity in the distribution of research and teaching resources. Respondents expect this situation to continue in future, given the effects of the pandemic on institutional budgets, and the general economy. Furthermore, the need for extra supplies (PPE) for researchers to follow COVID-19 precautions during fieldwork in community-based settings increased the cost of research.
- Respondents commented on the larger workloads due to the loss of support from research assistants and lab access, researchers had to take on more tasks than they should have, which has put them behind in other areas, such as catching up on grants, dealing with extensions, REB changes, reporting, etc. This work remains ahead of them
- Additionally, working from home decreases the productivity of researchers who have children or other dependents; exhaustion and fatigue with technologically mediated interaction – affect work-life balance.
- Remote teaching via Zoom contributes to further exploitation of sessional lecturers, who are having their livelihood pulled out from under them as applicants from remote locations apply for, and receive remote teaching contracts.

#### 3.2 Impacts on early career researchers

- Respondent commented that early/new researchers have and will continue to have difficulties in establishing relationships/partnerships with people in the communities (especially those who relocated to Regina or Saskatoon from other provinces).
- Early career research productivity will likely be slowed considerably, especially for those who conduct research with human participants. With scheduling requirements and public hesitancy to participate in research, data collection activities cannot continue as efficiently as pre-COVID. This is a major challenge for early career researchers, particularly when work initiated in prior training is completed and they are attempting to transition towards running a fully independent research program.
- Respondents underscored the importance of providing support to early career researchers whose research programs may have been particularly impacted by working from home.
- Respondents suggested that being supportive, patient, and understanding of the researcher's research output could ameliorate the negative effects of Covid-19 on early career researchers. CCR can advocate for early researchers when it comes to producing research output where there are delays to completing the project.

### 3.3 Impacts on community-based research

- Respondents reported that it was hard to move research forward in communities, such as the need to implement protocols that have not been adaptable to Zoom or other remote virtual platforms.
- The negative consequences of the lockdowns affected community participants' financial situation (i.e., job loss) slowed down the research activities, which needs to be considered. Similarly, many community organization could not fully engage in research as they were also struggling also to meet their own service demands.
- Marginalized groups, and individuals who identify as such as BIPOC were experiencing the disproportionate impacts of Covid-19.

### 3.4 Resource limitations

- Fieldwork of research practicums, thesis research has been sidelined, which impacts directly on student progress and output.
- Access to the internet and study spaces can be precarious.
- Virtual learning is challenging and not what students had hoped for in their graduate education – their self-confidence will be affected.
- Graduate students will not have the same level/depth of research training because all activities are restricted to online.
- Graduate students who are also full-time employees of Saskatchewan Health Authority are unable to proceed with their research in healthcare settings during COVID-19.
- Delays in their time to the completion. FGSR has provided all graduate students with a one-term extension, but this is not always reflective of the delays some of our students have experienced.
- Should the students revise their research topic in order to make progress? If they make major revisions, they might need to write a new proposal and re-propose it to their committee. If they make minor revisions (e.g., shifting inclusion criteria for participants), they might be able to more easily recruit people. However, it could negatively impact the integrity and merit of their work.

### 3.5 Networking, conferences, and sharing of information

- As academic conferences have either been cancelled or held virtually, "sharing knowledge" becomes difficult.
- Respondents expect that inability to travel to, and actively participate in, academic conferences will affect future networking abilities for future collaborations
- Graduate students may not be able to engage readily with people/organizations/participants to participate in research, plan projects, do lab work, and build relationships the same way they would have prior to the covid-19 pandemic. It might result in other creative ways of doing the interaction/participation in the future though.

### 3.6 Social and economic impacts

- Some students have been affected by not being able to travel back to their country of origin to collect data. COVID has impacted their finances more than their ability to research. They were unable to find work for a while and this has been a major stressor. Also, not being able to access their offices on campus and working at home has been stressful for a few students.
- Increased levels of anxiety; low job prospects; deferral of life trajectories.

### 3.7 Providing resources and support

- Continuing to address current and ongoing concerns about research agendas for those times post-COVID and those times when other serious crises occur.
- Regarding research ethics, ethical reviewers could be more open to the creative ways that marginalized organizations and communities, as well as researchers, employ when it comes to data collection, confidentiality, security, and storage, in which the research context should be taken into account.

- Providing more support to faculty and graduate students to manage the administrative requirements related to the delays that occurred due to COVID (e.g., grant deadline/extensions; fund balances; reporting; RA contracts; RA hiring; REB extensions, etc.).
- Providing as much support as possible to complete new grants (aside from just reviewing budgets).
- Providing access to analysis software on all computers (whether UofR owned or not) would also be helpful, especially as many faculty will not feel comfortable returning to campus/labs even when COVID risk subsides.
- Revising "normal level of operations" first. Once people are comfortable returning to the workplace, the other activities that we have been missing will be able to resume gradually and cautiously.
- Clear communication related to research activities will be needed when the university resumes research activities – consultations through Town Hall formats and be an active ADVOCATE.
- Assistance in no cost extension of the research funding.
- Creating networking avenues for the researchers so they can collaborate and disseminate their work to the university community.
- Not requiring graduate students to pay until they can "get back to normal" productivity.
- Perhaps there can be formal recognition about how COVID-19 has altered research timelines and ultimately productivity.
- Developing a mechanism to consult with the research risk assessment committee before submission of forms; Consideration of ways to streamline space and time scheduling for on-campus research; Recognition within restrictions of community-based programming that is integrated with research as separate from other forms of non-research community programming on campus; Providing a small amount of funds to grad students to support the creation of better homework environments.
- Recognition that the quality of research might be compromised to be productive.
- Some researchers have not been negatively impacted at all. How do we (e.g., merit committee, peer review committees) compare their productivity to those who have been significantly impacted?

#### **4. Input from Post-doctoral Fellows**

- For post-doctoral fellows performing computational and theoretical research, the current mode of operation is not likely to have too much of an effect on productivity post-COVID-19. For fellows primarily engaged in wet lab work, this extended period of restricted access to the lab has likely set them back years in their career goals. Even with restrictions easing, it is difficult to maintain the same levels of concentration and motivation that might otherwise have because post-doctoral fellows are constantly worrying about strict scheduling restrictions. One of the most attractive things about a research career in academia is the flexible schedule, so the current mode of operation is pretty demoralizing. Another post-doctoral fellow started the SSHRC postdoc in January 2020, two months before the pandemic shuts everything down. Working remotely has made the ability to do the research very difficult. In addition to not having access to the university office, there is limited access to the library and its resources.
- Advocating for funding extensions for post-doctoral fellows, or granting funded extensions where the university has that control, would be a great help. Post-doctoral fellows are hoping that their fellowships are stepping stones to permanent academic work. Post-doctoral fellowships are designed to allow research required to stand out in crowded job markets, and the pandemic has severely hindered our research efforts.
- To improve the well-being or productivity of post-doctoral fellows, generally, financial support is the best solution. But whether the aforementioned financial support is in the form of actual money, or payment for overall "wellness" costs like counselling/psychological services, costs associated with fitness activities, or something else, setting up post-doctoral fellows to be healthy and happy outside of their time in the lab is the number one way to ensure that they can carry out research and be productive in the lab.

## 5. Conclusions

Since March 2020, the COVID-19 pandemic has affected research in different ways. Limited access to labs, resources, travel, and contact with students have been the main challenges researchers have faced during this period. The University of Regina has implemented plans for a safe and measured return to research activity. Due to these efforts, the majority of research activities across the campus are returning to normal. Nonetheless, the COVID-19 pandemic is expected to have some impact on long-term research productivity. The subcommittee has received considerable input from Faculty Members, Postdoctoral Fellows, and Associate Deans Research and Graduate Studies. The subcommittee has classified the input from the Faculty Members into six categories depending on impacts and raised concerns. Limited research-related travel, face-to-face interactions with students, and available resources during the COVID-19 pandemic period seemed to be the major issues. Based on the received input, early career researchers are expected to suffer more than the established researchers, particularly those who research with human participants. The impact of the COVID-19 pandemic to research programs is not uniform and will require different mitigation strategies depending on the unique circumstances. In general, post-doctoral fellows are affected by similar circumstances. However, post-doctoral fellows seem to need more financial support to improve their research output. Several Faculty Members, Postdoctoral Fellows have indicated that such studies are important as they help in identifying issues related to research productivity and challenges, they face during the current circumstances. Several Faculty Members and Postdoctoral Fellows have indicated that such studies are necessary during the current circumstances. Many issues are common and well-known, and the University of Regina is taking the needed steps to address them. The subcommittee believes that there are many opportunities to help overcome the impact of the COVID-19 pandemic on future research productivity. This study is the first step in highlighting issues and problems researchers face during these circumstances. The subcommittee hopes that future studies will identify the steps required to improve research productivity and impact post the COVID-19 pandemic. The subcommittee wishes to thank the Faculty Members, Postdoctoral Fellows, and the Associate Deans for their input, and Dr. Kathy McNutt, Dr. Chris Yost, and all of the CCR members for their help and support in creating this report.





University of Regina

# 2021 REB External Review

Dr. Melissa Dobson, REB Co-Chair, Northern Alberta Institute of Technology  
Dr. Sandra Gibbons, Chair, Human Research Ethics Board, University of Victoria  
Dr. Aziz Douai, Dean, FGSR, University of Regina

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## Preamble

The Vice President Research conducted an external review of the Research Ethics Board (REB). A Review Team was invited to facilitate the review and examine the REB operation and processes. The Associate Vice President of Research, Dr. Chris Yost, shared with the Review Team written comments and input from the University community that was collated and anonymized by his office. The REB Review Team met and listened to REB stakeholders and members of the wider University community April 21-23, 2021. The meetings included current and past REB Chairs, REB support team-Research Office, Associate Deans Research, Department heads of relevant areas, Indigenous Stakeholders, and selected researchers. Participants were invited to identify strengths, weaknesses, and opportunities for improvement in current REB processes and share their experiences with the REB process.

Given the increasing complexity of the nature of research being conducted at the University of Regina, a review of the REB will provide qualitative and quantitative information, and ultimately recommendations to help the REB improve processes that will benefit University researchers.

Overall, the reviewers encountered palpable enthusiasm and a high level of engagement from across the University community. Generally, feedback regarding the Board was positive, especially towards those working in the research ethics office. The level of commentary and general feedback from the written submissions and in-person meetings was largely respectful and productive. This demonstrates genuine commitment among the participants to improve the REB process.

The Review Team was highly impressed with a good number of constructive ideas and suggestions for improvement emanating from the research community. The major areas the REB needs to address include but are not limited:

- *Transparency of the review process:* For REB applicants, the review process seems like a “black box.” Researchers submit applications and even with experience are unsure if their application is received.
- *Overly lengthy time for review process:* Whereas some reviews were received in a timely manner, others took two to three months (or more).
- *Transition to an automated online submission system for applications:* To keep up with many other processes at the University and beyond, it is time for the University to adopt an automated online system for ethics applications.
- *Quality of reviews:* Reviews are lengthy and seemingly exhaustive including both ethical and non-ethical issues.



- *REB qualifications and governance structure:* Some of the comments focused on the appointment process for REB Chair, Vice-Chair, REB membership composition, lack of community representation, training/professional development of REB members, regular meetings, and noncompliance of the board composition.
- *Graduate student REB application:* Graduate students require more training/support and their REB applications need to be prioritized.
- *Indigenous research ethics:* Indigenous researchers felt a great deal of frustration as they struggled to meet the stringent requirements of the REB guidelines that do not account for the specificity of Indigenous-based research and ways of knowing/being.
- *Community-based research:* The REB review process has hampered community-based research and alternative/non-traditional research methodologies.

The underlying themes showed a key erosion of trust between researchers and the REB, a feeling of research being policed, the REB viewed as an “ethics police,” rather than facilitating ethical research processes. The Review Team heard significant concerns regarding disenfranchisement of Indigenous research despite the unrivalled expertise of Indigenous researchers at the University.

The Review Team presents the recommendations below to suggest some ways to restore confidence in the REB and invigorate the Board as a facilitator of research at the University.



## Concerns that Require Immediate Action

The Review Team identifies the following concerns that require immediate action.

### 1. REB membership non-compliance

Currently, according to TCPS2 (2018), the University of Regina is not in compliance with the following REB membership requirements (Article 6.4):

- c. one member is knowledgeable in the relevant law. That member should not be the institution's legal counsel or risk manager. This is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research.
- d. one community member has no affiliation with the institution.

Currently, there does not appear to be a REB member "knowledgeable in relevant law."

Further to this, the TCPS2 (2018) states:

The role of the member knowledgeable in the law (Article 6.4.c.) is to alert REBs to legal issues and their implications (e.g., privacy issues), not to provide formal legal opinions or to serve as legal counsel for the REB...in some instances, the legal issues that may be identified by the REB will necessitate further scrutiny and even formal legal advice by the legal counsel to the institution. Legal liability is a separate issue for the institutions to handle through mechanisms other than the REB.

Currently, there are two designated community members of the REB, both retired University of Regina faculty members.

Further to this, the TCPS2 (2018) states:

The community member shall not be affiliated with the institution (Article 6.4.d). This community member requirement is essential to help broaden the perspective and value base of the REB, and thus advances dialogue with, and accountability to, relevant communities. In addition to a broad-based representation from the community, it is highly desirable that institutions seek to appoint former participants on REBs. Their experience as participants provides the REB with a vital perspective and an important contribution to the research ethics review process. It is advisable that members are not currently engaged in research or legal work as their principal activities. The role of community members on REBs during the ethics review process is unique and at arm's length from the institution. Their primary role is to reflect the perspective of the participant. This is particularly important when participants are vulnerable and/or risks to participants are high.



To maintain effective community representation, the number of community members should be commensurate with the size of a REB and should increase as the size of a REB increases. Given the current size of the University of Regina REB (25 members), it would be expected to have at least three to four community members.

The Review Team recommends the REB (facilitated/supported by Research Office/Office of Associate VP Research Services) immediately develop a plan to recruit at least one member with relevant knowledge of the law and at least three to four community members. Other recommendations related to this are included in this document.

## **2. Overly lengthy time for review process**

As there have been time delays, loss of applications, and issues surrounding reviews, the Review Team has put together several recommendations in this document. To get a handle on the current backlog and allow for more focus on major issues we recommend appointing/hiring someone from the research office staff who has the ethical knowledge and capability to immediately review minimal risk applications. Other recommendations are included in this document.



## General Recommendations

### Review Process

A central theme identified in discussions was the review process, specifically the overly lengthy time for review, the lack of transparency of review timelines, and the extra commentary not focused on ethical considerations included in reviews. And, while the focus of ethical review should be on effectiveness, rather than efficiencies, there is some indication that both are problematic. Both can be addressed by making some adjustments.

In keeping with Article 2.9 and Article 6.12, proportionate review should be explored more fully. Specifically, the TCPS2 (2018) states:

The REB shall adopt a proportionate approach to research ethics review such that, as a preliminary step, the level of review is determined by the level of risk presented by the research: the lower the level of risk, the lower the level of scrutiny (delegated review); the higher the level of risk, the higher the level of scrutiny (full board review). A proportionate approach to assessing the ethical acceptability of the research, at either level of review, involves consideration of the foreseeable risks, the potential benefits and the ethical implications of the research (Article 2.9).

And when determining the Level of Research Ethics Review, the TCPS2 (2018) states:

In keeping with a proportionate approach to research ethics review, the selection of the level of REB review shall be determined by the level of foreseeable risks to participants: the lower the level of risk, the lower the level of scrutiny (delegated review); the higher the level of risk, the higher the level of scrutiny (full board review) (Article 6.2).

Based on the TCPS2 (2018) and conversations with stakeholders there were several suggestions to overcome the lengthy review process. One recommendation is to vet the applications by levels of risk and delegate the reviews, such as the following. This is based on standard practice in larger REBs.

1. No/low risk - REB staff (such as Compliance officer) review and discuss with REB Chair.
2. Medium risk - Two board members, Chair and staff member.
3. High risk (full board meeting) -- Chair is primary reviewer with a second reviewer from the board. The results of the review are presented at a board meeting. Other REB members are encouraged to read, express their thoughts and weigh in at the meeting. The recommendations are tabulated and shared with the researcher in the Notice of Ethical Review.

Additionally, to alleviate the burden that exists, there is a recommendation to hire/reallocate a dedicated person (such as a compliance officer) with TCPS2 knowledge and reviewer experience, who is able to support the needs of the REB by reviewing **all** minimal risk





applications, with priorities being given to undergraduate and graduate projects. This person(s) could consult weekly with the REB Chair to review the applications and compile draft notices. This would allow the REB to focus on above minimal risk applications, reduce the bottleneck that currently exists, and offer consistency in reviews. This shift seems necessary as an immediate action item so as to alleviate the burden of piling up applications and move to address other issues.

This person(s) could also work with the REB Chair to evaluate risk. They could also evaluate risk for expedited reviews (reviews from other institutes). There could also be a process to assess the nature of the application so as to be proportionate and timely. Specifically, course-based approval, undergraduate honours projects, and graduate projects should be at the forefront of this effort so as not to hamper timely degree completion.

The TCPS2 (2018) supports the investment by the institute of research administrative staff, specifically:

It is critical that institutions provide appropriate administrative resources to REBs (e.g., research ethics administration staff, a research ethics office) for the effective and efficient operation of the REB. The means by which this support may be provided will vary by institution, but may include REB coordination, support in policy development and interpretation, record keeping, and provision of research ethics training opportunities to REB members, researchers and students. The research ethics administration staff may provide important ethics expertise in support of the REB's ethical analysis and discussion. Research ethics administration staff should also have the necessary qualifications, as well as initial and continuing training, to appropriately perform their roles and responsibilities. Institutions should recognize the integral role of research ethics administration staff and research ethics office(s), as applicable, in supporting the REB in fulfilling its mandate (Article 6.2. application).

## Flow Chart and Transparency

The Review Team heard concerns regarding REB transparency on several levels. Within the board, members mentioned that REB should show more transparency in the selection of reviewers, and better communication on the expectations of reviewers - how many review requests to expect in a given time block. From applicant experiences, the need for more transparency/better communication with applicants on status updates and clearer sense of time in review, since lengthy reviews can impede research. The Review Team recommends:

- More transparency in decision-making, review assignments, and workload expectations. Transparency of the REB includes: "Files, minutes and other relevant documentation shall be accessible to authorized representatives of the institution, researchers, sponsors and funders when necessary, to assist internal and external audits, or research monitoring, and to facilitate reconsideration or appeals" (Article 6.17, application)



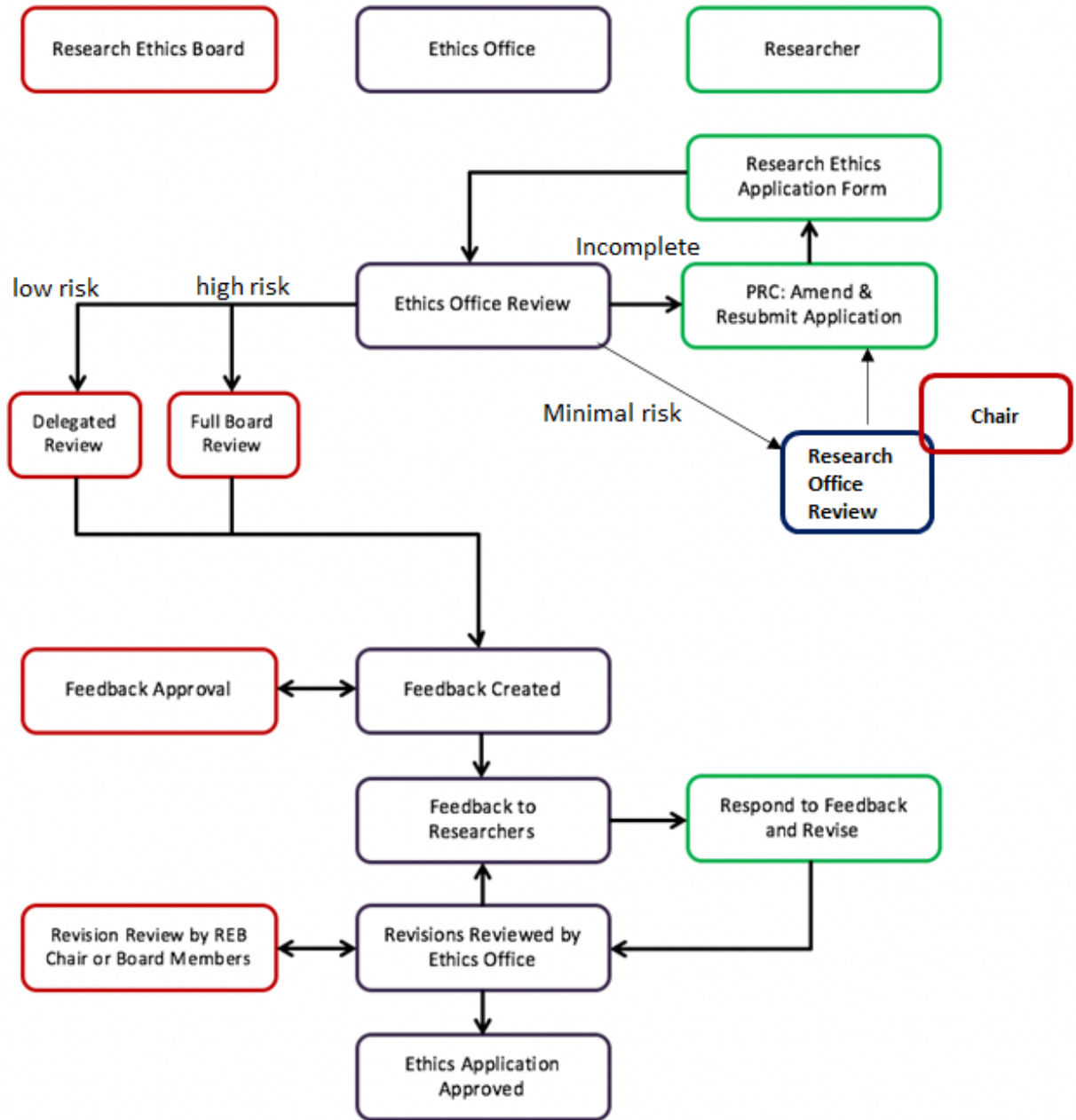
- The REB should publish and disseminate annual reports about the REB review statistics submitted directly to the Associate Vice President Research and the university community.
- The REB should come up with mechanisms to solicit feedback on REB application and review processes to improve the review process and provide better/consistent support for researchers.
- Standardized communication such as automatic email response functions to inform researchers of timelines and triage processes. A proposed email template:

"Thank you for contacting the REB. Your application has been received. Within [x time] we will let you know if there are technical problems with your submitted documents or if documents are missing from your application. Our current processing times are [x time for a simple/minimal-risk project, y time for a project with moderate risk, z time for a complex/high-risk project]. We are not able to expedite applications or confirm the status of applications prior to [x time] after submission, but other questions can be directed to [contact]."

- Develop and publish on the REB website a flow chart showing the different steps involved in reviewing REB applications so that researchers are better informed of the REB review process. The REB at the University of Guelph has designed the chart below which could be used as an example:



### Research Ethics Board Review Process



Modified from Source:

<https://www.uoguelph.ca/research/services-divisions/ethics/approval-process/flow>



As you can see from the example, changing the review process into three lanes would facilitate reduction in the backlog, consistency in reviews for minimal risk, and allow for more focus on higher risk categories by the REB. We heard that there are few full board reviews. We also suggest this modification to minimal risk review may go a long way to repairing the relationship between the REB and researchers.

### **Automated Workflow: Design Considerations**

As mentioned, there is a need to address transparency in the REB review process. Automating this process would allow for assignment of reviews, automation of communications, transparent workflow (both by researcher and reviewers), and clear delineation for connection to funding. This was echoed by members of the board, past chairs, and the AVP.

There was some concern expressed by researchers about being listed on ethics applications without their knowledge. There were also some concerns with the pdf form and its barriers to sharing and ease of use. There were indications of lost applications. There was also commentary about a lack of transparency in the workflow. All of these concerns could be removed by an automated system. However, just automating the system alone, may exacerbate issues if the previous recommendations are not considered.

There are several systems available including linking with the existing grant management system, Iriss, RAExperts, and many more custom and off the shelf systems. At NAIT, students created a home-grown system to meet the REB needs. The University of Victoria also has a custom-built system. Features to look for

1. Being able to track the review process
2. Allowing sharing of documents with researchers
3. Allowing for printouts of the pdf documents may ease transitions
4. Automated reminders for reviewers with specific timelines, such as two weeks for the review
5. Automating reminders for annual renewals
6. Include ways for REB members to declare COI, holidays, availability
7. Specific ways to ensure TCPS2 issues are flagged, ensure the ethical and collegial comments are split for example
8. Notify all applicants for verification. There was some issue with applicants not knowing their names were linked with REB submissions
9. Ensure that forms are easy to use
10. Removing the requirement for hand written signatures
11. Aligning with the process flow for reviews

Of course, an automated solution only works when the other processes are also cleaned up. This system should go hand in hand with supports, suggestions, and ideas presented in this document and suggestions from the REB and Research Office.



## Overstepping the REB Purview

There were commentaries in all sessions regarding the overstepping of the REB in their mandate, specifically including review of research design and methodology not part of research ethics. Training, consistency, ranking risk, minimal risk reviews by one person and other solutions presented in this document may provide ways to alleviate this overstepping.

Additionally, the REB should keep in mind that sometimes usurping an ethics application by making comments on research design by a student mentored by the supervisor may undermine the student-supervisor relationship. As well, there seemed to be a lack of understanding of community-based and Indigenous research practices and how they fit into the REB expectations.

Dividing the Notice of Ethical Review into three columns: Ethical Concerns, TCPS2 Guidance, Solutions might work well as an immediate strategy to reduce the tendency to include comments not associated with research ethics. For the ethical concerns, in the first column, the reviewer highlights the section of the application and writes commentary on the issue, in a second column specifically points to article/chapter/section of the TCPS2 or other guiding documents (such as information privacy), and in a third column, details the verbiage or solution from the reviewer. This allows for better communication, clears up the uncertainty of how to answer issues, and highlights important ethical concerns.

Further to this, the TCPS2 (2018) states

As part of research ethics review, the REB shall review the **ethical** implications of the methods and design of the research.

..... Research in the humanities and the social sciences that poses, at most, minimal risk shall not normally be required by the REB to be peer reviewed... if scholarly review as indicated by the relevant disciplinary tradition has not yet been done, and there is nobody available to do it, the REB should consider the following mechanisms in satisfying itself that scholarly review of the research is completed:

- establish an ad hoc independent peer review committee;
- if the REB has the necessary scholarly expertise, assume complete responsibility for the scholarly review. In assuming this responsibility, the REB should not be driven by factors such as personal biases or preferences, and should not reject proposals because they are controversial, challenge mainstream thought, or offend powerful or vocal interest groups (Article 2.7).



There are several institutes that are looking for ways to assess quality control (QC) processes in the reviews at this time. For example, McGill University has some interesting plans for QC assessments of the review process assessments and might be able to shed some light on this process.

This again, could be approached as a policing of REB reviews, and we would caution against this approach. Rather, quality control measures should be used as a learning tool to enhance the overall quality of REB reviews.

### Consistency of Review

There were many comments about lack of consistency in the reviews and even re-review of amended applications. Some of this can be dealt with using recommendations above. Other ways to improve consistency include providing templates or information sheets for frequently included information. Similar to a menu listing, clear verbiage around each tool should be consistent with informed consent information. This list could be made by researchers and the REB and a comprehensive FAQ sheet/templates could be developed. Various examples from other REBs abound and could be compiled by a summer student. There are some on the University of Regina website but are not easy to navigate.

For example, what does the REB expect when a researcher is using Zoom for an interview? Qualtrics for a survey? Is there some standardized verbiage?

“Qualtrics is **cloud based software**. All data collected under the University of Regina's enterprise license are stored on servers in Ireland. The University of Regina has an institutional license for Qualtrics, and consequently all employees and students of the University of Regina have unlimited use of Qualtrics for teaching, learning and research.”  
([Qualtrics Software Information | Information Services, University of Regina \(uregina.ca\)](#))

Based on this, informed consent documents would not need to cite the U.S. Freedom Act. However, searching the University of Regina website there was no clear guidance on what an informed consent on a survey using Qualtrics would look like. Taken from Waterloo, below is some standardized verbiage:

You will be completing the study by an online survey operated by Qualtrics. Qualtrics has implemented technical, administrative, and physical safeguards to protect the information provided via the Services from loss, misuse, and unauthorized access, disclosure, alteration, or destruction. However, no Internet transmission is ever fully secure or error free.



[If IP tracking is turned off]: “Please Note: We do not collect or use internet protocol (IP) addresses or other information which could link your participation to your computer or electronic device.”

[If IP tracking is not turned off]: “Qualtrics temporarily collects your computer IP address to avoid duplicate responses in the dataset but will not collect information that could identify you personally.” (Taken from [Information-consent letters and forms | Research | University of Waterloo \(uwaterloo.ca\)](#))

We recommend that the REB, REB Chair, Compliance Officer and Director compile a list of “frequently used verbiage” as they encounter repeated issues in submissions. Once compiled, this list could be made available to researchers and reviewers. As well, a summer student or REB sub-committee could look for verbiage or examples from other institutes.

We also suggest that the compliance officer in charge of the reviews set up weekly debrief sessions with the Chair so as to maintain consistency and include a second set of eyes examining the recommendations.

## Supports for Researchers

Our review summarized a number of issues plaguing the REB application process, including but not limited to lack of clarity about the application process and delays in processing/reviewing REB applications. A number of key participants expressed that they lack confidence in the REB’s assessment and reviews because they encountered instances of contradictory instructions. To address these issues, the Review Team **strongly recommends** that the REB develop more supports and resources for researchers:

### 1. FAQ Sheet

The Research Ethics Office needs to develop an FAQ sheet providing answers to a set of most Frequently Asked Questions (FAQs). Some FAQs, for example, may include guidelines from the Tri- Agency Framework: The Responsible Conduct of Research, a brief explanation of “risk” and “harm” to participants that the REB approval seeks to mitigate and prevent, the type of research deemed above “minimal risk” and thus requires a full REB review. This type of resource may help reduce the email inquiries the REB staff handles on a regular basis.

### Some examples of REB FAQs sheets are below:

- The University of Waterloo’s Ethics review process frequently asked questions (FAQs): <https://uwaterloo.ca/research-experiences-group/ethics-review-process/frequently-asked-questions-faqs>



- Western's FAQ - Ethics Review/Approval for studies with human participants posted on their linguistics department is also helpful:  
<https://www.uwo.ca/linguistics/research/perl/faq.html>
- University of Victoria's - Human Research Ethics Office -FAQ for a variety of frequently asked questions  
<https://www.uvic.ca/research/conduct/home/regapproval/humanethics/index.php>
- University of Victoria's - Human Research Ethics Office -FAQ conducting research virtually  
[Conducting Research Virtually with Participants: Platforms, Programs and Security](#)

## 2. Exemplary applications

To provide mentorship and education to the research community, including graduate students and postdocs, the REB has to make a reasonable effort to post/share templates and examples of exemplary REB applications that involve community-based research, Indigenous community research, surveys, interviews or other non-traditional research methods.

## 3. Checklists

Some of the frustration the Review Team heard from key participants was regarding the guidance and checklists available to REB applicants. We recommend the REB should:

- Conduct a needs assessment on where new “checklists/”support documents” are needed e.g., Is there an information document on “if you are doing research using social media...”
- Develop new guidelines to assist researchers in dual roles (e.g., University of Victoria's dual role guidelines  
<https://www.uvic.ca/research/assets/docs/Ethics/geidrr.pdf>)
- A web-based and a PDF checklist must be made available to researchers to consult prior to submitting an REB application to ensure an application is complete.

## 4. Form accessibility

Some participants have indicated that the application document has not been updated for more than a decade. The REB needs to update application forms and post them in different formats on the website.

## 5. Website

The Review Team has heard a number of complaints about the difficulties with navigating the REB website and locating relevant information. It is acknowledged that some website issues may be out of the REB Office control, but more efforts could be made to ensure the REB





website page is more user-friendly and less text heavy. Some of the changes to implement on the REB website may include:

- Update all current forms/support documents.
- Prominently post application information and guidelines so that applicants can easily locate resources.
- Publish regularly scheduled REB meetings online.
- Publish review timelines online to set clear expectations about the turnaround time for reviews.
- Update the list of the REB members and Chair's contact information.

## **6. Appeal of REB Decisions**

The Review Team heard concerns from researchers about the REB appeal process and the difficulties of navigating that process when a REB application is denied.

We recommend that a prominent link on the website and the FAQ address this concern. Additionally, researchers have to be adequately informed about the options available to them whenever the REB renders a negative decision to help demystify and facilitate the appeal process.



## Education of Researchers

The Review Team heard complaints and experiences questioning the competence of the REB members and the obstacles researchers and graduate students face when they submit REB applications. We characterize as urgent the need to make training materials and educational resources available for board members and researchers on a regular basis in the following categories:

### 1. REB Members Training

The Director of Research Services or REB compliance officer should work with the REB Chair to set clear expectations for the educational and training requirements for REB members. We recommend that an orientation package be prepared for each new REB member. Continuous educational and training opportunities focused on research ethics should be scheduled as part of regularly scheduled meetings. New policy and guidance documents should be shared with REB members to keep them engaged. In addition, the REB Office may want to support and encourage REB members to attend CAREB and workshops on research ethics.

### 2. New Faculty Training Platform (onboarding)

The REB Office and the Chair should engage with faculty members, especially new faculty, to ensure they are up to speed regarding REB application processes.

### 3. Graduate Student Training Supports

The Review Team learned that the REB Office has coordinated with the Faculty of Graduate Studies and Research to deliver presentations on research ethics and the REB application process. This is laudable and the two units need to collaborate more so that graduate students are educated on the application process and their applications should be prioritized.



## Indigenous Research Ethics

It was clear to the Review Team that there is a very strong representation of accomplished and committed Indigenous scholars and other Indigenous leaders, both within the University of Regina and the First Nations University of Canada, and the wider Indigenous community. However, despite this expertise and proven leadership, it was evident to the Review Team that the concerns of this group regarding ethical issues and processes associated with research with Indigenous peoples are numerous, serious, and longstanding. From the chronic low representation of Indigenous members on the REB to a lack of understanding of and respect for cultural traditions and values and how this impacts the interpretation of the core principles of Respect for Persons, Concern for Welfare, and Justice in ethical reviews, present serious concerns. We think it is important to highlight the following excerpt from TCPS 2 (2018):

*Chapter 9 of TCPS 2 is designed to serve as a framework for the ethical conduct of research involving Indigenous peoples. It is offered in a spirit of respect. It is not intended to override or replace ethical guidance offered by Indigenous peoples themselves. Its purpose is to ensure, to the extent possible, that research involving Indigenous peoples is premised on respectful relationships. It also encourages collaboration and engagement between researchers and participants. This chapter acknowledges the unique status of the Indigenous peoples of Canada. It interprets how the value of respect for human dignity and the core principles of Respect for Persons, Concern for Welfare, and Justice apply to research involving Indigenous peoples. It accords respect to Indigenous peoples' knowledge systems by ensuring that the various and distinct worldviews of First Nations, Inuit and Métis peoples are represented in planning and decision making, from the earliest stages of conception and design of projects through to the analysis and dissemination of results. It affirms respect for community customs and codes of research practice to better ensure balance in the relationship between researchers and participants, and mutual benefit in researcher community relations.*

In addition, whereas the University of Regina has started some initial actions in response to the *Truth and Reconciliation Commission of Canada: Calls to Action* as evidenced in *Peyak aski kikawinaw - Together we are stronger* (2018), these have not begun to address any of the issues of research ethics identified by Indigenous scholars, in fact, research involving Indigenous peoples is not mentioned in the *Call to Action* document. As the Review Team, we have grounded the following recommendations in the spirit and stated intent of *TCPS2 Chapter 9* and University of Regina's *Call to Action* document.

### 1. Indigenous Research Protocols and Expectations

The Associate Vice President of Research and Chair of REB initiate a consultation process with U of R Indigenous scholars/leaders, and other Indigenous leaders within the wider Indigenous community with the goal to establish research ethics protocols and expectations grounded in the stated purpose of *TCPS2 Chapter 9* and University of Regina's own *Call to Action* document.



## 2. REB Training and Professional Development

Completion of unconscious bias training workshop (insert name of U of R course) as a requirement for REB membership.

Completion of Indigenous Peoples' Health Research Centre (IPHRC) training module Building Research Relationships with Indigenous Communities (BRRIC) within the first year of REB membership.

Explore the possibility of Ownership, Control, Access, Possession (OCAP) training offered by the First Nations Information Governance Centre as part of REB membership professional development. There are key Indigenous stakeholders that can advise on the best path as you have this knowledge within the University of Regina.

## 3. Researcher Training and Professional Development

Explore the possibility of requiring completion of the BRRIC training module for researchers engaging in research involving Indigenous communities.



## Community-Based Research

The Review Team acknowledges the wide range of approaches to research by University of Regina researchers, from more traditional approaches to those approaches self-described by researchers as “non-traditional and/or emergent.” As approaches to research continue to grow and evolve, it is necessary to ensure that REB ethical review processes remain current and are able to adjust to and interpret these approaches.

Of particular note in this section, are concerns expressed by researchers engaged in approaches to research that are participatory and community-based. These researchers identified numerous contextual issues associated with community-based participatory research that require REB reviewers to understand and appreciate different views/and understanding(s) of ways to interpret the concepts of the core principles of Respect for Persons, Concern for Welfare, and Justice in ethical reviews. Researchers expressed serious concerns that in some instances, comments in ethics reviews were requiring changes that are contrary to accepted, and in some cases, longstanding best practices in conducting ethical research in the community-based context.

As the Review Team, we provide the following recommendations to support REB reviewers and researchers:

### 1. REB Reviewer Expertise

Recruit REB members with community-based participatory research expertise.

### 2. REB Professional Development

As part of ongoing professional development of REB members, invite researchers engaged in community-based participatory research to present their approaches (including identifying how they resolve ethical issues) at a Board meeting. This provides an opportunity for researchers and reviewers to have collegial discussions on best practices associated with resolving ethical issues.

### 3. Best Practices Support Document

Compile a support document that summarizes best practices (focused on ethical issues) used by researchers engaged in community-based participatory research. Such a document will support both researchers and reviewers.



## Critical Inquiry

The Review Team heard serious concerns from some researchers, that in some instances, the REB appears to be discouraging and even prohibiting research that takes a critical inquiry approach (TCPS2, 2018, Article 3.6). According to Article 3.6, critical inquiry is “the analysis of social structures or activities, public policies or other social phenomena...where the goal of the research is to adopt a critical perspective with respect to an institution, organization or other group...”

Further to this, the TCPS2 (2018) states:

In critical inquiry, permission is not required from an institution, organization or other group in order to conduct research on them. If a research engages the participation of members of any such group without the group’s permission, the researcher shall inform participants of any foreseeable risk that may be posed by their participation. (Article 3.6)

The Review Team would like to emphasize that the application section of Article 3.6 provides important guidance that helps researchers conduct critical inquiry and REBs review of ethical matters often associated with such research. In particular, the researcher’s primary responsibilities include a “commitment to protect the anonymity and confidentiality of participants to ensure that their human rights...are not compromised” and fully inform participants of the “possible consequences of participation.” The REBs responsibility is to “concern themselves with the welfare of the participants and the security of research materials in such circumstances.” We recommend that researchers and REB members alike, familiarize themselves with Article 3.6 in order to address relevant ethical concepts associated with critical inquiry.



## Research Ethics Board Operations

Whereas the significant service commitment expected of REB members is highly commendable, there was considerable discussion about how the board learns about issues, updates, and educational efforts. It was unclear how board members stay current on Canadian research ethics. The Review Team had several recommendations including: having regular board meetings, planning ongoing REB education, and engaging in REB outreach.

### 1. Regular Meetings

Regularly scheduled board meetings allow people to build this into their schedules. And while not all reviewers may be able to make a specific time, efforts should be made to find some common time that fits most REB members. In the future, these meetings should be part of the expectation of REB members with regularly scheduled meetings set well in advance to adjust teaching and meeting dates. The TCPS2 (2018) supports this:

REBs **shall have regular meetings** to discharge their responsibilities, and shall normally meet face to face to review proposed research that is not assigned to delegated review.

#### Application

Face-to-face meetings are essential for adequate discussion of, and effective REB decision making on, research proposals, and for the collective education of the REB (Article 6.10).

Having a set agenda for each meeting is also a good practice. For example, including a time to review applications and any issues or learnings that arose, an educational component (such as looking at cases, or guest speakers, or specific training). This can be followed by application support as listed above (including but not limited to FAQ sheets, application form, checklists, processes, and/or policy) updates.

In terms of education, there are numerous opportunities that can be explored. For example, CAREB-ACCER has training modules, webinars and virtual ethics board case studies. And, as was seen by the stakeholders that attended the sessions, there is a wealth of knowledge within the University of Regina and First Nations University that could be tapped into. There are also University of Regina sessions such as BRRIC that abound.

### 2. Set Educational Goals

In line with regular board meetings that seek to have an educational component, additional training is recommended. This recommendation was based on concerns highlighted by researchers that REB were not familiar with aspects of the TCPS2, not clear on emergent research issues, and not clear on Indigenous research approaches. There should be concerted effort to plan specific professional development activities to enhance the REB's knowledge. A list of target areas could be made at a board meeting with specific timelines for each area. Some educational aspects could become part of the regular REB meeting, while others could be



separate endeavours that could be shared at meetings. During the consultation session, specific educational opportunities were identified such as the BRRIC training, OCAP© training, TCPS2 training, CAREB-ACCER conference and webinar training, and others.

### **3. Set Outreach Goals**

There were some indications that researchers feel the REB is acting in a policing role rather than supporting ethical compliance at the institute. There may be historical reasons for this, however, reparations need to be made to rebuild the connections between the REB and the researchers.

Outreach is one way to do this. Hosting educational sessions, which, it sounds like the Research Ethics Office is already doing, is a great endeavour and should be encouraged to continue. As well, hosting “lunch and learn” type sessions where researchers can bring their applications and concerns could be useful to strengthen the perceptions of the REB.

### **4. Celebrate the REB**

The significant service commitment expected of REB members is acknowledged and commendable. However, as was evident by the conversations, the REB is not necessarily celebrated. The time, energy, and efforts of the REB was continuously reiterated. Several stakeholders commented on the positive impact of the REB suggestions on their research study. This needs to be acknowledged and celebrated.

One recommendation is to send a letter of appreciation each year from upper administration, possibly the AVPR, to the REB member’s Department Chair, to highlight REB members’ contributions. This letter should celebrate the significant contributions (including time and effort) that is required to be on the REB.





## Research Ethic Board Membership and Leadership

### 1. Composition

As highlighted in the immediate action items, the board is currently not compliant with the TCPS2. Non-compliance could put tri-agency funding at risk across the institute if not addressed. Proportional representation and compliance with Article 6.4., specifically persons knowledgeable in the law and community representation must be addressed. Ideally, community representation could also help to address the “serious gap” identified between the REB and the Indigenous community. Community engagement, such as reported by the Indigenous Peoples' Health Research Centre, might be a good model to explore in terms of community membership and involvement.

The University of Regina has a large REB considering the number of applications reviewed each year. As a comparison, for example, the University of Victoria has 20 members and reviews three to four times as many applications. Having more people on a REB does spread around the workload but it also means there are more issues such as obtaining quorum, obtaining consensus and collaboratively reviewing.

### 2. REB Membership and Selection, including the Chair and Members

#### a. REB Chair

Throughout the consultation process, there were several mentions concerning the appointment and qualifications of the REB Chair. That is not to say the current chair is not qualified nor adequately appointed, as these concerns may also stem from historical issues.

The Chair role is critical. To reiterate its importance, according to the TCPS2 (2018):

The REB Chair is responsible for ensuring that the REB review process conforms to the requirements of this Policy.

#### Application

The role of the REB Chair is to provide overall leadership for the REB and to facilitate the REB review process, based on institutional policies and procedures and this Policy. The Chair should monitor the REB's decisions for consistency and ensure that these decisions are recorded accurately and communicated clearly to researchers in writing as soon as possible by the Chair or his or her designate. Institutions shall provide the necessary resources and adequate administrative support to enable the REB Chair to fulfill his or her responsibilities (Article 6.8).



There was also some discussion regarding the chair appointment. Having the REB decide who sits as Chair is in alignment with TCPS2 (2018), specifically “REBs are independent in their decision making and are accountable to the highest body that established them for the process of research ethics review” (Article 6.2). In keeping with this role, there should be clear terms of reference, expectations, and obligations (see Appendix A - Sample terms of reference for Chair and Vice Chair University of Victoria). The Chair should be qualified or at least supported in obtaining professional development to support their role at the institute.

**a. REB Vice Chair**

In addition to clarity in the REB chair role, the Review Team recommends exploration of the possibility of establishing a Vice Chair position (see Appendix A University of Victoria terms of reference for Chair and Vice Chair). This role could support the Chair by reviewing a smaller proportion of applications. For example, the chair/vice chair could be responsible for 75%/25% of reviews. This time commitment could also be supported by a smaller course release.

**c. REB Members Expectations**

There should also be clear expectations and terms for REB members. This can be included in an orientation package (See Appendix B: University of Victoria Information Package for New HREB Members). This package should include at minimum, a letter of engagement that details expectations, code of conduct and terms of service. The package could also contain a confidentiality agreement (what happens at REB meetings stays at REB meetings), a list of REB members, their terms and contacts (to allow for connections or advice to be sought), clear details regarding terms of removal from the REB. Each board member should submit a resume, a CORE tutorial certificate, and a clear indication of which role they fulfill under Article 6.4.

**3. Communication between Chair and the Research Office Staff**

There seems to be a disconnect between REB reviews, the REB Chair and the Research Office staff. To alleviate this, it is recommended the Chair meet regularly (i.e., weekly/biweekly) with the ethics administrative staff to discuss applications and issues as they arise. This communication allows for both to effectively address issues as they arise, problem solve any risk mitigation strategies, prioritize applications and have open communication regarding any concerns. A clear agenda and formal meetings biweekly, along with weekly informal conversations may go a long way to bridge this gap.



## Conclusion

The University of Regina has amazing potential and could easily be a leader in Canadian Research Ethics given the skills observed in the stakeholder consultations. Small changes can lead to big impacts, but the biggest change is often the desire to improve. We are happy that the institute has taken steps to hold stakeholder consultation and is sharing this desire. The number of constructive suggestions, the expertise, and the level of engagement at the stakeholder's meetings and comprehensive written submissions was to be commended.



## Appendix A: Chair and Vice Chair Terms of Reference (University of Victoria)

### ROLES AND RESPONSIBILITIES of Human Research Ethics Board Chair and Vice-Chair April 2019

#### **HREB CHAIR**

The Human Research Ethics Board (HREB) Chair is appointed by and reports to the Vice-President Research. The HREB Chair provides leadership and guidance regarding the monitoring and conduct of all research involving humans in accordance with the most current version of the Tri-Council Policy Statement.

The HREB Chair provides oversight of the HREB and the integrity of the human research ethics review and approval process at the University of Victoria, according to University of Victoria Human Research Ethics policies and procedures. The Associate Vice-President Research Operations (AVPRO) provides guidance and support to the Chair when appropriate.

#### **Responsibilities**

- Chairs HREB meetings and prepares meeting agendas in consultation with REB staff; reviews minutes
- Advises regarding board development, recruitment, structure
- Reviews all types of applications: full-board/above minimal, board review, expedited review, course-based, anonymized data, and anonymized biological materials, and harmonized studies.
  - o If the Chair has a conflict of interest on an application, the application is assigned to the Vice-Chair. The assignment of applications between the Chair and the Vice-Chair may be facilitated by HRE staff and takes into account adequate HREB workflow coverage in the event of vacations and absences.
- Works closely with HRE Coordinator, HRE Facilitator and HRE Liaison in scheduling the review of applications to facilitate timely reviews; consults with student and faculty researchers when needed
- Finalizes notices of ethical review prepared by HRE staff
- Creates notices of ethical review for applications where the Chair is the only reviewer and where the study has not been assigned to HRE staff
- Monitors the HREB's decisions at board meetings, ad hoc review meetings, and board member reviews for consistency and proportionate review; ensures that these decisions



are recorded properly and that researchers are given written communication of the HREB's decisions (with reasons for negative decisions) as soon as possible

- Acts on behalf of the HREB in approving ethics applications for new research that are above minimal risk and minimal risk research (unless delegated to the HRE Coordinator or Facilitator, in the case of modifications and annual renewals)
- Acts on behalf of the HREB in reviewing modifications of approved studies that may require a higher level of proportionate review
- Assists with investigations and advises regarding incidents, complaints, and concerns such as breach of ethical requirements; liaises with students, supervisors, department chairs and other UVic entities when applicable (e.g., Faculty of Graduate Studies)
- In consultation with HRE staff, determines when a project is exempt from HRE review
- Represents the UVic HREB at meetings and conferences when applicable
- Member of Human Research Ethics Advisory Committee (HREAC)
- Assists with recruitment of Vice-Chair
- Sends out call for new graduate student members, and in consultation with the Research Ethics Facilitator, interviews candidates
- Assists with the educational mandate of HREB
- Contributes to HRE policy development and revises, where/when appropriate and in consultation with HRE staff, HRE application forms, documents and policies (internal and external)
- Nominates appropriate ad hoc members for the duration of the review when expertise is not available on the existing board
- Works with the HREB Vice-Chair to support the HREB

### **HREB VICE-CHAIR**

The Human Research Ethics Board (HREB) Vice-Chair is appointed by and reports to the Vice-President Research. The HREB Vice-Chair supports the HREB Chair in providing leadership and guidance regarding the monitoring of conduct of all research involving humans in accordance with the most current version of the Tri-Council Policy Statement.

The HREB Vice-Chair provides back-up to the Chair's responsibilities in the event the Chair is absent, on vacation, or is unable to carry out their responsibilities. The Associate Vice-President Research Operations (AVPRO) provides guidance and support to the Vice-Chair when appropriate.



## **Responsibilities**

- In consultation with the Chair and/or HRE staff on the assignment of applications, reviews the following types of applications: full-board/above minimal, board review, expedited review, harmonized review. The assignment may also include course-based, anonymized data, and anonymized biological materials; this is usually determined in consultation with the Chair, but in the event the Chair has a conflict or is unable to carry out a review, the Vice-Chair assumes responsibility for these latter types of applications, as required.
  - o If the Vice-Chair has a conflict of interest on an application, the application is assigned to the Chair. The assignment of applications between the Chair and Vice-Chair may be facilitated by HRE staff and takes into account adequate HREB workflow coverage in the event of vacations and absences by the Chair.
  
- On those applications that are assigned to the Vice-Chair:
  - o Works closely with HRE Coordinator, HRE Facilitator and HRE Liaison in scheduling the review of applications to facilitate timely reviews; consults with student and faculty researchers when needed
  - o Finalizes notices of ethical review prepared by HRE staff
  - o Assists in the monitoring of the HREB's decisions at board meetings, ad hoc review meetings and board member reviews for consistency and proportionate review; ensures that these decisions are compiled properly in notices of ethical review
  - o Acts on behalf of the HREB in approving ethics applications for new research that are above minimal risk and minimal risk research (unless delegated to the HRE Coordinator or Facilitator, in the case of modifications and annual renewals)
  - o Acts on behalf of the HREB in reviewing modifications of approved studies that may require a higher level of proportionate review
  - o In consultation with HRE staff, determines when a project is exempt from HRE review
  - o Member of Human Research Ethics Advisory Committee (HREAC)
  - o Assists with the educational mandate of HREB
  - o Contributes to HRE policy development
  - o Represents the UVic HREB at meetings and conferences when applicable



## Appendix B: Information Package for New REB Members (University of Victoria)

### The University of Victoria Human Research Ethics Board

#### *Information for Prospective Board Members*

##### Preamble

The Human Research Ethics Board (HREB) provides an important service to the University's research and teaching missions in departments and disciplines where research involving humans and human biological materials is conducted. The work of the Board is critical in ensuring that faculty researchers meet regulatory requirements, are cleared to access research funds (if applicable), and are ready to begin their projects in a timely manner. Likewise, the Board's work interacts with and supports graduate student research across campus by providing constructive ethical assessments of a study, and having an impact on the start date of research for theses and dissertations.

##### Mandate

The Human Research Ethics Board is a regulatory board whose mandate is to certify that all research involving human participants and human biological materials conducted by University of Victoria researchers (faculty, students and staff) conforms to agreed-upon ethical guidelines ([University Policy RH8105](#)) and federal requirements.

All board members are volunteers. They do not receive monetary compensation for their service.

As a condition of receiving federal research funds, the university has signed an Agreement with the Tri-Council — the major federal funders comprised of the *Social Sciences and Humanities Research Council (SSHRC)*, *Natural Sciences and Engineering Research Council (NSERC)*, and the *Canadian Institutes of Health Research (CIHR)* to abide by the research ethics guidelines as described in the second edition of the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2)*.

<http://www.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>



### **Structure and Composition**

The Board is part of the Vice President Research portfolio under the Associate Vice-President Research Operations (AVPRO).

The Board is comprised of 20-22 members at any one time, the majority of whom are faculty from various departments covering a range of research expertise. The Board is led by a Chair and a Vice-Chair (faculty members). Members are appointed by the Associate Vice-President Research Operations.

In addition, the Board includes two or three people from the local community and two or three UVic graduate students at any one time. Community members are provided with UVic parking tickets when attending meetings.

The Human Research Ethics unit within the Office of Research Services provides administrative support to the Board. Staff of the Office of Research Services (Coordinator, Facilitator, Liaison and Assistant) work closely with the Board, Chair and Vice-Chair but are non-voting members.

### **Why Join?**

*“[I]t was far and away the best committee I have ever been on, in the sense that it was always raising interesting and important issues that have deep professional and personal relevance to me, and I very much enjoyed seeing and assessing the proposals, which I always found a highly engaging and creative and critical process. I don’t normally think of committee work as fostering these sorts of processes, but for me, the HREB [Human Research Ethics Board] certainly did.” - Former Board Member*

*“I thoroughly enjoyed my time on the board and the many learning opportunities it provided. The experience allowed me to develop a level of comfort and capacity with ethics applications and reviews that will benefit me for the duration of my academic career!” – Former Board Member*

### **Terms of Service**

Board members are appointed for a term of three years by Associate Vice-President Research Operations with the option of re-appointment for a second three-year term.

Graduate student members are normally appointed for a one-year term with the option of re-appointment for an additional one-year term depending on anticipated program completion.





**All board members agree to:**

- Attend all scheduled board meetings (see schedule)
- Come to board meetings prepared to provide comments when an application is assigned for review at a board meeting. Primary and secondary reviewers will be identified for each application
- Review **two to three** assigned applications each month (*over 12 months*) and file their review comments within 10 days of receiving the application
- Attend an ad hoc meeting to review an above minimal application when required/called upon (see ad hoc review meetings)
- Provide the ethics office with prior notification of sabbaticals and holidays and consider reviewing a few additional applications before anticipated leaves or holidays in order to avoid build-up of applications upon their return.
- Attend a new board member training and orientation session (normally in September)
- Complete the TCPS2 Course on Research Ethics ([TCPS2 CORE](#) online ethics tutorial) within two to three months of their appointment start date. New board members will not be assigned applications for review until they have completed the tutorial.

**Board Meeting Schedule**

The Board meets on the **third Tuesday** of the following months in the morning or afternoon to support teaching and work schedules etc. and maximize attendance for quorum. One above minimal risk or ethically interesting application is normally reviewed at each board meeting provided that such a study is identified.

September 22, 2:00-3:30pm  
November 17, 9:00-10:30am

January 19, 2:00-3:30pm  
March 16, 2:00-3:30pm



May 18, 9-10:30am

\* Note that schedule may change

Board meetings are usually held in the Michael Williams Building (MWB). Special presentations and events may also be planned.

### Ad Hoc Review Meetings

During summer months (June through August) and months without a scheduled board meeting, a small number of board members may be contacted to review an above minimal risk application together at a specially scheduled meeting.

### Conduct 2-3 Reviews of an Assigned “Medium Risk” Application Per Month, Over 12 months

The office receives approximately 600 applications for new research each academic year. A portion of these applications (about 30%) are assigned for review to board members due to the medium level of risk associated with the research.

Two board members are assigned to review one application. Each board member can expect 2-3 assigned applications for medium level of risk per month. Staff members assign applications to board members as evenly as possible to allow ample time between applications.

Board members are expected to be available during the summer months (June through August) and other times of the year to review these medium risk applications (via email). In the event they are unavailable to review for a period of time, they should notify the ethics office in advance.

Board members file their comments to the office via email usually within 10 days of receiving the application. Each review takes **about 30-45 minutes** depending on application length and complexity.

The ethics assistant will contact board members to confirm that he/she is available to review an application and that there is no conflict of interest with the researcher/study before the application is assigned.



### **Orientation and Training**

The research ethics staff provides an orientation and training to new Board members. The orientation is normally scheduled for late August or early September.

All members are required to complete TCPS 2 Course on Research Ethics ([TCPS2 CORE](#)) on their own time before they can commence reviewing applications.

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Scheduled board meetings include guest speakers and topics of interest as identified by the Board, Chair, Vice-Chair and staff.

Ongoing professional development opportunities are scheduled during board meetings with guest speakers, the review of above minimal risk or ethically complex applications, and special topics throughout the year.

Research Ethics Board External Review 2021		
Recommendation	Status	Notes
1. Recruit at least one member with knowledge of the law	Complete	We have two applicants that will be appointed to the REB
2. Recruit at least three community members		Propose to recruit 2 Indigenous community members and 2 previous research participants.
3. Appointing/hiring someone from the research office staff who has the ethical knowledge and capability to immediately review minimal risk applications.	Ongoing	Pilot review of sub-section of minimal risk applications by Compliance Officer & Chair only
4. More transparency in decision-making, review assignments, and workload expectations.	In Progress	This information will be added to the web site, appointment letters and expectations of REB members document
4b. Files, minutes and other relevant documentation shall be accessible to authorized representatives of the institution, researchers, sponsors and funders when necessary, to assist internal and external audits, or research monitoring, and to facilitate reconsideration or appeals”	Complete	Files etc. are available to authorized representatives when necessary. Researchers will be provided a copy upon request. Relevant approval letters are provided to Tri-Agency monitors upon request.
5. The REB should publish and disseminate annual reports about the REB review statistics submitted directly to the Associate Vice President Research and the university community.	Ongoing	The REB will report bi-monthly to the Council Committee on Research (CCR). CCR meeting materials are posted publicly.
6. The REB should come up with mechanisms to solicit feedback on REB application and review processes to improve the review process and provide better/consistent support for researchers.		This could be done through a feedback form on the website.
7. Standardized communication such as automatic email response functions to inform researchers of timelines and triage processes.	Complete	We currently do this for newly submitted applications, NERs Certificates of approvals, renewal reminders etc. We removed timelines during COVID because we were never sure of how long things would take. This will be automatic with converis, but is currently manual.
8. Develop and publish on the REB website a flow chart showing the different steps involved in reviewing REB applications so that researchers are better informed of the REB review process.	In progress	This is on the website currently as a link to "Review Process" we add the "subset of minimal risk" category

9. Automated Work Flow	Ongoing	These concerns will be addressed through the implementation of the Ethics Module in Converis
10. Revise structure of NER to reference TCPS2 articles	Ongoing	
11. Determine a process for Quality Control of REB Reviews		
12. Compile a list of frequently use comments for reviews	Complete	We have a file of common comments that is shared by the Compliance Officer and the Chair
13. Develop FAQ and Guidance documents for researchers	Ongoing	
14. Provide copies of exemplary applications for researchers to reference		We will develop/make available current applications for several disciplines.
15. A web-based and a PDF checklist must be made available to researchers to consult prior to submitting an REB application to ensure an application is complete.		
16. Form accessibility	Ongoing	This will be handled through the implementation of converis
17. Update Website Update all current forms/support documents. Prominently post application information and guidelines so that applicants can easily locate resources. Publish regularly scheduled REB meetings online. Publish review timelines online to set clear expectations about the turnaround time for reviews. Update the list of the REB members and Chair's contact information.		The current information will be updated, however a complete overhaul of the site is required.
18. Appeal of REB Decisions - provide a prominent link on the website and the FAQ to the appeal process. Additionally, researchers have to be adequately informed about the options available to them whenever the REB renders a negative decision.		The REB has never actually "denied" an application. We have never had to use the appeal process

<p>19. The Director of the Research Office or REB compliance officer should work with the REB Chair to set clear expectations for the educational and training requirements for REB members. We recommend that an orientation package be prepared for each new REB member. Continuous educational and training opportunities focused on research ethics should be scheduled as part of regularly scheduled meetings. New policy and guidance documents should be shared with REB members to keep them engaged. In addition, the REB Office may want to support and encourage REB members to attend CAREB and workshops on research ethics.</p>		<p>Will be outlined in the Expectations of REB Members document. Will also require a great deal of ongoing monitoring of OCAP training and CAREB Conference/Webinars, each of which require financial support.</p>
<p>20. New Faculty Training Platform (onboarding) The REB Office and the Chair should engage with faculty members, especially new faculty, to ensure they are up to speed regarding REB application processes.</p>		
<p>21. Graduate Student Training Supports The Review Team learned that the REB Office has coordinated with the Faculty of Graduate Studies and Research to deliver presentations on research ethics and the REB application process. This is laudable and the two units need to collaborate more so that graduate students are educated on the application process and their applications should be prioritized.</p>	<p>Ongoing</p>	
<p>22. Indigenous Research Protocols and Expectations The Associate Vice President of Research and Chair of REB work with Dr. Lori Campbell, Associate Vice-President Indigenous Engagement to facilitate consultations with U of R Indigenous scholars/leaders, and other Indigenous leaders within the wider Indigenous community with the goal to establish research ethics protocols and expectations grounded in the stated purpose of TCPS2 Chapter 9 and University of Regina’s own Call to Action document.</p>		

**REPORT TO EXECUTIVE OF COUNCIL  
FROM THE 5 OCTOBER 2021 MEETING OF THE  
COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

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**ITEM(S) FOR APPROVAL:****1. FACULTY OF EDUCATION****1.1 Four Year and After Degree Elementary Bachelor of Education Program Revisions**

**MOTION:** That changes be made to the Four-Year Elementary Bachelor of Education (BEd) Programs and the Elementary Bachelor of Education After Degree (BEAD), effective 202230

**Early Elementary (Pre-K to Grade 5)**

Current		Proposed	
Four-Year Elementary BEd Program Early Elementary (Pre-K to Grade 5) (120 Credit Hours)		Four-Year Elementary BEd Program Early Elementary (Pre-K to Grade 5) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) *ENGL 100 (3) *INDG 100 (3) *MATH 101 (3) *KHS 139 (3)	ECS 102 (3) *ENGL 110 or INDG 208 (3) *Media, Art, and Performance (3) (note 1) *Modern Language (3) (note 2) *Natural Science (3) (note 3)	ECS 101 (3) *ENGL 100 (3) *INDG 100 (3) *MATH 101 (3) *KHS 139 (3)	ECS 102 (3) *ENGL 110 or INDG 208 (3) *Media, Art, and Performance (3) (note 1) *Modern Language (3) (note 2) *Natural Science (3) (note 3)
Term 3	Term 4	Term 3	Term 4
<del>ECE 200 (3)</del> Open elective (3) *SOC 213 or non-education elective (3) *Non-education elective (3) (note 4) *Non-education elective (3) (note 4)	EAE 201 or one of EDRA 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECE 325 (3) ECS 203 (3) ELNG 200 (3) <del>*ESCI 302 (3)</del>	<u>Education elective (3)</u> Open elective (3) *SOC 213 or non-education elective (3) *Non-education elective (3) (note 4) *Non-education elective (3) (note 4)	EAE 201 or one of EDRA 101/202, <u>ELIT 101/202</u> , EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECE 325 (3) ECS 203 (3) ELNG 200 (3) <u>*One of INDG 236, INDG 235, ESCI 302, ENVS 100, GES 200, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u>
Term 5 (notes 5, 6, 7)	Term 6 (notes 5, 6, 7)	Term 5 (notes 5, 6, 7)	Term 6 (notes 5, 6, 7)
ELNG 310 (3) ECS 303 (3) EHE 310 (3) EMTH 310 (3) <del>EPE 310 (3)</del>	ECS 401 (3) EFLD 311 (0) ECCU 400 (3) ESCI 310 (3) ERDG 310 (3) ESST 310 (3)	ELNG 310 (3) ECS 303 (3) EHE 310 <u>or EPE 310 (3)</u> EMTH 310 (3) <u>Education elective (3)</u>	ECS 401 (3) EFLD 311 (0) ECCU 400 (3) ESCI 310 (3) ERDG 310 (3) ESST 310 (3)
Term 7	Term 8	Term 7	Term 8
EFLD 411 (internship) (15)	Education elective (3) Open elective (3) EPSY 400 (3) <del>ERDG 425 or one of ELNG/ELIB/ELIT (3)</del> *Non-education elective (3) (note 4)	EFLD 411 (internship) (15)	Education elective (3) Open elective (3) EPSY 400 (3) <u>Open elective (3)</u> *Non-education elective (3) (note 4)

<p>*Academic coursework</p> <p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Media, Art, and Performance courses include: a course offered by the Faculty of Media, Art, and Performance.</li> <li>2. An Indigenous language course such as Cree, Dene, Nakota or Saulteaux is suggested.</li> <li>3. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science.</li> <li>4. A list of approved courses is available from the Office of Student Services in the Faculty of Education.</li> <li>5. Terms five and six are the pre-internship terms. Students are expected to have full-time status; courses, modules, seminars, workshops, field experiences and other activities may be scheduled during normal class time throughout the term.</li> <li>6. All Elementary BEd students must successfully complete all the named courses in the first 60 credit hours of the Elementary Program.</li> <li>7. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development.</li> </ol>	<p>*Academic coursework</p> <p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Media, Art, and Performance courses include: a course offered by the Faculty of Media, Art, and Performance.</li> <li>2. An Indigenous language course such as Cree, Dene, Nakota or Saulteaux is suggested.</li> <li>3. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science.</li> <li>4. A list of approved courses is available from the Office of Student Services in the Faculty of Education.</li> <li>5. Terms five and six are the pre-internship terms. Students are expected to have full-time status; courses, modules, seminars, workshops, field experiences and other activities may be scheduled during normal class time throughout the term.</li> <li>6. All Elementary BEd students must successfully complete all the named courses in the first 60 credit hours of the Elementary Program.</li> <li>7. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development.</li> </ol>
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**Middle Years (Grades 6 To 9)**

Current		Proposed	
Four-Year Elementary BEd Program Middle Years (Grades 6 To 9) (120 Credit Hours)		Four-Year Elementary BEd Program Middle Years (Grades 6 To 9) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) *ENGL 100 (3) *INDG 100 (3)  *KHS 139 (3) *MATH 101 (3)	ECS 102 (3) *ENGL 110 (3) *Media, Art, and Performance (3) (note 1)  *Modern Language (3) (note 2) *Natural Science (3) (note 3)	ECS 101 (3) *ENGL 100 (3) *INDG 100 (3)  *KHS 139 (3) *MATH 101 (3)	ECS 102 (3) *ENGL 110 (3) *Media, Art, and Performance (3) (note 1) *Modern Language (3) (note 2) *Natural Science (3) (note 3)
Term 3	Term 4	Term 3	Term 4
Open elective (3) <del>*EMTH 217 (3)</del> *GES 120 (3) or Non-education elective (3) (note 4) *JS 100 or Non-education elective (3) (note 4) *INDG ____ or Non-education elective (3) (note 4)	EAE 201 or one of EDRA 101/202/EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECS 203 (3) ELNG 200 (3) <del>EPSY 217 (3)</del> <del>*ESCI 302 (3)</del>	Open elective (3) <b>*One of the following: EMTH 200, EMTH 217, EMTH 325, EMTH 326, EMTH 327, or EMTH 425 (3)</b> *GES 120 or approved elective (3) (note 4) *JS 100 or approved elective (3) (note 4) *INDG ____ or Non-education elective (3) (note 4)	EAE 201 or one of EDRA 101/202. <b>ELIT 101/202</b> , EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECS 203 (3) ELNG 200 (3) <b>*Non-education elective (3)</b> <b>*One of INDG 236, INDG 235, ESCI 302, ENVS 100, GES 200, MAP 300AQ, PHIL 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</b>
Term 5 (notes 5, 6, 7)	Term 6 (notes 5, 6, 7)	Term 5 (notes 5, 6, 7)	Term 6 (notes 5, 6, 7)
ELNG 310 (3) ECS 303 (3) EHE 310 (3) EMTH 310 (3) EPE 310 (3)	ECS 401 (3) EFLD 318 (0) ECCU 400 (3) ESCI 310 (3) ERDG 310 (3) ESST 310 (3)	ELNG 310 (3) ECS 303 (3) EHE 310 or <b>EPE 310</b> (3) EMTH 310 (3) <b>Education elective (3)</b>	ECS 401 (3) EFLD 318 (0) ECCU 400 (3) ESCI 310 (3) ERDG 310 (3) ESST 310 (3)
Term 7	Term 8	Term 7	Term 8



EFLD 407 (internship) (15)	Education elective (3) EPSY 400 (3) <del>ERDG 425 or ELNG/ELIB/ELIT (3)</del> *SOC 208 or Non-education elective (3) (note 4) Open elective (3)	EFLD 407 (internship) (15)	Education elective (3) EPSY 400 (3) <b>Open elective (3)</b> *SOC 208 or Non-education elective (3) (note 4) Open elective (3)
*Academic coursework		*Academic coursework	
<b>Notes:</b> 1. Media, Art, and Performance courses include: a course offered by the Faculty of Media, Art, and Performance. 2. An Indigenous language course such as Cree, Dene, Nakota or Saulteaux is suggested. 3. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science. 4. A list of approved courses is available from the Office of Student Services in the Faculty of Education. 5. All Elementary BEd students must successfully complete all the named courses in the first 60 credit hours of the Elementary Program. 6. Terms five and six are the pre-internship terms. Students are expected to have full-time status; courses, modules, seminars, workshops, field experiences and other activities may be scheduled during normal class time throughout the term. 7. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 8. Approved Education electives must be senior level (200-level or above) in the Faculty of Education. A list of approved senior courses is available from the Office of Student Services in the Faculty of Education.		<b>Notes:</b> 1. Media, Art, and Performance courses include: a course offered by the Faculty of Media, Art, and Performance. 2. An Indigenous language course such as Cree, Dene, Nakota or Saulteaux is suggested. 3. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science. 4. A list of approved courses is available from the Office of Student Services in the Faculty of Education. 5. All Elementary BEd students must successfully complete all the named courses in the first 60 credit hours of the Elementary Program. 6. Terms five and six are the pre-internship terms. Students are expected to have full-time status; courses, modules, seminars, workshops, field experiences and other activities may be scheduled during normal class time throughout the term. 7. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 8. Approved Education electives must be senior level (200-level or above) in the Faculty of Education. A list of approved senior courses is available from the Office of Student Services in the Faculty of Education.	

**Notes for both Two-Year Elementary BEd After Degree Programs (Early Elementary and Middle Years):**

- Terms one and two are the pre-internship terms. Students are expected to have full-time status; courses, seminars, field experiences and other activities may be scheduled during normal class time throughout the term.
- Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development.

**Early Elementary (Pre-K to Grade 5)**

Current		Proposed	
Two-Year Elementary BEd After Degree (BEAD) Program Early Elementary (Pre-K to Grade 5) (60 Credit Hours)		Two-Year Elementary BEd After Degree (BEAD) Program Early Elementary (Pre-K to Grade 5) (60 Credit Hours)	
Term 1 (Fall) (notes 1, 2)	Term 2 (Winter) (notes 1, 2)	Term 1 (Fall) (notes 1, 2)	Term 2 (Winter) (notes 1, 2)
ELNG 310 (3) ECS 303 (3) EHE 310 (3) EMTH 310 (3) <del>EPE 310 (3)</del>	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 311 (0) ERDG 310 (3) ESST 310 (3)	ELNG 310 (3) ECS 303 (3) <b>EHE 310 or EPE 310 (3)</b> EMTH 310 (3) <b>Education elective (3)</b>	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 311 (0) ERDG 310 (3) ESST 310 (3)
Term 3	Term 4	Term 3	Term 4
EFLD 411 (internship) (15)	One of ECE 300- or 400-level (3) EAE 201 or one of EDRA 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) EPSY 400 (3) <del>ELNG/ELIB/ELIT/ERDG (3)</del> INDG 100 or Education elective (3)	EFLD 411 (internship) (15)	One of ECE 300- or 400-level (3) EAE 201 or one of EDRA 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) EPSY 400 (3) <b>Education elective (3)</b> INDG 100 or Education elective (3)

**Middle Years (Grades 6 To 9)**

Current		Proposed	
<b>Two-Year Elementary BEd After Degree (BEAD) Program Middle Years (Grades 6 To 9) (60 Credit Hours)</b>		<b>Two-Year Elementary BEd After Degree (BEAD) Program Middle Years (Grades 6 To 9) (60 Credit Hours)</b>	
<b>Term 1 (Fall) (notes 1, 2)</b>	<b>Term 2 (Winter) (notes 1, 2)</b>	<b>Term 1 (Fall) (notes 1, 2)</b>	<b>Term 2 (Winter) (notes 1, 2)</b>
ELNG 310 (3) ECS 303 (3) EHE 310 (3) EMTH 310 (3) <del>EPE 310 (3)</del>	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 318 (0) ERDG 310 (3) ESST 310 (3)	ELNG 310 (3) ECS 303 (3) <b>EHE 310 or EPE 310 (3)</b> EMTH 310 (3) <b>Education elective (3)</b>	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 318 (0) ERDG 310 (3) ESST 310 (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
EFLD 407 (internship) (15)	<del>EPSY 217 (3)</del> EPSY 400 (3) <del>ELNG/ELIB/ELIT/ERDG (3)</del> INDG 100 or Education elective (3) EAE 201 or one of EDRA 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3)	EFLD 407 (internship) (15)	<b>Education elective (3)</b> EPSY 400 (3) <b>Open elective (3)</b> INDG 100 or Education elective (3) EAE 201 or one of EDRA 101/202, <b>ELIT 101/202</b> , EMUS 101/202, EVIS 101/202, EDAN 101/202 (3)

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

**1.2 Four Year and After Degree Secondary Bachelor of Education Science Major Program Revisions**

**MOTION:** That changes be made to the Four-Year Science Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

**Biology Major**

Current		Proposed	
<b>Secondary BEd Program Biology Major (EBIO) (120 Credit Hours)</b>		<b>Secondary BEd Program Biology Major (EBIO) (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) CHEM 104 (3) ECS 101 (3) ENGL 100 (3) Minor* (3)	BIOL 101 (3) CHEM 140 (3) ECS 102 (3) INDG 100 (3) Minor* (3)	BIOL 100 (3) CHEM 104 (3) ECS 101 (3) ENGL 100 (3) Minor* (3)	BIOL 101 (3) CHEM 140 (3) ECS 102 (3) INDG 100 (3) Minor* (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
Open elective (3) BIOL 275 (3) BIOL 276 (3) BIOL 223 (3) Minor* (3)	BIOL 205 (3) BIOL 288 (3) BIOL 266 (3) Minor* (3) Open elective (3)	Open elective (3) BIOL 275 (3) BIOL 276 (3) BIOL 223 (3) Minor* (3)	BIOL 205 (3) BIOL 288 (3) BIOL 266 (3) Minor* (3) Open elective (3)
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
ECS 203 (3) ESCI 300 (3) <del>ESCI 302(3)</del> E (minor curriculum course)* (3) ESC 303 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0)	ECS 203 (3) ESCI 300 (3) <b>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENV5 100, MAP 300AQ, PHIL, 275,</b>	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0)

	ESCI 350 (3) ESCI 351 (3)	<u>SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course)* (3) ESC 303 (3)	ESCI 350 (3) ESCI 351 (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
EFLD 400 (internship) (15)	EPSY 400 (3) Minor* (3) Non-education elective (3) Non-education elective (3) Non-education elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Minor* (3) Non-education elective (3) Non-education elective (3) Non-education 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**

Current		Proposed	
Secondary BEd Program Chemistry Major (ECHM) (120 credit hours)		Secondary BEd Program Chemistry Major (ECHM) (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
CHEM 104 (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor* (3)	CHEM 105 (3) CHEM 140 (3) ECS 102 (3) INDG 100 (3) Minor* (3)	CHEM 104 (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor* (3)	CHEM 105 (3) CHEM 140 (3) ECS 102 (3) INDG 100 (3) Minor* (3)
Term 3	Term 4	Term 3	Term 4
CHEM 200-level (3) CHEM 210 (3) Open elective (3) Minor* (3) Minor* (3)	CHEM 230 (3) CHEM 200- or 300-level (3) CHEM 300-level (3) Minor* (3) Open elective (3)	CHEM 200-level (3) CHEM 210 (3) Open elective (3) Minor* (3) Minor* (3)	CHEM 230 (3) CHEM 200- or 300-level (3) CHEM 300-level (3) Minor* (3) Open elective (3)
Term 5	Term 6	Term 5	Term 6
ECS 203 (3) ECS 303 (3) ESCI 300 (3) <del>ESCI 302 (3)</del> E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)	ECS 203 (3) ECS 303 (3) ESCI 300 (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8	Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Open elective (3) Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Open elective (3) Open elective (3) Open 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.	

**General Science Major**

Current		Proposed	
Secondary BEd Program General Science Major (ESCI) (120 Credit Hours)		Secondary BEd Program General Science Major (ESCI) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) Approved science major (3) Approved science major (3) Minor* (3)	ECS 102 (3) INDG 100 (3) Approved science major (3) Approved science major (3) Minor* (3)	ECS 101 (3) ENGL 100 (3) Approved science major (3) Approved science major (3) Minor* (3)	ECS 102 (3) INDG 100 (3) Approved science major (3) Approved science major (3) Minor* (3)

Term 3	Term 4	Term 3	Term 4
Open elective (3) Approved science major (3) Approved science major (3) Minor* (3) Non-education elective (3)	ECS 303 (3) Approved science major (3) Approved science major (3) Minor* (3) Non-education elective (3)	Open elective (3) Approved science major (3) Approved science major (3) Minor* (3) Non-education elective (3)	ECS 303 (3) Approved science major (3) Approved science major (3) Minor* (3) Non-education elective (3)
Term 5	Term 6	Term 5	Term 6
ECS 203 (3) ESCI 300 (major curriculum course) (3) <del>ESCI 302 (3)</del> E (minor curriculum course)* (3) Minor* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)	ECS 203 (3) ESCI 300 (major curriculum course) (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course)* (3) Minor* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8	Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Non-education elective (3) Non-education elective (3) Non-education elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Non-education elective (3) Non-education elective (3) Non-education elective (3)

\* For General Science Majors the minor must be a non-science minor. General Science majors must have 8 (24.0 credit hours) science courses with at least 6.0 credit hours in Biology (normally BIOL 100 and 101), Chemistry (normally CHEM 104 and 140 or 105) and Physics (normally PHYS 109 and 119). Most BIOL 200-level courses require CHEM 104 as prerequisite; check calendar for course prerequisites.

### Secondary Program 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) ENGL 100 (3) MATH 110 (3) PHYS 111 (3) Minor* (3)	ECS 102 (3) MATH 111 (3) MATH 122 (3) PHYS 112 (3) Minor* (3)	ECS 101 (3) ENGL 100 (3) MATH 110 (3) PHYS 111 (3) Minor* (3)	ECS 102 (3) MATH 111 (3) MATH 122 (3) PHYS 112 (3) Minor* (3)
Term 3	Term 4	Term 3	Term 4
Open elective (3) MATH 213 (3) PHYS 201 (3) PHYS 261 (3) Minor* (3)	ECS 303 (3) MATH 217 (3) PHYS 202 (3) PHYS 242 (3) PHYS 292 (3)	Open elective (3) MATH 213 (3) PHYS 201 (3) PHYS 261 (3) Minor* (3)	ECS 303 (3) MATH 217 (3) PHYS 202 (3) PHYS 242 (3) PHYS 292 (3)
Term 5	Term 6	Term 5	Term 6
ECS 203 (3) ESCI 300 (3) <del>ESCI 302 (3)</del> E (minor curriculum course)* (3) Minor (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)	ECS 203 (3) ESCI 300 (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course)* (3) Minor (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)

Term 7	Term 8	Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) INDG 100 (3) PHYS 300-level (3) Minor* (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) INDG 100 (3) PHYS 300-level (3) Minor* (3) Open 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.	

**BEAD Biology**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Biology Major (EBIO) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Biology Major (EBIO) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) <del>ESCI 302 (3)</del> E (minor curriculum course) (3)	ECS 310 (3) ECCU 400(3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)	One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course) (3)	ECS 310 (3) ECCU 400(3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4	Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or approved elective (3) Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or approved elective (3) Open elective (3) Open elective (3)

**BEAD Chemistry**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Chemistry Major (ECHM) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Chemistry Major (ECHM) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) <del>ESCI 302 (3)</del> E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)	One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4	Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or non-education elective (3) Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or non-education elective (3) Open elective (3) Open elective (3)

**BEAD General Science**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program General Science Major (ESCI) (60 credit hours)		Secondary BEd After Degree (BEAD) Program General Science Major (ESCI) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3)	ECS 310 (3) ECCU 400 (3)	One of ECS 101, 102, 203 (3) ECS 303 (3)	ECS 310 (3) ECCU 400 (3)

ESCI 300 (major curriculum course) (3) <del>ESCI 302</del> (3) E (minor curriculum course)* (3)	ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)	ESCI 300 (major curriculum course) (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course)* (3)	ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or Non-education elective (3) Open elective* (3) Open elective* (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or Non-education elective (3) Open elective* (3) Open elective* (3)
*For General Science majors in the BEAD program, a non-science minor must normally be selected.		*For General Science majors in the BEAD program, a non-science minor must normally be selected.	

**BEAD Physics**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Physics Major (EPHY) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Physics Major (EPHY) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) <del>ESCI 302</del> (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)	One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) <u>One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)</u> E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
* EFLD 400 (internship) (15)	EPSY 400 (3) Approved Education elective (3) Open elective (3) Open elective (3) Open elective (3)	* EFLD 400 (internship) (15)	EPSY 400 (3) Approved Education elective (3) Open elective (3) Open elective (3) Open elective (3)

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

**1.3 Four Year and After Degree Bachelor of Education English Major Program Revisions**

**MOTION:** That changes be made to the Four-Year English Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

**English Major**

Secondary BEd Program English Major (EENG) (120 credit hours)		Secondary BEd Program English Major (EENG) (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)

ECS 101 (3) ENGL 100 (3) INDG 100, Cree, or other Indigenous Language (3) PHIL 100 or 150 (3) Second language (3)	ECS 102 (3) ENGL 110 (3) One of THEA, FILM, ART, or ARTH (3) Minor (3) Open elective (3)	ECS 101 (3) ENGL 100 (3) INDG 100, Cree, or other Indigenous Language (3) PHIL 100 or 150 (3) Second language (3)	ECS 102 (3) ENGL 110 (3) One of THEA, FILM, ART, or ARTH (3) Minor (3) Open elective (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
Open elective (3) ENGL 211, 212, or 213 (Literature survey) (3) ENGL 251 or 252 (3) Minor (3) Minor (3)	ENGL elective (3) ENGL 301 or 302 (Shakespeare) (3) ENGL 214, 312-315 (Canadian), ENGL 310 AA-ZZ, or HUM 260 (3) Minor (3) Minor (3)	Open elective (3) ENGL 211, 212, or 213 (Literature survey) (3) ENGL 251 or 252 (3) Minor (3) Minor (3)	ENGL elective (3) ENGL 301 or 302 (Shakespeare) (3) ENGL 214, 312-315 (Canadian), ENGL 310 AA-ZZ, or HUM 260 (3) Minor (3) Minor (3)
<b>speTerm 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
ECS 203 (3) ECS 303 (3) ELNG 300 (major curriculum course) (3) ENGL elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ELNG 350 (3) ELNG 351 (3)	ECS 203 (3) ECS 303 (3) ELNG 300 (major curriculum course) (3) ENGL elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ELNG 350 (3) ELNG 351 (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
EFLD 400 (internship) (15)	<del>ELNG 200 (3)</del> EPSY 400 (3) ENGL elective (3) ENGL elective (3) Education elective (3)	EFLD 400 (internship) (15)	<b>Open elective(3)</b> EPSY 400 (3) ENGL elective (3) ENGL elective (3) Education elective (3)

**BEAD English**

Secondary BEd After Degree (BEAD) Program English Major (EENG) (60 credit hours)		Secondary BEd After Degree (BEAD) Program English Major (EENG) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ELNG 300 (3) E (minor curriculum course) (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ELNG 350 (major) (3) ELNG 351 (major) (3)	One of ECS 101, 102, 203 (3) ECS 303 (3) ELNG 300 (3) E (minor curriculum course) (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ELNG 350 (major) (3) ELNG 351 (major) (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
EFLD 400 (internship) (15)	EPSY 400 (3) <del>ELNG 200 (3)</del> Open elective (3) Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) <b>Education elective (3)</b> Open elective (3) Open elective (3) Open elective (3)

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

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**1.4 Four Year and After Degree Bachelor of Education Health Major Program Revisions**

**MOTION:** That changes be made to the Four-Year Health Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

**Secondary Program Health Major (RN, RPN, DT)**

Current		Proposed	
Secondary BEd Program Health Major (EHE) (RN, RPN, DT) (120 Credit Hours)		Secondary BEd Program Health Major (EHE) (RN, RPN, DT) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
15 approved credit hours	15 approved credit hours	15 approved credit hours	15 approved credit hours
Term 3	Term 4	Term 3	Term 4
BIOL or KIN 260 (3) ECS 101 (3) <b>EHE 310 (3)</b> Minor (3) Minor (3)	ECS 102 (3) EHE 258 (3) EHE 487 (3) Minor (3) Open elective (3)	BIOL or KIN 260 (3) ECS 101 (3) Minor (3) Minor (3) <b>Open elective (3)</b>	ECS 102 (3) EHE 258 (3) EHE 487 (3) Minor (3) Open elective (3)
Term 5	Term 6	Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) Open elective (senior education course) (3)	ECS 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) Open elective (senior education course) (3)
Term 7	Term 8	Term 7	Term 8
EFLD 400 (internship) (15)	<del>EHE _____ (major post-internship course or senior education elective)(3)</del> EPSY 400 (3) Minor (3) Minor (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) Open elective (3) <b>Open elective (3)</b>
<b>Note: Subject area approval is required for course selection.</b>		<b>Note: Subject area approval is required for course selection.</b>	

**Secondary Program Health Major**

Current		Proposed	
Secondary BEd Program Health Major (EHE) (120 Credit Hours)		Secondary BEd Program Health Major (EHE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
BIOL 100 or 140 (3) ECS 101 (3) INDG 100 (3) Social Science elective (3) Minor (3)	ECS 102 (3) EHE 258 (3) ENGL 100 (3) KIN 260 (3) PSYC elective (3)	BIOL 100 or 140 (3) ECS 101 (3) INDG 100 (3) Social Science elective (3) Minor (3)	ECS 102 (3) EHE 258 (3) ENGL 100 (3) KIN 260 (3) PSYC elective (3)
Term 3	Term 4	Term 3	Term 4
Open elective (3) <b>EHE 310 (3)</b> INHS 100 (3) Minor (3) Open elective (3)	EHE 487 (3) <del>ENGL 200 (3)</del> Minor (3) Minor (3) Non-education elective (3)	INHS 100 (3) Minor (3) Open elective (3) <b>Open elective (3)</b> Open elective (3)	EHE 487 (3) Minor (3) Minor (3) Non-education elective (3) <b>Open elective (3)</b>
Term 5	Term 6	Term 5	Term 6
ECS 203 (3)	ECS 310 (3)	ECS 203 (3)	ECS 310 (3)



ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) ERDG 310 or 317 (3)	ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) ERDG 310 or 317 (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
EFLD 400 (internship) (15)	<del>EHE _____ (major post-internship course or senior education elective)(3)</del> EPSY 400 (3) Minor (3) Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Open elective (3) Open elective (3) <b>Open elective (3)</b>
<b>Note: Subject area approval is required for course selection.</b>			

**BEAD Health Major**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Health Major (EHE) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Health Major (EHE) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major) (3) ERDG 310 or 317 (3)	One of ECS 101, 102, 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major) (3) ERDG 310 or 317 (3)
Term 3	Term 4	Term 3	Term 4
EFLD 400 (internship) (15)	EHE 487 (3) EPSY 400 (3) <del>ELNG 200 3</del> Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EHE 487 (3) EPSY 400 (3) <b>Open elective (3)</b> Open elective (3) Open elective (3)

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

**1.5 Four Year and After Degree Bachelor of Education Mathematics Program Revisions**

**MOTION:** That changes be made to the Four-Year Mathematics Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230

**Secondary Program Mathematics Major**

Current		Proposed	
Secondary BEd Program Mathematics Major (EMTH) (120 Credit Hours)		Secondary BEd Program Mathematics Major (EMTH) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)

INDG 100, Cree, or other Indigenous Language (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor (3)	ECS 102 (3) Open elective (3) MATH 111 (3) MATH 127 or STAT 160(3) Minor (3)	INDG 100, Cree, or other Indigenous Language (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor (3)	ECS 102 (3) Open elective (3) MATH 111 (3) MATH 127 or STAT 160(3) Minor (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
EDTC 300 (3) MATH 122 (3) MATH 221 (3) Minor (3) Minor (3)	ECS 303 (3) EMTH 200 (major education course) (3) MATH 223 (3) MATH 231 (winter only) (3) EDTC 400 (3)	EDTC 300 (3) MATH 122 (3) MATH 221 (3) Minor (3) Minor (3)	ECS 303 (3) EMTH 200 (major education course) (3) MATH 223 (3) MATH 231 (winter only) (3) EDTC 400 (3)
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
ECS 203 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) Minor (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)	ECS 203 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) Minor (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
EFLD 400 (internship) (15)	<del>EMTH 450 (major post-internship course) (3)</del> EPSY 400 (3) MATH 300-level (3) EMTH 325, 326, 327, 335, 425, or 426 (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) MATH 300-level (3) EMTH 325, 326, 327, 335, 425, or 426 (3) Open elective (3) <b>Open elective (3)</b>

**BEAD Mathematics**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Mathematics Major (EMTH) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Mathematics Major (EMTH) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) EDTC 300 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)	One of ECS 101, 102, 203 (3) ECS 303 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) EDTC 300 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
EFLD 400 (internship) (15)	<del>EMTH 450 (major post-internship course) (3)</del> EPSY 400 (3) Open elective (3) Open elective (3) Open elective (3)	EFLD 400 (internship) (15)	EPSY 400 (3) <b>Open elective (3)</b> Open elective (3) Open elective (3) Open elective (3)

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

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**1.6 Four Year and After Degree Secondary Bachelor of Education Physical Education Program Revisions**

**MOTION:** That changes be made to the Four-Year Physical Education Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230

**Secondary Program Physical Education Major**

Current		Proposed	
Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours)		Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 135 (3) Minor (3)	ECS 102 (3) EHE 258 (3) KIN 120 (3) KIN 180 (KHS 151) (3) KHS 139 (3)	ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 135 (3) Minor (3)	ECS 102 (3) EHE 258 (3) KIN 120 (3) KIN 180 (KHS 151) (3) KHS 139 (3)
Term 3	Term 4	Term 3	Term 4
Open elective (3) EOE 224 (3) Minor (3) KIN 260 (3) KHS 231 (3)	EOE 338 (3) KHS 232 (3) KHS 233 (3) KIN 280 (3) Minor (3)	EOE 224 (3) KIN 260 (3) KHS 231 (3) Minor (3) Open elective (3)	EOE 338 (3) KHS 232 (3) KHS 233 (3) KIN 280 (3) Minor (3)
Term 5	Term 6	Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)	ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)
Term 7	Term 8	Term 7	Term 8
EFLD 400 (internship) (15)	<del>EOE 414(3)</del> <del>EPE 489 (major post-internship course)(3)</del> EPSY 400 (3) Minor (3) Minor (3)	EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) <u>Open elective (3)</u> <u>Open elective (3)</u>
<b>Note: Subject area approval is required for course selection.</b>			

**BEAD Physical Education**

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 303 (3) EPE 100 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) EOE 224 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EPE 350 (3) EHE 350 (3)	ECS 303 (3) EPE 100 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) EOE 224 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EPE 350 (3) EHE 350 (3)
Term 3	Term 4	Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) <del>EOE 414 (3)</del> <del>EPE 489(major post-internship course)(3)</del>	EFLD 400 (internship) (15)	EPSY 400 (3) EOE 338 (3) EHE 258 or Non-education elective (3)

Current		Proposed	
Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours)		Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours)	
	EOE 338 (3) EHE 258 or Non-education elective (3)		<u>Open elective (3)</u> <u>Open elective (3)</u>

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

### 1.7 Four Year Secondary Bachelor of Education Joint Program Revisions

**MOTION:** That changes be made to the Four-Year Secondary Bachelor of Education (BEd) Joint Programs, effective 202230.

#### Integrated Sequencing of BED/BKIN Program Requirements

Current		Proposed	
Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major (150 Credit Hours)		Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major (150 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 100 (0) KHS 135 (3) KIN 170 (3)	BUS 007 (0) EHE 258 (3) KHS 139 (3) KIN 120 (3) KIN 180 (3) KIN 260 (3)	ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 100 (0) KHS 135 (3) KIN 170 (3)	BUS 007 (0) EHE 258 (3) KHS 139 (3) KIN 120 (3) KIN 180 (3) KIN 260 (3)
Term 3	Term 4	Term 3	Term 4
ECS 102 (3) KHS 231 (3) KIN 115 (3) KIN 267 (3) KIN 275 (3)	KHS 232 (3) KIN 105 (3) KIN 110 (3) KIN 269 (3) KIN 280 (3)	ECS 102 (3) KHS 231 (3) KIN 115 (3) KIN 267 (3) KIN 275 (3)	KHS 232 (3) KIN 105 (3) KIN 110 (3) KIN 269 (3) KIN 280 (3)
Term 5	Term 6	Term 5	Term 6
Open elective (3) EOE 224 (3) KIN 285 (3) KIN 370 (3) One of STAT 100, 160, or SOST 201(3)	EOE 338 (3) One of KHS 132, 182, or KIN 375 (3) KIN 220 (3) KHS 233 (3) Minor (3) (note 1)	EOE 224 (3) KIN 285 (3) KIN 370 (3) One of STAT 100, 160, or Open elective (3) SOST 201(3)	EOE 338 (3) One of KHS 132, 182, or KIN 375 (3) KIN 220 (3) KHS 233 (3) Minor (3) (note 1)
Term 7	Term 8	Term 7	Term 8
ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) KHS 300 (0)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)	ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) KHS 300 (0)	ECS 310 (3) ECS 401 (3) ECCU 400 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)
Term 9	Term 10	Term 9	Term 10
EFLD 400 (internship) (15)	<del>EOE 414 (3)</del>	EFLD 400 (internship) (15)	EPSY 400 or KIN 420 (3)

Current		Proposed	
<b>Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major (150 Credit Hours)</b>		<b>Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major (150 Credit Hours)</b>	
	<b>EPE 489 (major post-internship course) (3)</b> EPSY 400 or KIN 420 (3) One of PHIL 270, 272, 273, 276, or KIN 205 (3) Minor (3)		One of PHIL 270, 272, 273, 276, or KIN 205 (3) <b>Open elective (3)</b> <b>Open elective (3)</b> Minor (3)
<b>Note: 1.</b> Minors are restricted for Joint degrees students. Minors must include EHE or EOE. Other minors may be possible with additional credits.		<b>Note: 1.</b> Minors are restricted for Joint degrees students. Minors must include EHE or EOE. Other minors may be possible with additional credits.	

**BED/BSC Mathematics**

Current		Proposed	
<b>The Five-Year BEd/BSc Secondary Mathematics Program Resulting in Two Degrees: BEd and BSc (Mathematics) (EMTI) (150 Credit Hours)</b>		<b>The Five-Year BEd/BSc Secondary Mathematics Program Resulting in Two Degrees: BEd and BSc (Mathematics) (EMTI) (150 Credit Hours)</b>	
<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>	<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>
ECS 101 (3) ENGL 100 (3) CS 110 (3) MATH 110 (3) Natural science elective* (3)	ECS 102 (3) MATH 111 (3) MATH 122 (3) Natural Science elective* (3) Minor* (3)	ECS 101 (3) ENGL 100 (3) CS 110 (3) MATH 110 (3) Natural science elective* (3)	ECS 102 (3) MATH 111 (3) MATH 122 (3) Natural Science elective* (3) Minor* (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
Open elective (3) ENGL 110 (3) MATH 213 (3) MATH 221 (3) STAT 160 (3)	ECS 303 (3) MATH 217 (3) MATH 222 (3) EMTH 200 (3) Minor* (3)	ENGL 110 (3) MATH 213 (3) MATH 221 (3) Open elective (3) STAT 160 (3)	ECS 303 (3) EMTH 200 (3) MATH 217 (3) MATH 222 (3) Minor* (3)
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
ECS 203 (3) EMTH 300 (major curriculum course) (3) MATH 223 (3) MATH or STAT above 250 or ACSC 116 (3) E (minor curriculum course) (3)	MATH 305 (3) MATH or STAT above 250 or ACSC 216 (3) Arts, or Media, Art, and Performance elective (3) Minor* (3) Science elective (outside of major)* (3)	ACSC 116 (3) ECS 203 (3) EMTH 300 (major curriculum course) (3) MATH 223 (3) MATH or STAT above 250 or E (minor curriculum course) (3)	MATH 305 (3) MATH or STAT above 250 or ACSC 216 (3) Arts, or Media, Art, and Performance elective (3) Minor* (3) Science elective (outside of major)* (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
MATH 312 (3) Arts, or Media, Art, and Performance elective (3) Minor* (3) Minor* (3) Arts, or Media, Art, and Performance elective* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) <del>EFLD 060 (PLACE) (0)</del> EFLD 350 (0) EMTH 350 (major instr. course) (3) EMTH 351 (major educ. course) (3)	Arts, or Media, Art, and Performance elective (3) Arts, or Media, Art, and Performance elective* (3) MATH 312 (3) Minor* (3) Minor* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (major instr. course) (3) EMTH 351 (major educ. course) (3)
<b>Term 9</b>	<b>Term 10</b>	<b>Term 9</b>	<b>Term 10</b>
EFLD 400 (internship) (15)	EPSY 400 (3) <b>EMTH 450 (major post-internship course) (3)</b> MATH 300- or 400-level (3) MATH 300- or 400-level (3) Arts, or Media, Art, and Performance elective (3)	EFLD 400 (internship) (15)	Arts; or Media, Art, and Performance elective (3) EPSY 400 (3) MATH 300- or 400-level (3) MATH 300- or 400-level (3) <b>Open elective (3)</b>

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

### 1.8 Four Year and After Degree Elementary and Secondary Baccalauréat en éducation Program Revisions

**MOTION:** That changes be made to the Four-Year Baccalauréat en Éducation Elementary and Secondary BEd and BEd After Degree (BEAD) Programs, effective 202230.

#### Élémentaire Option A

Current		Proposed	
Option A: Baccalauréat en Éducation Élémentaire (BacEd) (120 Crédits)		Option A: Baccalauréat en Éducation Élémentaire (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)	Session 1 (Automne)	Session 2 (Hiver)
DELFL 151(FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352(3) FRN 201/300/301 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN niveau 200/300 (3) MATH 101 (FR) (3) sciences naturelles (3)	DELFL 151 (FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352(3) FRN 201/300/301 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN niveau 200/300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 ULaval*	Session 4 – ULaval*	Session 3 ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS / FRN niveau 200/300 (3) FLS / FRN niveau 200/300 (3) humanités (3) cours au choix (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENP 1950 (2) FLS / FRN niveau 200/300 (3) beaux-arts (3) cours au choix (3)	CSO 1903 (DLC 252) (3) FLS / FRN niveau 200/300 (3) FLS / FRN niveau 200/300 (3) humanités (3) cours au choix (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENP 1950 (2) FLS / FRN niveau 200/300 (3) beaux-arts (3) cours au choix (3)
Session 5	Session 6	Session 5	Session 6
DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) EDAC 050 (0) EPSF 315 (3)	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)	DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) EPSF 315 (3)	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)
Session 7	Session 8	Session 7	Session 8
EFLD 405 (internat) (15)	DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EADM 310(3) EPSY 418 (3) EPSY 425 (3)	EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

#### Élémentaire Option B

Current		Proposed	
Option B (5 Ans): Baccalauréat en Éducation Élémentaire et BA (Français) (150 Crédits)		Option B (5 Ans): Baccalauréat en Éducation Élémentaire et BA (Français) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)	Session 1 (Automne)	Session 2 (Hiver)
DELFL 151 (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3)	DELFL 151 (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3)	ECSF 110 (3) FRN 300 (3) INDG 100 (FR) (3)

Current		Proposed	
Option B (5 Ans): Baccalauréat en Éducation Élémentaire et BA (Français) (150 Crédits)		Option B (5 Ans): Baccalauréat en Éducation Élémentaire et BA (Français) (150 Crédits)	
FRN 201 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	MATH 101 (FR) (3) sciences naturelles (3)	FRN 201 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	MATH 101 (FR) (3) sciences naturelles (3)
<b>Session 3 – ULaval*</b>	<b>Session 4 – ULaval*</b>	<b>Session 3 – ULaval*</b>	<b>Session 4 – ULaval*</b>
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 200 (3) un cours en ANTH ou RLST * (3) FRN niveau 200 (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENP 1500 (2) FRN 366 (3) FRN niveau 246 (3) beaux-arts (3)	CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 200 (3) un cours en ANTH ou RLST * (3) FRN niveau 200 (3)	beaux-arts (3) CSO 2902 (DLC 253) (3) DID 1060 (1) ENP 1500 (2) FRN 366 (3) FRN niveau 246 (3)
<b>Session 5</b>	<b>Session 6</b>	<b>Session 5</b>	<b>Session 6</b>
un cours de ENGL 110, ou PHIL 100 ou SOST 110 (3) FRN 236 (3) FRN niveau 300 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3) FRN niveau 300 (3)	FRN niveau 300 (3) FRN niveau 400 (3) FRN niveau 400 (3) un cours en ECON ou GES** ou IS ou JS ou PCI ou PSYC ou SOC ou SOST ou WGST (3) cours au choix (3)	un cours de ENGL 110, ou PHIL 100 ou SOST 110 (3) FRN 236 (3) FRN niveau 300 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3) FRN niveau 300 (3)	cours au choix (3) FRN niveau 300 (3) FRN niveau 400 (3) FRN niveau 400 (3) un cours en ECON ou GES** ou IS ou JS ou PCI ou PSYC ou SOC ou SOST ou WGST (3)
<b>Session 7</b>	<b>Session 8</b>	<b>Session 7</b>	<b>Session 8</b>
DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) EDAC 050 (0) EPSF 315 (3)	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)	DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) EPSF 315 (3)	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)
<b>Session 9</b>	<b>Session 10</b>	<b>Session 9</b>	<b>Session 10</b>
EFLD 405 (internat) (15)	DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3)	EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431		Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

## Le Baccalauréat en éducation élémentaire après diplôme (BEAD)

Current		Proposed	
<b>Session 1 (Automne)</b>	<b>Session 2 (Hiver)</b>	<b>Session 1 (Automne)</b>	<b>Session 2 (Hiver)</b>
DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) EDAC 050 (0) EPSF 315 (3)	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)	DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) EPSF 315 (3)	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)
<b>Session 3</b>	<b>Session 4</b>	<b>Session 3</b>	<b>Session 4</b>
EFLD 405 (internat) (15)	DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3)	EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

## Le Baccalauréat en éducation secondaire Option A

Current		Proposed	
Option A: Baccalauréat en Éducation Secondaire, (BacEd) (120 Crédits)		Option A: Baccalauréat en Éducation Secondaire, (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)	Session 1 (Automne)	Session 2 (Hiver)
DELFI 151 (FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201/300/301 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FR niveau 200/300 (3) FRN 366 (3) mineure (3)	DELFI 151 (FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201/300/301 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FR niveau 200/300 (3) FRN 366 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*	Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS/FRN niveau 200 (3) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENS 1500 (2) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)	CSO 1903 (DLC 252) (3) FLS/FRN niveau 200 (3) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENS 1500 (2) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)
Session 5	Session 6	Session 5	Session 6
DLNG 300 (3) ECSF 317 (3) EDAC 050 (0) E (mineure) (3) EPSF 300 (3) mineure (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) cours au choix (3) EPSF 350 (3)	DLNG 300 (3) ECSF 317 (3) E (mineure) (3) EPSF 300 (3) mineure (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) cours au choix(3) EPSF 350 (3)
Session 7	Session 8	Session 7	Session 8
EFLD 400 (internat) (15)	DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3) cours au choix (3)	EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) cours au choix (3)

## Le Baccalauréat en éducation secondaire Option B

Current		Proposed	
Option B (5 Ans): Baccalauréat en Éducation Secondaire et BA (Français) (150 Crédits)		Option B (5 Ans): Baccalauréat en Éducation Secondaire et BA (Français) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)	Session 1 (Automne)	Session 2 (Hiver)
DELFI 151 (FRN 200L BA) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) mineure (3)	DELFI 151 (FRN 200L BA) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*	Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 246 (3) FRN 366 (3) mineure (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENS 1500 (2) FRN niveau 200 (3) FRN niveau 300 (3) mineure (3)	CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 246 (3) FRN 366 (3) mineure (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENS 1500 (2) FRN niveau 200 (3) FRN niveau 300 (3) mineure (3)
Session 5	Session 6	Session 5	Session 6



FRN 236 (3) FRN niveau 300 (3) un cours en ANTH ou RLST * (3) sciences naturelles (3) un cours en ECON ou GES** ou IS ou JS ou PSCI ou PSYC ou SOC ou SOST ou WGST (3)	un cours de ENGL 110 ou PHIL 100 ou SOST 110 (3) FRN niveau 400 (3) FRN niveau 400 (3) MATH 101 (FR) (3) beaux-arts (3)	FRN 236 (3) FRN niveau 300 (3) un cours en ANTH ou RLST * (3) sciences naturelles (3) un cours en ECON ou GES** ou IS ou JS ou PSCI ou PSYC ou SOC ou SOST ou WGST (3)	un cours de ENGL 110, PHIL 100, ou SOST 110 (3) FRN niveau 400 (3) FRN niveau 400 (3) MATH 101 (FR) (3) beaux-arts (3)
<b>Session 7</b>	<b>Session 8</b>	<b>Session 7</b>	<b>Session 8</b>
DLNG 300 (3) ECSF 317 (3) EDAC 050 (0) EPSF 300 (3) E (mineure) 300 (3) mineure (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) cours aux choix (3) EPSF 350 (3)	DLNG 300 (3) ECSF 317 (3) EPSF 300 (3) E (mineure) 300 (3) mineure (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) cours aux choix (3) EPSF 350 (3)
<b>Session 9</b>	<b>Session 10</b>	<b>Session 9</b>	<b>Session 10</b>
EFLD 400 (internat) (15)	DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3)	EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431		Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

## Le Baccalauréat en éducation secondaire après diplôme

Current		Proposed	
Baccalauréat en Éducation Secondaire Après Diplôme (BEAD)		Baccalauréat en Éducation Secondaire Après Diplôme (BEAD)	
<b>Session 1 (Automne)</b>	<b>Session 2 (Hiver)</b>	<b>Session 1 (Automne)</b>	<b>Session 2 (Hiver)</b>
DLNG 300 (3) ECSF 317 (3) EDAC 050 (0) EPSF 300 (3) E (mineure) 300 (3) cours au choix (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) E (mineure) (3) EPSF 350 (3)	DLNG 300 (3) ECSF 317 (3) EPSF 300 (3) E (mineure) 300 (3) cours au choix (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) E (mineure) (3) EPSF 350 (3)
<b>Session 3</b>	<b>Session 4</b>	<b>Session 3</b>	<b>Session 4</b>
EFLD 400 (internat) (15)	DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3) cours au choix ou mineure (3)	EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) cours au choix ou mineure (3)

## Le Baccalauréat en éducation secondaire voie Français de base Option A

Current		Proposed	
OPTION A : Baccalauréat en Éducation Français de Base Majeure (DFRN) (120 crédits)		OPTION A : Baccalauréat en Éducation Français de Base Majeure (DFRN) (120 crédits)	
<b>Session 1 (Fall)</b>	<b>Session 2 (Winter)</b>	<b>Session 1 (Fall)</b>	<b>Session 2 (Winter)</b>
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELFL 150 (3)	ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) Minor (3) DELFL 151 (3)	ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELFL 150 (3)	ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) Minor (3) DELFL 151 (3)
<b>Session 3</b>	<b>Session 4</b>	<b>Session 3</b>	<b>Session 4</b>

Open elective (3) FRN 301 (3) FRN 200/300 (3) ECS 203 (3) Minor (3)	Minor (3) FRN 236 (3) FRN 300/400 (3) FRN 350 AA-ZZ (3) cours aux choix (3)	ECS 203 (3) FRN 301 (3) FRN 200/300 (3) Minor (3) Open elective (3)	Minor (3) FRN 236 (3) FRN 300/400 (3) FRN 350 AA-ZZ (3) cours aux choix (3)
<b>Session 5</b>	<b>Session 6</b>	<b>Session 5</b>	<b>Session 6</b>
EPSF 300 (3) EFRN 300 (major curriculum course) (3) FRN niveau 300 (3) ECSF 317 (3) E (minor curriculum course) (3) EDAC 050 (0)	DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN 366 (3) cours aux choix (3)	EPSF 300 (3) EFRN 300 (major curriculum course) (3) FRN niveau 300 (3) ECSF 317 (3) E (minor curriculum course) (3)	DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN 366 (3) cours aux choix (3)
<b>Session 7</b>	<b>Session 8</b>	<b>Session 7</b>	<b>Session 8</b>
EFLD 400 (internship) (15)	EPSY 425 (3) EPSY 418 (3) FRN niveau 200/300/400 (3) Minor (3) EADM 310(3)	EFLD 400 (internship) (15)	EPSY 425 (3) EPSY 418 (3) FRN niveau 200/300/400 (3) Minor (3) cours au choix (3)
<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at <a href="https://www.uregina.ca/arts/french/pre-registration.html">https://www.uregina.ca/arts/french/pre-registration.html</a> . Students must place at the FRN 200- or FRN 300-level to be eligible for the français de base Education Program.</p> <p>Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). Students interested in pursuing a BA in French, should consult with the French and Francophone Intercultural Studies Program of the la Cité Universitaire Francophone.</p>		<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at <a href="https://www.uregina.ca/arts/french/pre-registration.html">https://www.uregina.ca/arts/french/pre-registration.html</a> . Students must place at the FRN 200- or FRN 300-level to be eligible for the français de base Education Program.</p> <p>Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). Students interested in pursuing a BA in French, should consult with the French and Francophone Intercultural Studies Program of the la Cité Universitaire Francophone.</p>	

## Le Baccalauréat en éducation secondaire Français De Base Majeure (DFRN) et BA (Français) Program base Option B

Current		Proposed	
OPTION B: Baccalauréat en Éducation Français De Base Majeure (DFRN) et BA (Français) Program (150 credit hours)		OPTION B: Baccalauréat en Éducation Français De Base Majeure (DFRN) et BA (Français) Program (150 credit hours)	
<b>Session 1 (Fall)</b>	<b>Session 2 (Winter)</b>	<b>Session 1 (Fall)</b>	<b>Session 2 (Winter)</b>
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELFL 150 (3)	ECSF 110 (3) FRN 300 (3) INDG 100 (3) Minor (3) DELFL 151 (FRN 200L BA) (3)	ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELFL 150 (3)	ECSF 110 (3) FRN 300 (3) INDG 100 (3) Minor (3) DELFL 151 (FRN 200L BA) (3)
<b>Session 3</b>	<b>Session 4</b>	<b>Session 3</b>	<b>Session 4</b>
FRN 301 (3) FRN 236 (3) ECS 203 (3) Minor (3) Open elective (3)	FRN niveau 200 (3) FRN niveau 300 (3) Any course in HIST or CLAS 100 or IDS 100 or CATH 200 (3) Minor (3) Open elective (3)	Open elective (3) FRN 301 (3) FRN 236 (3) ECS 203 (3) Minor (3)	Minor (3) FRN niveau 200 (3) FRN niveau 300 (3) Any course in HIST or CLAS 100 or IDS 100 or CATH 200 (3) cours aux choix (3)
<b>Session 5</b>	<b>Session 6</b>	<b>Session 5</b>	<b>Session 6</b>

FRN 366 (3) FRN niveau 300 (3) Any course in ANTH or RLST** (3) Natural Science (3) One of ENGL 110 or PHIL 100 or SOST 110 (3)	Any course in ECON or GES*** or IS or JS or PSCI or PSYC or SOC or SOST or WGST (3) MATH 101 (FR) (3) FRN niveau 300 (3) Media, Art, and Performance (3) FRN 246 (3)	FRN 366 (3) FRN niveau 300 (3) Any course in ANTH or RLST** (3) Natural Science (3) One of ENGL 110 or PHIL 100 or SOST 110 (3)	Any course in ECON or GES*** or IS or JS or PSCI or PSYC or SOC or SOST or WGST (3) MATH 101 (FR) (3) FRN niveau 300 (3) Media, Art, and Performance (3) FRN 246 (3)
<b>Session 7</b>	<b>Session 8</b>	<b>Session 7</b>	<b>Session 8</b>
EPSF 300 (3) EFRN 300 (major curriculum course) (3) ECSF 317 (3) E (minor curriculum course) (3) EDAC 050 (0) cours aux choix (3)	DFRN 351 or DFMM 350(major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN niveau 400 (3) cours aux choix (3)	EPSF 300 (3) EFRN 300 (major curriculum course) (3) ECSF 317 (3) E (minor curriculum course) (3) cours aux choix (3)	DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN niveau 400 (3) cours aux choix (3)
<b>Session 9</b>	<b>Session 10</b>	<b>Session 9</b>	<b>Session 10</b>
EFLD 400 (internship) (15)	EPSY 425 (3) EPSY 418 (3) FRN niveau 400 (3) Minor (3) EADM 310 (3)	EFLD 400 (internship) (15)	EPSY 425 (3) EPSY 418 (3) FRN niveau 400 (3) Minor (3) cours au choix (3)
<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at <a href="https://www.uregina.ca/arts/french/pre-registration.html">https://www.uregina.ca/arts/french/pre-registration.html</a> . Students must place at the FRN 200- or FRN 300-level to be eligible for the français de base Option B Education Program. ** except RLST 181, 184, 186, 188, 281, 284, 288 *** except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431 Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). Students interested in pursuing a BA in French, should consult with the French and Francophone Intercultural Studies Program of the la Cité Universitaire Francophone.</p>		<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at <a href="https://www.uregina.ca/arts/french/pre-registration.html">https://www.uregina.ca/arts/french/pre-registration.html</a> . Students must place at the FRN 200- or FRN 300-level to be eligible for the français de base Option B Education Program. ** except RLST 181, 184, 186, 188, 281, 284, 288 *** except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431 Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). Students interested in pursuing a BA in French, should consult with the French and Francophone Intercultural Studies Program of the la Cité Universitaire Francophone.</p>	

## Baccalauréat en éducation secondaire après diplôme Français de base Majeure (BEAD)

<b>Current</b>		<b>Proposed</b>	
Baccalauréat en Éducation Secondaire Après Diplôme (60 crédits) Français de Base Majeure Major (DFRN)		Baccalauréat en Éducation Secondaire Après Diplôme (60 crédits) Français de Base Majeure Major (DFRN)	
<b>Session 1 (Fall)</b>	<b>Session 2 (Winter)</b>	<b>Session 1 (Fall)</b>	<b>Session 2 (Winter)</b>
ECSF 110(3) EFRN 300 (3) ECSF 317 (3) EDAC 050 (0) EPSF 300 (3) E (minor curriculum course) (3)	DFRN 351 or DFMM 350 (3) DLNG 351 (3) cours aux choix (3) cours aux choix (3) EPSF 350 (3)	ECSF 110(3) EFRN 300 (3) ECSF 317 (3) EPSF 300 (3) E (minor curriculum course) (3)	DFRN 351 or DFMM 350 (3) DLNG 351 (3) cours aux choix (3) cours aux choix (3) EPSF 350 (3)
<b>Session 3</b>	<b>Session 4</b>	<b>Session 3</b>	<b>Session 4</b>
EFLD 400 (internship) (15)	EADM 310 (3) EPSY 418 (3) EPSY 425 (3) cours aux choix (3) cours aux choix (3)	EFLD 400 (internship) (15)	cours au choix (3) EPSY 418 (3) EPSY 425 (3) cours aux choix (3) cours aux choix (3)

**Rationale:** These changes allow students additional flexibility in choosing areas of interest and to complete programs in a timely fashion.

(end of Motion)

**1.9 Secondary Outdoor Education Minor Revisions**

**MOTION:** That changes be made to the Secondary Outdoor Education Minor, effective 202230.

**Current**

**Outdoor Education Minor (EOE)**

- EOE 224
- EOE 338
- EOE 339 or approved course
- EOE 414
- ESCI 302
- SRS 360 or SRS 460 or approved elective

**Proposed**

**Outdoor Education Minor (EOE)**

- EOE 224
- EOE 338
- EOE 339 or approved course
- Education elective
- One of BIO 276, GES 200, INDG 236, INDG 235, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)
- SRS 360 or SRS 460 or approved elective

**Rationale:** This change aligns with the program updates in earlier motions.

(end of Motion)

**1.10 INAH 100 Requirement Revision**

**MOTION:** That the INAH 100 requirement in the Elementary Bachelor of Indigenous Education Program and Elementary Bachelor of Indigenous Education Cree Immersion Program be expanded to include ART 100; INA 100/220/290 AA-ZZ, effective 202230.

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)		Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)

ENGL 100 (3) EIND 116 (3) Indigenous Language 100-level (3) INDG 100 (3) MATH 101 (3)	EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND100 (3) EPSY 205 (3)	ENGL 100 (3) EIND 116 (3) Indigenous Language 100-level (3) INDG 100 (3) MATH 101 (3)	EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND100 (3) EPSY 205 (3)
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)	ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3) Open elective (3)	<del>INAH 100 (3)</del> Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)	EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3) Open elective (3)	<u>One of INAH 100 or INA 100, 220, 290 AA-ZZ or ART 100 (3)</u> Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
EFLD 405 (internship) (15)	BIOL 140 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)	EFLD 405 (internship) (15)	BIOL 140 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)
*Academic Electives <b>Notes:</b> <ul style="list-style-type: none"> <li>• Required 120 credit hours</li> <li>• Minimum of 39 hours outside of Education</li> <li>• 12 credit hours outside of Education above the 100-level that support teaching areas</li> <li>• PGPA of 65% to graduate</li> </ul>		*Academic Electives <b>Notes:</b> <ul style="list-style-type: none"> <li>• Required 120 credit hours</li> <li>• Minimum of 39 hours outside of Education</li> <li>• 12 credit hours outside of Education above the 100-level that support teaching areas</li> <li>• PGPA of 65.00% to graduate</li> </ul>	

**Rationale:** The proposed changes will update the requirements that have for many years been approved on a case-by-case basis. The intent of INAH 100 is to construct a foundation of art, art practices and terminology for future fluency in teaching art and artful practices in a classroom. We have interpreted this base of art understanding is achievable by registration in one of the proposed new classes.

(end of Motion)

### 1.11 EIND 205 Requirement Revisions

**MOTION:** That the EIND 205 requirement in Indigenous education programs be expanded to include the following courses, effective 202230.

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)		Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ENGL 100 (3) EIND 116 (3) Indigenous Language 100-level (3) INDG 100 (3) MATH 101 (3)	EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND100 (3) EPSY 205 (3)	ENGL 100 (3) EIND 116 (3) Indigenous Language 100-level (3) INDG 100 (3) MATH 101 (3)	EAES 215 (3) One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ (3) EIND100 (3) ELNG 205 (3) EPSY 205 (3)
Term 3	Term 4	Term 3	Term 4
ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)	ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)
Term 5	Term 6	Term 5	Term 6
EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3) Open elective (3)	INAH 100 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)	EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3) Open elective (3)	INAH 100 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)
Term 7	Term 8	Term 7	Term 8
EFLD 405 (internship) (15)	BIOL 140 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)	EFLD 405 (internship) (15)	BIOL 140 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)
*Academic Electives Notes: Required 120 credit hours Minimum of 39 hours outside of Education 12 credit hours outside of Education above the 100-level that support teaching areas PGPA of 65% to graduate		*Academic Electives Notes: Required 120 credit hours Minimum of 39 hours outside of Education 12 credit hours outside of Education above the 100-level that support teaching areas PGPA of 65.00% to graduate	

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program nīhithow kiskinwāmākiwin masinahikan (120 tipa-ikana)		Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program nīhithow kiskinwāmākiwin masinahikan (120 tipa-ikana)	
kiskinwāmākiwina 1	kiskinwāmākiwina 2	kiskinwāmākiwina 1	kiskinwāmākiwina 2

nīhithowīwin 104 (3) ākathāsīmowin 100 (3) itiniwak ayamiwinkiskinwāmākīwin 200 (3) itiniwak ayamiwinkiskinwāmākīwin 225 (3) akītāson kiskithitamowin 101 (3)	kiskinwāmākīwin 100 (3) nakiskamōtithāw tāpasinahikiwinkiskinwāmākīwin 215 (3) yamiwin asici masinakī ōsīcīkiwin 205 (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 205 (3) nīhithowīwin 105 (3)  30 tipa-ikana	nīhithowīwin 104 (3) ākathāsīmowin 100 (3) itiniwak ayamiwinkiskinwāmākīwin 200 (3) itiniwak ayamiwinkiskinwāmākīwin 225 (3) akītāson kiskithitamowin 101 (3)	kiskinwāmākīwin 100 (3) nakiskamōtithāw tāpasinahikiwinkiskinwāmākīwin 215 (3) yamiwin asici masinakī ōsīcīkiwin 205 (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 205 (3) nīhithowīwin 105 (3)  30 tipa-ikana
kiskinwāmākīwina 3	kiskinwāmākīwina 4	kiskinwāmākīwina 3	kiskinwāmākīwina 4
wathawītimik kiskinwāmākīwin 215 (1.5) akītāson kiskinwāmākīwin 215 (3) sīsāwi- kiskinwāmākīwin 215 (3) kiskinwāmākīwin 215 (3) māmitonithicikan kiskinwāmākīwin 215 (3) nīhithowīwin 202 (3)	nīhithowīwin 203 (3) ayamīcīkiwin kiskinwāmākīwin 215 (3) kiskinwāmākīwin 225 (3) māmitonithicikan kiskinwāmākīwin 225 (3) wathawītimik kiskinwāmākīwin 225 (1.5) itiniwak ayamiwin kiskinwāmākīwin 225 (3)  33 tipa-ikana	wathawītimik kiskinwāmākīwin 215 (1.5) akītāson kiskinwāmākīwin 215 (3) sīsāwi- kiskinwāmākīwin 215 (3) kiskinwāmākīwin 215 (3) māmitonithicikan kiskinwāmākīwin 215 (3) nīhithowīwin 202 (3)	nīhithowīwin 203 (3) ayamīcīkiwin kiskinwāmākīwin 215 (3) kiskinwāmākīwin 225 (3) māmitonithicikan kiskinwāmākīwin 225 (3) wathawītimik kiskinwāmākīwin 225 (1.5) itiniwak ayamiwin kiskinwāmākīwin 225 (3)  33 tipa-ikana
kiskinwāmākīwina 5	kiskinwāmākīwina 6	kiskinwāmākīwina 5	kiskinwāmākīwina 6
nakiskamōtithāw tāpasinahikiwin kiskinwāmākīwin 355 (3) niso ayamiwin/pimātisiwin (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 305 (3) nīhithowin 206 (3) nīhithowin 330 (3)	pimātisiwin kiskinwāmākīwin 215 (3) mitho-pimātisiwin kiskinwāmākīwin 215 (3) pikokway kiskithitamowin 215 (3) nīhithowīwin 340 (3) niso ayamiwin/pimātisiwin ka- isikithitamowina 335 (3)  30 tipa-ikana	nakiskamōtithāw tāpasinahikiwin kiskinwāmākīwin 355 (3) niso ayamiwin/pimātisiwin (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 305 (3) nīhithowin 206 (3) nīhithowin 330 (3)	pimātisiwin kiskinwāmākīwin 215 (3) mitho-pimātisiwin kiskinwāmākīwin 215 (3) pikokway kiskithitamowin 215 (3) nīhithowīwin 340 (3) niso ayamiwin/pimātisiwin ka- isikithitamowina 335 (3)  30 tipa-ikana
kiskinwāmākīwina 7	kiskinwāmākīwina 8	kiskinwāmākīwina 7	kiskinwāmākīwina 8
itiniwak ayamiwin kiskinwāmākīwin 450 (3) Itiniwak mithwā-awin 100(3) askīk kīkwaya 140 (3) māmitonithicikan kiskinwāmākīwin 322 (3)	kiskinwāhama-towikamikohk kiskinwamakīwin 405 (15)  27 tipa-ikana	itiniwak ayamiwin kiskinwāmākīwin 450 (3) One of ithiniw kā-pi-isi- tāpasinahikāniwik 100 or ithiniw tāpasinahikiwin 100, 220, 290 or ART 100 (3) askīk kīkwaya 140 (3) māmitonithicikan kiskinwāmākīwin 322 (3)	kiskinwāhama-towikamikohk kiskinwamakīwin 405 (15)  27 tipa-ikana

Current		Proposed	
Elementary Bachelor of Indigenous Education After Degree (BIEAD) (72 credit hours)		Elementary Bachelor of Indigenous Education After Degree (BIEAD) (72 credit hours)	
	Term 1 (Winter)		Term 1 (Winter)
	EAES 215 (3) EIND 205 ELNG 205 (3) EIND 100 (3) EPSY 205 (3)		EAES 215 (3) One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ (3) ELNG 205 (3) EIND 100 (3) EPSY 205 (3)
Term 2 (Fall)	Term 3	Term 2 (Fall)	Term 3

ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)	ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)
Term 4	Term 5	Term 4	Term 5
EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3)	EFLD 405 (internship) (15)	EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3)	EFLD 405 (internship) (15)
Note: PGPA of 65.00% required to graduate.		Note: PGPA of 65.00% required to graduate.	

Current		Proposed	
Four-Year Secondary Bachelor of Indigenous Education Program (120 credit hours)		Four-Year Secondary Bachelor of Indigenous Education Program (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
EIND 205 (3) ENGL 100 (3) Major (3) Minor (3) Non-education elective (3)	EIND 100 (3) Major (3) Major (3) Minor (3) Non-education elective (3)	One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ (3) ENGL 100 (3) Major (3) Minor (3) Non-education elective (3)	EIND 100 (3) Major (3) Major (3) Minor (3) Non-education elective (3)
Term 3	Term 4	Term 3	Term 4
EIND 200 (3) Major (3) Major (3) Minor (3) Minor (3)	Major (3) Major (3) Minor (3) Minor (3) Non-education elective (3)	EIND 200 (3) Major (3) Major (3) Minor (3) Minor (3)	Major (3) Major (3) Minor (3) Minor (3) Non-education elective (3)
Term 5	Term 6	Term 5	Term 6
E (major curriculum course) (3) E (minor curriculum course) (3) Major (3) Non-education elective (3) Non-education elective (3)	EIND 350 (3) EPSY 350 (3) E (major educ. course) (3) E (major instr. course) (3) Non-education elective (3)	E (major curriculum course) (3) E (minor curriculum course) (3) Major (3) Non-education elective (3) Non-education elective (3)	EIND 350 (3) EPSY 350 (3) E (major educ. course) (3) E (major instr. course) (3) Non-education elective (3)
Term 7	Term 8	Term 7	Term 8
ED 350 (3) EFLD 051 (0) (OCRE) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)	ED 350 (3) EFLD 051 (0) (OCRE) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)
Notes: Number of major and minor courses will vary according to specific major and minor course requirements EIND 100 field 7 half days EIND 200 field 10 half days EIND 350 field seven half-days plus one-week block EIND 305 field one-week, two-week block in band school		Notes: Number of major and minor courses will vary according to specific major and minor course requirements EIND 100 field 7 half days EIND 200 field 10 half days EIND 350 field seven half-days plus one-week block EIND 305 field one-week, two-week block in band school	

Current		Proposed	
Secondary Bachelor of Indigenous Education Program Indigenous Studies Major (120 credit hours)		Secondary Bachelor of Indigenous Education Program Indigenous Studies Major (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
EIND 205 (3) ENGL 100 (3) INDG 100 (3) Minor (3)	EIND 100 (3) INDG approved elective (3) Minor (3) Non-education elective (3)	One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ (3) ENGL 100 (3)	EIND 100 (3) INDG approved elective (3) Minor (3) Non-education elective (3)



Non-education elective (3)	Non-education elective (3)	INDG 100 (3) Minor (3) Non-education elective (3)	Non-education elective (3)
Term 3	Term 4	Term 3	Term 4
EIND 200 (3) INDG 224 or 225 (3) INDG approved elective (3) Minor (3) Minor (3)	INDG 228 or 229 (3) INDG approved elective (3) Minor (3) Minor (3) Non-education elective (3)	EIND 200 (3) INDG 224 or 225 (3) INDG approved elective (3) Minor (3) Minor (3)	INDG 228 or 229 (3) INDG approved elective (3) Minor (3) Minor (3) Non-education elective (3)
Term 5	Term 6	Term 5	Term 6
EIST 300 (3) E (minor curriculum course) (3) INDG approved elective (3) Non-education elective (3) Non-education elective (3)	EIST 350 (3) EIST 400 (3) EIND 350 (3) EPSY 350 (3) Non-education elective (3)	EIST 300 (3) E (minor curriculum course) (3) INDG approved elective (3) Non-education elective (3) Non-education elective (3)	EIND 350 (3) EIST 350 (3) EIST 400 (3) EPSY 350 (3) Non-education elective (3)
Term 7	Term 8	Term 7	Term 8
ED 350 (3) EFLD 051 (0) (OCRE) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)	ED 350 (3) EFLD 051 (0) (OCRE) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)

Current		Proposed	
Secondary Bachelor of Indigenous Education After Degree (BEAD) (60 credit hours) EIND 100 required for admission		Secondary Bachelor of Indigenous Education After Degree (BEAD) (60 credit hours) EIND 100 required for admission	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
EIND 205 (3) EIND 200 (3) E (major curriculum course) (3) E (minor curriculum course) (3) Non-education elective (3)	EIND 350 (3) EPSY 350 (3) E (major educ. course) (3) E (major instr. course) (3) Non-education elective (3)	One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ (3) EIND 200 (3) E (major curriculum course) (3) E (minor curriculum course) (3) Non-education elective (3)	EIND 350 (3) EPSY 350 (3) E (major educ. course) (3) E (major instr. course) (3) Non-education elective (3)
Term 3	Term 4	Term 3	Term 4
ED 350 (3) EFLD 051 (0) (OCRE) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)	ED 350 (3) EFLD 051 (0) (OCRE) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)

Current		Proposed	
Bachelor of Indigenous Education After Degree (BEAD) Secondary Program Indigenous Studies Major (60 credit hours) EIND 100 required for admission		Bachelor of Indigenous Education After Degree (BEAD) Secondary Program Indigenous Studies Major (60 credit hours) EIND 100 required for admission	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
EIND 205 (3) EIST 300 (3) EIND 200 (3) E (minor curriculum course) (3) Non-education elective (3)	EIST 350 (3) EIST 400 (3) EIND 350 (3) EPSY 350 (3) Non-education elective (3)	One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ(3) EIST 300 (3) EIND 200 (3) E (minor curriculum course) (3) Non-education elective (3)	EIST 350 (3) EIST 400 (3) EIND 350 (3) EPSY 350 (3) Non-education elective (3)
Term 3	Term 4	Term 3	Term 4
ED 350 (3) EFLD 051 (0) (OCRE)	EFLD 400 (internship) (15)	ED 350 (3) EFLD 051 (0) (OCRE)	EFLD 400 (internship) (15)

EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)		EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	
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Current		Proposed	
Bachelor of Indigenous Education After Degree (BEAD) Secondary Program Visual Arts Major (60 Credit Hours) EIND 100 Required for Admission		Bachelor of Indigenous Education After Degree (BEAD) Secondary Program Visual Arts Major (60 Credit Hours) EIND 100 Required for Admission	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
EIND 205 (3) EIND 200 (3) EVIS 326 (3) E (minor curriculum course) (3) Non-education elective (3)	EAES 201 (3) EAES 410 or 411 (3) EIND 350 (3) EPSY 350 (3) EVIS 328 (3)	One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 AA-ZZ(3) EIND 200 (3) EVIS 326 (3) E (minor curriculum course) (3) Non-education elective (3)	EAES 201 (3) EAES 410 or 411 (3) EIND 350 (3) EPSY 350 (3) EVIS 328 (3)
Term 3	Term 4	Term 3	Term 4
ED 350 (3) EFLD 051 (0) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)	ED 350 (3) EFLD 051 (0) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300-level (3)	EFLD 400 (internship) (15)

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program nīhithow kiskinwāmākīwin masinahikan (120 tipa-ikana)		Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program nīhithow kiskinwāmākīwin masinahikan (120 tipa-ikana)	
kiskinwāmākīwina 1	kiskinwāmākīwina 2	kiskinwāmākīwina 1	kiskinwāmākīwina 2
nīhithowīwin 104 (3) ākathāsīmowin 100 (3) itiniwak ayamiwinkiskinwāmākīwin 200 (3) itiniwak ayamiwinkiskinwāmākīwin 225 (3) akītāson kiskithitamowin 101 (3)	kiskinwāmākīwin 100 (3) nakiskamōtithāw tāpasinahikiwinkiskinwāmākīwin 215 (3) yamiwin asici masinakī ōsīkīwīn205 (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 205 (3) nīhithowīwin 105 (3)  30 tipa-ikana	nīhithowīwin 104 (3) ākathāsīmowin 100 (3) itiniwak ayamiwinkiskinwāmākīwin 200 (3) itiniwak ayamiwinkiskinwāmākīwin 225 (3) akītāson kiskithitamowin 101 (3)	kiskinwāmākīwin 100 (3) nakiskamōtithāw tāpasinahikiwinkiskinwāmākīwin 215 (3) yamiwin asici masinakī ōsīkīwīn205 (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 205 or INDG 208 (3) nīhithowīwin 105 (3)  30 tipa-ikana
kiskinwāmākīwina 3	kiskinwāmākīwina 4	kiskinwāmākīwina 3	kiskinwāmākīwina 4
wathawītimīk kiskinwāmākīwin 215 (1.5) akītāson kiskinwāmākīwin 215 (3) sīsāwi- kiskinwāmākīwin 215 (3) kiskinwāmākīwin 215 (3) māmitonithicikan kiskinwāmākīwin 215 (3) nīhithowīwin 202 (3)	nīhithowīwin 203 (3) ayamīkīwīn kiskinwāmākīwin 215 (3) kiskinwāmākīwin 225 (3) māmitonithicikan kiskinwāmākīwin 225 (3) wathawītimīk kiskinwāmākīwin 225 (1.5) itiniwak ayamiwin kiskinwāmākīwin 225 (3)  33 tipa-ikana	wathawītimīk kiskinwāmākīwin 215 (1.5) akītāson kiskinwāmākīwin 215 (3) sīsāwi- kiskinwāmākīwin 215 (3) kiskinwāmākīwin 215 (3) māmitonithicikan kiskinwāmākīwin 215 (3) nīhithowīwin 202 (3)	nīhithowīwin 203 (3) ayamīkīwīn kiskinwāmākīwin 215 (3) kiskinwāmākīwin 225 (3) māmitonithicikan kiskinwāmākīwin 225 (3) wathawītimīk kiskinwāmākīwin 225 (1.5) itiniwak ayamiwin kiskinwāmākīwin 225 (3)  33 tipa-ikana
kiskinwāmākīwina 5	kiskinwāmākīwina 6	kiskinwāmākīwina 5	kiskinwāmākīwina 6

nakiskamōtithāw tāpasinahikiwin kiskinwāmākiwin 355 (3) niso ayamiwin/pimātisiwin (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 305 (3) nīhithowin 206 (3) nīhithowin 330 (3)	pimātisiwin kisknāmākiwin 215 (3) mitho-pimātisiwin kiskinwāmākiwin 215 (3) pikokiway kiskithitamowin 215 (3) nīhithowin 340 (3) niso ayamiwin/pimātisiwin ka- isikithitamowina 335 (3)  30 tipa-ikana	nakiskamōtithāw tāpasinahikiwin kiskinwāmākiwin 355 (3) niso ayamiwin/pimātisiwin (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 305 (3) nīhithowin 206 (3) nīhithowin 330 (3)	pimātisiwin kisknāmākiwin 215 (3) mitho-pimātisiwin kiskinwāmākiwin 215 (3) pikokiway kiskithitamowin 215 (3) nīhithowin 340 (3) niso ayamiwin/pimātisiwin ka- isikithitamowina 335 (3)  30 tipa-ikana
kiskinwāmākiwina 7	kiskinwāmākiwina 8	kiskinwāmākiwina 7	kiskinwāmākiwina 8
itiniwak ayamiwin kiskinwāmākiwin 450 (3) Itiniwak mithwā-awin 100 (3) askik kikwaya 140 (3) māmitonithicikan kiskinwāmākiwin 322 (3)	kiskinwāhama-towikamikohk kiskinwamakiwin 405 (15)  27 tipa-ikana	itiniwak ayamiwin kiskinwāmākiwin 450 (3) Itiniwak mithwā-awin 100 (3) askik kikwaya 140 (3) māmitonithicikan kiskinwāmākiwin 322 (3)	kiskinwāhama-towikamikohk kiskinwamakiwin 405 (15)  27 tipa-ikana

**Rationale:** The proposed changes will update the requirements that have for many years been approved on a case-by-case basis. Our intent for having EIND 205 as one of our core requirements is to construct a foundation of understanding about the historical plight of Indigenous groups and people in North America for implementation into a classroom, this course is paired through the student's degree with INDG 100 to establish this base. We have interpreted this base of historical understanding is achievable by registration in INDG 201/208/210/215/216/218/219/221/222 AA-ZZ and find that we obtain the appropriate intent of EIND 205 for the purpose of most degrees in Indigenous Education. Please note that due to the focus on Cree in the Cree Immersion Program, the EIND 205 requirement only includes the addition of INDG 208 to ensure appropriate focus on Cree perspectives.

(end of Motion)

### 1.12 BIOL 140 Requirement Revision

**MOTION:** That the BIOL 140 requirement in the Elementary Bachelor of Indigenous Education Program; Elementary Bachelor of Indigenous Education Cree Immersion Program; Elementary Bachelor of Indigenous Education Dene Immersion Program be expanded to include CHEM 104 and GEOL 102, effective 202230.

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)		Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
ENGL 100 (3) EIND 116 (3) Indigenous Language 100-level (3) INDG 100 (3) MATH 101 (3)	EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND100 (3) EPSY 205 (3)	ENGL 100 (3) EIND 116 (3) Indigenous Language 100-level (3) INDG 100 (3) MATH 101 (3)	EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND 100 (3) EPSY 205 (3)
Term 3	Term 4	Term 3	Term 4
ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)	EIND 215 (3) ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EPSY 225 (3)	EINH 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)

Current		Proposed	
<b>Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)</b>		<b>Four-Year Elementary Bachelor of Indigenous Education Program (120 credit hours)</b>	
ESST 215 (3)		ESST 215 (3)	
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3) Open elective (3)	INAH 100 (3) Open elective* (3) Open elective * (3) Open elective * (3) Open elective (3)	EIEA 355 (3) EIND 305 (3) ELNG 325 (3) Approved JS 300-level (3) Open elective (3)	INAH 100 (3) Open elective * (3) Open elective * (3) Open elective * (3) Open elective (3)
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
EFLD 405 (internship) (15)	BIOL 140 Open elective* (3) Open elective* (3) Open elective* (3) Open elective (3)	EFLD 405 (internship) (15)	<b>One of BIOL 140, CHEM 104 or GEOL 102 (3)</b> Open elective* (3) Open elective* (3) Open elective* (3) Open elective (3)
*Academic Electives <b>Notes:</b> <ul style="list-style-type: none"> <li>• Required 120 credit hours</li> <li>• Minimum of 39 hours outside of Education</li> <li>• 12 credit hours outside of Education above the 100-level that support teaching areas</li> <li>• PGPA of 65% to graduate</li> </ul>		*Academic Electives <b>Notes:</b> <ul style="list-style-type: none"> <li>• Required 120 credit hours</li> <li>• Minimum of 39 hours outside of Education</li> <li>• 12 credit hours outside of Education above the 100-level that support teaching areas</li> <li>• PGPA of 65.00% to graduate</li> </ul>	

Current		Proposed	
<b>Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program (120 credit hours)</b>		<b>Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program (120 credit hours)</b>	
<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>	<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>
CREE 104 (3) EINL 200 (3) ENGL 100 (3) INDG 100 (3) MATH 101 (3)	CREE 105 (3) EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND 100 (3)  30 credit hours	CREE 104 (3) EINL 200 (3) ENGL 100 (3) INDG 100 (3) MATH 101 (3)	CREE 105 (3) EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND 100 (3)  30 credit hours
<b>Term 3</b>	<b>Term 4</b>	<b>Term 3</b>	<b>Term 4</b>
CREE 202 (3) ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 205 (3)	CREE 203 (3) EINL 225 (3) ELBP 225 (1.5) EIND 225 (3) EPSY 225 (3) ERDG 215 (3)  33 credit hours	CREE 202 (3) ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 205 (3)	CREE 203 (3) EINL 225 (3) ELBP 225 (1.5) EIND 225 (3) EPSY 225 (3) ERDG 215 (3)  33 credit hours
<b>Term 5</b>	<b>Term 6</b>	<b>Term 5</b>	<b>Term 6</b>
CREE 206 (3) CREE 230 (3) EIEA 355 (3) EIND 305 (3) EINL 325 (3)	CREE 340 (3) EINH 215 (3) EINL 335 (3) ESCI 215 (3) ESST 215 (3)  30 credit hours	CREE 206 (3) CREE 230 (3) EIEA 355 (3) EIND 305 (3) EINL 325 (3)	CREE 340 (3) EINH 215 (3) EINL 335 (3) ESCI 215 (3) ESST 215 (3)  30 credit hours
<b>Term 7</b>	<b>Term 8</b>	<b>Term 7</b>	<b>Term 8</b>
BIOL 140 (3) EINL 450 (3) INAH 100 (3) EPSY 322 (3)	EFLD 405 (15)  27 credit hours	<b>One of BIOL 140, CHEM 104 or GEOL 102 (3)</b> EINL 450 (3) EPSY 322 (3) INAH 100 (3)	EFLD 405 (15)  27 credit hours

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program nīhithow kiskinwāmākīwin masinahikan (120 tipa-īkana)		Four-Year Elementary Bachelor of Indigenous Education Cree Immersion Program nīhithow kiskinwāmākīwin masinahikan (120 tipa-īkana)	
kiskinwāmākīwina 1	kiskinwāmākīwina 2	kiskinwāmākīwina 1	kiskinwāmākīwina 2
nīhithowīwin 104 (3) ākathāsīmowin 100 (3) itiniwak ayamiwinkiskinwāmākīwin 200 (3) itiniwak ayamiwinkiskinwāmākīwin 225 (3) akītāson kiskithitamowin 101 (3)	kiskinwāmākīwin 100 (3) nakiskamōtithāw tāpasinahikiwinkiskinwāmākīwin 215 or IND 208 (3) yamiwin asici masinakī ōsīcīkīwin 205 (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 205 (3) nīhithowīwin 105 (3) 30 tipa-īkana	nīhithowīwin 104 (3) ākathāsīmowin 100 (3) itiniwak ayamiwinkiskinwāmākīwin 200 (3) itiniwak ayamiwinkiskinwāmākīwin 225 (3) akītāson kiskithitamowin 101 (3)	kiskinwāmākīwin 100 (3) nakiskamōtithāw tāpasinahikiwinkiskinwāmākīwin 215 (3) yamiwin asici masinakī ōsīcīkīwin 205 or IND 208 (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 205 (3) nīhithowīwin 105 (3) 30 tipa-īkana
kiskinwāmākīwina 3	kiskinwāmākīwina 4	kiskinwāmākīwina 3	kiskinwāmākīwina 4
wathawītimīk kiskinwāmākīwin 215 (1.5) akītāson kiskinwāmākīwin 215 (3) sīsāwi- kiskinwāmākīwin 215 (3) kiskinwāmākīwin 215 (3) māmitonithicikan kiskinwāmākīwin 215 (3) nīhithowīwin 202 (3)	nīhithowīwin 203 (3) ayamīcīkīwin kiskinwāmākīwin 215 (3) kiskinwāmākīwin 225 (3) māmitonithicikan kiskinwāmākīwin 225 (3) wathawītimīk kiskinwāmākīwin 225 (1.5) itiniwak ayamiwin kiskinwāmākīwin 225 (3) 33 tipa-īkana	wathawītimīk kiskinwāmākīwin 215 (1.5) akītāson kiskinwāmākīwin 215 (3) sīsāwi- kiskinwāmākīwin 215 (3) kiskinwāmākīwin 215 (3) māmitonithicikan kiskinwāmākīwin 215 (3) nīhithowīwin 202 (3)	nīhithowīwin 203 (3) ayamīcīkīwin kiskinwāmākīwin 215 (3) kiskinwāmākīwin 225 (3) māmitonithicikan kiskinwāmākīwin 225 (3) wathawītimīk kiskinwāmākīwin 225 (1.5) itiniwak ayamiwin kiskinwāmākīwin 225 (3) 33 tipa-īkana
kiskinwāmākīwina 5	kiskinwāmākīwina 6	kiskinwāmākīwina 5	kiskinwāmākīwina 6
nakiskamōtithāw tāpasinahikiwin kiskinwāmākīwin 355 (3) niso ayamiwin/pimātisiwin (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 305 (3) nīhithowin 206 (3) nīhithowin 330 (3)	pimātisiwin kiskinwāmākīwin 215 (3) mitho-pimātisiwin kiskinwāmākīwin 215 (3) pikokiway kiskithitamowin 215 (3) nīhithowīwin 340 (3) niso ayamiwin/pimātisiwin ka- isikithitamowīna 335 (3) 30 tipa-īkana	nakiskamōtithāw tāpasinahikiwin kiskinwāmākīwin 355 (3) niso ayamiwin/pimātisiwin (3) nakiskamōtithāw Itiniwak kiskinwāmātowin 305 (3) nīhithowin 206 (3) nīhithowin 330 (3)	pimātisiwin kiskinwāmākīwin 215 (3) mitho-pimātisiwin kiskinwāmākīwin 215 (3) pikokiway kiskithitamowin 215 (3) nīhithowīwin 340 (3) niso ayamiwin/pimātisiwin ka- isikithitamowīna 335 (3) 30 tipa-īkana
kiskinwāmākīwina 7	kiskinwāmākīwina 8	kiskinwāmākīwina 7	kiskinwāmākīwina 8
itiniwak ayamiwin kiskinwāmākīwin 450 (3) Itiniwak mithwā-awin 100 (3) <del>askik kikwaya 140</del> māmitonithicikan kiskinwāmākīwin 322 (3)	kiskinwāhama-towikamikohk kiskinwamakīwin 405 (15) 27 tipa-īkana	itiniwak ayamiwin kiskinwāmākīwin 450 (3) Itiniwak mithwā-awin 100 (3) <b><u>kā-isīwīpahk askiy pimātisiwin 140, māmawīpayīkātiki maskīhkya 140 or GEOL 102 (3)</u></b> māmitonithicikan kiskinwāmākīwin 322 (3)	kiskinwāhama-towikamikohk kiskinwamakīwin 405 (15) 27 tipa-īkana

Current		Proposed	
Four-Year Elementary Bachelor of Indigenous Education Dene Immersion (120 credit hours)		Four-Year Elementary Bachelor of Indigenous Education Dene Immersion (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)	Term 1 (Fall)	Term 2 (Winter)
DENE 104 (3) EINL 200 (3) ENGL 100 (3) INDG 100 (3) LING 230 (3)	DENE 105 (3) EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND 100 (3)  30 credit hours	DENE 104 (3) EINL 200 (3) ENGL 100 (3) INDG 100 (3) LING 230 (3)	DENE 105 (3) EAES 215 (3) EIND 205 (3) ELNG 205 (3) EIND 100 (3)  30 credit hours
Term 3	Term 4	Term 3	Term 4
DENE 202 (3) ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 205 (3)	DENE 203 (3) EINL 225 (3) ELBP 225 (1.5) EIND 225 (3) EPSY 225 (3) ERDG 215 (3)  33 credit hours	DENE 202 (3) ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 205 (3)	DENE 203 (3) EINL 225 (3) ELBP 225 (1.5) EIND 225 (3) EPSY 225 (3) ERDG 215 (3)  33 credit hours
Term 5	Term 6	Term 5	Term 6
DENE 206 (3) INDG 216 (3) EIEA 355 (3) EIND 305 (3) EINL 325 (3)	EINH 215 (3) EINL 335 (3) ESCI 215 (3) ESST 215 (3) DENE 225 (3)  30 credit hours	DENE 206 (3) INDG 216 (3) EIEA 355 (3) EIND 305 (3) EINL 325 (3)	EINH 215 (3) EINL 335 (3) ESCI 215 (3) ESST 215 (3) DENE 225 (3)  30 credit hours
Term 7	Term 8	Term 7	Term 8
BIOL 140 (3) EINL 450 (3) THAC 160 (3) MATH 101 (3)	EFLD 405 (15)  27 Credit Hours	<u>One of BIOL 140, CHEM 104 or GEOL 102 (3)</u> EINL 450 (3) THAC 160 (3) MATH 101 (3)	EFLD 405 (15)  27 Credit Hours
Academic Electives <b>Notes:</b> A. Required 120 Credits B. Minimum of 39 hours outside of Education C. 12 hours outside of Education above the 100 level (F-03-Update) D. G.P.A. of 65% to graduate		Academic Electives <b>Notes:</b> A. Required 120 Credits B. Minimum of 39 hours outside of Education C. 12 hours outside of Education above the 100 level (F-03-Update) D. G.P.A. of 65.00% to graduate	

**Rationale:** The proposed changes will update the requirements that have for many years been approved on a case-by-case basis. Our intent for having BIOL 140 as one of our core requirements is to construct a foundation of understanding about an area of science for implementation into a classroom. We have interpreted this base of science understanding is achievable by registration in one of CHEM 104; or GEOL 102 and find that we obtain the appropriate intent of BIOL 140 for the purpose of a degree in Indigenous Education.

(end of Motion)

	Non-credit		Undergraduate-Credit		Graduate PD		Graduate-Credit		Non-credit, Faculty / Staff PD
	Micro-credential (non-credit)	Professional Certificate (non-credit)	Undergraduate Micro-credential (credit)	Undergraduate Certificate (credit)	Graduate Non-credit Microcredentials	Graduate Micro-credential (credit) (proposal only, no approval yet as of 10 Sep 2021)	Graduate Certificate (credit)	Graduate Diploma (credit) (proposal only, no approval yet as of 10 Sep 2021)	Primarily Internal Institutional-level Non-credit Microcredentials / Certificates (such as CTL teaching microcredentials and certificates; HR "UR Leading")
<b>Approval</b>	Academic Unit's Dean or Director Approval	Faculty Council	Governance route: Faculty Council > CCUAS > Exec of Council > Senate	Governance route: Faculty Council > CCUAS > Exec of Council > Senate	Line Faculty Dean (or designate) or FGSR Dean	Governance route: Faculty Council > FGSR Council > Exec of Council > Senate	Governance route: Line Faculty Council > FGSR Council > Exec of Council > Senate		Unit Director or AVP > Approval by relevant VP
<b>Purpose</b>	Skill development; professional development	Complementary skill or knowledge development in a program of study	Skill and knowledge development; professional development (i.e. development of specific skills, competencies, or knowledge in a specialized, focused area)	Extended skills development in a for-credit program of study and/or ladder into a diploma or degree program	skill development; professional development	Skill and knowledge development; professional development (i.e. development of specific skills, competencies, or knowledge in a specialized, focused area)	students expected to use 4-6 months time to complete a certificate program in a focused area to enhance their career competencies.	students expected to use about 1 year to complete a graduate diploma program in a focused area to enhance their career competencies.	Development / upgrading of skills, competencies, and knowledge in a particular area; primary constituencies are U of R faculty and staff. Offerings to relevant external constituencies may be available on a select basis.
<b>Examples</b>	Managing and Leading Teams Remotely; Emotional Intelligence in the Workplace; Business Writing for Subject Matter Experts	Business Analysis; Project Management; Advanced Leadership	Micro-credential in ...	Certificate in Local Government Administration; Certificate in Public Relations; Certificate in International Studies	academic writing, grant application writing for PhD students, leadership, time management, communication skills, project management etc.	Change management, Equity and inclusion in the workplace, Indigenous business development, Project management, Organizational leadership	JSGS certicate program; this model can be extended to high-demand areas, such as computer science, pipeline engineering, sustainable engineering, business admin, education etc.	We don't have graduate diploma program, but many other universities do. This can be applied for all course-based master's programs.	CTL's University Teaching Certificate; HR's UR Leading
<b>Also known as</b>	Professional micro-credential; professional seminars; badge programs (non-credit)	Executive Education Certificate	---	---	Graduate student professional development (UR Grad Experience)				Professional development
<b>Hours (non-credit) or Credit Hours (credit)</b>	Normally less than 42 instructional hours	Normally more than 42 instructional hours	3 or more but less than 15 credit hours (less than 195 instructional hours)	15 - 30 credit hours (between 195 and 390 instructional hours)	similar to Column B and C	Normally less than 9 credit hours (less than 117 instructional hours)	Normally 9 credit hours (3 courses)	Normally 15-18 credit hours (between ~200 and 234 instructional hours)	Microcredits: normally less than 42 hours of (non-credit) instruction; certificates: normally more than 42 hours
<b>Credential/Nomenclature</b>	Letter of Completion (e.g. "[Micro-credential Name] Letter of Completion") and/or a Digital Badge	Professional Certificate (Other names: Continuing Education Certificate or Professional Development Certificate)	Micro-credential and/or a Digital Badge	Certificate in [program name]	similar to Column B and C	Micro-credential and/or a Digital Badge	Graduate Certificate in [program name]	Graduate Diploma in [program name]	
<b>Credential Type</b>	Faculty Credential	Faculty Credential	Institutional Credential	Institutional Credential	Line Faculty or FGSR Credential	Institutional Credential	Institutional Credential	Institutional Credential	Unit / Institutional credential
<b>Assessment of Learning</b>	Typical and encouraged	Typical and encouraged	Yes	Yes	Typical and encouraged	Yes	Yes	Yes	Usually yes and by means of various assignments
<b>LMS</b>	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS	URgina-approved LMS
<b>Grading Scheme</b>	Normally non-graded (pass/fail); can be graded with sound rationale	Normally non-graded (pass/fail); can be graded with sound rationale	Graded (percent-graded or Pass/Fail)	Graded (percent-graded or Pass/Fail)	Normally non-graded (pass/fail); can be graded with sound rationale	Graded (percent-graded or Pass/Fail)	Graded (percent-graded )	Graded (percent-graded )	Normally not graded / pass/fail; complete/incomplete
<b>Ladder/Transfer</b>	May ladder into non-credit programs. An intaking department or Faculty may accept the credential for credit based on normal transfer credit procedures. Participants are normally required to complete graded assessments to be eligible to receive transfer credit.	May ladder into non-credit programs. An intaking department or Faculty may accept the credential for credit based on normal transfer credit procedures. Participants are normally required to complete graded assessments to be eligible to receive transfer credit.	May ladder into credit/credential programs	May ladder into credit/credential programs	May ladder into non-credit programs. An intaking department or Faculty may accept the credential for credit based on normal transfer credit procedures. Participants are normally required to complete graded assessments to be eligible to receive transfer credit.	May ladder into degree programs.	May ladder to Graduate Diploma or Master's degree	May ladder up to Master's degree or ladder down to Graduate Certificate program	Such non-credit microcredentials may ladder to a bigger non-credit certificate.
<b>Graduation GPA</b>	N/A	N/A	Minimum PGPA as established by the faculty and minimum UGPA of 60%	Minimum PGPA as established by the faculty and minimum UGPA of 60%	N/A	70.0% or greater	70.0% or greater	70.0% or greater	N / A
<b>Length of Program</b>	Variable - targeted to part-time studies	Variable - targeted to part-time studies. Professional certificates must be completed within 3 years of start date.	Variable - targeted to part-time studies, normally 8 months - 1 year part-time	Variable - targeted to part-time studies, normally 8 months - 2 years part-time	variable - all graduate students are qualified as co-curricular	Variable (e.g. less than 2 months for a compressed 3-credit hour course)	students can complete in 1-2 semesters.	students can complete in one year.	Variable / targeted to faculty and/or staff
<b>Approval Pathway</b>	Department/Unit > Faculty Council for information & discussion / Dean's Approval	Department/Unit > Faculty Council /	Governance route: Faculty Council > CCUAS > Exec of Council > Senate (New programs may be subject to review by CCB and CCAM.)	Governance route: Faculty Council > CCUAS > Exec of Council > Senate (New programs may be subject to review by CCB and CCAM.)	Line Faculty Council or FGSR Dean (FGSR Council for consultation and information )	Governance route: Line Faculty Council > FGSR Council > Exec of Council > Senate (New programs may be subject to review by CCB and CCAM.)	Governance route: Line Faculty Council > FGSR Council > Exec of Council > Senate (New programs may be subject to review by CCB and CCAM)	Governance route: Line Faculty Council > FGSR Council > Exec of Council / Senate (normally as an informational item)	Unit / approval by relevant VP following consultations as appropriate
<b>Review Process</b>	Reviewed on regular cycle in Department/Unit / Faculty	Reviewed on regular cycle in Department/Unit / Faculty	Reviewed on regular cycle in Department/Unit / Faculty and under the AUR policy	Reviewed on regular cycle in Department / Unit / Faculty and under the AUR policy	Reviewed on regular cycle in Line Faculty or by FGSR Dean	Reviewed on regular cycle in Line Faculty and under the AUR policy	Reviewed on regular cycle in Line Faculty and under the AUR policy	Reviewed on regular cycle in Line Faculty and under the AUR policy	Reviewed on regular cycle in the Units
<b>Course Change Process (e.g. Course descriptions, credit hours, etc.)</b>	For courses not part of approved programs, desk approval by designated staff	For courses not part of approved programs, desk approval by designated staff, typically considering recommendations of program advisory committees	Governance route: Faculty Council > CCUAS > E of C > Senate (normally as an informational item)	Governance route: Faculty Council > CCUAS > E of C > Senate (normally as an informational item)	For courses not part of approved programs, desk approval by designated staff (FGSR Council for information)	Governance route: Line Faculty Council > FGSR Council > Exec of Council / Senate (normally as an informational item)	Governance route: Line Faculty Council > FGSR Council > Exec of Council / Senate (normally as an informational item)	Governance route: Line Faculty Council > FGSR Council > Exec of Council / Senate (normally as an informational item)	Internal to unit / consultations with stakeholders as appropriate
<b>Suspension/Termination Process</b>	Variable for courses that are not offered as part of established certificate, diploma, or degree programs. For courses offered as part of a program, additional program change processes may need to be followed.	Department/Unit > Faculty Council (for approval). Students are normally notified and given 1-2 years to complete their program.	Department/Unit > Faculty Council > Senate (for approval). Students are normally notified and given 1-2 years to complete their program.	Department/Unit > Faculty Council > CCUAS > Exec of Council > Senate (for approval). Students are normally notified and given 1-2 years to complete their program.	Variable at the discretion of the Line Faculty Dean	Line Faculty Council > FGSR Council > Exec of Council > Senate .	Line Faculty Council > FGSR Council > Exec of Council > Senate .	Line Faculty Council > FGSR Council > Exec of Council > Senate	Internal to unit / consultations with stakeholders as appropriate
<b>Typical Entrance Requirements</b>	Variable (often none)	Variable (often none)	Variable (prerequisites may be required)	Variable (prerequisites may be required)	None	Variable (typically an undergraduate degree)	Minimum 70%, bachelor degree	Minimum 70%, bachelor degree	Variable eligibility requirements
<b>Admission Process</b>	Registration support through CCE Student and Instructor Services; formal application/admission not required	Registration support through CCE Student and Instructor Services; formal application/admission not required	Application/admission/registration support through CCE Student and Instructor Services or Enrollment Services	Application/admission/registration support through CCE Student and Instructor Services, Enrollment Services, or UR International	Registration support through Line Faculty or CCE in partnership / formal application/admission not required	Registration support through FGSR; formal application/admission varies [TBD]	Application/admission/registration support through FGSR	Application/admission/registration support through FGSR	Application through the Unit
<b>Tuition</b>	Variable	Variable	Regulated (Board approved)	Regulated (Board approved)	Variable	Similar to per credit hour master's tuition fee	Regular (similar to master's tuition fee)	Regular (similar to master's tuition fee)	Normally no fee / variable fee as appropriate
<b>GST</b>	Courses that do not lead to an approved certificate, diploma, or degree attract GST	Courses that do not lead to an approved certificate, diploma, or degree attract GST	Courses that do not lead to an approved certificate, diploma, or degree attract GST	Courses that do not lead to an approved certificate, diploma, or degree attract GST	Courses that do not lead to an approved certificate, diploma, or degree attract GST	Courses that do not lead to an approved certificate, diploma, or degree attract GST	No GST	No GST	
<b>T2202</b>	Courses that do not lead to a credit certificate, diploma, or degree do not trigger T2202 issuance	Courses that do not lead to a credit certificate, diploma, or degree do not trigger T2202 issuance	Tuition paid for courses that lead to an approved certificate, diploma, or degree trigger T2202 issuance	T2202 issued per CRA regulations	Courses that do not lead to a credit certificate, diploma, or degree do not trigger T2202 issuance	Courses that do not lead to a credit certificate, diploma, or degree do not trigger T2202 issuance	T2202 issued per CRA regulations	T2202 issued per CRA regulations	
<b>Transcripts/Student Record</b>	Non-credit transcript is available. [TBD] Does not appear on credit transcripts.	Non-credit transcript is available. [TBD] Does not appear on credit transcripts.	Transcript is available	Transcript is available	Non-credit transcript may become available [TBD]. Does not appear on credit transcripts.	Transcript is available	Transcript is available	Transcript is available	No Transcript
<b>Parchments</b>	Faculty uses a standard University of Regina template to create a record of achievement if one is awarded	Faculty uses a standard University of Regina template to create a professional certificate if one is awarded	Academic records are issued and maintained by the Registrar's office	Academic records, including parchments, are issued and maintained by the Registrar's office	Faculty uses a standard University of Regina template to create a record of achievement if one is awarded (records maintained centrally)	Academic records are issued and maintained by the Registrar's Office.	Academic records, including parchments, are issued and maintained by the Registrar's office	Academic records, including parchments, are issued and maintained by the Registrar's office	The issuing unit uses a standard University of Regina template to create a record of achievement if one is awarded.
<b>Convocation / Graduation</b>	Does not participate in Convocation. Some programs may offer a learning recognition ceremony.	Does not participate in Convocation. Some programs may offer a learning recognition ceremony.	Does not participate in Convocation. Some programs may offer a learning recognition ceremony.	Participates in Convocation.	No	No	Participates in Convocation.	Participates in Convocation.	N.A.

