

EXECUTIVE OF COUNCIL

Date: 24 March 2023
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 29 March 2023

A meeting of Executive of Council is scheduled for 29 March 2023, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 15 February 2023** - *Circulated with the Agenda*
3. **Business Arising from the Minutes**
 - 3.1 Faculty of Engineering and Applied Science, Appendix I, p. 2
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
 - 6.1 Council Committee on the Faculty of Graduate Studies and Research, Appendix II, pp. 3-26
 - 6.2 Council Committee on Research, Appendix III, pp. 27-29
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 Faculty of Social Work
8. **Other Business**
 - 8.1 University of Regina Academic Plan 2023-2026, *For Discussion*, Appendix IV, pp. 30-34
9. **Adjournment**

BUSINESS ARISING FROM THE MINUTES

1. FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.1 New Program – Master’s Certificate in Artificial Intelligence in Engineering

MOTION: To create the Master’s Certificate Program in Artificial Intelligence in Engineering as one of the graduate program options in the Program of Software Systems Engineering, Faculty of Engineering and Applied Science, effective 202320.

Certificate Program in Artificial Intelligence in Engineering	Total credit hours
Choose 1 of: ENSE 811, ENSE 812, ENSE 817 or ENGG 817, ENSE 818, ENSE 873	3.0
*Choose 2 of: ENSE 811, ENSE 812, ENSE 817 or ENGG 817, ENSE 818, ENSE 873, ENSE 805, ENSE 819, ENSE 828, ENSE 834, ENSE 865 or ENEL 865, ENSE 870, ENSE 871, ENSE 874, ENSE 883	6.0
Total	9.0

* Additional electives may be permitted with approval of the program chair

Rationale:

The motion to create the Master Certificate Program in Artificial Intelligence in Engineering in the Software Systems Engineering Program is needed for intermediate graduate level students (prior to M.Eng./M.A.Sc. program) who are interested in learning about Artificial Intelligence in Engineering or who are interested to transition from the other graduate programs in Software Systems Engineering Program into a shorter certificate program. The Master Certificate consists of 9 credits and can be completed within one year. The proposed program covers different AI technologies and their applications to diverse fields. The proposed program can ladder up to other graduate programs in Software Systems Engineering (SSE) or can be used for laddering down from other graduate programs in SSE. The proposed program aims to serve both: (i) graduated undergraduate students with a bachelor’s degree in Computer Science, Software Systems Engineering, or its equivalent, who are interested in exploring graduate studies through a Master Certificate Program, or (ii) graduate students in other graduate programs in SSE, who wish to complete a shorter-duration program. The Program of Software Systems Engineering consulted with the Department of Computer Science about the proposed program and their concerns have been addressed. The proposed program is similar to the Master Certificate Programs currently offered in the Levene Graduate School of Business.

Consultation:

Consultation was conducted with the Department Head of Computer Science, as well the Program Chair in Software Systems Engineering in order to determine a program title that would be satisfy both programs.

(end of Motion)

**REPORT TO EXECUTIVE OF COUNCIL FROM THE
COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH
29 MARCH 2023**

Item(s) for Approval:**1. FACULTY OF BUSINESS ADMINISTRATION****1.1 Program Changes**

MOTION: To include a standard CV template as a required document for admissions into the following programs, effective 202320:
 Master of Administration in Leadership
 Master of Human Resource Management
 Master of Business Administration
 Master Certificate program (Human Resource Management, Organizational Leadership, Project Management, and Labour Relations)

Master of Administration (MAdmin) Program

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

Current	Proposed
<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. Applicants are normally required to have completed a four-year undergraduate degree with an acceptable grade point average. 2. Applicants are normally required to have at least two years of full-time relevant working experience, preferably in a position where they are managing or leading others. 3. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html 4. International applicants may be asked to complete the GRE with a satisfactory score. 5. Applicants who enter the mid-career program must complete 10 qualifying courses (see below). 6. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details. 	<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. Applicants are normally required to have completed a four-year undergraduate degree with an acceptable grade point average. 2. Applicants are normally required to have at least two years of full-time relevant working experience, preferably in a position where they are managing or leading others. 3. Applicants are to include a standard CV Template as a required document. 4. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html 5. International applicants may be asked to complete the GRE with a satisfactory score. 6. Applicants who enter the mid-career program must complete 10 qualifying courses (see below). 7. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see

<p>Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.</p>	<p>instructions for more details.</p> <p>Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.</p>
--	--

Master of Human Resource Management (MHRM) Program

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

Current	Proposed
<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants are normally expected to hold a four-year undergraduate degree in any field. 2. Applicants are required to complete two undergraduate qualifying courses, in which students must obtain a grade of no less than 70%. These courses may have been taken previously as part of an undergraduate degree. 3. Applicants are expected to have two years of work experience in the field of human resource management. 4. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html 5. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details. <p>Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.</p>	<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants are normally expected to hold a four-year undergraduate degree in any field. 2. Applicants are required to complete two undergraduate qualifying courses, in which students must obtain a grade of no less than 70%. These courses may have been taken previously as part of an undergraduate degree. 3. Applicants are expected to have two years of work experience in the field of human resource management. 4. Applicants are to include a standard CV Template as a required document. 5. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html 6. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details. <p>Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.</p>

Master of Business Administration (MBA) Program

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

Current	Proposed
<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. A minimum GMAT score of 500 or GRE equivalent is normally required. Applicants who have an undergraduate degree in business administration from a Canadian or U.S. institution, or from any internationally accredited business school (i.e. AACSB or EQUIS), and a Canadian equivalent of a minimum GPA of 75% may be exempt from submitting a GMAT score. 2. A minimum of two years of work experience is normally required*** 3. Applicants who do not have an undergraduate degree in business administration must successfully complete the MBA Business Foundations courses OR the Post-Graduate Diploma in Business Foundations (or equivalent) OR achieve a minimum of 70% in each of the qualifying courses (or their equivalents) as follows: BUS 210, BUS 250, BUS 260, BUS 285, BUS 288, BUS 290, ECON 201, ECON 202, STAT 100, plus one additional undergraduate course. 4. Students who have successfully completed the Post-Graduate Diploma in Business Foundations will not be required to submit the results of an additional GMAT. 5. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details. 	<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. A minimum GMAT score of 500 or GRE equivalent is normally required. Applicants who have an undergraduate degree in business administration from a Canadian or U.S. institution, or from any internationally accredited business school (i.e. AACSB or EQUIS), and a Canadian equivalent of a minimum GPA of 75% may be exempt from submitting a GMAT score. 2. A minimum of two years of work experience is normally required*** 3. <i>Applicants are to include a standard CV Template as a required document.</i> 4. Applicants who do not have an undergraduate degree in business administration must successfully complete the MBA Business Foundations courses OR the Post-Graduate Diploma in Business Foundations (or equivalent) OR achieve a minimum of 70% in each of the qualifying courses (or their equivalents) as follows: BUS 210, BUS 250, BUS 260, BUS 285, BUS 288, BUS 290, ECON 201, ECON 202, STAT 100, plus one additional undergraduate course. 5. Students who have successfully completed the Post-Graduate Diploma in Business Foundations will not be required to submit the results of an additional GMAT. 6. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details.

Master's Certificate Programs (Human Resource Management, Organizational Leadership, Project Management and Labour Relations)

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

Current	Proposed
<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants are normally required to have completed a four-year undergraduate degree with a minimum 70% average. 	<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants are normally required to have completed a four-year undergraduate degree with a minimum 70% average.

<p>2. Applicants are required to complete the appropriate qualifying courses, in which students must obtain a grade of no less than 70%.</p> <p>3. Applicants are normally required to have at least two years of full-time relevant working experience.</p> <p>4. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html</p> <p>5. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details.</p> <p>Note: Meeting these minimum requirements is not a guarantee of acceptance into the program.</p>	<p>2. Applicants are required to complete the appropriate qualifying courses, in which students must obtain a grade of no less than 70%.</p> <p>3. Applicants are normally required to have at least two years of full-time relevant working experience.</p> <p>4. Applicants are to include a standard CV Template as a required document.</p> <p>5. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html</p> <p>6. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Please see instructions for more details.</p> <p>Note: Meeting these minimum requirements is not a guarantee of acceptance into the program.</p>
--	--

Rationale:

Master of Administration in Leadership, Master of Human Resource Management (MHRM), Master of Business Administration, and Master Certificate programs (Human Resource Management, Organizational Leadership, Project Management and Labour Relations) require work experience as part of the admissions requirements and in some cases, specific types of work experience are required (e.g. MHRM). As such, there is a need to have sufficient information about previous employment and other relevant experience in order to assess whether candidates meet the admissions requirements. Presently, CV information submitted varies making it often difficult to assess the relevancy and adequacy of applicants' experience to meet admission requirements. A standard CV template will resolve this issue and ensure that all applicants are fairly and fully assessed.

Proposed Business CV Template:

<https://www.uregina.ca/business/levene/assets/docs/pdf/GS-CV-template.pdf>

(end of Motion)

2. FACULTY OF EDUCATION

2.1 Program Changes

MOTION: That the following programs be modified as per the effective dates listed:
 Master of Education (MEd) in Educational Psychology (practicum option 1), effective 202320.
 Master of Education (MEd) in Educational Psychology (practicum option 2), effective 202320.
 Master's Certificate (MCert) in Teaching English to Speakers of Other Languages (TESOL), effective 20230.

Master of Education (MEd) in Educational Psychology (practicum option 1)

(effective 202320)

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

Current		Proposed	
Courses	Cr. Hrs	Courses	Cr. Hrs
ED 800*	3	ED 800*	3
EPSY 820	3	EPSY 820	3
EPSY 823	3	EPSY 823	3
EPSY 826	3	EPSY 826	3
EPSY 827	3	EPSY 827	3
EPSY 829	3	EPSY 829	3
EPSY 836	3	EPSY 836	3
EPSY 870AA	3	EPSY 841	3
EPSY 870AE	3	EPSY 840	3
ED 902	3	ED 902	3
TOTAL	30	TOTAL	30

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

Rationale:

The change of EPSY 870AA and EPSY 870AE into EPSY 841 and EPSY 840, respectively, requires the update of this program to reflect the courses formalization.

Master of Education (MEd) in Educational Psychology (practicum option 2)

(effective 202330)

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

Current		Proposed	
Courses	Cr. Hrs	Courses	Cr. Hrs
ED 800**	3	ED 800**	3
EPSY 820	3	EPSY 820	3
EPSY 824	3	EPSY 824	3
EPSY 829	3	EPSY 829	3
EPSY 830 or 831	3	EPSY 830 or 831	3
EPSY 832	3	EPSY 832	3
EPSY 870AB or 870AC	3	EPSY 838 or EPSY 839	3
EPSY 8xx*	3	EPSY 8xx*	3

Elective 8xx*	3	Elective 8xx*	3
ED 902	3	ED 902	3
Total	30	Total	30

*Electives selected with the approval of the thesis supervisor.

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

Rationale:

The change of EPSY 870AC and EPSY 870AB into EPSY 838 and EPSY 839, respectively, requires the update of this program to reflect the courses formalization.

Master's Certificate (MCert) in Teaching English to Speakers of Other Languages (TESOL) (effective 202320)

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

The Master's Certificate in TESOL will require the completion of any five of the courses outlined below:

Current		Proposed	
Courses	Cr. Hrs	Courses	Cr. Hrs
EC&I 854*	3	EC&I 854*	3
EC&I 858*	3	EC&I 858*	3
EC&I 859*	3	EC&I 859*	3
EC&I 871AG*	3	EC&I 864*	3
EC&I 871AH*	3	EC&I 865*	3
TOTAL	15	TOTAL	15

* Or approved TESOL focused graduate level course.

Rationale:

The change of EC&I 871AG and EC&I 871AH into EC&I 864 and EC&I 865, respectively, requires the update of this program to reflect the courses formalization.

(end of Motion)

2.2 Program Suspension – Maîtrise en éducation française (MEd) in Curriculum and Instruction Thesis, Project, Course Route

MOTION: That the Maîtrise en éducation française (MEd) in Curriculum and Instruction thesis, project, and course routes be suspended, effective 202330.

Maîtrise en éducation française (MEd) in Curriculum and Instruction (thesis)	
EC&I 804*	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
Approved Research Methods Course***	3 credit hours

Elective 8xx	3 credit hours
ED 901*****	15 credit hours
Total	30 credit hours

Maîtrise en éducation française (MEd) in Curriculum and Instruction (project)	
EC&I 804*	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
Approved Research Methods Course***	3 credit hours
Elective 8xx	3 credit hours
Elective 8xx	3 credit hours
Elective 8xx	3 credit hours
ED 900*****	6 credit hours
Total	30 credit hours

Maîtrise en éducation française (MEd) in Curriculum and Instruction (course)	
EC&I 804*	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
Approved Research Methods Course***	3 credit hours
Elective 8xx****	3 credit hours
Elective 8xx****	3 credit hours
Elective 8xx****	3 credit hours
Elective 8xx****	3 credit hours
Total	30 credit hours

Rationale:

The current program is being revised and updated with a "Mise à Jour" in order to make room for a broader focus that will offer a wider range of courses and learning experiences in the French program. Many students have expressed an interest in having more options for courses, including leadership and anti-oppressive and Indigenous Education. Therefore, we have created a new program that offers more flexibility.

Management of Transition (from old program to new program)

- Current students in the Maîtrise en éducation française in C&I course, project or thesis route will be allowed to complete their degree according to the existing program outline and they will be given a one-time opportunity to transfer to the new program.
- Any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new Maîtrise en éducation française in EAL course, project or thesis route.
- Any requests for a Leave of Absence will be permitted to continue with the current Maîtrise en éducation française in C&I course, project or thesis route.

Any deferred acceptance will be to the new program Maîtrise en éducation française in EAL course, project or thesis route.

(end of Motion)

2.3 New Program – Maîtrise en éducation française en Enseignement, apprentissage et leadership program (EAL)

MOTION: To create a new Maîtrise en éducation française en Enseignement, apprentissage et leadership program (EAL), effective 202410.

Description: The thesis, project, and course routes for completing the Maîtrise en éducation française en Enseignement, apprentissage et leadership program are as follows:

Description : Les cheminements avec thèse, projet et cours pour compléter le programme de Maîtrise en éducation française en Enseignement, apprentissage et leadership sont les suivants:

Maîtrise en éducation française (MÉd) en Enseignement, apprentissage et leadership (EAL) – cheminement avec thèse (thesis route)	Credit hours
ED 800 ou cours approuvé en méthodes de recherche ^R	3.0
EC&I 804 ou EFDN 807 ^R ou EDL 870AF	3.0
Un cours en éducation anti-oppressive ou éducation autochtone ^A	3.0
EC&I 8XX ou EFDN 8XX ou EDL 8XX (offerts en français) ^C	3.0
8XX cours à option ^O	3.0
ED 901: Thesis ^T	15.0
Total credit hours	30.0

^R Ces cours seront offerts en français, mais auront un contenu équivalent à la version anglaise.

^C Ces cours doivent porter sur le curriculum et l'instruction; ou sur les fondements de l'éducation; ou encore sur le leadership. Leur contenu peut être se concentrer spécifiquement sur les questions d'éducation en français, ou sur des problèmes théoriques liés à l'éducation en général. Ces cours seront offerts en français.

^O Ces cours doivent être aux études supérieures, mais ils peuvent être choisis par les étudiants en fonction de leurs besoins spécifiques. Il n'est pas nécessaire que ces cours portent sur l'éducation, mais ils doivent être des cours de niveau supérieur.

^A Ces cours doivent porter sur l'éducation anti-oppressive ou l'éducation autochtone. Les étudiants peuvent choisir parmi la liste des cours approuvés : EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC, **EC&I 880, EC&I 871GF, FRN 870AB & FRN 870AE.**

^T La thèse sera rédigée en français.

Les étudiants seront autorisés à suivre un maximum de 12 heures de crédit de cours auprès d'autres institutions.

Maîtrise en éducation française (MÉd) en Enseignement, apprentissage et leadership (EAL) – cheminement avec projet (project route)	Credit hours
ED 800 ou cours approuvé en méthodes de recherche ^R	3.0
EC&I 804 ou EFDN 807 ^R ou EDL 870AF	3.0
Un cours en éducation anti-oppressive ou éducation autochtone ^A	3.0
EC&I 8XX ou EFDN 8XX ou EDL 8XX (offerts en français) ^C	3.0
8XX cours à option ^O	3.0
8XX cours à option ^O	3.0
8XX cours à option ^O	3.0
8XX cours à option ^O	3.0
ED 900: Projet ^P	6.0
Total Credit Hours	30.0

^R Ces cours seront offerts en français, mais auront un contenu équivalent à la version anglaise.

^C Ces cours doivent porter sur le curriculum et l'instruction; ou sur les fondements de l'éducation; ou encore sur le leadership. Leur contenu peut être se concentrer spécifiquement sur les questions d'éducation en français, ou sur des problèmes théoriques liés à l'éducation en général. Ces cours seront offerts en français.

^A Ces cours doivent porter sur l'éducation anti-oppressive ou l'éducation autochtone. Les étudiants peuvent choisir parmi la liste des cours approuvés : EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC, **EC&I 880, EC&I 871GF, FRN 870AB & FRN 870AE**

^O Ces cours doivent être aux études supérieures, mais ils peuvent être choisis par les étudiants en fonction de leurs besoins spécifiques. Il n'est pas nécessaire que ces cours portent sur l'éducation, mais ils doivent être des cours de niveau supérieur.

^P Le projet sera rédigé en français.

Les étudiants seront autorisés à suivre un maximum de 12 heures de crédit de cours auprès d'autres institutions.

Maîtrise en éducation française (MÉd) en Enseignement, apprentissage et leadership (EAL) – cheminement avec cours (course route)	Credit hours
ED 800 ou cours approuvé en méthodes de recherche ^R	3.0
EC&I 804 ^R	3.0
EFDN 807 ^R ou EDL 870AF	3.0
Un cours en éducation anti-oppressive ou en éducation autochtone ^A	3.0
EC&I 8XX ou EFDN 8XX ou EDL 8XX (offert en français) ^C	3.0
EC&I 8XX ou EDL 8XX	3.0
8XX cours à option ^O	3.0
8XX cours à option ^O	3.0
8XX cours à option ^O	3.0
8XX cours à option ^O	3.0
Total credit hours	30.0

^R Ces cours seront offerts en français, mais auront un contenu équivalent à la version anglaise.

^C Ces cours doivent porter sur le curriculum et l'instruction; ou sur les fondements de l'éducation; ou encore sur le leadership. Leur contenu peut être se concentrer spécifiquement sur les questions d'éducation en français, ou sur des problèmes théoriques liés à l'éducation en général. Ces cours seront offerts en français.

^A Ces cours doivent porter sur l'éducation anti-oppressive ou l'éducation autochtone. Les étudiants peuvent choisir parmi la liste des cours approuvés : EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC, **EC&I 880, EC&I 871GF, FRN 870AB & FRN 870AE**

° Ces cours doivent être aux études supérieures, mais ils peuvent être choisis par les étudiants en fonction de leurs besoins spécifiques. Il n'est pas nécessaire que ces cours portent sur l'éducation, mais ils doivent être des cours de niveau supérieur.

Les étudiants seront autorisés à suivre un maximum de 12 heures de crédit de cours auprès d'autres institutions.

Rationale:

The new program is being created in order to offer the graduate students in the French M.Éd. program more options for courses within the program to include leadership, curriculum, and pedagogy. We are developing new French courses to provide more options, as well as offering more flexibility for students to choose their courses according to their interest. We are working in collaboration with the Faculty of Education and La Cité. Students will also still have the option to take up to four courses online through our partners within the Consortium of the Site MedOuest. The new program templates for course-based, project, and thesis routes in the French Maîtrise also include a required course in anti-oppressive or Indigenous Education from the approved list of courses.

(end of Motion)

3. FACULTY OF SCIENCE

3.1 Program Changes

MOTION: That the Master of Science (MSc) in Computer Science (Data Science) (course) and the Master of Science (MSc) in Computer Science (Human-Centred Computing) (course) be modified effective 202330.

Master of Science (MSc) in Computer Science (Data Science) (course)

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

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

Current		Proposed	
Courses	Cr. Hrs	Courses	Cr. Hrs
CS 700	3	CS 700	3
CS 710	3	CS 710	3
CS 711	3	CS 711	3
CS 712	3	CS 712	3
CS 713	3	CS 713	3
CS 714	3	CS 714	3
CS 715	3	CS 715	3
CS 716	3	CS 716	3
CS 719	6	CS 718	0

		CS 719	6
TOTAL	30	TOTAL	30

Master of Science (MSc) in Computer Science (Human-Centred Computing) (course)

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

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

Current		Proposed	
Courses	Cr. Hrs	Courses	Cr. Hrs
CS 700	3	CS 700	3
CS 730	3	CS 730	3
CS 731	3	CS 731	3
CS 732	3	CS 732	3
CS 733	3	CS 733	3
CS 734	3	CS 734	3
CS 735	3	CS 735	3
CS 736	3	CS 736	3
CS 739	6	CS 738	0
		CS 739	6
TOTAL	30	TOTAL	30

Rationale:

To allow students taking Co-op work terms to complete the required seminar component of the program separately from the Project.

(end of Motion)

4. LA CITE UNIVERSITAIRE FRANCOPHONE

4.1 Nouveau programme / New Program – Doctorat en Études francophones et interculturelles / Doctorate in Francophone and Intercultural Studies

MOTION: Que le programme de Doctorate en Études francophones et interculturelles soit créé, effective 202330.

That a Doctorate in Francophone and Intercultural Studies program be created, effective 202330.

Doctorate in Francophone and Intercultural Studies – thesis route	Credit hours
FRN 804 Séminaire de recherche doctorale	3
FRN 8XX Directed reading	3
FRN 8XX	3
FRN 8XX	3
FRN 8XX	3
*Note: up to two courses may be taken outside the academic unit, with the permission of the graduate chair.	
*Note: FRN 801 (Bibliographie et méthodologie) – students lacking this postgraduate methods course, an equivalent course, or equivalent experience must take this course in their first semester in addition to the credits required for the Doctorate program.	
Comprehensive exams: written, with oral defense, including a thesis proposal, (Pass / Fail)	0
FRN 9XX Thesis	45
Total	60

Rationale:

The proposed program is aligned above all with the value of *Community and Social Responsibility*. In developing this program, La Cité furthers its engagement with the Fransaskois community, and with Francophone communities more broadly understood. The training of graduate students who will be able to research and then bring their skills around topics of interest and relevance to Francophone communities is one of the reasons why La Cité exists. As a result, the program will have a social impact by developing and deepening collaborative relationships, and by supporting Francophone communities through the provision of more experts in fields of specialization adjacent to those of the existing faculty complement.

In relation to *Discovery*, the framework of the program encourages students to develop meaningful engagement and relationships with Francophone communities, both through their research and as part of their learning, where experiential learning opportunities will be provided. The program itself is multidisciplinary in nature, given the involvement of professors from various disciplinary backgrounds, and the students' work will be interdisciplinary, drawing and adapting from various disciplines as their topics suggest. La Cité has been receiving requests for doctoral admissions and proving its capacity to support student success through special case PhDs. Much of our graduate studies programs are designed for international students, following our targeted recruitment in Western Africa. These applicants either desire to perfect their mastery of French through advanced studies, or simply are particularly attracted to the possibility of learning about French in Canada within an intercultural framework. The creation of this program will also help La Cité in developing partnerships with universities abroad, and extend the possible base for recruitment.

As far as the *Strategic Action Plan* is concerned, this proposed program will contribute to work around living heritage which is central to the work being done at La Cité, especially around the French language, and expand the graduate studies enterprise, especially as new graduate interdisciplinary programs are concerned. This program will also, of course, allow La Cité to augment its recruitment of doctoral students.

With regard to the French and Francophone Intercultural Studies program, and La Cité's strategic direction more broadly, the proposed program contributes above all to two of the goals of the program through the research conducted by doctoral students and their contributions to the program and faculty:

- Develop curiosity and sensibility to diverse aspects of la Francophonie in an intercultural perspective;
- Promote knowledge of the presence and realities of Francophone communities, notably in minority settings.

As La Cité's own strategic plan reflects the University of Regina's at many levels, the unit is further putting in place the means to ever better meet its mandate, as set out through Heritage Canada funding, in attracting international students.

Attachments:

Attachment A – Program Proposal

(end of Motion)

ITEM(S) FOR INFORMATION

1. NEW COURSES

Faculty of Education (Effective 202410)

ED 926 Ethics in Educational Study (3)

This course will provide opportunity for doctoral students to study ethics through various educational philosophies and theories. It will address challenges to modernist conceptions of ethics and make connections to students' own and others' situated understandings.

Faculty of Science

Department of Mathematics and Statistics (Effective 202330)

STAT 819 - Advanced Applications of Fourier Analysis in Life Sciences (3)

Advanced applications of Fourier Analysis. Topics include confidence intervals, hypothesis testing, modelling linear relationships, time series and Fourier analysis. Advanced applications of Fourier Analysis in life sciences will be reviewed. The list of applications may vary.

Department of Computer Science (Effective 202330)

CS 718 – Data Science Seminar (0)

Data Science students will attend a professionally focused seminar series with topics including entrepreneurship, ethics, intellectual property, innovation, start-up culture, and EDI.

CS 738 – Human-Centred Computing Seminar (0)

Human-Centred Computing students will attend a professionally focused seminar series with topics including entrepreneurship, ethics, intellectual property, innovation, start-up culture, and EDI.

2. COURSE CHANGES

Faculty of Education (Effective 202320)

Current	Proposed
EPSY 870AE	<i>EPSY 840 The Social Bases of Behavior: Psychological Perspectives (3)</i> This course is designed to promote a broader and deeper understanding of the social bases of behavior from a psychological perspective, with a special emphasis on linking social psychological research findings to the field of educational psychology.
EPSY 870AA	<i>EPSY 841 Advanced Child and Adolescent Psychopathology (3)</i> This graduate course addresses broad issues related to child/adolescent psychopathology that are pertinent to educational psychologists, along with specific coverage of the prevalence, etiology, diagnostic criteria, co-morbidity and differential diagnoses of mental health problems primarily relevant to children/adolescents (using the current <i>Diagnostic and Statistical Manual of Mental Disorders</i>).

Faculty of Education (Effective 202330)

Current	Proposed
EPSY 870AC	<i>EPSY 838 Multiple Ways of Healing (3)</i> This course blends theory and practice to support multiple ways of healing with an emphasis on Indigenous perspectives. Students learn to disrupt the socially constituted separation between human and more-than human beings and move towards an ecological consciousness that identifies animals, plants, and land as key partners in the healing process.
EPSY 870AB	<i>EPSY 839 Indigenous Family Therapies (3)</i> The Cultural Responsiveness Framework will guide the delivery of therapeutic services to Indigenous individuals, families, and communities. Students will develop an understanding of Indigenous family systems and their multigenerational issues. This course improves practitioners' therapeutic skills and knowledge of First Nations, Metis, and Indigenous people in Indigenous and Western contexts.

Faculty of Science

Department of Chemistry and Biochemistry (Effective 202330)

Current	Proposed
BIOC 800 Literature Review (3) Students read in-depth in a selected field of chemistry and prepare a review of present knowledge and current research in the topic selected. A high standard of writing is required. The final examination (written, oral or both) is conducted by a committee of the department. The student must consult the head of the Department regarding the selection of a topic and details of the course requirement.	<i>BIOC 800 Comprehensive Review in Biochemistry (3)</i> Students read in-depth in a selected field of biochemistry to prepare a written review and a presentation of present knowledge and current research in the topic selected. A high standard of writing is required. An oral examination will be conducted by a committee of the department. The student must consult the BIOC 800 Coordinator regarding the selection of a topic and details of this course requirement.
CHEM 800 Comprehensive Review of Selected Topic in Modern Chemistry (3) Students read in-depth in a selected field of chemistry and prepare a review of present knowledge and current research in the topic selected. A high standard of writing is required. The final examination (written, oral or both) is conducted by a committee of the department. The student must consult the head of the	<i>CHEM 800 Comprehensive Review in Chemistry (3)</i> Students read in-depth in a selected field of chemistry to prepare a written review and a presentation of present knowledge and current research in the topic selected. A high standard of writing is required. An oral examination will be conducted by a committee of the department. The student must consult the CHEM 800 Coordinator

Department regarding the selection of a topic and details of the course requirement.	regarding the selection of a topic and details of <i>this</i> course requirement.
<p>BIOC 801 Research Proposal (3) Students are required to submit a research proposal involving an original idea for a research project that has not yet been undertaken. The topic must be approved by the Department Head and research supervisor and be distinct from the candidate's research problem. The candidate is required to defend the proposal before a committee of the department.</p>	<p>BIOC 801 Research Proposal (3) Students are required to submit a research proposal involving an original idea for a research project that has not yet been undertaken. The topic must be approved by the <i>BIOC 801 Coordinator</i> and be distinct from the <i>student's</i> research problem. The <i>student</i> is required to defend the proposal before a committee of the department.</p>
<p>CHEM 801 Research Proposal (3) Students are required to submit a research proposal involving an original idea for a research project that has not yet been undertaken. The topic must be approved by the Department Head and research supervisor and be distinct from the candidate's research problem. The candidate is required to defend the proposal before a committee of the department.</p>	<p>CHEM 801 Research Proposal (3) Students are required to submit a research proposal involving an original idea for a research project that has not yet been undertaken. The topic must be approved by the <i>CHEM 801 Coordinator</i> and be distinct from the <i>student's</i> research problem. The <i>student</i> is required to defend the proposal before a committee of the department.</p>

Department of Computer Science (Effective 202330)

Current	Proposed
<p>CS 719 Data Science Seminar & Project (6) Students will attend a professionally focused seminar series with topics including entrepreneurship, ethics, intellectual property, innovation, start-up culture, and EDI. A milestone-based project will be pursued, serving as a capstone for the Data Science Stream. Final projects will be demonstrated and presented in a public venue.</p>	<p>CS 719 Data Science Project (6) A milestone-based project will be pursued, serving as a capstone for the Data Science Stream. Final projects will be demonstrated and presented in a public venue.</p>
<p>CS 739 Human-Centred Computing Seminar & Project (6) Students will attend a professionally focused seminar series with topics including entrepreneurship, ethics, intellectual property, innovation, start-up culture, and EDI. A milestone-based project will be pursued, serving as a</p>	<p>CS 739 Human-Centred Computing Project (6) A milestone-based project will be pursued, serving as a capstone for the Human-Centred Computing Stream. Final projects will be demonstrated and presented in a public venue.</p>

<p>capstone for the Human-Centred Computing Stream. Final projects will be demonstrated and presented in a public venue.</p>	
<p>CS 838 Uncertain Reasoning in AI (3) Advances in using uncertain knowledge to make decisions rationally and effectively (for diagnosis, trouble shooting, robot navigation, etc.). Focus on probabilistic approach and graphical modeling to aid inference. Topics include criteria for uncertainty management, comparison of schemes, Bayesian/Markov networks, influence diagrams, chain graphs, inference algorithms, elicitation and learning of belief networks. Prior to registering in this course, students should have a background in discrete computational structures, artificial intelligence and statistical methods comparable to the senior undergraduate level.</p>	<p>CS 838 Uncertain Reasoning in AI (3) Advances in using uncertain knowledge to make decisions rationally and effectively (for <i>prediction, classification,</i> diagnosis, etc.). Focus <i>is placed on modelling with Bayesian networks and various methods for inference therein. Deep learning probabilistic circuits, including arithmetic circuits and sum-product networks, will be extensively studied, emphasizing construction, learning, semantics, and inference.</i> * <i>Note: Before registering for</i> this course, students should have a background in discrete computational structures, artificial intelligence and statistical methods comparable to the senior undergraduate level.</p>

Department of Mathematics and Statistics

Current	Proposed
<p>MATH 902 Research Tools in Mathematics (0) Software tools (Maple, Mathematica, Matlab, GAP, LaTeX) and literature databases (Math Sci Net, Zentralblatt Math, Euler, preprint archives).</p>	<p>MATH 902 Research Tools in Mathematics (0) <i>This course teaches students about the computing and library resources available in the Mathematics and Statistics department. This course also includes an introduction to using LaTeX for preparing papers, writing research proposals, and giving academic presentations.</i></p>
<p>STAT 902 Research Tools in Statistics (0) Software tools (SAS, Maple, Mathematica, Matlab, LaTeX) and literature databases (Math Sci Net, STM-Z, preprint archives).</p>	<p>STAT 902 Research Tools in Statistics (0) <i>This course teaches students about the computing and library resources available in the Mathematics and Statistics department. This course also includes an introduction to using LaTeX for preparing papers, writing research proposals, and giving academic presentations.</i></p>

STAT 818 Time Series Analysis (3) (Cross-listed with STAT 418 and ACSC 418)

A first graduate course in time series models and analysis. Topics include deterministic and stochastic models, stationary and non-stationary time series models, state space models, spectral analysis, and selected additional topics.

STAT 818 Time Series Analysis and Forecasting (3) (Cross-listed with STAT 418 and ACSC 418)

A first graduate course in time series models and analysis. Topics include deterministic and stochastic models, stationary and non-stationary time series models, state space models, spectral analysis, and selected additional topics. *This course includes a lab component.*

Source : *Guide for Graduate Program Development* (FGSR, version 2, October 2017).

https://www.uregina.ca/gradstudies/assets/docs/pdf/fgsr_program_development_motion_guide_2017.pdf

1. Approval Sheet with approval signatures by Department Head / Program Director and Line-Faculty Dean (see Check List for New Graduate Programs)

Department Approval	
Faculty Council	
Approval at CCFGSR Recommended by CCB Recommended by CCAM	
Approval at Executive of Council	
Approval at Senate	

2. Executive summary

- *Overview*
 - This program is a response to a growing desire for students to develop expertise around intercultural contacts, relations, and realities, as well as multilingualism and plurilingualism, especially, but not exclusively, as they are lived by French speakers in Canada and across the world.
 - It also responds to the desire of international students to receive instruction about the language and culture of Francophones in a global context.
 - While students are expected to orient their work around a discipline, their instruction will draw on a multiplicity of disciplines and include interdisciplinary approaches.
- *Objectives – academic focus*
 - The academic focus is placed on the study of linguistic, cultural and political practices and representations of French speakers, including their relations with other cultures within local and global systems of power.
 - It also seeks to increase students' knowledge and capacity in the French language and in Francophone cultures.
 - The doctoral program is expected to be collaboration between La Cité and other faculties at The University of Regina in order to nurture the intended interdisciplinary approaches. Therefore, studies / research projects will focus on the following areas of specializations:
 - *Linguistique, Sociolinguistics, Applied Linguistics, and Specialized languages* (Terminology) – Emmanuel Aito, Michael Akinpelu, Andrea Sterzuk, Fadila Boutouchent
 - *Political science* – Jérôme Melançon, Michael Poplyansky, Bruno Dupeyron, Arjun Tremblay
 - *History* – Michael Poplyansky, James Daschuk, Philippe Charrier, Carlos L. Sulkin

- *Sociology* – André Magnan, Jérôme Melançon, Michael Akinpelu
 - *Literature, art dramatique* – Sylvain Rheault, Heather Phipps, Sara Schroeter
 - *Film* – Sheila Petty
 - *Philosophy* (J. Melançon).
- *Outcomes* – what students will be able to demonstrate after the program
 - Interpret representations and cultural productions, primarily by French speakers of intragroup and intergroup relations where cultural differences exist
 - Describe the roles languages play in personal expression, cultural production, community life and identity, collective organization and action, and relation to other social organizations;
 - Identify a diversity of experiences of intercultural contacts and relations – across Canada, across borders, across generations, across modes of expression, and throughout history;
 - Explain intercultural realities from the perspective of at least two disciplines tied to the degree and through interdisciplinary research, partly through mixed methods, by relying on the interconnectedness of academic disciplines;
 - Defend positions regarding the linguistic, cultural and political practices and representations concerning intercultural relations and realities in clear French prose.

3. Detailed description

- Curricular details: courses

Year	Activities
Year 1	Coursework - 5 courses; 3 credits each = 15 credits <ul style="list-style-type: none"> - FRN 804 (Séminaire de recherche doctorale) – required - Plus 4 other courses – FRN 8XX (including directed reading); up to two courses may be taken outside the academic unit, with the permission of the graduate chair. *Note: FRN 801 (Research Methodology) – students lacking this postgraduate methods course must take this course in their first semester.
Year 2	Comprehensive exams: written, with oral defense, including a thesis proposal, 0 credit (Pass / Fail)
Years 3 & 4	<ul style="list-style-type: none"> - Research and thesis completion (30 credits) - Students are expected to participate regularly in student-faculty monthly meetings to report on their progress and challenges, and in order to reduce isolation.
Total	45 credits

- Compare with similar programs elsewhere

Similar programs are available in other Canadian universities:

- University of Calgary offers a Thesis-based doctoral program in languages, literatures and cultures, with applied linguistics, French, German, Spanish and transcultural studies as areas of specialization.
- University of Alberta offers a PhD in Modern Languages and Cultural Studies
- University of Manitoba : PhD in French.
- University of British Columbia : PhD in French literature or linguistics
- York University, PhD in French
- University of Toronto, PhD, French and Francophone Studies
- University of Ottawa, PhD in French Literature and Canadian Studies

4. Admission

- *Main target group*
 - Students who have completed a master's program in Canada or abroad, in the social sciences, humanities, or education, specifically but not exclusively dealing with any aspect of French in Canada, francophone cultures, and/or international, intercultural, and postcolonial studies
 - Professionals hoping to develop their research skills and knowledge base
 - Teachers
 - NGOs / francophone organizations in minority contexts
 - Public policy, civil servants
- *Admission requirements beyond FGSR's*
 - Applicants must submit their letter of intent in French.
 - Normally, applicants must hold or be completing a B.A. and/or a Master's degree from a program offered in French. Other students must provide proof of language competency at level C2 on the DALF test.
 - Applicants must have completed a Master's degree in the social sciences, humanities, or education at the moment when the program begins, in a discipline related to the theme of their planned research.
 - Students having completed a course-based Master's will be required to complete FRN 801 during their first semester, in addition to the required course load for the PhD program (i.e. FRN 801 cannot count toward the required courses).
 - In exceptional cases, long-time work experience in the candidate's domain of planned research may be taken into consideration. In such cases, the applicant will be admitted to the PhD on the condition of completing a Master's Certificate at La Cité universitaire francophone, which will include FRN 801.
- *Application deadlines and intake terms*

- Intake will only take place for the Fall term, although applications are accepted all year round.
- The program will be cohort-based, with a minimum of three students being needed for a cohort to begin. As a result, students who apply after the deadlines (see below) may be accepted but will have to wait for the following year.
- In order to be considered for funding, international students are required to apply by January 31 at the latest, and students in Canada by March 31. Flexibility is also possible beyond those dates depending on the number of students already accepted, and without immediate funding.

5. Professional accreditation requirements N/A

6. Program rationale

The proposed program is aligned above all with the value of *Community and Social Responsibility*. In developing this program, La Cité furthers its engagement with the Fransaskois community, and with Francophone communities more broadly understood. The training of graduate students who will be able to research and then bring their skills around topics of interest and relevance to Francophone communities is one of the reasons why La Cité exists. As a result, the program will have a social impact by developing and deepening collaborative relationships, and by supporting Francophone communities through the provision of more experts in fields of specialization adjacent to those of the existing faculty complement.

In relation to *Discovery*, the framework of the program encourages students to develop meaningful engagement and relationships with Francophone communities, both through their research and as part of their learning, where experiential learning opportunities will be provided. The program itself is multidisciplinary in nature, given the involvement of professors from various disciplinary backgrounds, and the students' work will be interdisciplinary, drawing and adapting from various disciplines as their topics suggest. La Cité has been receiving requests for doctoral admissions and proving its capacity to support student success through special case PhDs. Much of our graduate studies programs are designed for international students, following our targeted recruitment in Western Africa. These applicants either desire to perfect their mastery of French through advanced studies, or simply are particularly attracted to the possibility of learning about French in Canada within an intercultural framework. The creation of this program will also help La Cité in developing partnerships with universities abroad, and extend the possible base for recruitment.

As far as the *Strategic Action Plan* is concerned, this proposed program will contribute to work around living heritage which is central to the work being done at La Cité, especially around the French language, and expand the graduate studies enterprise, especially as new graduate interdisciplinary programs are concerned. This program will also, of course, allow La Cité to augment its recruitment of doctoral students.

With regard to the French and Francophone Intercultural Studies program, and La Cité's strategic direction more broadly, the proposed program contributes above all to two of the goals of the program through the research conducted by doctoral students and their contributions to the program and faculty:

- Develop curiosity and sensibility to diverse aspects of la Francophonie in an intercultural perspective;
- Promote knowledge of the presence and realities of Francophone communities, notably in minority settings.

As La Cité's own strategic plan reflects the University of Regina's at many levels, the unit is further putting in place the means to ever better meet its mandate, as set out through Heritage Canada funding, in attracting international students.

- ***Need for the program***

This proposed program would not affect existing programs at the University of Regina, since there are no equivalents elsewhere or at La Cité. In fact, it would lessen the administrative burden attached to Special Case PhDs. All students would be new, except for the three undergoing their PhD at this moment and a fourth who has been accepted. Having more graduate students, and especially doctoral students at La Cité would help it diversify its expertise and meet the needs and hopes of the Fransaskois community and other francophone communities in terms of research and knowledge dissemination.

7. N/A

8. Delivery

- The teaching modality for seminar and lecture courses will be hybrid. All courses will be synchronous.
- Following the multi-access approach, students will choose their learning modality at the beginning of the semester. Students in Regina must be in person, unless they need another kind of access. Access to courses at a distance will also be possible temporarily for medical reasons.
- Implications for other programs:
 - The course-based MA can consequently be completed at a distance.
 - To register for a thesis-based MA or a PhD, students normally need to be in person in Regina. After they have completed their courses, an agreement can take place between the student, the supervisor, and the graduate studies coordinator as to the manner in which their meetings will take place.

9. Cost-benefit analysis

No new positions are required for this program, since La Cité already has an effective graduate program at the master's level and classes are already being offered at this level. With regards to thesis supervision, arrangements have been made with faculty members from other academic units (see list in section 2 above). These will be formalized through MOU's between La Cité's dean and deans of the concerned units.

10. Timeline for implementation

- November 2022: present motion at the departmental meeting
- January 2023: present motion at the Faculty Council:
- March 7, 2023: present motion at the CCFGSR meeting
- April 26, 2026 : motion at Executive Council
- June 2023 : Motion at Senate
- September 2023 : program open to accept applications.
- September 2024: Start of program

11. Program administration

The program will be administered using the current structures for graduate studies at La Cité. These structures, including a Graduate Studies coordinator, are meant to allow for growth and support of students. Program contents and evaluation, as well as delivery, will take place through the French and Francophone Intercultural Studies program, as is currently the case with the Master's programs and the Special Case PhDs.

12. Teach-out.

Success for the program does not require high enrollment: we are using currently available structures and following on the capacity we have tested through Special Case PhDs. Should the program need to close, only new admissions will be affected. Graduate courses would continue as they currently do, and students in the research stages would simply continue their studies and be supervised.

**REPORT TO EXECUTIVE OF COUNCIL FROM THE
COUNCIL COMMITTEE ON RESEARCH
29 MARCH 2023**

Item(s) for Decision:

1. Council Committee on Research (CCR) Terms of Reference

<p>MOTION: To approve the proposed updates to the Council Committee on Research's Terms of Reference.</p>
--

Rationale:

As this was last updated in 2020 there has since been changes to its members and/or position titles leaving the current document out of date. The terms of reference will continue to be updated as required, and at least once every five years.

Attachments:

Attachment A – Proposed Revisions to the Council Committee on Research Terms of Reference

Council Committee on Research

Purpose: The Council Committee on Research is responsible for providing strategic advice and recommendations on research initiatives, policy and matters at the University to Council and its representatives and the Vice-President (Research).

Membership: 3 elected members of Council
 1 graduate student, appointed by the GSA, need not be a member of Council
Ex officio: Vice-President (Research)
 Associate Vice-President (Research)
 Dean, Faculty of Graduate Studies and Research
 Director, Research Office
 Each Faculty's Associate Dean of Research
~~Associate~~ Director at the UofR campus, Johnson-Shoyama Graduate School of Public Policy

Appointed: University Library designate
 Each Federated College's designate
 Canada Research Chair designate, appointed by the Vice-President (Research)
 Director, University-based Centres/Institutes designate, appointed by the Vice President (Research)

Resources: [Office of Research Services and Office of Research Partnerships & Innovation](#)
[Office of the Associate Vice-President \(Research\)](#)

Chair: Normally an elected member of Council serving their third year will serve a two-year term as chair of the Committee.

Term: Appointed and elected members' terms run for four years, except for the Graduate Student designate whose term is for one year.

Roles and Responsibilities:

1. Recommend the establishment of research centres/institutes and chairs to Executive of Council for recommendation to Senate.
2. Participate in the review of University-base centres.
3. Recommend policies related to the University's research endeavors to Executive of Council for recommendation to Senate and to Vice-President (Research) for recommendation to Board of Governors.
4. Develop and review the University's strategic research planning.
5. Advise the Vice-President (Research) and report to Executive of Council and Council and its representatives on initiatives and issues related to research endeavors at the University.

6. Review, recommend and report the awarding of grants from University-wide research funding programs (e.g. Sabbatical Research Grants) and funding initiatives established by the Vice-President (Research).
7. Review and recommend applications to external agencies that have an allocated envelope (e.g. Canadian Foundation for Innovation, NSERC Research Tools and Instruments) to the Vice-President (Research).

March 29, 2023

University of Regina Academic Plan 2023-2026: Go Far, Together.



University
of Regina

Go far,
Together.

Vision, Context, and Accountability

The University of Regina (UofR) is a prairie university situated on Treaty 4 and Treaty 6 territories and the traditional homeland of the Métis Nation. It serves as a key global gateway for our City and Province. Our classrooms, laboratories, and experiential learning opportunities are places of Discovery for our students. We seek an integrated and student-centred approach to providing a transformational educational experience.

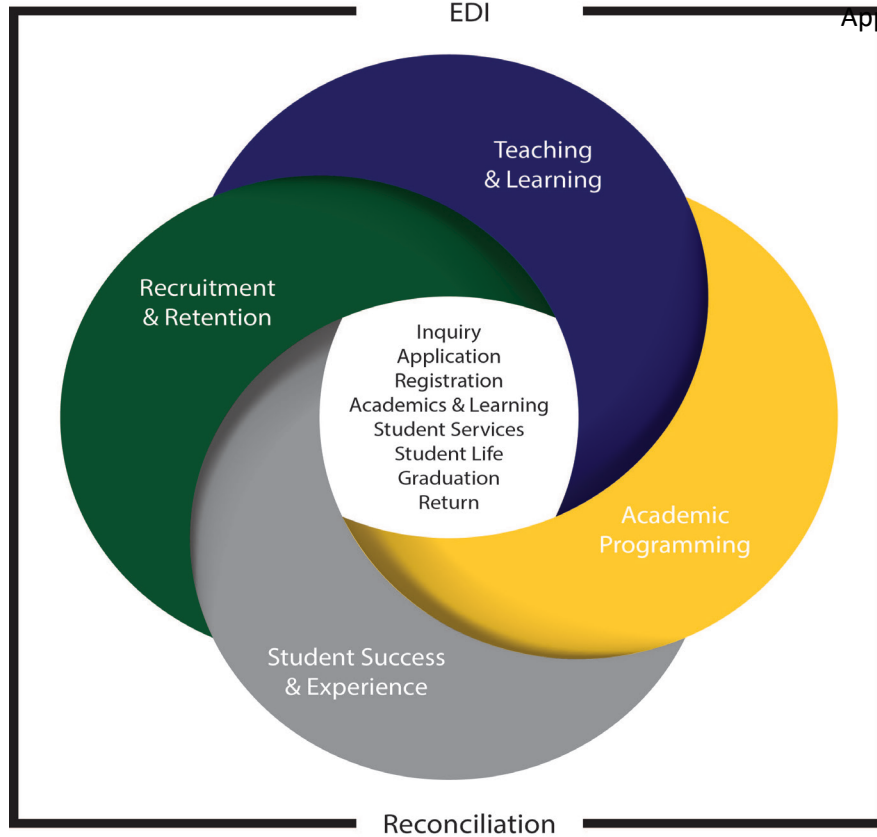
This plan's work is framed by strategic commitments that the University has made to Truth and Reconciliation and the ongoing process of Indigenous Engagement as well as to Equity, Diversity, and Inclusion (EDI). It recognizes that both Indigenous Engagement and EDI are the topics of ongoing and extensive planning and consultative strategic planning processes that will be complete by the Fall of 2023. Out of those processes will come more specific commitments and actions that all units will engage with. More broadly, the Academic Plan Steering Committee will ensure that considerations of Indigenous Engagement and EDI are included in the implementation of all parts of this plan.

Within the framework provided by commitments to Truth and Reconciliation and to Indigenous Engagement and EDI, we seek to integrate and improve how the UofR serves both potential and current students. This plan articulates specific actions across four broad institutional areas of focus: Recruitment and Retention, Teaching and Learning, Academic Programming, and Student Success and Experience. It identifies, at an institutional level, whether work is currently complete, well under way, partially underway, or has had very little or no progress.

Attention to these areas of focus is underpinned by the vision of an ongoing and long-term relationship between each student and the University. It is a relationship that: begins with inquiry, application, and registration; is at its most intense when students engage with our academics, learning opportunities, student services, and student life programs; celebrates their successes at Convocation; and is made life-long as students continue to engage with the University either through ongoing learning or as alumni.

Since 2020, a variety of task forces, working groups, surveys, reports, and Faculty processes have identified many ways to improve the student experience at the UofR. This Academic Plan integrates and prioritizes these proposals into an actionable and achievable operational Academic Plan for the 2023-2026 period. It recognizes that both academic and non-academic units contribute to the student experience and that serving students requires seamless and increased coordination amongst various parts of the University. This plan would have not been possible without the hundreds of hours of work done by our colleagues as part of: the Working Group on Retention and Graduation; the Retention Advisory Committee; the Strategic Enrolment Planning Group; the Task Force on the Future of Technology Infrastructure Supporting Teaching, Learning, and Academic Mission of the University of Regina; and those who have worked on strategic and operational planning at the Faculty and Unit level. Deans' Council and the Council Committee on Academic Mission (CCAM) engaged earlier drafts of this plan between December 2022 and March 2023. Helpful suggestions came from URSU members, a student focus group, and members of the ta-tâwaw Student Centre Student Council. Thank-you to all involved.

Institution-wide oversight of this plan's implementation will be provided by an Academic Plan Steering Committee co-chaired by the Provost and Vice-President (Academic) and the Associate Vice-President (Academic). Membership will include: the Associate Vice-President (Student Affairs); Associate Vice-President (International); Associate Vice-President (Indigenous Engagement); the University's Equity, Diversity, and Inclusion Lead; the Registrar; three University of Regina Deans; a Dean representing the federated colleges; an undergraduate student; a graduate student; and a faculty member from each of the Regina and Saskatoon campuses selected by the CCAM. The Academic Plan Steering Committee will provide reports every year to the President, the CCAM, Deans' Council, and to Executive of Council. Staffing support to the committee's work will be provided by the Provost's Office and – to the extent possible – offer employment opportunities to students. Significant work has commenced on many aspects of this plan. Working within the three-year time frame envisioned here, the Steering Committee will provide more precise direction about the staging and sequencing of the work outlined in the plan.



Strategic Commitments

Truth and Reconciliation and Indigenous Engagement

Equity, Diversity, and Inclusion

How can we act on our commitments to Truth and Reconciliation and Indigenous Engagement in ways that our students can recognize and carry forward with them? This thematic area is not a stand-alone item, but rather, must be integrated into how we develop and implement all actions related to this plan.

How can we act on our commitments to EDI in ways that our students can recognize and carry forward with them? This thematic area is not a stand-alone item, but rather, must be integrated into how we develop and implement all actions related to this plan.

Lead: Associate Vice-President (Indigenous Engagement)

Lead: University Equity, Diversity, and Inclusion Lead

Recommended Actions:

Recommended Actions:

- There is ongoing work on an Indigenous Engagement Strategy for the UofR. Faculties commit to engage with that process as appropriate and to work to implement its recommendations once the Strategy is complete. In the meantime, units will continue to work towards the goals of Truth and Reconciliation.
- Work with URSU on their Indigenization and EDI initiatives (e.g. the ongoing Social Work-URSU Intergroup Dialogue Training Model).
- Implement the vision outlined in the MOU between UofR and First Nations University of Canada.
- Deans' Council commits that it will take time to learn together and to share best practices about the process of Indigenization.

- There is ongoing work arising from the EDI and Anti-Oppression Strategy for the UofR. Once complete, the Strategy will guide decision-making and leadership. In the meantime, units have committed to working towards the goals of EDI.
- Work with URSU on their Indigenization and EDI initiatives (e.g. the ongoing Social Work-URSU Intergroup Dialogue Training Model).
- Develop a community of practice in the use of Universal Design for Learning practices and encourage their adoption.
- Conduct an accessibility review of UofR academic operations
- Deans' Council commits that it will take time to learn and share EDI best practices.

Areas of Focus

Progress Status:



Complete



Partially under way



Well under way



Very little or no progress

Recruitment and Retention

Do we have the frameworks to identify which programs need resources based on enrolment, to bring students to the University, and to remove barriers to student success once they are here?

Leads: Associate Vice-President (Academic), Associate Vice-President (Student Affairs), Registrar

Recommended Actions:

- Review marketing and communication structures and processes and how they can best serve recruitment and retention efforts
- Review and develop a strategy for domestic and international scholarship programs
- Develop and implement an institution-wide Strategic Enrolment Plan, including initiatives related to retention; and review the plan in two years

Teaching and Learning

In what ways can we recognize and support the deep commitment of our faculty members to impactful teaching, learning, and supervision?

Lead: Associate Vice-President (Academic)

Recommended Actions:

- Enhance resourcing, programming, and physical space for the Centre for Teaching and Learning
- Review and develop a strategy for Faculty-specific, University-wide, provincial, and national/international teaching awards
- Recognize impactful graduate/honours supervision and offer venues for sharing innovation and best practices
- Technologically innovate where pedagogically appropriate
- Collegially review the place given to teaching in Faculties' respective criteria documents

Academic Programming

How can we ensure we deliver programming that is accessible, flexible, pedagogically effective, innovative, and relevant to our students?

Lead: Working group drawn from members of Deans' Council

Recommended Actions:

- Utilize the Strategic Enrolment Plan and academic data and analytics to make evidence-informed program, delivery, modality, and operational decisions ■
- Insure that all programs have clear program maps that are available to students and advisors. These maps should articulate learning outcomes at the program level. ■
- Review programming for sustainability and streamlining opportunities ■
- Develop guidelines for using academic analytics and data (e.g. course fill rates) to maximize course offerings and implement consistent and transparent multi-year course scheduling ■
- Identify graduate and undergraduate degrees, diplomas, certificates, and micro-credentials that can be completed entirely online and develop and promote them ■
- Prioritize support for students in their first day, week, month, semester, and year (e.g. build on existing pilot programs to ensure that gateway courses are taught and delivered to give students their best chance of success and retention) ■
- Program level consideration of learning technology ■

Student Success and Experience

How do we ensure we are supporting student success and a positive experience in their interactions with the University of Regina in a holistic way? Discussions around this goal identified two disparate but equally critical directions for action.

Lead: Provost and Vice-President (Academic)

Student Advising

How can we provide student advising and student services effectively and accessibly (e.g. at the times and in the modalities that work best for them)?

- Conduct an evidence-informed and data supported review of institutional advising processes and structures ■
- Require institution-wide, aligned use of Degree Audit and train staff in best practices ■
- Enhance use of technology in student advising and student services ■
- Conduct an evidence-informed review of academic support and transition programs ■

Space, Food, and Community

How do we build community outside of the classroom, recognizing that community can sometimes take place over a shared meal, sometimes over a shared event or cultural occasion, and sometimes simply by sharing study space?

- The three Vice-Presidents will direct a review of food services, space usage, residence life, the presence of the broader community on campus, and other matters that might influence student well-being and belonging. The review process will include our federated partners and recognize that the UofR has multiple campuses ■