
AGENDA



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of Regina

Go far,
Together.

EXECUTIVE OF COUNCIL

Date: 18 May 2023
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 24 May 2023

A meeting of Executive of Council is scheduled for 24 May 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 26 April 2023 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Report from Committees of Council**
 - 6.1 Council Committee on the Faculty of Graduate Studies and Research, Appendix I, pp. 3-63
 - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 64-101
 - 6.3 Faculty of Graduate Studies and Research Scholarship and Awards Committee, *Distributed Confidentially*
 - 6.4 Council Committee on Undergraduate Awards, *Distributed Confidentially*
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Engineering and Applied Science
 - 7.1.5 Faculty of Graduate Studies and Research

AGENDA



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- 7.1.6 Faculty of Kinesiology and Health Studies
 - 7.1.7 Faculty of Media, Art, and Performance
 - 7.1.8 Faculty of Nursing
 - 7.1.9 Faculty of Science
 - 7.1.10 Faculty of Social Work
 - 7.1.11 Centre for Continuing Education
 - 7.1.12 La Cité universitaire francophone
 - 7.2 Correction to Previously Approved Graduate List – *Distributed Confidentially*
 - 7.2.1 Faculty of Arts
 - 8. **Other Business**
 - 8.1 University of Regina Academic Plan 2023-2026: Go Far, Together, Appendix III, pp. 102-106
 - 9. **Adjournment**

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

ITEM(S) FOR APPROVAL:**1. FACULTY OF ARTS****1.1 Admission Requirement – Graduate Record Examination (GRE) - General**

MOTION: To permanently discontinue the Graduate Record Examination (GRE) - General requirement for admission to both Master of Science programs (Clinical, Experimental & Applied) and both Doctoral programs (Clinical, Experimental & Applied) in Psychology, effective immediately

Application Requirements

<https://www.uregina.ca/gradstudies/current-students/grad-calendar/appl-proc.html#applreqts>

Current	Proposed
<p>7. Test Scores: Official Test Scores (if applicable) must be forwarded to the Faculty of Graduate Studies and Research by the testing centre. As necessary, FGSR will forward the information to relevant departments. A valid copy may be included with the application package.</p> <p>A. Applicants to the MBA program must write the Graduate Management Admission Test (GMAT).</p> <p>B. Applicants to the Post-Graduate Diploma in Business Foundations program must write the Graduate Management Admission Test (GMAT).</p> <p>C. Applicants to the MA in Clinical or Experimental and Applied Psychology program must write the General Record Examination (GRE) General test; the Subject test is optional.</p> <p>D. Applicants to the Ph.D. in Clinical or Experimental and Applied Psychology program must write the General Record Examination (GRE) General test if the applicant holds a thesis-based Master's degree from outside of Canada.</p> <p>Please be advised: The Graduate Record Examination (GRE) requirement for the MA in Clinical or Experimental and Applied Psychology and the Ph.D. in Clinical or Experimental and Applied Psychology programs have been suspended for applicants applying up to the 202330 term.</p> <p>8. Please check Supplementary Materials required for specific units:</p>	<p>7. Test Scores: Official Test Scores (if applicable) must be forwarded to the Faculty of Graduate Studies and Research by the testing centre. As necessary, FGSR will forward the information to relevant departments. A valid copy may be included with the application package.</p> <p>A. Applicants to the MBA program must write the Graduate Management Admission Test (GMAT).</p> <p>B. Applicants to the Post-Graduate Diploma in Business Foundations program must write the Graduate Management Admission Test (GMAT).</p> <p>8. Please check Supplementary Materials required for specific units:</p> <p>Application Deadlines</p> <p>Application deadlines vary from academic unit to academic unit. Application Deadlines</p>

Application Deadlines	
Application deadlines vary from academic unit to academic unit. Application Deadlines	

Rationale:

The majority of Psychology graduate programs around the country are discontinuing the GRE (general) requirement for admission. If Psychology keeps the GRE requirement it would lower the number of applications they would receive each year. This requirement has been waived on a yearly basis for the last three intake cycles; it is now being requested that the change be made permanent.

(end of Motion)

2. FACULTY OF SCIENCE**2.1 Program Changes – Biology Graduate Programs**

MOTION: That the three Biology graduate programs be modified effective 202430.

Master of Science (MSc) in Biology (thesis)

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

Current		Proposed	
The MSc program consists of a minimum of 10-16 credit hours of course work, and 14-20 credit hours of BIOL 901 (for a total of 30 credit hours).		The MSc program consists of 9-15 credit hours of course work, 15-21 credit hours of BIOL 901 (for a total of 30 credit hours). <i>Students present an exit seminar based on their thesis research.</i>	
BIOL 887	1 cr hrs	BIOL 887	1 cr hrs
BIOL 887	1 cr hrs	BIOL 888*	1 cr hrs
BIOL 888	1 cr hrs	BIOL 888*	1 cr hrs
BIOL 888	1 cr hrs	BIOL 8XX or related discipline**	6-12 cr hrs
BIOL 8XX or related discipline*	6-12 cr hrs	BIOL 901	15-21 cr hrs
BIOL 901	14-20 cr hrs		
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* 800-level courses from any unit: courses from outside of Biology require the approval of the supervisory committee and the Faculty of Graduate Studies and Research.		* <i>Students register twice for a total of 2 credit hours; students are expected to attend BIOL 888 seminars in all semesters unless otherwise advised by the supervisor.</i> ** 800-level courses from any unit: courses from outside of Biology require the approval of the supervisory committee and the Faculty of Graduate Studies and Research.	

Doctor of Philosophy (PhD) in Biology (after Master's)

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

Current		Proposed	
Typically the PhD program is entered following the completion of a Master's program. The PhD program consists of a minimum of 10 to 16 credit hours of course work and 44 to 50 credit hours of BIOL 901 (for a total of 60 credit hours).		Typically acceptance to the PhD program is pending the completion of a Master's program. The PhD program consists of 10 to 16 credit hours of course work and 44 to 50 credit hours of BIOL 901 (for a total of 60 credit hours). <i>Students present an exit seminar based on their thesis research.</i>	
BIOL 801	3 cr hrs	BIOL 801	3 cr hrs
BIOL 802	3 cr hrs	BIOL 802	3 cr hrs
BIOL 887	1 cr hrs	BIOL 887	1 cr hrs
BIOL 887	1 cr hrs	BIOL 887	1 cr hrs
BIOL 888	1 cr hrs	BIOL 888*	1 cr hrs
BIOL 888	1 cr hrs	BIOL 888*	1 cr hrs
BIOL 8XX*	0-6 cr hrs	BIOL 8XX**	0-6 cr hrs
BIOL 901	44-50 cr hrs	BIOL 901	44-50 cr hrs
TOTAL	60 cr hrs	TOTAL	60 cr hrs
* 800-level courses from any unit: courses from outside of Biology require the approval of the supervisory committee and the Faculty of Graduate Studies and Research.		* <i>Students register twice for a total of 2 credit hours; students are expected to attend BIOL 888 seminars in all semesters unless otherwise advised by the supervisor.</i> ** 800-level courses from any unit: courses from outside of Biology require the approval of the supervisory committee and the Faculty of Graduate Studies and Research.	

Doctor of Philosophy (PhD) in Biology (after Bachelor's)

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

Current		Proposed	
In exceptional circumstances, a candidate may transfer into the PhD program without completion of a Master's degree. In these cases, the PhD program consists of a minimum of 16 to 22 credit hours of course work and 68 to 74 credit hours of BIOL 901 (for a total of 90 credit hours).		In exceptional circumstances, a candidate may transfer into the PhD program without completion of a Master's degree. In these cases, the PhD program consists of 10 to 22 credit hours of course work and 68 to 80 credit hours of BIOL 901 (for a total of 90 credit hours). <i>Students present an exit seminar based on their thesis research.</i>	
BIOL 801	3 cr hrs	BIOL 801	3 cr hrs
BIOL 802	3 cr hrs	BIOL 802	3 cr hrs
BIOL 887	1 cr hrs	BIOL 887	1 cr hrs
BIOL 887	1 cr hrs	BIOL 887	1 cr hrs
BIOL 888	1 cr hrs	BIOL 888*	1 cr hrs
BIOL 888	1 cr hrs	BIOL 888*	1 cr hrs
BIOL 8XX*	6 -12 cr hrs	BIOL 8XX**	3 -12 cr hrs
BIOL 901	68-74 cr hrs	BIOL 901	68- 77 cr hrs
TOTAL	90 cr hrs	TOTAL	90 cr hrs
* 800-level courses from any unit: courses from outside of Biology require the approval of the supervisory committee and the Faculty of Graduate Studies and Research.		* <i>Students register twice for a total of 2 credit hours; students are expected to attend BIOL 888 seminars in all semesters unless otherwise advised by the supervisor.</i> ** 800-level courses from any unit: courses from outside of Biology require the approval of the supervisory committee and the Faculty of Graduate Studies and Research.	

Rationale:

The proposed changes do not affect program content, but aim for increased clarity of the program requirements, and, in the case of the MSc to PhD transfer, maintain flexibility for graduate students to include additional course work in their programs.

Most of the changes are associated with the seminar requirements (BIOL 887) of the graduate programs. BIOL 887 currently encompasses two separate types of seminars: participation in the Graduate Seminar Series and an Exit Seminar. This system is not working well and has led to confusion about the nature of BIOL 887, and has also caused student registration issues when the Exit Seminar is required after the completion of the total credit hours in the program (it is not possible to register for Maintenance when there are outstanding formal course requirements). As such, we are removing the Exit Seminar from BIOL 887. The requirement for an exit seminar will be specified in the program outlines. Completion of the seminar will be included as a component of the permission to defend in the Department of Biology.

The second change clarifies the course requirements for transfer from the MSc to the PhD program. To maximize the flexibility for students who transfer from the MSc to the PhD program, we propose 3-12 credit hours of BIOL 8XX in addition to BIOL 801 and 802 (3 credit hours each). This would allow flexibility to include completed MSc courses into the PhD program, and also allow the addition of any courses that may be required as part of the PhD program.

(end of Motion)

3. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

3.1 Admission Requirements – Johnson Shoyama Graduate School of Public Policy Graduate Programs

MOTION: To update JSGS Admissions Requirements for the following programs, effective 202430:

Master of Public Administration
 Master of Public Policy
 PhD in Public Policy
 Master's Certificates in JSGS

- Economic Analysis for Public Policy;
- Health Systems Management
- Indigenous Nation-building
- Public Management
- Public Policy Analysis
- Science and Innovation Policy
- Social Economy, Co-operatives and Non-profit Sector

Master of Public Administration (MPA) Program

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

Current	Proposed
<p>Admission Requirements 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 must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall grade point average of 75%. 2. The MPA programs are open to persons with a four-year undergraduate degree in any area. 3. Those students without a background in economics may be required to complete introductory courses in micro and macro economics. 	<p>Admission Requirements 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 must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall grade point average of 75%. <i>In addition, JSGS requires three letters of reference.</i> 2. The MPA programs are open to persons with a four-year undergraduate degree in any area. 3. Those students without a background in economics may be required to complete introductory courses in micro and macro economics.

Master of Public Policy (MPP) Program

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

Current	Proposed
<p>Admission Requirements All applicants must meet the Faculty of Graduate Studies and Research general admission requirements and may enter the program from a wide variety of disciplines with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall grade point average of 75%. 	<p>Admission Requirements All applicants must meet the Faculty of Graduate Studies and Research general admission requirements and may enter the program from a wide variety of disciplines with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall grade point average of 75%. <i>In addition, JSGS requires three letters of reference.</i>

PhD in Public Policy Program

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

Current	Proposed
<p>Admission Requirements Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> 1. Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program. 2. Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the 	<p>Admission Requirements Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> 1. Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program. <i>In addition, JSGS requires three letters of reference.</i> 2. Applicants seeking admission after completing a course-based Master's degree may be required to

<p>program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.</p> <p>3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.</p> <p>4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.</p>	<p>complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.</p> <p>3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.</p> <p>4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.</p>
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Master's Certificates in JSGS: Economic Analysis for Public Policy; Health Systems Management; Indigenous Nation-building; Public Management; Public Policy Analysis; Science and Innovation Policy; Social Economy, Co-operatives and Non-profit Sector

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

Current	Proposed
<ul style="list-style-type: none"> Completion of an undergraduate degree with a minimum overall GPA of 70% Test of English proficiency, if undergraduate instruction was not in English <p>There is also a mid-career option for admission, in which prospective students with at least five years of public sector or non-profit organization management experience may be admitted without an undergraduate degree.</p> <p>For Fall, Winter or Spring/Summer admission: Entry is possible in any term. Applications received eight weeks prior to the start of term will be considered for entry in the following term.</p>	<ul style="list-style-type: none"> Completion of an undergraduate degree with a minimum overall GPA of 70% Test of English proficiency, if undergraduate instruction was not in English. <i>In addition, JSGS requires three letters of reference.</i> <p>There is also a mid-career option for admission, in which prospective students with at least five years of public sector or non-profit organization management experience may be admitted without an undergraduate degree.</p> <p>For Fall, Winter or Spring/Summer admission: Entry is possible in any term. Applications received eight weeks prior to the start of term will be considered for entry in the following term.</p>

Rationale:

Admissions requirements for JSGS programs delivered at U of Regina need to be updated to align with current practices at USask. Current practices include asking applicants to submit a resume, letter of intent and three letters of reference (at USask as opposed to two letters of reference at URegina as part of their application package). As well, in practice, JSGS does not require an honours degree and admits students with a four-year degree.

(end of Motion)

4. FACULTY OF EDUCATION

4.1 New Program – Indigenous Ed Doctorate (EdD)

MOTION: To create a new Indigenous Ed Doctorate (EdD) program, effective 202420.

Indigenous Ed Doctorate	Credit Hours
ED 951	3
ED 952	3
ED 953	3
ED 954	3
ED 955	3
ED 956	3
ED 957	3
ED 958	3
ED 950*	9
Total	33

*Students must maintain continuous registration in ED 950 throughout their program (i.e., 9 x (1) credit hours each semester).

Rationale:

It is Gabriel Dumont Institute's (GDI) vision to provide Métis students with a full spectrum of educational opportunities from undergraduate to graduate level studies. In its history, GDI and the U of R have a 40-plus year history of educational excellence at the Undergraduate level and ten years of experience partnering with the U of R to offer Graduate level studies. This is a natural evolution in the U of R and GDI partnership since the program will meet demand for Northern education and Indigenous professionals. It also has a significant potential student body from which to draw including approximately 200 University of Regina Community-Based Masters graduates.

There are few programs in Canada that provide advanced degrees from an Indigenous perspective, but none that emphasize the Métis perspective in particular. An Indigenous EdDoctorate would empower and engage Métis and other Indigenous communities in scholarship, research and practice that builds capacity and systems of knowledge that honor both traditional epistemologies and Western accreditation systems. The Indigenous EdDoctorate will be a cohort and community-based program designed for residents of Northern Saskatchewan, with an emphasis on Métis local knowledge, history, spirituality and culture as well as how the locality interacts and is positioned within broader national and international education contexts. Specifically, relational pedagogy, Indigenous epistemology, Indigenous leadership, and land-based learning will be emphasized. In order to honor traditional wisdom, this community-based program will include training from community members and Elders as well as FGSR-accredited instructors.

The University of Regina will make progress toward its commitments to Truth and Reconciliation by collaborating with GDI in the development and delivery of the EdDoctorate program for northern, Metis, and other Indigenous students. It is also a right step towards meeting a number of goals specified in the UofR's 2020-2025 strategic plan. The Faculty of Education and the University of Regina are committed to acting on the recommendations made by the Truth and Reconciliation Commission's Calls for Action (2012) and integrating decolonizing practices both within the institution and with its cooperating educational institutions. This partnership will reflect our Faculty's aspiration to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning and service" (Ed. Faculty Strategic Plan), and will demonstrate our commitment to decolonizing academic institutions and practices.

*Please see **ATTACHMENT A** for additional information on the Indigenous Ed program.*

(end of Motion)

ITEM(S) FOR INFORMATION

1. NEW COURSES

Faculty of Education (Effective 202420)

ED 950 Indigenous Dissertation in Practice Thesis Hour (1)

These credit hours are assigned for the Indigenous Dissertation in Practice. Credit hours will be allocated for the development of the supervisor and Elder/Old one relationship, in depth literature review, action-in-practice, final dissertation in practice paper and defense.

ED 951 Indigenous Epistemology in Education (3)

This course will explore Indigenous epistemology and the centrality of spirituality to Indigenous methods of knowing. It emphasizes advanced concepts regarding the origins of Indigenous knowledge and the cyclical nature of knowledge exchange. Students will discuss concepts that encourage reclaiming a place and voice in academia.

ED 952 Indigenous Pedagogies and Curriculum Theory (3)

This course focuses on advanced understandings of Indigenous pedagogies and provides students with theoretical and experiential frameworks to help them comprehend curriculum principles. It will assist students in critically reflecting on their own practice, engaging in pedagogies from an Indigenous worldview, and creating places for advocacy and resistance in education.

ED 953 Advanced Indigenous Research Methods (3)

This course provides students with an in-depth understanding of the philosophical foundations and procedures common to numerous types of educational research, contrasting Indigenous methodologies with dominant research approaches. Students will participate in decolonizing approaches with an emphasis on Indigenous research paradigms.

ED 954 Understanding Community Engaged Scholarship (3)

This seminar-style course employs storytelling and Indigenous community-based research methodologies to examine, produce, and perform community-engaged scholarship centered on Indigenous language, culture, and history. In this seminar, students will explore modern education issues in collaboration with a variety of community members using a community-based research paradigm.

ED 955 Leading for Equity & Justice in Education (3)

This advanced course focuses on decolonizing education by highlighting the voices of Indigenous scholars who advocate for justice and equity for Indigenous people. Students will mobilize these causes for change by exploring cultural genocide and the ongoing legacy of colonization: decolonizing dominant ideology, voice, pedagogy, and leadership structures.

ED 956 Indigenous Perspectives on Issues and Challenges in Current Educational Practices (3)

This seminar style course provides students with a framework for identifying and analyzing an educational practice-related concern. Students will integrate Indigenous theory, a variety of academic

literature, and relevant experiences to investigate the core causes and systemic difficulties that have an impact on everyday educational practices.

ED 957 Land-Based Education: Nistowiak, Indigenous Teaching, Learning and Leadership (3)

This advanced course weaves Indigenous theoretical and experiential approaches to teaching, learning and leadership with a focus on Nistowiak – where the three come together – on the land through land-based education. Students will have an opportunity to reconceptualize education that honors Indigenous knowing through the land.

ED 958 Social & Political Issues in Métis Education (3)

This course examines historical and present Métis social and political challenges in education, with special emphasis on Métis culture, language, and identity. Through the study of geographical and historical affiliations and alliances that effect contemporary Métis culture, students gain an in-depth comprehension of the dynamics that influence Métis education and the political structure

1. COURSE CHANGES

Faculty of Science

Department of Biology (Effective 202430)

Current	Proposed
BIOL 887 - Research Seminar All students must successfully complete two credit hours. One credit hour will be given for presentation of a departmental seminar based on the thesis research, to be delivered towards the end of the program. The second credit hour will be earned by participation in the Graduate Student Seminar Series.	BIOL 887 - Research Seminar <i>Credit is earned by delivering a seminar in the Graduate Student Seminar Series.</i>



Gabriel Dumont
Institute & Faculty
of Education:
Indigenous
EdDoctorate
Program Proposal



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research



University
of **Regina**



Faculty of Education
University of Regina

Gabriel Dumont Institute & Faculty of Education: Indigenous EdDoctorate Program Proposal

1. Approval Sheet (see Appendix 1)

2. Summary and Overview

Proposal: New Indigenous EdDoctorate Program

The Gabriel Dumont Institute (GDI) is Canada's first Métis-owned and Métis-controlled post-secondary and cultural institute. GDI is the education affiliate of the Métis Nation Saskatchewan (MN-S) and has representation on its Board of Governors from the 12 Regions of the MN-S. The MN-S Minister of Education is the chair of the GDI board. The GDI Board has passed a resolution supporting the proposed Indigenous EdDoctorate program (EdD). The EdD is also envisioned in the Institute's 2022-2025 strategic plan developed by Elders, students, staff, community members, and other stakeholders. It has been vetted with MN-S Regional Directors, Local presidents, and other Métis stakeholders in Saskatchewan.

GDI was created in 1980 due to several social and economic challenges faced by the Métis community. Several factors include: 1) high levels of poverty and dependence upon social programming; 2) low K-12 retention, achievement and Graduation rates; 3) low enrollment in and completion of, University programs; 4) under-representation in the workforce, particularly in the careers and professions. Since mainstream institutions were not effectively educating Métis students, GDI facilitated this process and became the first Métis controlled educational institution in Canada. In the 42 years since its creation, GDI has grown to have an annual budget of over 40 million dollars, and its operations include: 1) Affiliation Agreements with the University of Regina and the University of Saskatchewan which led to numerous undergraduate and graduate offerings; 2) a Federation Agreement with Saskatchewan Polytechnic and the development of numerous programs; 3) a Scholarship Foundation; 4) a network of libraries throughout the province; 5) a student funding arm; 6) a Métis publishing and cultural unit, and 7) a Métis museum. Notably, GDI has partnered with the University of Regina and the University of Saskatchewan to support two Research Chairs. Dr. Melanie Brice holds the Métis Research Chair position at the U of R, and Dr. Allyson Stevenson holds the chair at the U of S.

Since its inception, GDI has grown exponentially and employs over 200 full-time employees. It has developed into a province-wide Métis education institution dedicated to meeting the needs of the Métis community and the Métis learner. GDI directly educates and supports over 5000 Métis students annually and maintains its status as the world's first and largest Métis educational institution and cultural resource producer.

The Indigenous EdDoctorate has been developed because:

- 1) It is Gabriel Dumont Institute's (GDI) vision to provide Métis students with a full spectrum of educational opportunities from undergraduate to graduate level studies. In its history, GDI and the U of R have a 40-plus year history of educational excellence at the Undergraduate level and ten years of experience partnering with the U of R to offer Graduate level studies. This is a natural evolution in the U of R and GDI partnership since the program will meet demand for Northern education and Indigenous professionals. It also has a significant potential student body from which to draw including approximately 200 University of Regina Community-Based Masters graduates.

- 2) There is student and community demand for a higher level of education. Although they lack the time to devote to a full-time Ph.D. program, many Indigenous working professionals in the field of education (many of whom hold Master's degrees from GDI/ U of R) aspire to higher levels of education that will enable them to compete for leadership roles in the field. In addition, GDI has received numerous letters of support for the delivery of an Indigenous EdDoctorate Program (Northern Lights School Divisions, Creighton School Division, Ile-a-la Crosse School Division, Saskatchewan Rivers School Division, Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Lac LaRonge Indian Band and Prince Albert Grand Council). The availability of this EdDoctorate program will provide students and communities in Northern Saskatchewan with advanced educational options. Metis oriented Indigenous educational services and opportunities will benefit Indigenous communities and students.

- 3) The Faculty of Education and the University of Regina are committed to acting on the recommendations made by the Truth and Reconciliation Commission's Calls for Action (2012) and integrating decolonizing practices both within the institution and with its cooperating educational institutions. The University of Regina is dedicated to ensure that we build "strong relationships with one another, and with the University of Regina as a whole, which is crucial to our shared success" (University of Regina, Strategic Plan 2020 – 2025, p. 9). The University of Regina will make progress toward its commitments to Truth and Reconciliation by collaborating with GDI in the development and delivery of the EdDoctorate program for northern, Metis, and other Indigenous students. This initiative would allow us to achieve the following 2020-2025 U of R strategic plan objectives:
 - a. Strengthening relationships based upon mutual respect and accountability.
 - b. Support the U of R in taking concrete responses to the Truth and Reconciliation Commission's Calls to Action.
 - c. Enhance the resources available to Métis and other Indigenous students respecting the community's unique needs.
 - d. Work to increase the number of Indigenous faculty, representative leadership and workforce.

- e. Enhance student success by improving the availability of academic culturally affirming, and innovative student supports.
- f. Create opportunities for students to learn and engage with Indigenous ways of knowing and being.
- g. Provide educational experiences and opportunities throughout Saskatchewan, and support the University of Regina's commitment to expanding its community-based collaborations and educational opportunities.
- h. Expand Indigenous community relationships to create partnerships and collaborate strategically, and intentionally for the Indigenous students' and their community's best interests.

- (University of Regina Strategic Plan, 2020-2025)

Why is an Indigenous EdDoctorate program degree significant and timely for GDI, the U of R, Métis and other Indigenous students?

There are few programs in Canada that provide advanced degrees from an Indigenous perspective, and none that emphasize the Métis perspective in particular. Although initially created to serve the needs of Metis people, this curriculum would be unique in Canada and may attract other Indigenous students from across the country, notably Saskatchewan and Manitoba.

A doctorate-level program is the next educational option for individuals who want to pursue further education, given the continuous success and partnership between the Saskatchewan Urban Native Teacher Education Program (SUNTEP) and the Community Based Master's program. An Indigenous EdDoctorate would empower and engage Métis and other Indigenous communities in scholarship, research and practice that builds capacity and systems of knowledge that honor both traditional epistemologies and Western accreditation systems.

An overview of the program:

The Indigenous EdDoctorate will be a cohort and community-based, program designed for residents of Northern Saskatchewan, with an emphasis on Métis local knowledge, history, spirituality and culture as well as how the locality interacts and is positioned within broader national and international education contexts. Specifically, relational pedagogy, Indigenous epistemology, Indigenous leadership, and land-based learning will be emphasized. In order to honor traditional wisdom, this community-based program will include training from community members and Elders as well as FGSR-accredited instructors. Over the course of three years,

eight courses will be delivered. Each of the eight courses was created exclusively for this EdD program. Three of the eight summer courses will be face-to-face, land-based at a location suitable to the Northern focus of the program. The other five courses will be offered online in the fall and winter. The large catchment area in the north requires this online format. Students will maintain ongoing enrollment in Indigenous Dissertation in Practice (IDIP) thesis hours for a total of 9 credit hours - 1 credit per semester - throughout the three-year program. Similar to ED 901 thesis hours, IDIP thesis hours require students to do action in practice research, write up their findings in a report, and defend their work orally.

There are nine semesters in total. The combined course hours (24 credit hours) and IDIP hours (9 credit hours) comprise 33 credit hours. Students in this cohort will work part-time for three years.

In lieu of comprehensive exams, students will participate in a "Circle of Witnesses" with their supervisor, instructors, peers, community members, Knowledge Keepers, and Old Ones to present a synthesis of the course material as it pertains to their professional practice.

The last Indigenous Dissertation in Practice (IDIP) paper is due at FGSR on February 25th. The IDIP will be assessed by a community member and an external examiner (similar to the PhD process), and an oral defense will be planned before the end of spring convocation on April 30th. The IDIP will include examination from both the Community Mentor and the University External Examiner, comparable to standard PhD defenses. The Community Mentor will question the student during the defense, provide comments, and make a consulting recommendation to the University External Examiner. The final decision on the evaluation will be made by the University External Examiner.

Statement of Program Objectives

This Indigenous EdD program has been created in partnership with GDI and is a manifestation of the vision of the Faculty of Education that “aspires to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning and service” (University of Regina, Faculty of Education, Strategic Plan, 2021-2026, p. 2). The EdD program demonstrates the Faculty of Education's strategic commitments in a variety of ways. The Faculty of Education, in particular, is committed to community engagement and has underlined the need to “develop and support meaningful relationships between the Faculty of Education and the diverse communities in Saskatchewan, with a specific focus to work with the sovereign First Nations and Métis/Michif Nation: Saskatchewan” (University of Regina, Faculty of Education, Strategic Plan, 2021-2026, p. 3).. The development and implementation of an EdD program demonstrates this collaboration. Furthermore, given the disproportionate number of Indigenous people with advanced degrees, this program provides an opportunity to “work collectively to identify and change the causes of inequitable systems of power and privilege” (University of Regina, Faculty of Education, Strategic Plan, 2021-2026, p. 3) and demonstrates the Faculty’s commitment to decolonizing practices.

In its implementation and actualization, the Indigenous EdD program will meet the following Faculty of Education Strategic Commitments:

- Embrace innovative teaching methods and practices to prepare our students to excel as teachers and leaders in a globally diverse and changing world.
- Engage in pedagogies and practices to identify and overcome the root causes of inequity, injustice and unsustainability.
- Expand online program opportunities and other supports to serve the needs of rural and remote communities.

(University of Regina, Faculty of Education, Strategic Plan, 2021-2026, p. 3).

In addition, the Faculty of Education expresses its commitment to the TRC Calls to Action and the Indigenous EdD program will illustrate the following:

- Accept our responsibility to live out our obligations as identified in the Truth and Reconciliation Commission's (TRC) Calls to Action, and Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice.
- Introduce and engage all students in Truth and Reconciliation teachings as a way to build a deeper understanding of our shared histories and contemporary relationships. Create a respectful, culturally relevant, and responsive learning environment to support Indigenous students, staff and faculty
(University of Regina, Faculty of Education, Strategic Plan, 2021-2026, p. 3).

A Northern and online Indigenous EdD degree will assist graduate students who are “otherwise minoritized or marginalized” with “equitable opportunities for career progression and leadership roles.” (University of Regina, Faculty of Education, Strategic Plan, 2021-2026, p. 3). As the strategic commitments suggest, there is significant work to be done to disrupt colonial systems of practice and engage in a healing and reconciliation process with Indigenous people — it is essential that Métis and First Nations people be at the center of this process and actively engaged. An Indigenous EdD program would encourage Métis and other Indigenous scholarship by enabling Métis and other Indigenous peoples to write their history, culture and language while integrating theory and practice to generate a métissage of new understandings. This advanced degree will center on emphasizing Métis truth and Métis history. The graduates of an Indigenous EdD program will contribute leadership and enhance the capacity of education

systems throughout the province and beyond. Advanced degrees, such as an EdD, enable employment prospects in education and government systems that place Métis and other Indigenous individuals as agents of change and influencers of systemic change. Since EdDoctorate degrees are accepted as advanced degrees at postsecondary institutions, Métis and other Indigenous scholars may also pursue careers in higher education through this route. An Indigenous EdDoctorate will also expand the circle and promote dialogue and diverse ways of knowing that highlight values and relationships fundamental to Indigenous ways of knowing, so altering the colonial narrative.

Program Outcomes:

Upon completion of the program, students will:

- 1) Be well-versed in Indigenous epistemologies. Learn about Indigenous epistemologies, research methodology, and ethics, especially as they apply to practice-based research approaches that emphasize action in practice.
- 2) Examine and engage with Indigenous epistemology and spirituality, as well as how these methods of knowing might be utilized in an educational setting.
- 3) Collaborate with Indigenous communities to strengthen their professional practices and contribute to the betterment of their communities.
- 4) In Métis Education, analyze and evaluate historical and present social and political issues.
- 5) Gain firsthand knowledge of land-based learning and develop ways to become leaders in land-based education.
- 6) Emerge as educators with an identity anchored in Indigenous leadership ideals.
- 7) Gain advanced knowledge and understanding of theories of teaching, learning, and leadership by incorporating Western and Indigenous knowledges.
- 8) Understand the philosophical foundations and procedures used in many forms of educational research.
- 9) Have a thorough awareness of decolonizing approaches and Indigenous research perspectives.
- 10) Gain a thorough understanding of curriculum theory, with an emphasis on Indigenous pedagogies and curriculum frameworks.
- 11) Explore the impact of curriculum and indigenous pedagogies in order to reflect on the historical and contextual dynamics that affect educational situations in the past, present, and future.

3. Detailed Program Description

GDI /U of R EdDoctorate Draft Course Schedule.

Note: all courses are cohort EdD only and are newly developed.

Year 1, Summer 2024: f2f

- 1) ED 951 Indigenous Epistemology in Education (3 credit hours)
IDIP Thesis hours (1 credit hour)

Year 1, Fall 2024: online,

- 2) ED 952 Indigenous Pedagogies and Curriculum Theory (3 credit hours)
IDIP Thesis hours (1 credit hour)

Year 1, Winter 2025: online,

- 3) ED 953 Advanced Indigenous Research Methods (3 credit hours)
IDIP Thesis hours (1 credit hour)

Year 2, Summer 2025: f2f

- 4) ED 954 Understanding Community Engaged Scholarship (3 credit hours)
IDIP Thesis hours (1 credit hour)

Year 2, Fall 2025: online

- 5) ED 955: Leading for Equity and Justice in Education (3 credit hours)
IDIP Thesis Hours (1 credit hours)

Year 2, Winter 2026: online

- 6) ED 956: Indigenous Perspectives on Issues and Challenges in Current Educational Practices (3 credit hours)
IDIP Thesis Hours (1 credit hours)

Year 3, Summer 2026: F2F

- 7) ED: 957 Land-Based education: Nistowiak, Indigenous Teaching, Learning and Leadership (3 credit hours)
IDIP Thesis Hours (1 credit hour)

Year 3, Fall 2026: online

8) ED 958 Social & Political Issues in Métis Education (3 credit hours)

IDIP Thesis Hours (1 credit hour)

Year 3, Winter 2027: online

1) IDIP Thesis Hours (1 credit hours)

Indigenous Ed Doctorate	
*links to program outcomes	Credit Hours
<p>1. ED 951 Indigenous Epistemology in Education</p> <p>Course Description: This course will explore Indigenous epistemology and the centrality of spirituality to Indigenous methods of knowing. It emphasizes advanced concepts regarding the origins of indigenous knowledge and the cyclical nature of knowledge exchange. Students will discuss concepts that encourage reclaiming a place and voice in academia.</p> <p><i>*linked to program outcomes:</i> <i>Engage with and explore Métis and First Nation Indigenous epistemology and spirituality, and investigate how these modes of knowing might be applied to an educational framework.</i></p>	3.0
<p>2. ED 952 Indigenous Pedagogies and Curriculum Theory</p> <p>Course Description: This course focuses on advanced understandings of Indigenous pedagogies and provides students with theoretical and experiential frameworks to help them comprehend curriculum principles. It will assist students in critically reflecting on their own practice, engaging in pedagogies from an Indigenous worldview, and creating places for advocacy and resistance in education.</p> <p><i>*linked to program outcomes:</i></p> <ul style="list-style-type: none"> - Develop an advanced understanding of curriculum theory with a focus on Indigenous pedagogies and curriculum frameworks. - Explore the impact of curriculum and Indigenous pedagogies as a means of reflecting on the historical and contextual forces that have shaped past, present, and future educational environments.. 	3.0

<p>3. ED 953 Advanced Indigenous Research Methods</p> <p>Course description: This course provides students with an in-depth understanding of the philosophical foundations and procedures common to numerous types of educational research, contrasting Indigenous methodologies with dominant research approaches. Students will participate in decolonizing approaches with an emphasis on Indigenous research paradigms.</p> <p><i>*linked to program outcomes:</i></p> <ul style="list-style-type: none"> - Know of Indigenous epistemologies, research methodologies and ethics, particularly as it relates to practiced-based research methods that emphasizes action-in-practice. - Engage with First Nation and Métis communities to improve their professional practice through research and contribute to improving their local communities. - Be connoisseurs of the philosophical background and methods common to many types of educational research. - Demonstrate an in-depth comprehension of decolonizing methodologies and Indigenous research perspectives. 	3.0
<p>4. ED 954 Understanding Community Engaged Scholarship</p> <p>Course Description: This seminar-style course employs storytelling and Indigenous community-based research methodologies to examine, produce, and perform community-engaged scholarship centered on Indigenous language, culture, and history. In this seminar, students will explore modern education issues in collaboration with a variety of community members using a community-based research paradigm.</p> <p><i>*linked to program outcomes:</i></p> <ul style="list-style-type: none"> - Engage with First Nation and Métis communities to improve their professional practice through research and contribute to improving their local communities. 	3.0
<p>5. ED 955 Leading for Equity & Justice in Education</p> <p>Course Description: This advanced course focuses on decolonizing education by highlighting the voices of Indigenous scholars who advocate for justice and equity for Indigenous people. Students will mobilize these causes for change by</p>	3.0

<p>exploring cultural genocide and the ongoing legacy of colonization: decolonizing dominant ideology, voice, pedagogy, and leadership structures.</p> <p><i>*linked to program outcomes:</i></p> <ul style="list-style-type: none"> - Emerge as leaders in education whose identity is rooted in Indigenous concepts of leadership 	
<p>6. ED 956 Indigenous Perspectives on Issues and Challenges in Current Educational Practices</p> <p>Course Description: This course provides students with a framework for identifying and analyzing an educational practice-related concern. Students will integrate Indigenous theory, a variety of academic literature, and relevant experiences to investigate the core causes and systemic difficulties that have an impact on everyday educational practices.</p> <p><i>*linked to program outcomes:</i></p> <ul style="list-style-type: none"> - Know of indigenous epistemologies, research methodologies and ethics, particularly as it relates to practiced based research methods that emphasizes action in practice. - Engage with Métis and First Nations communities to improve their professional practice through research and contribute to improving their local communities. - Analyze and evaluate historical and contemporary social and political issues in Métis Education. - Have advanced understanding of decolonizing methodologies, and Indigenous research paradigms. 	3.0
<p>7. ED 957 Land-Based Education: Nistowiak, Indigenous Teaching, Learning and Leadership</p> <p>Course Description: This advanced course weaves Indigenous theoretical and experiential approaches to teaching, learning and leadership with a focus on Nistowiak – where the three come together – on the land through land-based education. Students will have an opportunity to reconceptualize education that honors Indigenous knowing through the land.</p> <p><i>*linked to program outcomes:</i></p>	3.0

<ul style="list-style-type: none"> - Experience land-based learning and develop strategies to become leaders in land-based education. - Develop advanced knowledge and understanding of theories of teaching, learning and leadership accessing both Western and Indigenous knowledges. - Engage with and analyze Métis and First Nations epistemology and spirituality and explore how these ways of knowing can be applied in an educational context. - Develop an advanced understanding of curriculum theory with a focus on Indigenous pedagogies and curriculum frameworks. 	
<p>8. ED 958 Social & Political Issues in Métis Education</p> <p>Course Description: This course examines historical and present Métis social and political challenges in education, with special emphasis on Métis culture, language, and identity. Through the study of geographical and historical affiliations and alliances that effect contemporary Métis culture, students gain an in-depth comprehension of the dynamics that influence Métis education and the political structure.</p> <p><i>*linked to program outcomes:</i></p> <ul style="list-style-type: none"> - Engage with Métis and First Nations communities to improve their professional practice through research and contribute to improving their local communities. - Analyze and evaluate historical and contemporary social and political issues in Métis Education. 	3.0
<p>9. ED 950 Indigenous Dissertation in Practice (must be registered in all the way through program) (9 x (1) credit hours each semester)</p>	9.0
<p>Total credit hours: (24 course credit hours + 9 IDIP thesis hours)</p>	33.0

Course descriptions from calendar (50-words) – There are 9 new courses (including the IDIP thesis hours) and they have been developed with a course inventory form – see Appendix 2. These courses and this program application will go through the governance process as a single bundle.

See above chart for calendar descriptions of each course.

How do courses meet the program outcomes? See above chart.

Comparison to other institutions, EdD:

U of S has a 10 course, 30 credit EdD in Educational Leadership. It does not have an Indigenous focus.

Simon Fraser University EdD: Educational Leadership: Leading for Educational Change in the Yukon

- Face-to-face program; delivered in the Yukon

University of Alberta EdD- Educational Policies Education: Indigenous People's Education –

- Face-to-face, full-time program over one year.

4. Admission:

All applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research. In addition, the Faculty of Education requires the following

- 2 years of relevant experience
- 70% GPA in Masters
- One reference from relevant community members, Elders or Old ones.
- 2 professional and/or academic letters of reference,
- Statement of intent: What educational challenge they would like to explore.(one page)

5. Professional accreditation requirements – N/A

6. Program Rationale:

Indigenous epistemologies and ways of knowing and being must be included in programs, such as this one, for Education and Education systems to undergo genuine transformation. As the Honourable Murray Sinclair stated, “universities can help add the knowledge that allows us to be lawyers, doctors, teachers, and social workers and to do it so it is consistent with our identity. [In this way] we know who we are in these spaces” in order to provide the best support possible for our community members, and for society at large (personal communication, 2022). The aim of the proposed EdDoctorate program is to prepare students who earn this terminal degree with a comprehensive education imbued with Métis culture so that they are able to lead the academy toward systemic change.

Data from the Aboriginal Peoples Survey (Aboriginal Peoples Survey, 2017) published by the OECD Rural Policy Reviews (2020) indicates that “the percentage of the population that completed a postsecondary certificate diploma or degree was highest for the Métis (45%), followed by First Nations persons living off reserve (40%) and Inuit (28%). There is no data for First Nations persons living on reserve available. This rate of completion increased for all groups between 2006-16, but was highest with the Métis (increasing by 6%) followed by FN living off reserve (4%) and Inuit (3%). Meanwhile, the percentage with less than a high school diploma dropped by a similar amount (8-9 percentage points)”. It further indicates that “due to the

change in educational attainment rates of non-Indigenous peoples, the gap in education between Indigenous and non-Indigenous peoples has remained unchanged in rural remote and urban regions. In rural regions close to cities, the gap has reduced by 1 percentage point and increased by 1 percentage point in intermediate regions (between 2006-2016)" (*Chapter 2: Profile of Indigenous Canada: Trends and data needs, 2020*).

Scholars Adam Gaudry and Danielle Lorenz (2018) explicate that "indigenization isn't just a 'pro forma' program, but a process built on collaboration, consensus and meaningful partnership," between Indigenous communities and Academic institutions (Cook, 2019, no page). Universities may only begin to effectively decolonize through the introduction and maintenance of programs infused with Indigenous methods of knowledge. The construction of programs and locations where the curriculum reflects the culture of learners gives opportunity for Indigenous educators, following completion of their studies, to confront and rectify systemic challenges still present within the wider system of education in Saskatchewan. Gabriel Dumont Institute, in collaboration with the University of Regina, intends to offer an academically rigorous and pedagogically sound Indigenous Ed Doctoral program that is rooted in Indigenous epistemologies, axioms, and ontologies to advance Indigenous communities and their learners, and to begin to make space for leaders in education who are equipped to mitigate these long-standing inequities in Saskatchewan's educational landscape at all levels.

The Faculty of Education at the University of Regina is committed to the decolonization as outlined in their strategic plan and its acknowledgment of the TRC Calls to Action. They are honouring their commitment through actionable programmatic changes within higher education. As Jo-ann Archibald - Q'um Q'um Xiiem (2020) explains, "for Indigenous peoples, reconciliation cannot happen until educational systems ensure that Indigenous peoples have a central role in making policy and programmatic decisions, and that Indigenous knowledge systems are placed respectfully and responsibly in education at all levels" (citation? p.1). This EdD is a manifestation of the University's commitment to honor and respond to the TRC's Calls to Action. As a result, the Faculty of Education has given resources to assist the development of a community-based, Indigenous-led EdDoctorate degree program at the Gabriel Dumont Institute.

While there are other program options in Canada whose syllabi foreground Indigenous knowledge, land-based pedagogies and communities specific epistemologies such as the Educational Doctorates offered at the University of Alberta *Educational Policies: Indigenous People's Education* and *Leading for Educational Change in the Yukon* offered by Simon Fraser, these programs do not offer programming that reflects the ways of knowing and being which are central to the Indigenous cultures of THIS land. While many ideological constants exist within the diverse spectrum of Indigenous cultures, it cannot be overlooked there remains significant variance in teachings from region to region within the national identity of Indigeneity. In recognizing these important distinctions, there must exist a program which offers teachings specific to the geographical location where its participants reside. Although the

main requirements of this emerging program are not unique, significant differentiation within the cultural body of knowledge respects the importance of community and relationship within Indigenous “Tribal Epistemology” (Kovach, 2009) which is central to the mandate of GDI and its associated bodies. There are and must be distinctions in this suggested program, which incorporates the teachings of Saskatchewan's Métis.

Although the U of S has an EdDoctorate program, it does not have an Indigenous focus and it does not address the geographical barriers to advanced education faced by many Indigenous learners across Canada, specifically in the northern-most regions of the province. The U of R/GDI, EdD program will be unique in that incorporates online, land-based, and spiritual component into the programmatic structure. According to the OECD regional typology, “Indigenous peoples across Canada face several barriers to accessing high quality education in the places where they live. Reflecting this, the educational attainment rate is lowest in rural and remote regions (at 43%), representing a gap of -14% when compared to non-Indigenous peers in these regions” (OECD, 2020). In response to this barrier, this proposed EdDoctorate of nine courses offered over three years with a distinct structure of blended-delivery model to enable students to study in or near their home community. Further, incorporating a four-week summer intensive designed to focus on land-based pedagogy will offer learners the opportunity for authentic, face-to-face instruction guided by Elders, Knowledge Keepers and Old Ones consistent with the ways of being and knowing inherent to northern Indigenous students.

Since the development of undergraduate teacher education programs more than four decades ago, GDI has envisioned the possibility of Métis graduate degrees. The following establishment of Community-Based master's degree programs and their effectiveness are evidence of the demand for Métis graduate degrees. Given there are approximately 200 graduates of the CBM programs in PA and LaRonge, it is reasonable to expect approximately 20 of those students would be interested in an EdD.

7. Location of the Program and Justification

The summer classes will be held in LaRonge or another community serving students from the north, such as Prince Albert. Courses for the fall and winter semesters will be taught online/remotely. Online/remote alternatives are required because the audience will come from the far east, west, and central regions of North Saskatchewan. This initiative may also draw students from other parts of Saskatchewan and potentially all regions of Manitoba, who can spend the summers in northern Saskatchewan and return to their home communities during the academic year.

8. Delivery of the Program

The program will be delivered part-time in a blended format with both face-to-face and online learning opportunities. Online learning may have asynchronous components but will also include significant synchronous meeting times on zoom.

Students will matriculate through the program as a cohort. A GDI instructor will be hired to coordinate the program.

Students who miss a course, will be addressed individually. In some cases students may join Faculty of Education 800 level courses and be provided with supplemental material to augment their 900 level status. In other cases, students may be connected to an instructor for an independent study.

There will be a maximum of 16 students in the cohort and a minimum of 12 students.

9. Cost Benefit Analysis

This program mirrors the structure of the Community Based Masters programs, where GDI contracts the Faculty of Education services. GDI contracts all instructors and other financial expenses associated with the program, such as Elder honoraria. A formal contract will be drafted in accordance with U of R contract norms. No expenses will be incurred by the University of Regina or the Faculty of Education.

Resources: GDI will provide all financial resources to establish and deliver the program. An administration fee will be charged to GDI to cover administrative costs associated with the Faculty of Education's administrative contributions i.e.) applications, registration.

Impact of Teaching Load: Will not impact U of R teaching load as GDI will hire their own instructors. Supervisors for the IDIP will be drawn from the Faculty of Education.

Enrolment estimates: Cohort #1 – 12-16 students (2024-2027)

Cohort #2 – 12-16 students (2027-2030)

- It is reasonable to assume a new cohort would begin every three-four years.

Recruitment Plan: GDI will advertise to their alumni Community Based Masters students and other stakeholders; U of R will add the program to the webpage and other marketing materials.

No other academic units are involved in this program.

10. Timeline

Motions/Governance process to approve program: Fall/Winter 2023

Market/Advertise program: March 2023- Jan. 2024

Application deadline and first intake: Feb. 15, 2024

First Course: Summer 2024

11. Program Administration

The Indigenous EdDoctorate will mirror the Community Based Masters in the program administration. GDI will hire a program coordinator who will oversee the implementation, delivery and ongoing quality assurance of the program, plan for advertising and informing stakeholders.

12. Teach Out Provision

If the program fails the EdD students can transfer 6 courses (one of which must be 9*3 – Advanced Indigenous Research Methods) to complete the course requirements for a PhD in Education in the Faculty of Education. No IDIP thesis hours will be transferred. Transfer students must complete the PhD thesis hour requirements to complete a PhD in Education.

13. Appendices

- Appendix 1 – Check List for New Graduate Programs
- Appendix 2 – Course Inventory Form
- Appendix 3 - CVs of EdD proposal authors
- Appendix 4 - Letters of Support

14. References

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Appendix 1

Check List for New Graduate Programs

Name of Program: Indigenous Education Doctorate

Line Faculty: Education

Department Approval (RGPD)	Date:
Line-Faculty Council (Education Faculty Council)	Date:
Approval at CCFGSR	Date:
Recommended by CCB	Date:
Recommended by CCAM	Date:
Approval at Executive of Council	Date:
Approval at Senate	Date:

Curriculum Vitae

- Dr. Morris Cook, PhD
- Janice Thompson, PhD Candidate (University of Victoria)
- April Chiefcalf, PhD, ABD
- Heather Carter, PhD Student

Curriculum/Employment Vitae of:
Morris Cook



P.O. Box 897

La Ronge, Saskatchewan

SOJ-1Lo

CEL: [REDACTED]

Work: [REDACTED]

E-MAIL:



OBJECTIVE:

To potentially teach/contribute in the proposed Doctor of Education Program (Ed.D) between The Gabriel Dumont Institute and University of Regina.

EDUCATION:

DOCTORAL STUDENT (DEFENCE on May 28th, 2022) University of Blue Quills, St Paul, Alta.

MASTERS OF EDUCATION 2007-2009

University of Saskatchewan Saskatoon, Sask.

(Department of Graduate Studies and Research)

Doctorate - Specialization: Indigenous Epistemology

Project: Specializing in traditional Indigenous knowledge, exploring a network of knowledges systems, beliefs, and traditions intended to preserve, communicate, and contextualize Indigenous relationships with culture, land, and spirit since time immemorial.

Masters of Education - Specialization: Educational Administration

A Capstone Document: Examining the Role of the School in the Administration of Cree Language, Cree Cultural Programming; and the implementation of the Circle of Courage Model

BACHELOR OF EDUCATION DEGREE (With Distinction) 2002-2004

University of Regina (NORTEP)

La Ronge, Sask.

Teaching Area 1: Elementary/Secondary/High School

Teaching Area 2: Law, History, Native Studies and Cree Language

BACHELOR OF ARTS DEGREE

1988-1992

University of Regina

Regina, Sask.

Major: Indigenous Studies (Native Studies) Concentrated in areas relative to:

(Law, Governance and social dynamics on Indian Reserves in Canada)

Minor: Linguistics (CREE specialization)**NATIVE LAW PROGRAM** (*Native Law Centre*)
of SaskatchewanSummer of 1993 University
Saskatoon, Sask.Major: 1. **Contracts** 2. **Property** 3. **Criminal Law****ADMINISTRATIVE AND TEACHING EXPERIENCE:***Teacher/Administrator*

- ✓ Will teach EC&1 821 **ICBMEPI (GDI/NLC/U of R)** (Summer 2022)
- ✓ Taught CREE 100 **NSITEP (GDI/LLRIB)** (Winter 2022)
- ✓ Taught EHE 310 **NSITEP (GDI/LLRIB)** (Fall 2021)
- ✓ Co-taught EC&1 821 **ICBMEP (GDI/NLC/U of R)** (Summer 2020/2021)
- ✓ Taught INDG 208 **NSITEP (GDI/LLRIB)** (Winter 2020 and 2021)
- ✓ Program Head at **NSITEP (GDI/LLRIB)** (2019- Present)
- ✓ Physical Education Teacher at **RHMKHS.** (2017- 2018)
- ✓ VP Academic at **NORTEP/NORPAC.** (2016- 2017)

- ✓ Director of Education at **Lac La Ronge Indian Band (LLRIB)**. (2011-2014)
- ✓ Principal at **Senator Myles Venne School (LLRIB)**. (2010-2011/2014-2015)
- ✓ Vice-Principal at **Senator Myles Venne School (LLRIB)**. (2007-2010)
- ✓ Teacher at **Rhoda Hardlotte Memorial Keethanow High School (LLRIB)** Stanley Mission, Sask. (2004-2007/2015-2016)

Memberships

- ✓ Aboriginal Financial Officers of Saskatchewan. (February 2014)
- ✓ LEADS Leadership - Accreditation Program. (October 2013)
- ✓ Effective Leadership & Supervision – Reclaiming Youth International Accreditation. (April 2013)
- ✓ Employment Law for Managers and Supervisors. (December 2011)
- ✓ Saskatchewan's Principal Short Course - Saskatchewan Educational Leadership Unit Accreditation. (July 2007)
- ✓ Dean's Academic Honour Roll.  (U. OF S. - 2002-2004)

WORK EXPERIENCE:

Entrepreneurial and Other Related Experience

General (CONTRACT POSITIONS AND STUDENT ACTIVITIES)

- ✓ Current Board Member, and Chairman of the Board for NLSD 113, La Ronge, SK.
- ✓ Executive Assistant to Vice-Chief **Ed (Edward) Benoanie** (Prince Albert Grand Council).
- ✓ Past Board Member of FSIN's Chiefs Task Team on policing. (Grand Chief **Joseph**, Federation of Saskatchewan Indian Nations).
- ✓ Past Board Member of AFN's Treaty Harvesters Committee. (Vice-Chief **Erasmus**, Assembly of First Nations).
- ✓ Past Committee Member for Northern Affairs Fisherman's Conference
- ✓ Past President of Saskatchewan Indian Federated College Student's Association (SIFC-SA) main campus, Regina.
- ✓ Past Chairman Stanley Mission Police Management Board (Elected Position).
- ✓ Solicited Aboriginal Business people to participate in College of Commerce business survey (study commissioned by the Federation of Saskatchewan Indian Nations).
- ✓ Prepared and delivered presentations to Tribal Councils (Saskatchewan and Manitoba) on the Federation of Saskatchewan Indian Nation's tourism initiative.
- ✓ Chaired numerous University student workshops and committees.
- ✓ Instrumental in organizing the first ever "**Visions of the Future Conference**" a four day Indigenous student's conference which had an operating budget of \$ 250,000 dollars (all funds raised by students, donations and *inter alia*). Conference featured various First Nations and Indigenous leaders from across the land. Noteworthy mentions are: **Ward Churchill**; American Indian Author, **Roger Gruben**; C.E.O. Inuvialuit Development Corp. NWT, **Phil Fontaine**; then Grand Chief, Assembly of Manitoba Chiefs. Etc.

FLUENCY:

1. Cree (TH, Y, N and L): speaker, reader and writer of Cree Syllabics, Standard Roman Orthography and Collins Orthography System(s).
2. English

REFERENCES:

[REDACTED]
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⚙ Other references can be provided upon request.

Janice R. Thompson
Curriculum Vitae

[REDACTED]

[REDACTED]

QUALIFICATION HIGHLIGHTS

Exercise leadership, build relationships, motivate and empower staff, Faculty members, and Sessional Lecturer's, dedicated to GDI's mandate and Indigenous Ways of Knowing and Being; Metis education. Strategize to identify gaps, analyze and evaluate programming, and troubleshoot for emerging needs, changes and new ideas in consultation with the GDI leadership team and U of R personnel.

Collaborate, build and sustain relationships with GDI and U of R personnel, stakeholders and communities to fulfill the Affiliation Agreement terms that support the joint academic programme strategies, investigating qualitative and quantitative outcomes, and social and economic investment,

Establish best practices in Metis education with strategies, tools, and resources to coordinate initiatives and projects from implementation to closure. Create and maintain a knowledge repository with goals and objectives, documenting experiences to assist in policy development and programme enhancement.

Strong interpersonal, communication and group skills, including team building, conflict management, community consultation, program building capacity, succession planning, and human resource and budget management to work effectively with a wide range of constituencies in diverse communities.

EDUCATION AND PROFESSIONAL CERTIFICATION

PhD Candidate in Leadership Studies (present) University of Victoria: Faculty of Graduate Studies
 Educational Psychology & Leadership Studies

Master of Education Degree in Leadership Studies University of Victoria: Faculty of Graduate Studies
 Educational Psychology & Leadership Studies

Certificate; Faculty of Graduate Studies University of Victoria: Faculty of Graduate Studies *Professional Specialization*: School Management & Leadership Studies

Bachelor of Arts Degree University of Regina: Saskatchewan Indian Federated College *Specialization*:
 Indigenous Studies

Bachelor of Education Degree University of Regina: SUNTEP Program Elementary Education – Certified Professional “A” Teacher *Specialization*: Reading, Language Arts, Mathematics, and Cross-Cultural Education

Collaborator, University of Regina, Faculty of Education and Gabriel Dumont Institute Affiliation Agreement (2019)

Presenter, Ministry of Advanced Education, Leading Practices in Indigenous Post-Secondary Education (2019)

Co-Presenter, Metis Nation Education Conference, Métis Nation Early Learning Approach (2018)

Representative, Council of Ministers of Education, Canada Symposium, Indigenization of Teacher Education Programs (2018)

Chair, University of Regina, Indigenous Teacher Education Programs Gathering Symposium (2017)

Member, Gabriel Dumont Institute Strategic Planning 2018-2022 (2017)

Member, Ministry of Education, First Nation & Métis Education Policy Renewal (2016-2017)

Ex-Officio, University of Regina, Faculty of Education – Indigenization Application Fund (2015-2017)

Collaborator, SUNTEP Course Development, Undergraduate Indigenous Language – Michif 100 (2016)

Collaborator, SUNTEP Regina Procedure Policy Renewal (2015)

Collaborator, SUNTEP Student Handbook Renewal (2015)

Member, University of Regina, Faculty of Education, Strategic Planning Committee 2016-2021 (2015)

REFERENCES

Available upon request

**Curriculum Vitae
April Rosenau ChiefCalf**



EDUCATION:

- Present **PhD Candidate**, University of Regina, Faculty of Education
- 2010 **Bachelor of Education**, (Great Distinction), University of Regina,
Nortep/Norpac, La Ronge, SK
- 2002 **Masters of Education**, University of Saskatchewan,
College of Education, Department of Educational Foundations
- 1996 **Bachelor of Arts**, (Distinction), University of Regina,
Saskatchewan Indian Federated College, Major: Indigenous Studies
- 1991 **Bachelor of Arts, Honours**, University of Toronto,
Specialist: Anthropology; Major: Women's Studies

AWARDS:

- 1999-2000 **Graduate Teaching Fellowship**, University of Saskatchewan, College of
Education, Department of Educational Foundations
- 2001 History of Education Award

EMPLOYMENT:

- 2020-present **Faculty**, Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon. **Duties:** Instructing courses, supporting students in field, facilitating extra-curricular clubs.
- 2019-2020 **Faculty**, Northern Saskatchewan Indigenous Teacher Education Program, Lac La Ronge Indian Band and Gabriel Dumont Institute. **Duties:** Instructing courses, advising students.
- 2018-2019 **Shelter Worker**, Piwapan Women's Centre, La Ronge. **Duties:** Working with shelter clients, programming and answering crisis line calls.
- 2001-2017 **Faculty**, Nortep/Norpac, La Ronge. **Duties:** Developing new courses, instructing courses, tutoring, and community service.
- 2014-2016 **Program Coordinator**, Nortep/Norpac, La Ronge. **Duties:** Scheduling and setting up classes, recruiting instructors, developing new programs, liaising with universities, collecting data and writing reports.
- 1997-2008 **Sessional Instructor**, First Nations University of Canada. **Duties:**
and 2018 Instructing courses in Saskatoon, La Ronge, Stanley Mission, Southend, and La Loche, Saskatchewan.
- 1994-2001 **Library Assistant**, First Nations University of Canada. **Duties:** Management of a small academic library including collection development, supervision, reference and circulation.

Post-Secondary Courses Taught:

Graduate Studies (Faculty of Education, University of Regina – course taught for Gabriel Dumont Institute in Prince Albert and La Ronge, 2020 and 2021); EC&I 820 (Anti-Racist and Multicultural Curriculum).

Indigenous Studies (First Nations University of Canada – courses taught at Nortep/Norpac, Lac La Ronge Indian Band, Saskatoon, Southend and Stanley Mission, and Gabriel Dumont Institute in Pinehouse and NSITEP; 2000-2020): Indigenous Studies 100 (Introduction to Indigenous Studies I) Indigenous Studies 101 (Introduction to Indigenous Studies II), Indigenous Studies 104 (Introduction to Indigenous Higher Learning), Indigenous Studies 201 (Introduction

to Contemporary Issues), Indigenous Studies 258 (Gender Issues and Indigenous Peoples), Indigenous Studies 358 (Role of Indigenous Women in Indigenous Societies).

Women's and Gender Studies (University of Regina, Faculty of Arts and Science – course taught at Nortep/Norpac; 2008-2017 and NSITEP 2020 and 2021): Women's and Gender Studies 100 (Introduction to Women's and Gender Studies).

Indigenous (Native) Studies (Department of Indigenous Studies, University of Saskatchewan – courses taught at SUNTEP: 2020-2022 Indigenous Studies 280.6 (Métis History); courses taught at Nortep/Norpac; 2002-2017): Native Studies 209.3 (Introduction to Native Studies Research Methods), Indigenous Studies 230.3 (Gender Issues), Indigenous Studies 271.3 (Indigenous Women in Canada, formerly 225.3), Indigenous Studies 350.6 (Research Methods in Indigenous Studies), Indigenous Studies 370.6 (Images of Indigenous North America, formerly 208.6)

Educational Foundations (Department of Educational Foundations, College of Education, University of Saskatchewan – courses taught at SUNTEP Saskatoon: EFDT 301.3 (Anti-Racist and Anti-Oppressive Education) 2021; EFDT 435.3 (Critical Perspectives on Educational Thought and Values) 2022; courses taught at Nortep/Norpac 2010-2014): Educational Foundations 335.3 (First Nations, Cross-Cultural, and Anti-Racist Education), Educational Foundations 435.3 (Critical Perspectives in Educational Thought and Values). Courses taught at SUNTEP in La Ronge (Educational Foundations 435.3; Winter 2018) Courses taught at University of Saskatchewan: Educational Foundations 101 (Introduction to Education; 1999).

Curriculum Methods: (University of Saskatchewan – courses taught for SUNTEP Saskatoon: ECUR 382.3 (Social Studies Methods) and ECUR 310.3 (Literacy across the Curriculum), 2020-2021.

University Entrance Program (First Nations University of Canada – courses taught in Saskatoon and Lac La Ronge Indian Band; 1997-2003): UEP (Introduction to University); University 100 (Introduction to University I); University 101 (Introduction to University II).

Educational Professional Studies (University of Regina, Faculty of Education – courses taught at Nortep/Norpac; 2001 and 2014): EPS 116 (Communication Skills in Education) – Arts and Science and Education versions.

Indigenous Education Professional Studies (First Nations University of Canada – courses taught at DeneTep in La Loche, Winter 2018): EIND 215 (Principles and Practices in Elementary Teaching); Microteaching Lab for EIND 215.

Social Studies Education (First Nations University of Canada – course taught for DeneTep in La Loche, Winter 2018): ESST 215 (Elementary Social Studies).

Sociology 100 (Gabriel Dumont Institute – courses taught in Pinehouse Liberal Arts Program and Northern Saskatchewan Indigenous Teachers Education Program, Fall 2019).

Academic Foundations (Gabriel Dumont Institute – course taught in Pinehouse Winter 2019): ACAD 100 (Academic Discourse: Writing, Research, and Learning Strategies).

Heather Carter

Experienced, energetic, and passionate **Métis** educator with a demonstrated history of successful instruction in Saskatchewan elementary, secondary, and adult basic education classrooms. Professional 'A' certification in K-12 education and Graduate Teaching and Learning Certificate for university instruction. Experienced and organized project coordinator. Highly professional and organized collaborator with effective time management skills and demonstrated ability to self-manage. Strong interpersonal and communication skills, both written and verbal. Practised author, article reviewer, and editor.

SUNTEP and Gabriel Dumont College graduate with a dedicated interest in community-based research. Awarded multiple scholarships for academic excellence. Proficient with curriculum planning, instruction, and assessment. Intuitive and skilled in research and publication. Dedicated and community-minded volunteer possessing extensive understanding of Canadian Indigenous cultures and epistemology. Influential community member, committed to creating opportunities for education, employment, training, and economic growth in Saskatchewan.

Advocate and activist committed to the advancement of cross-cultural and anti-oppressive learning outcomes for all students and the improvement of educational outcomes for Indigenous learners.

Education

PHD University of Regina, Educational Leadership and Administration Ongoing Expected Date of Defense: June 2025

MEd University of Regina, Curriculum & Instruction May 2019
Community-Based M.Ed. Gabriel Dumont College
Focus: Indigenous Pedagogy and Leadership for Inclusion

BEd University of Saskatchewan, SUNTEP May 2008
Major: Indigenous Studies
Double Minor: English/Drama

Honors and Awards

- UR Graduate Scholarship 2021
- Faculty of Graduate Studies and Research Incoming Indigenous Student Award 2021
- J. Orisson Burgess Graduate Scholarship in Education 2019
- University of Regina Graduate Studies Scholarship Winter 2018
- University of Regina Graduate Studies Scholarship Fall 2018
- University of Regina Graduate Studies Scholarship Winter 2017

Teaching Experience

University of Regina, Regina, SK

August 2021-present

Indigenous Student Success Facilitator,

nitôncipâmin omâ Student Success Program

The primary function of the Student Success Facilitator is to maintain effectiveness in the operations and administration of the OMA program. In this role, I manage multiple responsibilities, solve complex problems, and provide supervision and guidance to staff. Based on the complex nature of the issues facing the students in each cohort of 20 first-year Indigenous students each academic year, setting precedence in processes and the development in policies is expected. Further, Research and analysis are conducted to meet the objectives of the program and make decisions to anticipate change while ensuring consistency with the ta-tawâw Student Centre's strategic goals and outcomes and the University of Regina's strategic plan. The OMA program and has been designed to achieve the successful transition and retention of Indigenous undergraduate students to second year studies.

Responsibilities include:

- Assisting the students with problem solving in the areas of; academics, financial, health and the unique socio-challenges and social determinates these individuals face or will encounter.
- Providing supports in the form of continuous mentoring, counselling, assessments, validity of ideas and advice. Attending classes, facilitating class review sessions, liaising between students and funding providers, instructors, community, ensuring quality support in specific fields.
- Coordinating additional academic supports such as tutors and academic workshops are also coordinated by the Facilitator.

Dumont Technical Institute, Prince Albert, SK

Sept 2019 to August 2021

Faculty Instructor, Adult Basic Education Levels 3&4

Over the course of this posting, I have developed proficient understanding of the principles of Adult Education. My strong interpersonal and communication skills, flexibility, and ability to work with people from various equity groups has been an asset in this role.

Skills:

- Develop, design, and teach a curriculum-based program to meet the varied needs of to Métis and non-status adult students.
- Actively differentiate curriculum and instruction for multiple learning styles and grade levels.
- Evaluate student performance, and provide support and guidance to students in the classroom.
- Identify and remediate gaps in learning.
- Support students in negotiating and overcoming struggles in their home and work lives.
- Coordinate with instructor team to ensure administrative duties are completed in a timely fashion.
- Maintain records of student learning including administrative responsibilities such as attendance and academic contracts.
- Teaching and assessing in Oline and Face-to-face formats, extensive experience with the Brightspace LMS.

SUNTEP University of Saskatchewan, Prince Albert, SK

Jan 2020 to May 2020

Teaching Assistant / Co-Instructor (unpaid mentorship)

Through this experience, I gained valuable understanding of the practice and methodology of planning for and delivering undergraduate courses to Education students and pre-service teachers.

Skills:

- Mentored planning and delivery of Ed. Fdt.422 to fourth year Bachelor of Education students at SUNTEP campus in Prince Albert.
- Developed syllabi, assignments, lectures, and evaluations
- Employed non-traditional teaching methodologies to build and maintain reciprocal learning relationships with students.
- Delivered both of face-to-face and online instruction in the area of Anti-Racist Pedagogy.
- Provided timely and meaningful feedback to students in the course.
- Developed on-line learning strategies to support students as they transitioned to independent on-line study.

- Proficient in the use of varied learning management systems including Blackboard and Brightspace as well as Zoom technology for delivery of online instruction where necessary.

Prince Albert Catholic School Division, Prince Albert, SK

Sept 2012 to Sept 2019

Teacher

While with PACSD I had many different teaching assignments including substitute teaching over a three-year span (2015-2018) during which I was the primary care giver to our young children. Over the course of the years I spent assigned to classrooms, I had the unique opportunity to provide an intensive literacy development program in accordance with the Grade 6 ELA curriculum. I was later assigned to teach English Language Arts at various middle years grade levels where I expanded this program to provide classroom instruction to the students and meet the provincial curriculum outcomes at each of the required levels in the group. During these years, I continued to teach in many different subject areas as well in accordance with the classroom duties to which I was assigned.

Skills:

- Responsible for all learners who scored well-below reading levels expected for students at this grade level.
- Developed and implemented a writing-based English Language Arts program to increase student literacy and meet curricular outcomes for middle years.
- Programming resulted in students making significant growth, most improving by 6 DRA levels; 5 meeting end of grade level reading score expectations for entrance to grade 7.
- Worked collaboratively with Student Support Services Teacher to review data and develop instructional strategies to address learning needs while effectively meeting grade-level objectives.
- Expanded the scope of my program to include those students whose reading and writing score were at or above grade level.

Holy Trinity Catholic School Division, Moose Jaw, SK

Aug 2009 to Aug 2012

Teacher

During my years at HTCSD I was assigned to many different classrooms in the middle years. I was responsible for planning and teaching all subject areas each year. In my time with this division, I was also granted the half-time Teacher-Librarian role in the latter half of 2010, the other half-time duties I performed were spent coaching my colleagues as a Teacher on Special Assignment.

Skills:

- Planned, instructed, and evaluated all subject areas at the various grade levels to which I was assigned.

- Worked effectively and independently to meet and maintain expectations.
- Mentored teachers as they implemented RTI methods, Restitution, and Choice Theory in their Classrooms as a Teacher on Special Assignment in 2010.
- Provided expertise in planning Social Studies, ELA, and Science Curriculum that focused on Indigenous Canadian history, cultural traditions, and epistemology.
- Contributed to the leveling of writing samples from across the province in conjunction with a committee of educators for the purpose of creating the Saskatchewan Writing Project benchmarks.

Sun West School Division, Rosetown, SK

Aug 2008 to June 2009

Teacher

As a new teacher, I was assigned a multi-grade classroom consisting of Grades 7, 8, and 9. I was responsible for teaching all subjects at each level and I also taught Grade 6 Guidance. I engaged actively in the school community, coaching and supervising many extra-curricular activities. I also had the opportunity to work on the division Curriculum Renewal Committee to design resources whose teaching outcomes were aligned for use in a multi-grade setting.

Skills:

- Effectively and efficiently planned for and instructed 9 classes for three grades (7,8,9) simultaneously
- Honed excellent time management, organization, and classroom management skills
- Learned quickly and developed professional leadership skills in and out of the classroom.
- Devised and implemented strategies to create and maintain a cohesive community within a multi-grade classroom.

Leadership Experience

Prince Albert Aerials Gymnastics Club Board of Directors

2013 to 2021

Director of Recreational Programming

Skills:

- Human resources management: recruitment, hiring, disciplinary action, and dismissal
- Contract negotiations & professional development funding
- Strategic planning for non-profit organization
- Balancing annual budget in excess of \$600,000
- Grant writing and other fundraising experience
- Communication and collaboration with external organizations
- Social media presence and advertisement
- Volunteer management

- COVID-19 pandemic response and planning

Research Experience

University of Regina, Regina, SK

Jan 2022 to Present

Research Associate, Faculty of Education

In this role, I work as a part of a team to develop an Indigenous Educational Doctorate program with Gabriel Dumont College and the University of Regina. As a part of the Ed Doc design team, I contribute the development of class content and rationale, complete program proposal documents and administrative tasks related to program development, conduct research to support the project, and meet with administrators from cooperating institutions whenever necessary.

University of Regina, Regina, SK

Sept 2021 to Dec 2021

Student Research Assistant, Faculty of Education

Over the course of this position, I conducted a large-scale environmental scan and report of existing Educational Doctorate programs across Canada in support of the possible development of an Indigenous Doctor of Education program at the University of Regina.

University of Regina, Regina, SK

Dec 2018 to Dec 2020

Research Assistant / Logistics Coordinator, Faculty of Social Work

Social Policy Research Center

This posting began as a student RA position. Upon my successful completion of Graduate Studies, I was hired to continue working with this project as a Research Assistant/ Logistics Coordinator.

- Cross-disciplinary research study into the experiences of racialized students studying at the University of Regina.
- Conduct literature reviews and data collection

- Recruitment of participants
- Conducting and transcribing interviews
- Conducting discourse analysis
- Data analysis using Nvivo software
- Report writing and knowledge mobilization
- End-of-project report dissemination – publications and presentations
- Maintaining project documentation, scheduling meetings, administrative duties as assigned by PI, and dissemination of logistical information to team members

Publications

Chapter Publications

Carter, H. (2020). Permission to Escape. In A. Gebhard, S. McLean, & V. St. Denis (Eds.), *Whiteness at Work: Disturbing practices of racism across the Canadian prairies*. Fernwood Publishing.

Journal Articles

Gebhard, A., Novotna, G., **Carter, H.**, Oba, F. (2020) "Racism plays a disappearing act: Discourses of denial in one anti-discrimination campaign in higher education," Submitted to: *Race Ethnicity and Education*. Published by: Whiteness and Education

Chapter Publications Accepted

(Pending Publication)

Journal Papers in Review

Conference Papers

(Abstract Accepted)

Carter, H., Gebhard, A., Hogarth, K., & Novotna, G. (2020, May 31- June 5) *A Discourse Analysis of Race and Equity across Three University Programs*. [Paper Presentation]. Federation for the

Humanities and Social Sciences (CSSE) Congress 2020. Bridging Divides: Confronting Colonialism and Anti-Black Racism. London, ON. (Accepted abstract)

Novotna, G., Hogarth, K., Oba, F., Gebhard, A., Luhanga, F., McNeil, B., Uwakwe, K., **Carter, H.**, & Reid, L. (2020, November 8-11). *Racialized students' accounts of diversity and inclusion in their quest for becoming helpers in predominantly white space*. Joint World Conference on Social Work Education and Social Development, Rimini, IT (Accepted abstract)

Presentations and Invited Lectures

Presentations

Kalu, Uwakwe, N., **Carter, H.**, Reid, L., Gebhard, A., Oba, F., McNeil, B. Luhanga, F., Hogarth, K., & Novotna, G. (2020). *Racialized students' accounts of diversity and inclusion in their quest for becoming helpers in predominantly white spaces*. UR Social Policy Research Center Lunch and Learn, September 22, 2020.

Paper Presentations

Reid, L., Novotna, G., Gebhard, A., Oba, F., Hogarth, McNeil, B., Luhanga, F., Kalu, U., **Carter, H.** (2020, July 15-19) *Racialized Students Navigating University Programs in Helping Professions as the Spaces for Social Justice, Inclusivity, and Goodness*. [Paper Presentation]. International Federation of Social Workers Online Conference 2020. The 2020 to 2030. Social Work Global Agenda: Co-Building Social Transformation.

Professional Training

Professional 'A' Teaching Certificate

Government of Saskatchewan, 2008

Certification for K-12 education in Saskatchewan

TCPS-2 Core Certification

Tri-Council Policy Course on Research Ethics, 2019

Ethical Conduct for Research Involving Humans

UR Graduate Teaching Certificate

University of Regina, 2018

Comprehensive overview of the design, delivery, and assessment of curriculum in a post-secondary context. Outcomes include the development of a pedagogically sound course syllabus and outline, developing presentation skills; identifying learning outcomes, assessment, and evaluation; non-traditional learning methods; student-centred learning; multiple modalities; grading and assessment; the integration of social media in post-secondary classrooms; information literacy; and strategies for Indigenizing the curriculum.

Restitution: Restructuring School Discipline Teacher Leader

Dr. Diane Gossen -Restitution in the Classroom, 2010

Treaty Teacher Leader

Office of the Treaty Commissioner, 2008

Committed to advancing public education programs that result in the people of Saskatchewan understanding their shared heritage in the treaty relationship, creating the foundation for a harmonious and respectful future between First Nations and all residents of the province. Members of the Treaty Learning Network are trained individuals dedicated to meeting this objective by providing leadership in Teaching Treaties in the Classroom.

Professional Service

Peer-Reviewed Articles for:

- Canadian Journal for New Scholars in Education
- Race, Ethnicity, and Education

Teacher Convention Presentations

- HTCSD Teacher Convention
 - Response to Intervention (RTI) in the Middle Years Classroom (2011)

- Control Theory in the Middle Years Classroom (2010)
- Sun West/Tri West Teacher's Association Conference
 - Curriculum renewal and the multi-grade classroom (2009)

Peer Coach/ New Teacher Mentor:

- Holy Trinity Catholic School Division- Teacher on Special Assignment
 - Response to Intervention training and implementation support
 - Control Theory in the Classroom implementation support
 - Restititional Discipline implementation support
 - Teaching Treaties in the Classroom planning, implementation, and support

Curriculum Resource Developer:

- Prince Albert Catholic School Division
 - Social Studies/English Integrated Unit (grades 7-8): Indigenous Contributions to Canadian History
 - Writing to Read (grades 6-7): Targeted Writing Instruction for Literacy Intervention in the Middle Grades
- Holy Trinity Catholic School Division
 - Social Studies Major Integrated Resource (Middle Years) Power & Authority
 - Social Studies Core Unit (grades 4-8): Métis History and Traditions

Committee Member:

- Saskatchewan Writing Project
 - Leveled writing samples for Provincial Writing Benchmarks (Saskatchewan Curriculum)
- Sun West School Division
 - Aligning curricular outcomes for the multi-grade classroom (Middle Years) Saskatchewan Curriculum document

Community Service

Director of Recreational Programming – Prince Albert Aerials Gymnastics Club (2013-2021)

Prince Albert Council of Women – Member in Good Standing (2017-2021)

Prince Albert Métis Women's Association – (2017-2021)

Academic Tutor and Advisor to various High School and Post-Secondary Students (2014 –2021)



Education Centre
545 11th Street East • Prince Albert, SK • S6V 1B1
Phone: (306) 764-1571 Fax: (306) 763-4460

Robert Bratvold, Director of Education

May 30, 2022

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

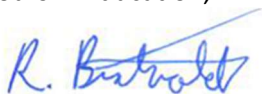
Dear Dr. Salm,

I am pleased to write this letter in support of the Indigenous Education Doctorate Program submission.

Saskatchewan Rivers Public School Division (SRPSD) fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. SRPSD staff and families have been a clear beneficiary of the long tradition of University of Regina's community-based Masters Programs infused with Indigenous ways of learning, knowing and understanding. The higher level of learning of a Doctorate program will provide leaders in our community, and other communities, that next level of learning to become more equipped to meet the demands of the higher-level leadership roles in school and system administration. Indigenous Education of the highest caliber is essential learning for our future system leaders.

An Indigenous Education Doctorate Program would not only provide Indigenous educators opportunities for professional learning it would also support the development of local leaders, support reconciliation, and continue to support meaningful change. Should this program be approved, its graduates will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

Yours in Education,



Robert Bratvold
Director of Education



First Nations,
Métis and Inuit
Education



Greater Saskatoon Catholic Schools
420 22nd Street East, Saskatoon SK S7K 1X3 Canada
306.659.7000 • info@gscs.ca • www.gscs.ca

May 20, 2022

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Greater Saskatoon Catholic Schools fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Advanced studies in education that are community-based and infused with Indigenous themes, content and perspectives allows working professionals in our province to pursue the highest level of academic achievement, advance their career aspirations, and contribute to new paradigms in Indigenous student learning and success.

An Indigenous Education Doctorate Program would develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's educational landscape by building Indigenous capacity, especially at decision-making levels within the province. Our dedication to advancing Indigenous leadership within our organization would be well served by an Indigenous Education Doctorate Program. Good luck in the advancement of the concept and don't hesitate to reach out if we can offer any further support.

Sincerely,

Gordon A. Martell, PhD
Superintendent of Education



CREIGHTON SCHOOL DIVISION No. 111

P.O. Box 158 Creighton, SK S0P 0A0

Ph: 306-688-5825 Fax: 306-688-3131

Vincent Cable

Director of Education

vcable@creightonschool.com

Sheola B. Jansen

Secretary-Treasurer

sjansen@creightonschool.com

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Creighton School Division fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Offering higher level education opportunities that are community-based and infused with culturally relevant content allows working individuals in our province to pursue additional education and become equip with the necessary skills to gain higher level leadership roles in school administration.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

Sincerely,

Vincent Cable

Director of Education

Creighton School Division

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Ile-a-la Crosse School Division fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Offering higher level education opportunities that are community-based and infused with culturally relevant content allows working individuals in our province to pursue additional education and become equip with the necessary skills to gain higher level leadership roles in school administration. This process not only ensures student engagement, it is of significance to the university, as the doctoral candidates' experiences will be from the north.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system. The program would provide leaders deeper conversations at the tables of influence because of the program's specific attributes such but not limited to Indigneous ways of knowing being and anti-racist/oppressive education.

In reciprocity and in relationship, this program will provide leaders opportunitites to embrace their personal experiences while building on the competencies, skills (research and practical) to benefit academia as well.

Sincerely,



Brenda L. Green
Director of Education
Ile-a-la Crosse School Division



NORTHERN LIGHTS SCHOOL DIVISION No. 113

Bag Service #6500

La Ronge, Saskatchewan

SOJ 1L0

Telephone: (306) 425-3302

Fax: (306) 425-3377

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Northern Lights School Division #113 fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Offering higher level education opportunities that are community-based and infused with culturally relevant content allows working individuals in our province to pursue additional education and become equip with the necessary skills to gain higher level leadership roles in school administration.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

Sincerely,

Morris Cook, Board Chair
Northern Lights School Division #113

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Northern Lights School Division #113 fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Offering higher level education opportunities that are community-based and infused with culturally relevant content allows working individuals in our province to pursue additional education and become equip with the necessary skills to gain higher level leadership roles in school administration.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

Sincerely,



Jason Young, Director of Education
Northern Lights School Division #113



NORTHLANDS
COLLEGE

Head Office

P.O. Box 1000

Air Ronge, SK S0J 3G0

Phone: (306) 425-4480**Toll Free:** 1-888-311-1185**Fax:** (306) 425-3002

May 19, 2022

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Northlands College fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Offering higher level education opportunities that are community-based and infused with culturally relevant content allows working individuals in our province to pursue additional education and become equip with the necessary skills to gain higher level leadership roles in school administration.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

Sincerely,

Chandra McDougald
Interim President & CEO
Northlands College

Executive Office
PO Box 480
La Ronge, SK. S0J-1L0
Phone: (306) 425-2183
Fax: (306) 425-3578
Toll Free: 1 800 567 7736



Lac La Ronge Indian Band

May 25, 2022

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Lac La Ronge Indian Band fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. To our understanding, the proposed program will offer higher level education opportunities for rural and northern communities which are community-based and culturally relevant. The program will allow full time employees to pursue higher education gain the necessary knowledge for higher level leadership roles in Education.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

We hope that this program will be supported and delivered by the University of Regina.

Sincerely,

Chief Tammy Cook-Searson
Lac La Ronge Indian Band



PRINCE ALBERT GRAND COUNCIL

Main Office
Chief Joseph Custer Reserve #201, PO Box 2350
2300-10th Avenue West, Prince Albert, Saskatchewan S6V 6Z1
Phone: (306) 953-7200 Fax: (306) 764-6272

Dr. Twyla Salm
Associate Dean, Research and Graduate Programs
Faculty of Education
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

RE: Indigenous Education Doctorate Program

Dear Dr. Salm,

Please accept this letter in support of the Indigenous Education Doctorate Program submission.

Prince Albert Grand Council fully supports the development and implementation of an Indigenous Education Doctorate program in Saskatchewan. Offering higher level education opportunities that are community-based and infused with culturally relevant content allows working individuals in our province to pursue additional education and become equip with the necessary skills to gain higher level leadership roles in school administration.

An Indigenous Education Doctorate Program would not only bring Indigenous educators' opportunities for professional advancement, it would also develop local talent, support reconciliation, and continuing to support meaningful change. This program will be pivotal in transforming Saskatchewan's education practices by building Indigenous capacity, especially at the decision-making level within our current education system.

Sincerely,

A handwritten signature in blue ink, which appears to read "G.C. Hardlotte". The signature is fluid and cursive.

Grand Chief Brian Hardlotte
Prince Albert Grand Council

**REPORT FROM THE COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
TO EXECUTIVE OF COUNCIL
24 MAY 2023**

ITEM(S) FOR APPROVAL:

1. FACULTY OF EDUCATION

1.1 New Minor – General Fine Arts Education Minor

MOTION: That the General Fine Arts Education Minor be created, effective 202330.

General Fine Arts Education (EFAE)

- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- EAE 201 (3)

Note *Students must complete at least 3 different Media, Art, and Performances disciplines.*

Rationale:

This minor reflects the new Arts Education program and aligns with the major and minor structures in the regular secondary program.

(end of Motion)

2. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

2.1 Program Change – KHS 099 (Academic Integrity)

MOTION: To require completion of KHS 099 (Academic Integrity) in the first semester of admission to the Faculty of Kinesiology and Health Studies, effective 202410.

Rationale:

When the course was created, the requirement was included in the course notes, however a separate motion to require the course by all KHS students, regardless of program, was not completed. This motion will formalize the requirement, and allow proper administration of the course material in a timely manner that will benefit students.

(end of Motion)

3. FACULTY OF MEDIA, ART, AND PERFORMANCE

3.1 New Program – Diploma in Creative Technologies

MOTION: To create a Diploma in Creative Technologies, effective 202410.

Diploma in Creative Technologies (60 credits)

Academic Requirements: Students must achieve a Program GPA of 65% to graduate.

Program Overview: This is a two-year program (60 credit hours) of training and/or continuing education. Courses required within the program are offered at times convenient to off-campus students, as well as in the traditional day slots.

Students who hold a previous credential consisting of 60.0 credit hours or more (or equivalent to at least a 2-year program) in Creative Technologies or a related discipline, may not enrol in the Diploma in Creative Technologies, except with special permission of the faculty.

The credit from diploma program can often be applied to a full Bachelor's degree at a later date.

Total length: 20 courses

CTCH courses: 14

Other required courses: 2 (ENGL 100, FILM 220, and MAP 001--0 Cr hrs) Electives: 4*

Credit hours	Diploma in Creative Technologies Required Courses
0.0	MAP 001
3.0	ENGL 100
3.0	CTCH 110
3.0	CTCH 111
3.0	CTCH 112
3.0	CTCH 113
3.0	CTCH 203
3.0	CTCH 204
3.0	CTCH 301
3.0	CTCH 306
18.0	Six CTCH 200- and/or 300-level courses
3.0	FILM 200
12.0	Four Electives*
60.0	Total 65.00% PGPA and 60.00% UGPA required

*Courses in Computer Science, Engineering, or MAP are recommended.
(65% Program GPA Required)

Total: 60 credits

Rationale:

This diploma will serve as a recruitment tool and feeder for the Creative Technologies program, and supports the academic endeavors and enrolment growth at the U of R, including laddering opportunities and increased demand being seen by International students for 2 year programs.

See **ATTACHMENT A** for the Registrar's Undergraduate Academic Programming Questionnaire.

(end of Motion)

3.2 Program Revisions – Bachelor of Arts in Theatre Three-Year Special Provisions

MOTION: That the requirements for the Bachelor of Arts in Theatre Three Year Special degree be revised, effective 202330.

Critical Competencies – 24 credit hours	
Communication in Writing – 6 credit hours	
3.0	Two of ACAD 100, ENGL 100 or 110
3.0	
Culture and Society – 9 credit hours	
3.0	MAP 202 or MAP 209*
6.0	Any two courses in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Natural or Social Sciences – 6 credit hours	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology; any Science courses, including MATH.
Research and Methodology – 3 credit hours	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, CTCH 203, 303, and THST-250 THTR 215 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Media, Art, and Performance – 9 credit hours	
9.0	Three Media, Art, and Performance courses outside the major area.
Theatre – 36 credit hours	
3.0	THAC 260 One of THTR 199AB or THTR 115
3.0	THST 200 THTR 213
3.0	THST 250 THTR 215
3.0	THST 380 THTR 301
6.0	Two THST courses at the 300- or 400-level* of THTR 325AA-ZZ, THTR 327AA-ZZ, THTR 426AA-ZZ THTR 427AA-ZZ or ENG 301, ENG 302
3.0	One of THAC 365 AA-ZZ, THAC 465 AA-ZZ, THDS 365 AA-ZZ, THDS 465 AA-ZZ THTR 311AA-ZZ, THTR 310AA-ZZ, THTR 324AA-ZZ, THTR 396AA-ZZ or THTR 411AA-ZZ

15.0	Five Theatre courses chosen from THDS, THAC or THST (can include three more credit hours of 365 AA-ZZ and 465 AA-ZZ) – THTR 116, THTR 199AA-ZZ, THTR 202, THTR 203, THTR 204, THTR 210, THTR 211, THTR 311AA-ZZ, THTR 324AA-ZZ, THTR 396AA-ZZ, THTR 411AA-ZZ, THTR 426AA-ZZ
Electives – 21 credit hours	
21.0	Seven Open Electives
90.0	Total
*With the approval of the department head, ENGL 301, 302, 460 AA-ZZ may be used to satisfy some theatre requirements	

*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective, once the Culture and Society requirements are met.

Rationale:

Due to the launch of the Theatre Department's new Bachelor of Fine Arts in Devised Theatre and Performance Creation and the new Bachelor of Drama and Theatre Studies in 2022, course names and numbers are new. The existing Bachelor of Arts in Theatre: Special Three-Year and Minor in Theatre and Performance requires revision to reflect these changes.

(end of Motion)

3.3 Program Revisions – Minor in Theatre and Performance

MOTION: That the requirements for the Minor in Theatre and Performance be revised, effective 202330.

Credit Hours	Minor in Theatre and Performance Required courses
3.0	THAC 260 One of: THTR 199AB or THTR 115
3.0	THDS 121
3.0	One THAC OR THDS THTR course (300-400-level)
3.0	THST 250 THTR 215
3.0	THST 380 THTR 301
3.0	One THAC, THDS, or THST THTR course (300-or 400-level)
18.0	Total 65.00% GPA

Rationale:

Due to the launch of the Theatre Department's new Bachelor of Fine Arts in Devised Theatre and Performance Creation, and the new Bachelor of Drama and Theatre Studies in 2022, course names and numbers are new. The existing Minor in Theatre and Performance needs to be revised to reflect new course names and numbers.

(end of Motion)

3.4 Historical Status – Minor in Theatre and Performance

MOTION: That the Minor in Theatre and Performance be made historical, effective 202430.

Rationale:

The Theatre Department currently has a minor in Theatre Studies. Fulfilling the requirements of the Minor in Theatre and Performance will not be possible, as this minor is related to performance and productions. In our new program, students are required to take the new Bachelor of Fine Arts in Devised Theatre and Performance Creation to have the necessary prerequisites to perform in productions.

(end of Motion)

3.5 New Program – Bachelor of Design Degree

MOTION: To create a Bachelor of Design Degree, effective 202410.

Bachelor of Design Degree (60 credit hours + 60 transfer credits)

Academic Requirements: Students must achieve a Program GPA of 65% to graduate.

Program Overview: This is a two-year post-diploma program (60 credit hours) that would allow direct entry for students who had completed a Diploma in Design at approved Canadian institutions or students who complete a Diploma in Creative Technologies or a Diploma in Computer Science at the University of Regina. A post-diploma baccalaureate program is a program that requires a post-secondary diploma for the purposes of admission where students receive a block of 60 transfer credits and are required to complete 60 University of Regina credit hours).

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

Total length:

60 block transfer credits

20 U of R courses

DES: 6 courses

MAP and CTCH courses: 6 courses

Critical Competencies: 8 courses

For admission to the **Post-Diploma Bachelor of Design** program, students must have completed:

- The University of Regina Diploma in Creative Technologies;
- Or, the University of Regina Diploma in Computer Science (DipCS);
- Or the Diploma of Graphic Communications from Saskatchewan Polytechnic with a minimum GPA of 60.00% and ENGL 100 or equivalent;

- Or, the Diploma of Interactive Design and Technology from Saskatchewan Polytechnic with a minimum GPA of 60.00% and ENGL 100 or equivalent;
- Or, the Diploma of Engineering Design and Drafting Technology from Saskatchewan Polytechnic with a minimum GPA of 60.00% and ENGL 100 or equivalent.

Graduation from a similar, Canadian diploma program may be used for admission to this program and will be reviewed on a case-by-case basis. Students meeting the requirements will be granted admission to this degree program.

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

Credit Hours	Bachelor of Design Required Courses
	Any CTCH course at the 200, 300, 400 level (excluding CTCH 498 and 499); FILM 200; 205; ART 220, 221, 223; INAH 100
12.0	Four of any DES courses *consider course level requirements DES 200-level, DES 300-level; DES 400-level
3.0	DES 498 From Prototype to Portfolio
3.0	DES 499 Capstone Project
120.0	Total: 65.00% GPA required

* Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a critical competency elective, once the Culture and Society requirements are met.

*Students entering from the University of Regina Diploma in Creative Technologies or the DipCS cannot repeat courses already taken as part of the diplomas.

Rationale:

Environmental scans confirm that there is demand for a Design degree in Saskatchewan, there is demand for graduates with Design credentials in the workforce in Saskatchewan, and there are many Design Diploma graduates in Saskatchewan every year.

See **ATTACHMENT B** for the Registrar's Undergraduate Academic Programming Questionnaire.

(end of Motion)

4. FACULTY OF NURSING

4.1 Admission Requirement – English Language Proficiency (ELP)

MOTION: That the Faculty of Nursing English Language Proficiency (ELP) requirements be revised, effective 202330.

Faculty of Nursing English Proficiency

Applicants to the Faculty of Nursing who need to provide evidence that they meet the University's ELP requirement via an IELTS (Academic) exam with a minimum overall score of 7.0, and minimum band scores of 7.0 in Speaking, and 6.5 in Writing, ~~7.5~~ 7.0 in Listening, and 6.5 in Reading.

Rationale:

The Faculty of Nursing aligns the English Proficiency scores with the College of Registered Nurses in Saskatchewan (CRNS) to ensure that students will meet the ELP demands of the regulatory body once they have graduated and are applying for licensure. The Canadian Nurse Regulators Collaborative reviewed the ELP levels in November 2022 and made the changes as indicated. These have been adopted by the CRNS. This change will align to these changes.

(end of Motion)

5. CENTRE FOR CONTINUING EDUCATION**5.1 New Program – Advanced Certificate in Public Relations and Communications Management**

MOTION: To create a new Advanced Certificate in Public Relations & Communications Management, effective 202330.

Credit Hours	Certificate in Public Relations Required Courses	
3.0	PR 100	Foundations of Public Relations
3.0	PR 101	Writing & Editing for Public Relations
3.0	PR 200	Strategic Communication Planning
3.0	PR 201	Communications Tools and Techniques
3.0	Three electives from PR 202, PR 203, PR 204, PR 205, PR 290AA-ZZ	PR 202 Research & Evaluation
3.0		PR 203 Media Relations
3.0		PR 204 Organizational Communications in Public Relations
		PR 205 Social Responsibility and Ethics
		PR 290AA-ZZ Public Relations Trends and Special Topics
3.0		Any three courses on topics related to marketing, communications, research, consumer behaviour, popular culture, ethics, media, etc.
3.0		
3.0		
30.0	Total: 60% PGPA required	

Background:

The Certificate in Public Relations has been popular with students for over 20 years. We have strong relationships with the Canadian Public Relations Society (CPRS) and the International Association of Business Communicators (IABC) Regina Chapters and have for many years. We are in constant communication with our stakeholder groups and make course content adjustments with their guidance (see Appendix IX for a letter of support). Our instructors are industry professionals who also meet the academic requirements to teach undergraduate level courses.

Rationale:

While content is continually refreshed to align with industry best practices and changing media, students could benefit from a wider range of topics with a longer program. Currently we can only offer one or two elective courses per year on a cost-recovery basis for the PR Certificate, which means students in the introductory program have little choice for their one elective course. This longer program requiring three electives will mean that we will not only be able to but will need to offer more electives each year to meet demand and student need. This longer program will also enable interested international students to be able to take the program on a full time basis, as the introductory five-course PR Certificate is a part-time-only program.

We have done environmental scans, and this program is somewhat unique in that other similar programs in Canada are often at the graduate or post-graduate level, or are not available at a distance.

One key difference from other similar programs is that this certificate will allow students to augment their PR & Communications Management learning with similar adjacent learning in their current or potential future employment sectors. For example, students who are working in the nonprofit sector as communicators might want to take NSLI electives through Luther College such as Nonprofit Advocacy and Community Development and Nonprofit Communications and Strategic Relationship Building. Students working with Indigenous organization might want to take some electives from the INCA program with First Nations University.

Because of the intention to allow students to specialize their learning, we have consulted relevant areas at the University including the Faculty of Arts (Feb 6 2023), Luther College (Jan 11 2023), and First Nations University of Canada (INCA Program March 2023), and others.

Introducing this program is also a financially low risk venture, as there are no new courses required to be developed, and PR courses will be run on a cost-recovery basis as they are now, though of course with student/program completion needs in mind.

See **ATTACHMENT C** for the Registrar's Undergraduate Academic Programming Questionnaire.

(end of Motion)

5.2 English Language Proficiency Test – Duolingo Online English Test

MOTION: To use the Duolingo Online English Test, on a permanent basis, as direct entry to the English for Academic Purposes (EAP) program, following the level equivalency chart, effective 202330.

	EAP 30 Vantages 2	EAP 90 High Intermediate	EAP 100 Advanced
Duolingo	90	100	110

Rationale:

Accepting Duolingo's online English test on a permanent basis will allow the University of Regina's EAP program to be as accessible as other Canadian universities using Duolingo. UR International Admissions and the EAP program have been accepting Duolingo, on a temporary basis, since Fall 2020. The level equivalencies have recently been re-evaluated by Duolingo, and discussed in a meeting with the Admissions team and ESL. URI has adjusted their equivalencies and the EAP program proposes to adjust our scores as well to reflect these changes.

(end of Motion)

5.3 Canadian Language Benchmark

MOTION: To admit applicants who completely achieved Canadian Language Benchmark (CLB) 6 by participating in Language Instruction for Newcomers to Canada (LINC) classes to the English for Academic Purposes (EAP) 090 level course, effective 202330.

MOTION: To admit applicants who completely achieved Canadian Language Benchmark (CLB) 7 or 8 through participating in Language Instruction for Newcomers to Canada (LINC) classes to the EAP 100 level courses, effective 202330.

Rationale: The University of Regina, CCE, English as a Second Language Division allows direct entry to EAP 090 with a minimum overall academic IELTS score of 5.5 and no band lower than 5.0. It also allows direct entry to EAP 100 with an overall academic IELTS score of 6.0 with no band lower than 5.0.

The government of Canada website (<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/standard-requirements/language-requirements/test-equivalency-charts.html>) provides information indicating the equivalency of CLB levels 6 to 8 to IELTS scores, which confirms that the achieved CLB 6 and 7 levels are equivalent to IELTS bands 5 and 6, respectively.

International English Language Testing System (IELTS) – Test Score Equivalency Chart

CLB level	Reading	Writing	Listening	Speaking
10	8.0	7.5	8.5	7.5
9	7.0	7.0	8.0	7.0
8	6.5	6.5	7.5	6.5
7	6.0	6.0	6.0	6.0
6	5.0	5.5	5.5	5.5
5	4.0	5.0	5.0	5.0
4	3.5	4.0	4.5	4.0

Therefore, considering the above IELTS direct entry policy and the government of Canada's equivalency chart, CLB 6 achievers could enter EAP 090, and CLB 7 and 8 achievers could enter EAP 100. CLB 8 achievers are technically in higher proficiency levels.

CLB-based English language training at LINC programs is mainly for general and business purposes, but not for academic purposes. Therefore, the EAP Program can help the CLB 6 to 8 achievers improve their academic skills significantly before taking an academic course at the post-secondary levels. This initiative can provide a suitable transition to starting university courses since few universities, if any, waive the language requirement for CLB 8 achievers. This direct entry initiative could lead to higher motivation for newcomers to join the EAP program and eventually the U of R's academic programs.

(end of Motion)

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

Program Name: Diploma in Creative Technologies

Type of Program:

	Certificate
X	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year): April 2023

Expected Start Date (Month/Year): January 2024

II. RATIONALE

1. Describe the rationale/need for this program.

This diploma will serve as a recruitment tool and feeder for the Creative Technologies program, and supports the academic endeavours and enrollment growth at the U of R, including laddering opportunities and increased demand being seen by International students for two-year year programs.

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

This is a two-year program (60 credit hours) of training and/or continuing education. Courses required within the program are offered at times convenient to off-campus students, as well as in the traditional day slots, including face to face, remote, and online delivered courses.

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

ATTACHMENT A

There are no similar Diplomas offered by the University of Saskatchewan. Some Diplomas offered by Sask Polytech are in related or overlapping areas but have a different target and focus. For example, Sask Polytech's Diploma of Graphic Communications, Diploma of Interactive Design and Technology, and Diploma of Engineering Design and Drafting Technology contain some courses that provide similar technological skills but do not address creative or artistic skills. The Creative Technologies program at the U of R is distinct in its goal to provide students with an interdisciplinary merging of art and technology, where students can choose between diverse artistic practices to gain a broad base of technological skills and theoretical knowledge.

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

This diploma will help to recruit a wide range of students into the current Creative Technologies program, along with other MAP related programs. It will also serve the growing need for two-year programs for International students.

This diploma will provide students with a pathway to the new post-diploma degree in Design entirely within the U of R.

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

This program does not duplicate existing programs. It will be built exclusively from existing MAP courses and will build greater capacity for the Creative Technologies program, as well as for the future Design program. While students from a wide range of programs at the university may be interested, the diploma does not require any courses from outside of MAP.

III. STRATEGIC CONSIDERATIONS

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

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

MAP mission statement: To inspire excellence within an inclusive, supportive, and interdisciplinary environment. MAP provides support for students to become champions of the arts: as makers, scholars, educators, innovators, patrons, and community or industry leaders. Our

ATTACHMENT A

faculty, students, and alumni endeavor to disseminate and share their professional expertise locally, regionally, nationally, and internationally.

This Diploma supports the Faculty's mission as it will be an accessible credential that will provide students with an interdisciplinary, hands-on experience that will prepare graduates for both the creativity needed for careers involving technology and to become champions of the arts in their careers.

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

This Diploma supports two strategic aims outlined in the university's 2020-2025 strategic plan:

Strategic focus area 1: Discovery

Students will develop specialized skills across a range of technologies used in a variety of industries, knowledge of the interdisciplinary intersection of art and technology, and hands-on experience creating works of visual art, music, theatre, film and new media using technology.

Strategic focus area 5: Identity and Impact

The Diploma in Creative Technologies will provide a distinctive and unique program in Saskatchewan and the western provinces while complementing other existing programs at the UofR. Graduates will be highly sought out by a wide variety of industries for their skills as creative and critical thinkers who can combine imagination and innovation in an ever-changing technological landscape.

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

The Diploma in Creative Technologies is an excellent stand-alone program that will meet current needs across many audiences (i.e International Students, Adults returning to school to take additional training and gain credentials that can assist in the industry, students who are not able to commit to a longer program). It is also strategic in that it positions MAP and the CTCH program for the new post-diploma degree in Design.

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

N/A

IV. Program Plan

1. What are the program admission requirements?

ATTACHMENT A

The same for other programs in the Faculty of Media, Arts, and Performance.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	ENGL 100	3
	CTCH 110	3
	CTCH 111	3
	CTCH 112	3
	CTCH 113	3
	CTCH 203	3
	CTCH 204	3
	CTCH 301	3
	CTCH 306	3
	6 CTCH 200 and/or 300 level	18
	FILM 200	3
Elective Requirements	4 Electives	12
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

ATTACHMENT A

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

There are no new courses or curriculum required for this Diploma.

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

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

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

60 credits; 65% GPA

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

No

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

- Students who have been working in industry and want to upgrade or build more credentials;
- International Students;
- Students who are unable to commit initially (for all kinds of reasons) to a 4 year degree

7. How will students be recruited to the program?

ATTACHMENT A

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

8. What is the expected five-year enrolment?

The following numbers are based on the data and interest as discussed in the environmental scan prepared by the UofR Office of Institutional Research, as well as the graduate rates from Saskatchewan Polytech, and the success of the Diploma in Computer Science.

Year 1	Year 2	Year 3	Year 4	Year 5
15	35	50	70	80

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

Through MAP's Student Program Center.

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

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

V. Needs and Costs of the Program (CCB)

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

ATTACHMENT A

Initially the program would not need any additional faculty/staff resources; however, the number of full-time CTCH instructors will need to increase as the program grows to be able to offer an increased number of sections of courses and recurrences of courses to meet increasing demands.

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

n/a

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

The CTCH Faculty, sessional instructors, and MAP resources and equipment will be used to help deliver the program. The Diploma uses courses already being offered for the CTCH degree so no additional workload is required.

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

No.

5. Proposed budget and revenue from the Program.

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

ATTACHMENT A

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

No additional library holdings needed.

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

No additional specialized classrooms will be required beyond what is currently required for delivery of the CTCH degree.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr Charity Marsh	charity.marsh@uregina.ca	

VII. Approvals

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

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

Program Name: Bachelor of Design Degree

Type of Program:

	Certificate
	Diploma
	Baccalaureate
	After Degree
X	Other (specify): Post-diploma degree

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Faculty of Media, Art, and Performance/Department of Creative Technologies and Design

Expected Proposal Submission Date (Month/Year): April/2023

Expected Start Date (Month/Year): January/2024

II. RATIONALE

1. Describe the rationale/need for this program.

Environmental scans confirm that there is demand for a Design degree in Saskatchewan, there is demand for graduates with Design credentials in the workforce in Saskatchewan, and there are many Design Diploma graduates in Saskatchewan every year.

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

This is a two-year post-diploma program (60 credit hours) that would allow direct entry for students who had completed a Diploma in Design at approved Canadian institutions or students who complete a Diploma in Creative Technologies or a Diploma in Computer Science at the University of Regina.

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

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

ATTACHMENT B

There are no degree programs in Design offered in Saskatchewan. The University of Alberta offers degrees in Industrial Design and Visual Communication Design. The University of Manitoba offers degrees in Interior Design and Environmental Design. The U of R Design program would be unique in its flexibility. It is designed to be a general design degree that will allow students to study the theory of design and a wide range of interdisciplinary, hands-on, creation-based courses before working on a capstone project in a range of Design options.

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

This degree will provide a laddering opportunity for students graduating from the Computer Science Diploma or Creative Technologies Diploma programs at the U of R, including international students.

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

This program is built on the significant overlap with Creative Technologies requirements. CTCH currently offers 18 courses with significant Design content. Some of these courses will be cross-listed with Design courses. Other CTCH courses will serve as approved electives for the Design degree.

Similar to Creative Technologies, the Design Degree would allow for electives in Computer Science and Engineering. Ongoing communication with Computer Science and Engineering will be essential to avoid over-burdening these courses.

III. STRATEGIC CONSIDERATIONS

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

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

MAP mission statement: To inspire excellence within an inclusive, supportive, and interdisciplinary environment. MAP provides support for students to become champions of the arts: as makers, scholars, educators, innovators, patrons, and community or industry leaders. Our faculty, students, and alumni endeavor to disseminate and share their professional expertise locally, regionally, nationally, and internationally.

This degree supports the Faculty's mission as it will be an accessible credential that will provide students with an interdisciplinary, hands-on experience that will prepare graduates for both the creativity needed for careers involving design and to become champions of the arts in their careers.

ATTACHMENT B

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

This degree supports two strategic aims outlined in the university's 2020-2025 strategic plan:

Strategic focus area 1: Discovery

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

Strategic focus area 5: Identity and Impact

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

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

There are many ways in which this program could expand to include other partners within the university. Over time streams and electives of Design could be added in collaboration with other Faculties, such as Sustainable Design, working with the Faculty of Arts, or Indigenous Design, working with First Nations University.

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

An environmental scan prepared by the U of R Office of Institutional Research is attached – [Appendix III](#)

Program Plan

5. What are the program admission requirements?

The same for other programs in the Faculty of Media, Arts, and Performance. Student must possess a recognized two year diploma as listed in the program template.

Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
Elective Requirements		

ATTACHMENT B

Major Requirements(if applicable)		
Minor Requirements (if applicable)		

ATTACHMENT B

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

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
From Prototype to Portfolio	DES 498	Y	Y	Fall 2024
Design Capstone Project	DES 499	Y	Y	Winter 2025

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

DES 498 From Prototype to Portfolio

Students will design and draft a major project or research paper in Design They will also learn professional skills in the Creative Industries including project pitching, grant writing, entrepreneurship, and interviewing. Students in the Design concentration will design the first stage of their Capstone work. ***Prerequisite: 81 credit hours***

DES 499 Design Capstone Project

This course focuses on the development of a major independent project or research paper in the area of Design, for all students in the Design Concentration. *Prerequisite: 84 credit hours and DES 498.*

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

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

No

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

- graduates of Design Diploma programs in SK and neighbouring provinces
 - graduates of Computer Science and Creative Technologies Diploma programs from the U of R
 - Students who have been working in industry and want to upgrade or build more credentials
 - International students (first through a U of R diploma in Computer Science or Creative Technologies)

5. How will students be recruited to the program?

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

ATTACHMENT B

to ongoing advertising of the program, but this should result in greater enrolments.

6. What is the expected 5 year enrolment?

The following numbers are based on the data and interest as discussed in the environmental scan prepared by the UofR Office of Institutional Research, as well as the graduate rates from Saskatchewan Polytech, and the success of the Diploma in Computer Science.

Year 1	Year 2	Year 3	Year 4	Year 5
20	60	80	90	100

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

Through MAP's Student Program Centre.

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

___ Online

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

___ Video-conferenced or distributed.

Please provide details.

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

IV. NEEDS AND COSTS OF THE PROGRAM (CCB)

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

The two-year post-diploma program will require one additional professor in its first year and a second in the second year of the program to supplement the number of professors in the Creative Technologies area to support the requirements of the Design program.

ATTACHMENT B

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

U of R reinvestment fund in 2023-2024. MAP will reapply for a second position for 2024-2025.

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

The CTCH Faculty, sessional instructors, and MAP resources and equipment will be used to help deliver the program. The Design degree uses courses already being offered for the CTCH degree so no additional workload is required if additional professors are added to cover the Design-specific courses and to supplement the CTCH courses.

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

No.

5. Proposed budget and revenue from the Program.

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

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

No additional library holdings needed.

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

The program will require increased access to specialized classrooms that are currently required for delivery of CTCH courses.

ATTACHMENT B**V. Faculty/Department/Academic Unit Contact Person**

Contact Person(s)	Email	Telephone
Dr. David Dick	MAP.Dean@uregina.ca	585-5550

VI. Approvals

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

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Advanced Certificate in Public Relations & Communications Management

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): Advanced Certificate in Public Relations & Communications Management

Faculty(ies)/School(s)/Department(s): Career & Professional Development, Centre for Continuing Education

Expected Proposal Submission Date (Month/Year): September 2023

Expected Start Date (Month/Year): May 2024

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This program provides an opportunity for students to both hone their public relations skills as well as expand their knowledge base with communications. It also allows students to specialize in an area such as non-profits, sport and events, fine arts, etc.

This will also allow students, such as international students, to study full time as a requirement of their attendance in a UofR program.

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

This program will be attractive to students who had previously completed the Certificate in Public Relations as well as those students looking for a short but potentially full-time program that will help them obtain employment in communications or public relations roles in various sectors.

This program will be delivered online, with some options for in person electives.

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

Most other PR/Comms programs in Canada are at the diploma level or higher, are post-graduate certificates, or are non-credit. This program, like its shorter counterpart, will attract students outside Saskatchewan as well as across the province. We do already see some students from B.C., Alberta, Manitoba, and beyond enrolling in our current program.

There are a few other programs across Canada that are similar to the existing Certificate in Public Relations, and some diplomas that are similar in some ways to the proposed Certificate in PR & Communications that are offered online. (For example, UVic has a 10-course Diploma in PR). However, this program will allow students to tailor their communications studies to a particular industry that interests them or which matches with their current employment or employment goals, instead of focusing only on public relations and communications generally.

First Nations University does have a 30 credit hour Certificate in Indigenous Communication Arts (INCA) program. For more information, see #5 below.

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

Students will be able to take this as a stand-alone full- or part-time program, or concurrent with their degree (notably, for students in Arts, Business, MAP, and KHS). This program is currently only available part-time.

This certificate will make students more competitive for communications/PR opportunities which occur in many sectors including government, health, non-profit, fine arts, sports and recreation, business, agriculture, and more. There are constant job postings for communications and PR specialists. This program will also allow students to hone skills and knowledge for jobs where communications/PR is desired though not the entire focus of the position.

We have also consulted with the Faculty of Arts, and this program could have a positive relationship with new Journalism programming for those students interested in communications beyond the certificate level.

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

This program will offer opportunities for further studies for those completing the current Certificate in Public Relations.

This program will allow students to take relevant electives offered by other academic units. Consultation with other units such as the Faculty of Arts, First Nations University (INCA programs) has taken place.

Students taking this program will also be able to ladder into programs in Arts, MAP, and KHS and possibly others.

First Nations University of Canada does have a two-year Diploma in Indigenous Communication Arts (INCA). The Diploma provides a pathway to the Bachelor of Arts in Journalism and is comprised of the Pre-Journalism Arts courses and four INCA courses. This program would be quite different in that it will allow students to tailor their program to a particular sector, but it is also for those students not intending to go into Journalism but wanting either a stand alone program or a short addition to their degree program.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

As part of CCE's Strategic Plan, this program meets our goals of being ConnectED to Students and Our Communities, Exceptional Learning Experiences, and Organizational Excellence by:

- Being available across the province and beyond
- Allowing students to incorporate Indigenous content by specializing using electives from relevant First Nations University courses
- Providing further opportunity to collaborate across academic units
- Growing and creating access to existing and new programs in rural, remote and Northern Saskatchewan
- Developing and maintaining relationships with community groups by retaining our already established relationships with IABC & CPRS

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

Discovery:

- Excellence in teaching and research – engagement with varied disciplines at the University
- Student Success – prioritize retention and graduation rates, flexible learning opportunities
- Internationalization – attract and retain international students

Truth and Reconciliation:

- Provide educational opportunities across Saskatchewan
- Build and strengthen relationships with First Nations University of Canada

Equity, Diversity, and Inclusion:

- Provide opportunities for students to develop skills that will enable effective interactions with people across cultures

Impact and Identity:

- Forge reciprocal relationships with all of our stakeholders that contribute to developing relevant curriculum and impactful academic and non-academic programs and experiences

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

There are no other Public Relations and Communications Management certificate programs in Saskatchewan with the exception of the FNUniv INCA program. Further, the other programs offered online across the country are generalist and don't offer students the ability to customize based on their field of employment. For example, someone working in communications in health care could take a KHS research methods course, a Health Promotion course, or Live Event Production and Sport Communication courses as electives. Students working in the non-profit sphere could take a course in Non-profit Communications and Strategic Relationship Building. Students can specialize by taking electives from Indigenous Communication Arts courses. Those working or interested in Justice Studies can take a JS-specific communications course. And those are just some examples.

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

We have relationships with the Canadian Public Relations Society (CPRS) and the International Association of Business Communicators (IABC). We work with both groups to meet the needs of learners in Saskatchewan and beyond.

Letters of support attached.

IV. Program Plan

1. What are the program admission requirements?

Students applying to this program will meet CCE admission requirements.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	PR 100 – Foundations	3.0
	PR 101 – Writing & Editing	3.0
	PR 200 – Strat Comms Planning	3.0
	PR 201 – Tools & Techniques	3.0
Elective Requirements	Three PR Electives	9.0
	Three electives from courses related to marketing, communications, research, consumer behaviour, popular culture, ethics, media, etc.	9.0
Total		30.0

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

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Some PR electives will need redevelopment for online delivery:				
Research & Evaluation	PR 202			
Organizational Communication	PR 204			
Social Responsibility & Ethics	PR 205			

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

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

30.0 credit hours

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

N/A

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

Current and prospective students; job seekers looking for communications positions. We also have relationships with Regina Chapters of the professional associations: the International Association of Business Communicators (IABC) and the Canadian Public Relations Society (CPRS).

Students who have previously completed the shorter Public Relations Certificate may want to return or continue with the longer program, especially if they are looking to become certified communications professionals.

7. How will students be recruited to the program?

Students will be recruited through our current relationships with the professional associations, as well as through our other recruitment efforts for all our programs.

We are also applying for accreditation for the program through CPRS National in the 2023-24 budget year.

8. What is the expected 5 year enrolment?

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

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

Students will receive academic advising through Career & Professional Development, CCE.

V. Needs and Costs of the Program (CCB)

There should not be any additional costs associated with expanding the existing certificate, with the exception of some marketing/communications costs associated with program launch.

There may also be some development costs as we will require more regular offerings of PR elective courses.

This program, as with the existing certificates at CCE, will be run on a cost-recovery/profit basis.

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

There will be some development/redevelopment costs to ensure we have enough online electives for the program.

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

We will be submitting applications for development funding from the Distance and Distributed Learning Committee.

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

As CPD employs sessional instructors only, there will only be instructor costs on a cost-recovery/profit basis.

The additional workload will be from academic advising and admin support for graduation, etc. This workload will be manageable with the current staff complement.

4. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	300k	200k	100k
2			
3			
4			
5			
5 Year Total			

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

N/A

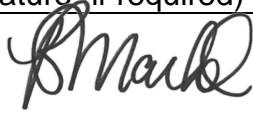

6. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

No.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Robin Markel	Robin.markel@uregina.ca	306-585-5819

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		April 3, 2023
Associate Dean (Undergraduate)		April 3, 2023
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

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.

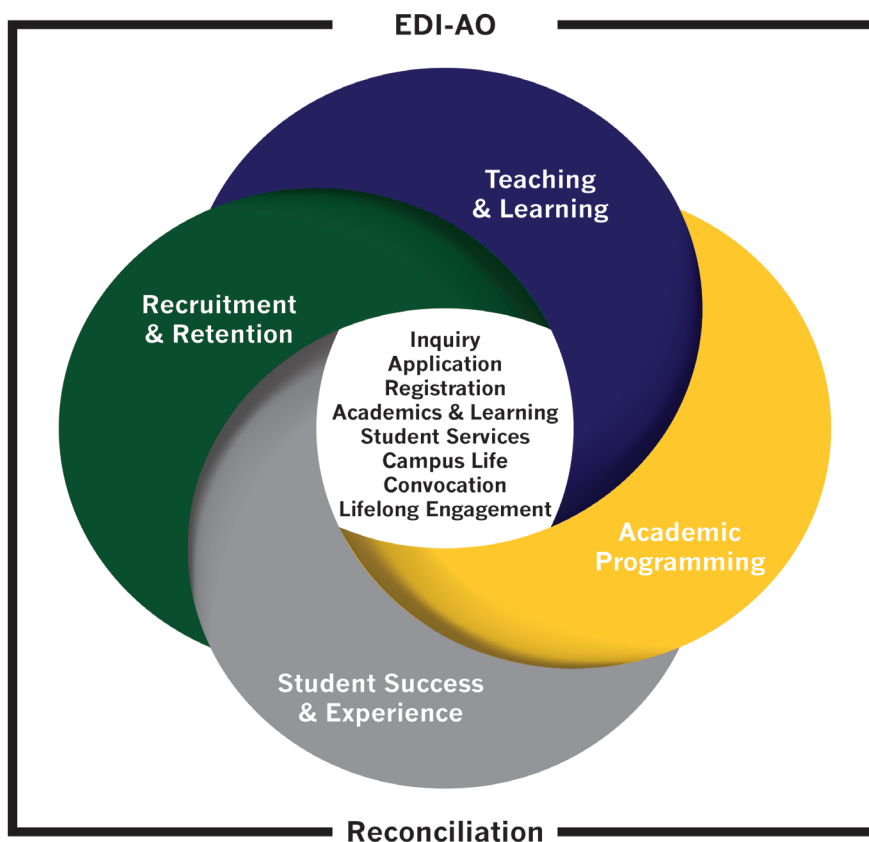
This plan's work is framed by strategic commitments that the University has made to Truth and Reconciliation and the ongoing process of Indigenous Engagement as well as to Equity, Diversity, and Inclusion (EDI). It recognizes that both Indigenous Engagement and EDI are the topics of ongoing and extensive 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

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.

Lead: Associate Vice-President (Indigenous Engagement)

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 and faculty student groups on their Indigenization and EDI initiatives (e.g. the ongoing Faculty of Social Work 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.

Equity, Diversity, and Inclusion

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: University Equity, Diversity, and Inclusion Lead

Recommended Actions:

- 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 and faculty student groups on their Indigenization and EDI initiatives (e.g. the ongoing Faculty of Social Work 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	
Well under way	
Partially 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 (CTL)	
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	
Faculties will work with the CTL to integrate technological innovation and sound pedagogy	
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 data and analytics clearly reflect the experiences of equity-seeking communities on campus	
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 remotely 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	

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)

<u>Student Advising</u> <i>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)?</i>	<u>Space, Food, and Community</u> <i>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?</i>
Conduct an evidence-informed and data-supported review of institutional advising processes and structures	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
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	