

AGENDA



University
of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 18 January 2024
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 24 January 2024

A meeting of Executive of Council is scheduled for 24 January 2024, 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 chose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of 22 November 2023 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
 - 5.1 2024-2025 Executive of Council Meeting Schedule, *For Information*, Appendix I, p. 2
6. **Report from Committees of Council**
 - 6.1 Consent Items, Appendix II, pp. 3-49
 - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 50-143
 - 6.3 Council Committee on the Faculty of Graduate Studies and Research, Appendix IV, pp. 144-865
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*

7.1.1 Faculty of Arts	7.1.7 Faculty of Nursing
7.1.2 Faculty of Business Administration	7.1.8 Faculty of Media, Art, and Performance
7.1.3 Faculty of Education	7.1.9 Faculty of Science
7.1.4 Faculty of Engineering and Applied Science	7.1.10 Faculty of Social Work
7.1.5 Faculty of Kinesiology and Health Studies	7.1.11 Centre for Continuing Education
7.1.6 Faculty of Graduate Studies and Research	
8. **Other Business**
9. **Adjournment**

EXECUTIVE OF COUNCIL MEETING SCHEDULE

Executive of Council Meetings 2024-2025

<u>Meeting Dates</u>	<u>Deadline for Agenda Items*</u>
Wednesday, September 25, 2024	Friday, September 13, 2024
Wednesday, October 23, 2024	Friday, October 11, 2024
Wednesday, November 27, 2024	Friday, November 15, 2024
Wednesday, January 22, 2025	Friday, January 10, 2025
Wednesday, February 26, 2025	Friday, February 14, 2025
Wednesday, March 26, 2025	Friday, March 14, 2025
Wednesday, April 23, 2025	Friday, April 11, 2025
Wednesday, May 28, 2025	Friday, May 16, 2025
Wednesday, June 18, 2025	Friday, June 6, 2025

*Graduand lists may be submitted up to 10:30 a.m. on the day of the meeting. However, notification of graduand lists for submission must be received by the deadline date.

UNIVERSITY OF REGINA
Executive of Council

Subject: Consent Items

Item(s) for Decision:

In order to increase meeting efficiency, items that are straightforward and likely not requiring discussion have been placed in “Consent Items.” Items found in the consent items will require one motion (omnibus) from Executive of Council. If a Council member has a question or feels an item should be discussed they should notify the University Secretary in writing, at least two business days prior to the meeting to ensure individuals with the relevant expertise are invited to attend, in order to respond to any questions that may arise.

1. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

1.1 FACULTY OF ARTS AND CAMPION COLLEGE

1.1.1 Certificate in Health and Medical Humanities – Program Revisions

MOTION: To revise the requirements for the Certificate in Health and Medical Humanities, effective 202420.

Credit Hours	Certificate in Health and Medical Humanities Required Courses
3.0	HUM HMH 170
3.0	HUM HMH 270
3.0	HUM HMH 370
6.0	Two of: ANTH 242AC, ANTH 304, ANTH 309 , CLAS 120, ENGL 386AL, HIST 271, HMH 360, INDG 258, INDG 260 , PHIL 273, RLST 290AM, PSYC 383, 388AF; RLST 290BB, SOC 222, WGST 202.
15.0	Total: 65.00% PGPA and 60.00% UGPA required
Note: This certificate is designed to be taken part-time and in conjunction with other University of Regina programs given the prerequisites required for many of the requirements. Some courses in the Certificate have additional prerequisites that may lengthen the time required to complete the Certificate.	

Rationale:

Now that the certificate has been created with multiple core courses, the program needs a clear identity in the course catalogue and calendar to avoid confusion amongst students about which courses are part of the program and we propose that “HMH” be used as the subject code.

Proposed additions to the list of eligible electives:
ANTH 304 – Anthropology of Gender

ANTH 309 – The Anthropology of Personhood
 INDG 258 – Gender Issues and Indigenous Societies
 INDG 260 – History of Residential Schools in Canada
 HMM 360 – Representing Health in Culture

To meet the needs of the increasing number of students enrolled in the Health and Medical Humanities Certificate program we propose to add five electives to the list of eligible courses. We currently have 85 students enrolled across the three core subjects in the certificate in the first semester that the complete set of core courses are offered and project that interest in the certificate will increase over the coming semesters. We propose to add five electives to allow students greater breadth in rounding out their program. Courses in Indigenous Studies increases contemporary relevance of the certificate, and courses relating to gender and identity in Anthropology fit well within core considerations of the health and medical humanities as they have developed fields of educational, intellectual, and applied endeavour in recent decades. HMM 360 will provide the study of various cultural representations of medical and health concerns through the focused lens of health and medical humanities theory.

INDG 258 and 260 are currently offered online, and HMM 360 is intended to be developed as future online courses. The certificate is conceived as primarily an online program to meet the diverse needs of students engaged in health studies and in the study of the humanities, as well as health care professionals who wish to expand their education while working full-time. Thus, more online elective options are imperative to the program's success. Currently, ENGL 386AL (Health, Trauma, and Loss) is the only regularly offered online elective in the program, so more courses are needed. No new resources are needed to make these additions.

(end of Motion)

1.2 FACULTY OF ARTS

1.2.1 Bachelor of Arts in Geography and Environmental Studies – Program Revisions

MOTION: To revise the major requirements of the Bachelor of Arts in Geography and Environmental Studies, effective 202420.

BA in Geography and Environmental Studies

Credit Hours	BA in Geography and Environmental Studies Required Courses
Major Requirements	
3.0	GES 120
3.0	GES 121
3.0	GES 200
9.0	Three 200-level GES courses
18.0	Six 300- or 400-level GES courses
6.0 3.0	Two One 400-level GES courses
6.0 9.0	Two Three GES courses

Credit Hours	BA in Geography and Environmental Studies Required Courses
48.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099 Academic Integrity
3.0	ENGL 100 Critical Reading and Writing I
3.0	INDG 100 Introductory to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
Requirement met in major	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and CLAS 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 or 288
24.0	Subtotal
Open Electives	
48.0	16 elective courses
120.0	Total: 60.00% PGPA and UGPA required

Rationale:

This revision will reduce the number of 400-level GES courses the department needs to mount making it easier for students to complete their degree requirements in a timely manner and allocating and scheduling scarce teaching resources more appropriately. This change also introduces parity in 400-level requirements between the BSc and BA programs.

(end of Motion)

1.2.2 Philosophy Major – Course Addition

MOTION: To add PHIL 282 to the Problems of Philosophy Areas for philosophy majors, effective 202420.

Areas for Philosophy Majors**History of Philosophy**

PHIL 210, 211, 212, 213, 214, 216, 310AA-ZZ, 312, 313, 328, 329, 412, 413, 420, 428, 432

Problems of Philosophy

PHIL 235, 241, 242, 243, 244, 245, 246, 251, 280, 282, 332, 335AA-ZZ, 336, 337, 344, 345, 346, 352, 420, 432, 435AA-ZZ, 436, 437, 444, 445, 446

Value Theory

PHIL 246, 270, 271, 272, 273, 274, 275, 276, 277, 278, 281, 282, 312, 329, 370AA-ZZ, 371, 372AA-ZZ, 412, 420, 429, 470AA-ZZ, 471AA-ZZ

Please note: Philosophy courses with an AA-ZZ designation have varying course attributes – History, Problem or Value Theory. Students should consult with the Department before registering.

Rationale:

The Department of Philosophy and Classics divides its courses into three areas (History of Philosophy, Problems of Philosophy, and Value Theory) with students majoring in philosophy required to take courses in each of these areas. PHIL 282 (Philosophical Issues in Sustainable Development) is currently designated as a Value Theory course based on the examination of the ethical dimension of the concept of sustainable development undertaken in the course. However, the course additionally explores contemporary problems in society tied to its unsustainable activities through a philosophical lens and how these might be addressed. On this basis, the Department of Philosophy and Classics determined that the course also appropriately falls in the Problems of Philosophy category. By designating it as a Problems of Philosophy course (in addition to Value Theory), philosophy majors gain further flexibility in their course choices (though it is important to note the course would only count in one of the two areas when meeting a students' degree requirements, as needed by the student). This course had previously been included in the Problems of Philosophy group. That attribute had inadvertently dropped in 2017, and the Department is now seeking to have it restored.

(end of Motion)

1.2.3 Faculty of Arts Co-operative Education Program Requirements – Program Revisions

MOTION: To revise the Faculty of Arts Co-operative Education Program Entrance requirements, effective 202420.

Criteria for Entrance into the Co-operative Education Program in Arts

1. Declaration of a major in Arts or a BSc or BSc Honours offered by the departments of Economics, Geography and Environmental Studies, or Psychology. Students completing the Bachelor of Health Studies, the Bachelor of Human Justice, the BA in Police Studies, the BA in Journalism, and the Bachelor of Journalism are required to complete an internship and so are not eligible to participate in the Arts Co-operative Education program.
2. Completion of a minimum of 45 and a maximum of 84 credit hours in acceptable degree programs as noted above in point 1. Students may apply in the term in which they will complete 45 credit hours.
3. A program grade point average (PGPA) of at least 67.50% and a major GPA of at least 70.00%.
4. Completion of ENGL 100 ~~and one of the Faculty's Textual Studies requirements: ENGL 110; RLST 245, 248; PHIL 100 or SOST 110.~~
5. Completion of at least two courses in their major.

Rationale:

With the revisions to the Arts Core requirements, we no longer have a Textual Studies requirement; therefore, students who apply to the Co-op program will not be able to meet this requirement for entrance into the program. The Co-operative Education Office has been notified of this entrance requirement revision.

(end of Motion)

1.3 Faculty of Arts, Luther College, and the Centre for Continuing Education

1.3.1 Certificate in Nonprofit Sector Leadership and Innovation – Program Revisions

MOTION: To revise the course requirements in the Certificate in Nonprofit Sector Leadership and Innovation, effective 202420.

Credit Hours	Certificate in Nonprofit Sector Leadership and Innovation Required Courses
3.0	NSLI 100*
9.0	Three of: NSLI 220, 230, 240 , 260, 300, 310 , 340, 350, 370, 380 , 390AA-ZZ
3.0	One elective from the following: Any additional NSLI course**, BUS 100, 260, 364; IDS 101, IS 302, JS 350, 383, JS 384 , JS 415, 484 ; PHIL 272, 276; PSCI 100; SOC 211 , 214, SOC 308 ; SRS 215 , 340; <u>or a course approved by the Program Director.</u>
15.0	Total: 65.00% PGPA and 60.00% UPGA required
Notes: *NSLI 100 is the prerequisite for the other NSLI courses. **NSLI courses may only be counted once in either the required course section or the approved electives section	

Rationale:

JS 384 is no longer offered, and the courses to be added to the elective offerings support knowledge building around social justice, equity, volunteerism, Indigenous justice, and social movements.

(end of Motion)

1.4 FACULTY OF EDUCATION

1.4.1 Conjoint Bachelor of Music/Bachelor of Music Education Program – Program Revisions

MOTION: That the requirements of the Conjoint Bachelor of Music/Bachelor of Music Education program be revised, effective 202420.

(As per page 193-194 of the 2023-2024 Undergraduate Calendar)

Conjoint Bachelor of Music Education (BMusEd)/Bachelor of Music (BMus) Program (150 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) MAP 001(0) MUTH 211 (3) MUTH 221 (3) MUHI 202 (3) MU (lesson) (2) MUEN ____ (core ensemble* (1) MUEN ____ (core ensemble* (0)	ENGL 100 (3) MUTH 212 (3) MUTH 222 (3) MUHI 203 (3) MU (lesson) (2) MUEN ____ (core ensemble* (1) MUEN ____ (core ensemble* (0)
Term 3	Term 4
ECS 102 (3) MU 399 AA-ZZ* (3) MUTQ 283 (2) MUTH 321 (3) MU (lesson) (2) MUEN ____ (core ensemble* (1) MUEN ____ (core ensemble* (1)	INDG 100 (3) MUTQ 288** (3) MUPE 342** (3) CTCH elective or MUPE381** (3) MU (lesson) (2) MUEN ____ (core ensemble* (1) MUEN ____ (core ensemble* (0)
Term 5	Term 6
Open elective <u>Minor</u> (3) MUTQ 285 (2) MUPE 283 (3) Minor (3) MU (lesson) (2) MUEN ____ (core ensemble* (1) MUEN ____ (core ensemble* (1)	MU 204/ 205 /319 (3) MUTQ 287 (2) MUTQ 286** (3) MUxx 399 Recital (3) CTCH elective or MUPE381 (3) MUEN ____ (core ensemble* (1) MUEN ____ (core ensemble* (0)
Term 7	Term 8
ECS 203 (3) ECS 303 (3) EMUS 377 (3) Minor (3) E__ (minor curriculum course (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMUS 366 (3) EMUS 350 (3)
Term 9	Term 10
EFLD 400 Internship (15)	MATH 101 <u>100-200 level</u> (3) Natural Science <u>or Social Science</u> (3) <u>note 3</u> EPSY 400 (3) Minor (3) Minor (3)

**Conjoint Bachelor of Music Education (BMusEd)/Bachelor of Music (BMus) Program
(150 Credit Hours)**

- * Functional Performance Technology
- ** Participation in Lab Band Required
- *** One Term of MUPE 381 required for applied voice students

Additional Notes:

- 1.** Students completing the program will earn a BMus and a BMusEd (Secondary Education).
- 2.** In order to move to term 7 of the program, students must:
 - Be in good standing
 - Have a successfully completed all courses in Term 1-6 (including field requirements in ECS courses)
 - Have successfully completed MUxx 339 Applied Recital
 - Have a **PGPA Major GPA** of 70% in combined music and music education courses.
- 3. Natural or Social Science courses are ASTR, BIOL, CHEM, ECON, GES, GEOL, MATH, PSCI, PSYC, SOC, SOST, and STS other than statistics and methodology. Computer Science courses will not be counted in this area.**

~~Conjoint Bachelor of Music Education (BMusEd)/
Bachelor of Music (BMus) Program Minor Options~~

~~Secondary English Minor~~

- ~~ENGL 110~~
- ~~One of ENGL 213, 312-315, or HUM 260~~
- ~~ENGL 251 or 252~~
- ~~ENGL 301 or 302~~
- ~~CTCH elective~~
- ~~ELNG 300 level (to be taken as the fourth, fifth or sixth course in the minor sequence)~~

~~Health Education Minor~~

- ~~EHE 258~~
- ~~EHE 300~~
- ~~EHE 385~~
- ~~EHE 487~~
- ~~BIOL 140 (Natural Science)~~
- ~~INDG 100~~

~~Secondary Drama Education Minor~~

- ~~EAE 201 (Curriculum course) (3)~~
- ~~THTR/THDS/THAC/THST 100-400 level (3)~~
- ~~THTR/THDS/THAC/THST 100-400 level (3)~~
- ~~THTR/THDS/THAC/THST 200-400 level (3)~~
- ~~THTR/THDS/THAC/THST 200-400 level course (3)~~
- ~~THTR/THDS/THAC/THST 200-400 level course (3)~~

~~Secondary French Minor~~

- ~~FRN 200* or 201~~
- ~~FRN 300~~
- ~~FRN 301~~
- ~~FRN niveau 200, 300 or 400 level~~
- ~~FRN 340 AA-ZZ or FRN 246~~
- ~~EFRN 300~~

Note: Students admitted to the français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will have to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor).

Secondary Inclusive Education Minor

- ~~EPSY 322 or 400~~
- ~~EPSY 323~~
- ~~EPSY 324~~
- ~~EPSY 326~~
- ~~EPSY 328~~
- ~~Approved elective — EPSY 329, EPSY 300 or 400-level (Inclusive Ed./Special Ed. Course), or KIN 120~~

Secondary Visual Education Minor

- ~~EAE 201 (Curriculum course) (3)~~
- ~~ART 100, ARTH 100, or INA 100 (3)~~
- ~~ART 220 or INA 220 (3)~~
- ~~ART 221 or INA 221 (3)~~
- ~~ART/INA 200-400 level (3)~~
- ~~ART/INA course 200-400 level (3)~~

Secondary Social Studies Education Minor

- ~~ESST 300~~
- ~~GES 100~~
- ~~HIST 100-level~~
- ~~INDG 100~~
- ~~An approved social science course from political science, history, economics, anthropology, sociology, indigenous studies, GES 210 or 120, or ESST 369~~
- ~~Senior, Canadian History — 201, 202, 310, 318, or 330~~

Rationale:

The program changes reflect housekeeping and corrections that are needed for the program. In order to meet current provincial teacher certification, 18 credit hours are required in the minor. This opens up the opportunity for students to choose any minor in the Secondary Program. Also, the list of special minors that were originally created for the joint BMus/BMusEd Programs are no longer needed. Removing MU 205 is a housekeeping update, as MU 205 has not been offered since Fall 2015. Additional Math and Natural and Social Science course options will provide students with more choices. Adding Note 3 keeps the list consistent with our other Secondary Program templates. Finally, the PGPA to Major GPA correction ensures consistent language and requirements across Secondary Program templates.

(end of Motion)

1.4.2 Bachelor of Education After Degree Science Programs – Revisions

MOTION: That the Science Bachelor of Education After Degree Programs (BEAD) program be revised, effective 202420.

(As per page 178, 179, and 182 of the 2023-24 Undergraduate Calendar)

Biology Major

Secondary BEd After Degree (BEAD) Program Biology Major (EBIO) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3) (note 1)	ECS 310 (3) ECCU 400(3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or Non-education-elective (3) Open elective (3) Open elective (3)
<p><u>Note 1: Students who have a Science minor and successfully complete ESCI 300 as part of their major curriculum can also apply it towards fulfilling the requirements of their minor curriculum. However, such students will need to select an education elective.</u></p>	

Chemistry Major

Secondary BEd After Degree (BEAD) Program Chemistry Major (ECHM) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (note 1) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or Non-education elective (3) Open elective (3) Open elective (3)
<p><u>Note 1: Students who have a Science minor and successfully complete ESCI 300 as part of their major curriculum can also apply it towards fulfilling the requirements of their minor curriculum. However, such students will need to select an education elective.</u></p>	

General Science Major

Secondary BEd After Degree (BEAD) Program General Science Major (ESCI) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 102 or 203 (3) ECS 303 (3) ESCI 300 (major curriculum course) (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (note 1) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or Non-education elective (3) Open elective* (3) Open elective* (3)
*For General Science majors in the BEAD program, a non-science minor must normally be selected.	
Note 1: Students who have a Science minor and successfully complete ESCI 300 as part of their major curriculum can also apply it towards fulfilling the requirements of their minor curriculum. However, such students will need to select an education elective.	

Physics Major

Secondary BEd After Degree (BEAD) Program Physics Major (EPHY) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (note 1) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or approved non-education elective (3) Education Elective Open elective (3) Open elective (3)
Note 1: Students who have a Science minor and successfully complete ESCI 300 as part of their major curriculum can also apply it towards fulfilling the requirements of their minor curriculum. However, such students will need to select an education elective.	

Rationale:

For BEAD students that have a Science major and a Science minor, the major curriculum classes and the minor curriculum classes are the same classes. This added note clarifies that if this is the category students fall into, students need to select a different Education elective in place of the minor curriculum class. The program will then meet teacher certification requirement of 48 credit hours.

(end of Motion)

1.4.3 Undergraduate Education Programs – Indigenous Content

MOTION: That additional Indigenous content be added to the following programs to meet the Saskatchewan Professional Teacher’s Regulatory Board (SPTRB) teacher certification requirements, effective 202420.

(As per page 175-211 of the 2023-24 Undergraduate Calendar)

Elementary Education Program

Four-Year Elementary BEd Program Early Elementary (Pre-K to Grade 5) (120 Credit Hours)	
Term 1 and Term 2	
ECS 101 (3) ECS 102 (3) *ENGL 100 (3) *INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) *MATH 101 (3) *KHS 139 (3) *ENGL 110 or INDG 208 (3) *Media, Art, and Performance (3) (note 1) *Modern Language (3) (note 2) *Natural Science (3) (note 3)	
Term 3 and Term 4	
Education elective (3) Open elective (3) *SOC 213 or non-education elective (3) *Non-education elective (3) (note 4) * Non-education elective (3) (note 4) EAE 201 or one of EDRA 101/202, ELIT 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECE 325 (3) ECS 203 (3) ELNG 200 (3) *One of INDG 236, INDG 290AE, ESCI 302, ENV5 100, GES 200, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)	
Term 5 (notes 5)	Term 6 (notes 5,
ELNG 310 (3) ECS 303 (3)	ECS 401 (3) EFLD 311 (0)

EHE 310 or EPE 310 (3) (3) EMTH 310 (3) Education elective (3)	ECCU 400 (3) ESCI 310 (3) ERDG 310 (3) ESST 310 (3)
Term 7	Term 8
EFLD 411 (internship) (15)	Education elective (3) Open elective (3) EPSY 400 (3) Open elective (3) *Non-education elective (3) (note 4)
<p>* Academic course work Notes:</p> <ol style="list-style-type: none"> 1. Fine arts courses include: a course offered by the Faculty of Media, Art, and Performance 2. An Indigenous language course such as Cree, Dakota, Dene, Nakota or Anihšīnāpēmowin is suggested. 3. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science. 4. A list of approved courses is available from the Office of Student Services in the Faculty of Education. 5. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 	

Four-Year Elementary BEd Program Middle Years (Grades 6 To 9) (120 Credit Hours)	
Term 1 and Term 2	
ECS 101 (3) ECS 102 (3) *ENGL 100 (3) *INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> *KHS 139 (3) *MATH 101 (3) *ENGL 110 (3) *Media, Art, and Performance (3) (note 1) *Modern Language (3) (note 2)C *Natural Science (3) (note 3)	
Term 3 and Term 4	
Open elective (3) *One of the following: EMTH 200, EMTH 217, EMTH 325, EMTH 326, EMTH 327, or EMTH 425 (3) *GES 120 (3) or Non-education elective (3) (note 4) *JS 100 or Non-education elective (3) (note 4) *INDG ____ or Non-education elective (3) (note 4) EAE 201 or one of EDRA 101/202, ELIT 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECS 203 (3) ELNG 200 (3) *Non-education elective (3) *One of INDG 236, INDG 290AE, ESCI 302, ENVS 100, GES 200, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)	
Term 5 (notes 5)	Term 6 (notes 5,)
ELNG 310 (3) ECS 303 (3) EHE 310 or EPE 310 (3) EMTH 310 (3)	ECS 401 (3) EFLD 318 (0) ECCU 400 (3) ESCI 310 (3) ERDG 310 (3)

Four-Year Elementary BEd Program Middle Years (Grades 6 To 9) (120 Credit Hours)	
Education elective (3)	ESST 310 (3)
Term 7	Term 8
EFLD 407 (internship) (15)	Education elective (3) EPSY 400 (3) Open elective (3) *SOC 208 or Non-education elective (3) (note 4) Open elective (3)
*Academic course work Notes:	
<ol style="list-style-type: none"> Media, Art, and Performance courses include: a course offered by the Faculty of Media, Art, and Performance. An Indigenous language course such as Cree, Dakota, Dene, Nakota or Anihšīnāpēmowin is suggested. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science. A list of approved courses is available from the Office of Student Services in the Faculty of Education. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 	

Two-Year Elementary BEd After Degree (BEAD) Program Early Elementary (Pre-K to Grade 5) (60 Credit Hours)	
Term 1 (Fall) (notes 1, 2)	Term 2 (Winter) (notes 1, 2)
ELNG 310 (3) ECS 303 (3) EHE 310 or EPE 310 (3) (3) EMTH 310 (3) Education elective (3)	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 311 (0) ERDG 310 (3) ESST 310 (3)
Term 3	Term 4
EFLD 411 (internship) (15)	One of ECE 300- or 400-level (3) EAE 201 or one of EDRA 101/202, ELIT 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) EPSY 400 (3) Open elective (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> <u>(note 1) or Education elective (3)</u>
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Two-Year Elementary BEd After Degree (BEAD) Program Middle Years (Grades 6 To 9) (60 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ELNG 310 (3) ECS 303 (3) EHE 310 or EPE 310 (3) (3) EMTH 310 (3) Education elective (3)	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 318 (0) ERDG 310 (3) ESST 310 (3)

Term 3	Term 4
EFLD 407 (internship) (15)	Education elective (3) EPSY 400 (3) Open elective (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota)</u> or Education elective (3) EAE 201 or one of EDRA 101/202, ELIT 101/202 EMUS 101/202, EVIS 101/202, EDAN 101/202 (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective	

Two Year Elementary Education BEd After Degree Program (Community Based) (64 Credit Hours)		
Term 1	Term 2	Term 3
ED 215 (2) EPS 215 (3) ERDG 215 (3) ESCI 215 (3) ESST 215 (3)	EPSY 225 (3) EAES 215 (3) EMTH 215 (3) EHE 215 (3) EPE 215 (3)	ED 225 (2) EPS 225 (3)
Term 4	Term 5	
EFLD 405 (15)	EPSY 322/400 (3) ELNG 325 (3) ECCU 400/EFDN (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1)</u> Education-elective-(3) Education elective (3)	
Note 1: If this requirement has been met in the first degree student may choose an open elective		

Secondary Education Programs

Biology Major

Secondary BEd Program Biology Major (EBIO) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
BIOL 100 (3) CHEM 104 (3) ECS 101 (3) ENGL 100 (3) Minor* (3)	BIOL 101 (3) CHEM 140 (3) ECS 102 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> Minor* (3)
Term 3 and Term 4	
Open elective (3) Open elective (3) Minor* (3)	

Minor* (3) BIOL 205 (3) BIOL 266 or BIOL 378 (3) BIOL 275 or 276 (3) BIOL 288 (3) BIOL 200/300 level ¹ (3) BIOL 300/400 level ¹ (3)	
Term 5	Term 6
ECS 203 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3) ESC 303 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor* (3) Open elective (3) Open elective (3) Open elective (3)
*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected. ¹ Where possible, it is recommended that students consider BIOL 396 or 402	

Chemistry Major

Secondary BEd Program Chemistry Major (ECHM) (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
CHEM 104 (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor* (3)	CHEM 105 (3) CHEM 140 (3) ECS 102 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> Minor* (3)
Term 3	Term 4
CHEM 200-level (3) CHEM 210 (3) Open elective (3) Minor* (3) Minor* (3)	CHEM 230 (3) CHEM 200- or 300-level (3) CHEM 300-level (3) Minor* (3) Open elective (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)

Secondary BEd Program Chemistry Major (ECHM) (120 credit hours)	
elective (3) E (minor curriculum course)* (3)	
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Open elective (3) Open elective (3) Open elective (3)
*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.	

English Major

Secondary BEd Program English Major (EENG) (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) INDG 100, Cree, or other Indigenous Language <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> PHIL 100 or 150 (3) Second language (3)	ECS 102 (3) ENGL 110 (3) One of THEA, FILM, ART, or ARTH (3) Minor (3) Open elective (3)
Term 3	Term 4
Open elective (3) ENGL 211, 212, or 213 (Literature survey) (3) ENGL 251 or 252 (3) Minor (3) Minor (3)	ENGL elective (3) ENGL 301 or 302 (Shakespeare) (3) ENGL 214, 312-315 (Canadian), ENGL 310 AA-ZZ, or HUM 260 (3) Minor (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) ELNG 300 (major curriculum course) (3) ENGL elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ELNG 350 (3) ELNG 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	Open elective(3) EPSY 400 (3) ENGL elective (3) ENGL elective (3) Education elective (3)

General Science Major

Secondary BEd Program General Science Major (ESCI) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)

Secondary BEd Program General Science Major (ESCI) (120 Credit Hours)	
ECS 101 (3) ENGL 100 (3) Approved science major (3) Approved science major (3) Minor* (3)	ECS 102 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> Approved science major (3) Approved science major (3) Minor* (3)
Term 3	Term 4
Open elective (3) Approved science major (3) Approved science major (3) Minor* (3) Non-education elective (3)	Approved science major (3) Approved science major (3) Minor* (3) Minor*(3) Non-education elective (3)
Term 5	Term 6
ECS 203 (3) ESCI 300 (major curriculum course) (3) ECS 303 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Non-education elective (3) Non-education elective (3) Non-education elective (3)

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

Health Major (RN, RPN, DT)

Secondary BEd Program Health Major (EHE) (RN, RPN, DT) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
15 approved credit hours	15 approved credit hours
Term 3	Term 4
BIOL or KIN 260 (3) ECS 101 (3) Minor (3) Minor (3) Open elective	ECS 102 (3) <u>INDG 100 , INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota) Open elective (3)</u> EHE 258 (3) EHE 487 (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3)	ECS 310 (3) ECCU 400 (3)

Secondary BEd Program Health Major (EHE) (RN, RPN, DT) (120 Credit Hours)	
EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) Education elective (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) Open elective (3) Open elective (3)

Health Major

Secondary BEd Program Health Major (EHE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
BIOL 100 or 140 (3) ECS 101 (3) INDG 100, <u>INA 100, INA 210, INAH 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3)</u> Social Science elective (3) Minor (3)	ECS 102 (3) EHE 258 (3) ENGL 100 (3) KIN 260 (3) PSYC elective (3)
Term 3	Term 4
INHS 100 (3) Minor (3) Open elective (3) Open elective (3) Open elective (3)	EHE 487 (3) Minor (3) Minor (3) Open elective (3) Non-education elective (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) ERDG 310 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Open elective (3) Open elective (3) Open elective (3)

Mathematics Major

Secondary BEd Program Mathematics Major (EMTH) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
INDG 100, Cree, or other Indigenous Language <u>INA 100, INA 210, INAH 100, INHS</u>	ECS 102 (3) Open elective (3)

100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor (3)	MATH 111 (3) MATH 127 or STAT 160(3) Minor (3)
Term 3	Term 4
Education Elective (3) MATH 122 (3) MATH 221 (3) Minor (3) Minor (3)	EMTH 200 (major education course) (3) MATH 223 (3) MATH 231 (winter only) (3) Education Elective (3) Open elective
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) Minor (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) MATH 300-level (3) EMTH 325, 326, 327, 335, 425, or 426 (3) Open elective (3) Open elective (3)

Physical Education Major

Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 135 (3) Minor (3)	ECS 102 (3) EHE 258 (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) KIN 120 (3) KIN 180 (KHS 151) (3) KHS 139 (3)
Term 3	Term 4
Open elective (3) EOE 224 (3) Minor (3) KIN 260 (3) KHS 231 (3)	EOE 338 (3) KHS 232 (3) KHS 233 (3) KIN 280 (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3)

	EPE 350 (major instructional course) (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) Open elective (3) Open elective (3)

For information regarding the Bachelor of Education/Bachelor of Kinesiology Joint Degrees Program (150 credit hours), please refer to the degree programs listed in the relevant faculty.

Physics Major

Secondary BEd Program Physics Major (EPHY) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) MATH 110 (3) PHYS 111 (3) Minor* (3)	ECS 102 (3) MATH 111 (3) MATH 122 (3) PHYS 112 (3) Minor* (3)
Term 3	Term 4
Open elective (3) MATH 213 (3) PHYS 201 (3) PHYS 261 (3) Minor* (3)	MATH 217 (3) PHYS 202 (3) PHYS 242 (3) PHYS 200- or 300-level (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENV5 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3) ECS 303	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) PHYS 300- or 400-level (3) Minor* (3) Open elective (3)
*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.	

Biology Major

Secondary BEd After Degree (BEAD) Program Biology Major (EBIO) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3)	ECS 310 (3)

ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3)	ECCU 400(3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 , INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) or Non-education elective (3) Open elective (3) Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Biology Major and Minor BEAD Planning

Major*	Minor
1. BIOL 100 (Intro Biology I) (3) 2. BIOL 101 (Intro Biology II) (3) 3. BIOL 288 (Cell Biology) (3) 4. BIOL 275 or 276 (3) 5. BIOL 266 (Plant Physiology) or BIOL 378 (Animal Physiology) (3) 6. BIOL 205 (Genetics) (3) 7 and 8. Two 200-, 300- or 400-level Biology classes (6)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major	

Chemistry Major

Secondary BEd After Degree (BEAD) Program Chemistry Major (ECHM) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3)

	INDG 100 , <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) or Non-education elective (3)</u> Open elective (3) Open elective (3)
<u>Note 1: If this requirement has been met in the first degree student may choose an open elective.</u>	

Chemistry Major and Minor BEAD Planning

Major	Minor
1. CHEM 104 (General Chemistry I) (3)	1. Minor _____ (3)
2. CHEM 105 (General Chemistry II) (3)	2. Minor _____ (3)
3. CHEM 140 (Organic Chem I) (3)	3. Minor _____ (3)
4. CHEM 210 (Analytical Chemistry) (3)	4. Minor _____ (3)
5. CHEM 230 (Inorganic Chem I) (3)	5. Minor _____ (3)
6. CHEM 200-level (3)	6. E (minor curriculum course) (3)
7. CHEM 200/300-level (3)	
8. CHEM 200/300-level (3)	
*Minimum 24 credit hour of academic course work in major	

English Major

Secondary BEd After Degree (BEAD) Program English Major (EENG) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ELNG 300 (3) E (minor curriculum course) (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ELNG 350 (major) (3) ELNG 351 (major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) Open elective (3) Open elective (3) Open elective (3)
<u>Note 1: If this requirement has been met in the first degree student may choose an open elective.</u>	

English Major and Minor BEAD Planning

Major*	Minor
1. THEA/FILM/ARTH or ART _____ (3)	1. Minor _____ (3)
2. Second Language _____ (3)	2. Minor _____ (3)
3. ENGL 110 (3)	3. Minor _____ (3)
4. ENGL 251 or 252 (Writing) (3)	4. Minor _____ (3)
5. ENGL 211 or 212 (Lit Survey) (3)	5. Minor _____ (3)
6. ENGL 301 or 302 (Shakespeare) (3)	6. E (minor curriculum course) (3)
7. ENGL 213, 214, 312-315 (Canadian Lit) or	

HUM 260 (3) 8. ENGL 200-level or higher (3)	
*Minimum 24 credit hour of academic course work in major	

General Science Major

Secondary BEd After Degree (BEAD) Program General Science Major (ESCI) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
Education elective (3) ECS 303 (3) ESCI 300 (major curriculum course) (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1)</u> or Non-education elective (3) Open elective* (3) Open elective* (3)
*For General Science majors in the BEAD program, a non-science minor must normally be selected.	
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

General Science Major and Minor BEAD Planning

Major*	Minor
1. Biology (3) 2. Biology (3) 3. Chemistry (3) 4. Chemistry (3) 5. Physics (3) 6. Physics (3) 7. Approved Science elective 200-400 level* or CHEM 140 (3) 8. Approved Science elective 200-400 level* or CHEM 140(3)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major	

Health Major

Secondary BEd After Degree (BEAD) Program Health Major (EHE) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major) (3) ERDG 310 or 317 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EHE 487 (3) EPSY 400 (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) Open-elective (3)</u> Open elective (3) Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Health Major and Minor BEAD Planning

Major*	Minor
1. PSYC ____ (3) 2. KIN 260 (3) 3. KIN/KHS approved elective (3) 4. BIOL 100 or BIOL 140 (3) 5. INDG ____ (3) 6. SOC ____ or INDG ____ (3) 7. EHE 385 (3) 8. EHE 487 (3)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major	

Mathematics Major

Secondary BEd After Degree (BEAD) Program Mathematics Major (EMTH) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) Education Elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) Open-elective (3)</u> Open elective (3)

Secondary BEd After Degree (BEAD) Program Mathematics Major (EMTH) (60 credit hours)	
	Open elective (3) Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Mathematics Major and Minor BEAD Planning

Major *	Minor
1. MATH 110 (Calculus) (3) 2. MATH 111 (Calculus II) (3) 3. MATH 122 (Linear Algebra I) (3) 4. MATH 127 (Introductory Finite Mathematics) (3) 5. MATH 221 (Proof and Problem Solving) (3) 6. MATH 223 (Abstract Algebra) (3) 7. MATH 231 (Geometry) (3) 8. MATH 300-level (3)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major	

Music Major

Secondary BEd After Degree (BEAD) Program Music Major (EMUS) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) EMUS 377 (3) E (minor curriculum course) (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMUS 350 (3) EMUS 366 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Major approved elective (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) Open elective (3)</u> Open elective (3) Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Music Major and Minor BEAD Planning

Major*	Minor
1. MUTH 211 (Ear Training) 2. MUTH 221 (Harmony) 3. MUTQ ____ (Techniques) 4. MUTH 212 (Ear Training) 5. MUTH 222 (Harmony) 6. MUTQ ____ (Techniques) 7. MUHI 202 (Music History) 8. MUTH 321 (Harmony)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)

9. MUTQ ____ (Techniques) 10. MUHI 203 (Music History) 11. MUTH 322 (Harmony) 12. MUTQ ____ (Techniques)	
*Minimum 24 credit hour of academic course work in major	

Physical Education Major

Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 303 (3) EPE 100 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) EOE 224 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EPE 350 (3) EHE 350 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) EOE 338 (3) EHE 258 or Non-education elective (3) *INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) Open elective (3) Open elective (3)

Physical Education Major and Minor BEAD Planning

Major*	Minor
1. KHS 135 (Personal Fitness & Wellness)(3) 2. KHS 139 (Movement Ed)(3) 3. KIN 180 (Growth & Development)(3) 4. KIN 280 (Motor Learning)(3) 5. KIN 260 (Human Anatomy)(3) 6. KIN 120 (Adapted)(3) 7. KHS 231 (Educ Gymnastics)(3) 8. KHS 232 (Rhythmic & Dance)(3) 9. KHS 233 (Games & Sports)(3) 10. EOE 224 (3) 11. EHE 258 or non-education elective(3)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course)(3)
*Minimum 24 credit hour of academic course work in major	

Physics Major

Secondary BEd After Degree (BEAD) Program Physics Major (EPHY) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3)	ECS 310 (3)

ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENV5 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3)	ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) or approved non-education elective (3)</u> Open elective (3) Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Physics Major and Minor BEAD Planning

Major*	Minor
1. PHYS 111 (Mechanics) (3) 2. PHYS 112 (Waves & Optics) (3) 3. PHYS 201 (Electricity & Magnetism) (3) 4. PHYS 202 (Classical Mechanics I) (3) 5. PHYS 242 (Modern Physics) (3) 6. PHYS 200/300-level (3) 7. PHYS 200/300-level (3) 8. PHYS 200/300-level (3)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major	

Social Studies Major

Secondary BEd After Degree (BEAD) Program Social Studies Major (ESST) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESST 300 (major curriculum course) (3) E (minor curriculum course) (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ESST 350 (3) ESST 360 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (note 1) or approved non-education elective (3)</u> Open elective (3)

	Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Social Studies Major and Minor BEAD Planning

Major*	Minor
1. HIST 100-level (Intro to History)(3)	1. Minor _____ (3)
2. GES 100 (Intro to Geography)(3)	2. Minor _____ (3)
3. PSCI 100 (Intro to Political Science) (3)	3. Minor _____ (3)
4. INDG 100 (Intro to Indigenous Studies) (3)	4. Minor _____ (3)
5. INDG (any 200- or 300-level) (3)	5. Minor _____ (3)
6. HIST (Canadian History 200- or 300- level) (3)	6. E (minor curriculum course) (3)
7. HIST (European History 200- or 300-level) (3)	
8. GES (Canadian Geography 200-or 300-level) (3)	
*Minimum 24 credit hour of academic course work in major	

Four-Year Arts Education Elementary Program (120 credit hours)	
Term 1-2	
Media, Art, and Performance Elective (3) ECS 101 (3) ECS 102 (3) ENGL 100 (3) ENGL 110 or INDG 208 (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) MATH 101 (3) Natural Science Elective (3) note 1 ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3)	
Term 3 (Fall)	Term 4 (Winter)
One of ELIT 101, EDAN 101, EDRA 101. EMUS 101 or EVIS 101 (3) EAE 201 (3) ECS 203 (3) ELIT 101, ELIT 202, OR ELNG 200 (3) Media, Art, and Performance Elective 100- 400 level (3)	One of ELIT 202, EDAN 202, EDRA 202, EMUS 202 or EVIS 202 (3) Open elective (3) Non-education elective (3) Modern Language (3) (note 2) ECE 200/300/400 level (3)
Term 5	Term 6
EAE 302 (3) EMTH 310 (3) ELNG 310 (3) EPE 310 OR EHE 310 (3) ECS 401 (3)	ERDG 310 (3) EAE 350 (3) EFLD 360 (0) ECCU 400 (3) ESCI 310 (3) ESST 310 (3)
Term 7	Term 8
EFLD 402 (15)	Two Media, Art, and Performance Elective 200 – 400 level (6) EPSY 400 (3) Non-education elective (3) Open elective (3)
Notes:	

Four-Year Arts Education Elementary Program (120 credit hours)
1. Natural science courses are to be selected from Astronomy, Biology, Chemistry, Geology, Physics, or an approved natural science.
2. An Indigenous language course such as Cree, Dakota, Dene, Nakota or Anihšīnāpēmowin is suggested.

Arts Education After Degree (BEAD) Elementary Program (60 credit hours)	
Term 1	Term 2
EAE 302 (3) ELNG 310 (3) EMTH 310 (3) ECS 401 (3) One of (3): EDAN 101, EDRA 101, ELIT 101, EMUS 101, or EVIS 101	EAE 350 (3) EFLD 360 (0) ECCU 400 (3) ESCI 310 (3) ESST 310 (3) ERDG 310 (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	EPSY 400 (3) INDG 100 , <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota) (note 1)</u> - or non-education elective (3) Open elective (3) Open elective (3) One of (3): EDAN 202, EDRA 202, ELIT 202, EMUS 202, or EVIS 202
<u>Note 1: If this requirement has been met in the first degree student may choose an open elective.</u>	

Four-Year Arts Education Secondary Program (120 credit hours)	
Term 1-2	
ECS 101 (3) ECS 102 (3) One of ELIT, EDAN, EDRA, EMUS, EVIS 101 or 202 (3) ENGL 100 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dakota, Dene, Nakota)</u> (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Minor (3) Minor (3)	
Term 3 (Fall)	Term 4 (Winter)
Open elective (3) Minor (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) ELIT 101, EDAN 101, EDRA 101, EMUS 101 or EVIS 101 (3)	Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) ELIT 202, EDAN 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (3)

Four-Year Arts Education Secondary Program (120 credit hours)	
Term 5	Term 6
E (Minor curriculum course) (3) EAE 302 (3) EAE 201 (Major curriculum course) (3) ECS 203 (3) ELIT 101/202, EDAN 101/202, EDRA 101/202, EMUS 101/202, or EVIS 101/202 (3)	EAE 350 (Major) (3) EAE 400 (Major) (3) ECCU 400 (3) ECS 310 (3) ECS 401 (3) EFLD 360 (0)
Term 7	Term 8
EFLD 402 (15)	Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) Open elective (3) EPSY 400 (3)

Arts Education After Degree (BEAD) Secondary Program (60 credit hours)	
Term 1	Term 2
EAE 201 (3) (Major Curriculum) EAE 302 (3) E (Minor curriculum course) (3) ECS 203 (3) One of (3): EDAN 101, EDRA 101, ELIT 101, EMUS 101, EVIS 101	EAE 350 (major curriculum course) (3) EAE 400 (major curriculum course) (3) ECS 310 (3) ECS 401 (3) EFLD 360 (0) ECCU 400 (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšínāpēmowin, Cree, Dakota, Dene, Nakota) (note 1)</u> - or non-education elective (3) One of ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) Open elective (3) EPSY 400 (3) One of EDAN 202, EDRA 202, ELIT 202, EMUS 202 or EVIS 202 (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Option A: Baccalauréat en éducation élémentaire (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELFL 151(FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352(3) FRN 201/300/301 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN niveau 200/300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS / FRN niveau 200/300 (3) FLS / FRN niveau 200/300 (3)	CSO 2902 (DLC 253) (3) ENP 1951 (3) FLS / FRN niveau 200/300 (3)

Option A: Baccalauréat en éducation élémentaire (BacEd) (120 Crédits)	
humanités (3) cours au choix (3)	beaux-arts (3) cours au choix (3)
Session 5	Session 6
DLNG 315 (3) DMTH 315 (3) DSCI 315 (3) ECSF 317 (3) DART 315 (3) EPSF 300 (3)	ECSF 317 (3) DART 315 (3) DESO 315 (3) DEPH 315 (3) DMXE 315 (3) DEPH 315 (3) or DMXE 315 (3) ECSF 402 (3) EPSF 325 (3)
Session 7	Session 8
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

Option B (5 Ans): Baccalauréat en éducation élémentaire et BA (études francophones et interculturelles) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELFL 151 (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 200 (3) un cours en ANTH ou RLST * (3) FRN niveau 200 (3)	CSO 2902 (DLC 253) (3) ENP 1951 (3) FRN 366 (3) FRN niveau 246 (3) beaux-arts (3)
Session 5	Session 6
un cours de ENGL 110, ou PHIL 100 ou SOST 110 (3) FRN 236 (3) FRN niveau 300 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3) FRN niveau 300 (3)	FRN niveau 300 (3) FRN niveau 400 (3) FRN niveau 400 (3) un cours en ECON ou GES** ou IS ou JS ou PCI ou PSYC ou SOC ou SOST ou WGST (3) cours au choix (3)
Session 7	Session 8
DMTH 315 (3) DSCI 315 (3) DLNG 315 (3) ECSF 317 (3) DART 315 (3) EPSF 300 (3)	DART 315 (3) ECSF 317 (3) DESO 315 (3) DEPH 315 (3) DMXE 315 (3) DEPH 315 (3) ou DMXE 315 (3)

Option B (5 Ans): Baccalauréat en éducation élémentaire et BA (études francophones et interculturelles) (150 Crédits)	
	ECSF 402 (3) EPSF 325 (3)
Session 9	Session 10
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

Baccalauréat en éducation élémentaire après diplôme (BEAD)	
Session 1 (Automne)	Session 2 (Hiver)
DLNG 315 (3) DMTH 315 (3) DSCI 315 (3) EPSF 315 (3) ECSF 317 (3) <u>INDG 100 (3)</u>	DART 315 (3) <u>ECSF 317 (3)</u> DESO 315 (3) DEPH 315 (3) DMXE 315 (3) <u>DEPH 315 (3) ou DMXE 315 (3)</u> <u>ECSF 402 (3)</u> EPSF 325 (3)
Session 3	Session 4
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

Baccalauréat en éducation secondaire après diplôme (BEAD)	
Session 1 (Automne)	Session 2 (Hiver)
DLNG 300 (3) ECSF 317 (3) EPSF 300 (3) E (mineure) 300 (3) cours au choix (3) <u>INDG 100 (3)</u>	DFMM 350 (3) <u>ECSF 317 (3)</u> DFRN 351 ou cours au choix (3) DLNG 351 (3) E (mineure) (3) cours au choix <u>ECSF 402 (3)</u> EPSF 350 (3)
Session 3	Session 4
EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) cours au choix ou mineure (3)

Option A: Baccalauréat en éducation secondaire, (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELF 151 (FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201/300/301 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FR niveau 200/300 (3) FRN 366 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS/FRN niveau 200 (3) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)	CSO 2902 (DLC 253) (3) ENS 1951 (3) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)
Session 5	Session 6
DLNG 300 (3) ECSF 317 (3) E (mineure) (3) EPSF 300 (3) mineure (3) <u>DFRN 351 ou cours au choix (3)</u>	DFMM 350 (3) <u>ECSF 317 (3)</u> DFRN 351 ou cours au choix (3) DLNG 351 (3) Élective (3) <u>ECSF 402 (3)</u> EPSF 350 (3)
Session 7	Session 8
EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) cours au choix (3)

Option B (5 Ans): Baccalauréat en éducation secondaire et BA (études francophones et interculturelles) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELF 151 (FRN 200L BA) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 246 (3) FRN 366 (3) mineure (3)	CSO 2902 (DLC 253) (3) ENS 1951 (3) FRN niveau 200 (3) FRN niveau 300 (3) mineure (3)
Session 5	Session 6
FRN 236 (3) FRN niveau 300 (3) un cours en ANTH ou RLST * (3) sciences naturelles (3)	un cours de ENGL 110 ou PHIL 100 ou SOST 110 (3) FRN niveau 400 (3) FRN niveau 400 (3) MATH 101 (FR) (3)

Option B (5 Ans): Baccalauréat en éducation secondaire et BA (études francophones et interculturelles) (150 Crédits)	
un cours en ECON ou GES** ou IS ou JS ou PSCI ou PSYC ou SOC ou SOST ou WGST (3)	beaux-arts (3)
Session 7	Session 8
DLNG 300 (3) ECSF 317 (3) <u>DFRN 351 ou cours au choix (3)</u> EPSF 300 (3) E (mineure) 300 (3) mineure (3)	DFMM 350 (3) <u>ECSF 317 (3)</u> DFRN 351 ou cours au choix (3) DLNG 351 (3) Élective (3) <u>ECSF 402 (3)</u> EPSF 350 (3)
Session 9	Session 10
EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

Option A : Baccalauréat en éducation français de base majeure (DFRN) (120 crédits)	
Session 1 (Fall)	Session 2 (Winter)
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELF 150 (3) <u>INDG 100 (3)</u>	ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) Minor (3) DELF 151 (3)
Session 3	Session 4
Open elective (3) FRN 301 (3) FRN 200/300 (3) ECS 203 (3) ou ECSF 210 Minor (3)	Minor (3) FRN 236 (3) FRN 300/400 (3) FRN 350 AA-ZZ (3) Open elective (3)
Session 5	Session 6
EPSF 300 (3) EFRN 300 (major curriculum course) (3) FRN niveau 300 (3) ECSF 317 (3) <u>FRN niveau 200/300/400 (3)</u> E (minor curriculum course) (3)	<u>ECSF 317 (3)</u> DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN 366 (3) Open elective (3) <u>ECSF 402 (3)</u>
Session 7	Session 8
EFLD 400 (internship) (15)	cours au choix (3) <u>FRN 366 (3)</u> EPSY 425 (3)

	EPSY 418 (3) FRN niveau 200/300/400 (3) Minor (3)
<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at La Cité. Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Education Program.</p> <p>Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). Students interested in pursuing a BA in French and Francophone Intercultural Studies, should consult with La Cité universitaire francophone.</p>	

Option B: Baccalauréat en éducation (DFRN) et BA (études francophones et interculturelles) Program français de base majeure (DFRN) (150 credit hours)	
Session 1 (Fall)	Session 2 (Winter)
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELF 150 (3) INDG 100 (3)	ECSF 110 (3) FRN 300 (3) INDG 100 (3) FRN niveau 200/300 (3) Minor (3) DELF 151 (FRN 200L BA) (3)
Session 3	Session 4
Open elective (3) FRN 301 (3) FRN 236 (3) ECS 203 (3) ou ECSF 210 Minor (3)	Minor (3) FRN niveau 200 (3) FRN niveau 300 (3) Any course in HIST or CLAS 100 or IDS 100 or CATH 200 (3) Open elective (3)
Session 5	Session 6
FRN 366 (3) FRN niveau 300 (3) Any course in ANTH or RLST** (3) Natural Science (3) One of ENGL 110 or PHIL 100 or SOST 110 (3)	Any course in ECON or GES*** or IS or JS or PSCI or PSYC or SOC or SOST or WGST (3) MATH 101 (FR) (3) FRN niveau 300 (3) Media, Art, and Performance (3) FRN 246 (3)
Session 7	Session 8
EPSF 300 (3) EFRN 300 (major curriculum course) (3) ECSF 317 (3) E (minor curriculum course) (3) FRN niveau 400 (3) Open elective (3)	DFRN 351 or DFMM 350(major educ. course) (3) ECSF 317 (3) DLNG 351 (3) EPSF 350 (3) FRN niveau 400 (3) Open elective (3) ECSF 402 (3)
Session 9	Session 10
EFLD 400 (internship) (15)	cours au choix (3) EPSY 425 (3) EPSY 418 (3) FRN niveau 400 (3) Minor (3)

Option B: Baccalauréat en éducation (DFRN) et BA (études francophones et interculturelles) Program français de base majeure (DFRN) (150 credit hours)
<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at La Cité. Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Option B Education Program.</p> <p>** except RLST 181, 184, 186, 188, 281, 284, 288 *** except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431</p> <p>Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor).</p> <p>Students interested in pursuing a BA in French and Francophone Intercultural Studies, should consult with La Cité universitaire francophone.</p>

Baccalauréat en éducation secondaire après diplôme (60 crédits) français de base majeure (DFRN)	
Session 1 (Fall)	Session 2 (Winter)
ECSF 110(3) EFRN 300 (3) ECSF 317 (3) EPSF 300 (3) E (minor curriculum course) (3) <u>INDG 100 (3)</u>	<u>ECSF 317 (3)</u> DFRN 351 or DFMM 350 (3) DLNG 351 (3) Open elective (3) Open elective (3) <u>ECSF 402 (3)</u> EPSF 350 (3)
Session 3	Session 4
EFLD 400 (internship) (15)	cours au choix (3) EPSY 418 (3) EPSY 425 (3) Open elective (3) Open elective (3)

Five-Year BEd/BSc Secondary Mathematics Program Resulting in Two Degrees: BEd and BSc (Mathematics) (EMTI) (150 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) CS 110 (3) MATH 110 (3) Natural science elective* (3)	ECS 102 (3) MATH 111 (3) MATH 122 (3) Natural Science elective* (3) Minor* (3)
Term 3	Term 4
Open elective (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) ENGL 110 (3) MATH 213 (3) MATH 221 (3) STAT 160 (3)	MATH 223 (3) MATH 217 (3) MATH 222 (3) EMTH 200 (3) Minor* (3)
Term 5	Term 6
MATH 312 (3) Arts, or Media, Art, and Performance Elective (3) Minor* (3) Minor* (3) Arts, or Media, Art, and Performance Elective* (3)	MATH 305 (3) MATH or STAT above 250 or ACSC 216 (3) Arts, or Media, Art, and Performance elective (3) Minor* (3) Science elective (outside of major)* (3)
Term 7	Term 8
ECS 203 (3) ECS 303 (3) EMTH 300 (major curriculum course) (3) MATH or STAT above 250 or ACSC 116 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (major instr. course) (3) EMTH 351 (major educ. course) (3)
Term 9	Term 10
EFLD 400 Internship (15)	EPSY 400 (3) MATH 300-or 400 level (3) MATH 300-or 400 level (3) Arts, or Media , Art and Performance elective (3) Open Elective (3)

Rationale:

These changes ensure that each of our program templates include at least 6 credit hours of Indigenous content to meet SPTRB certification requirements. In consultation with FNUiv, the range of classes that students might take to meet these requirements has also been expanded.

(end of Motion)

1.5 FACULTY OF KINESIOLOGY AND HEALTH STUDIES

1.5.1 Sport and Recreation Management and Sport and Recreation Management Internship Major – Revisions

MOTION: To approve SRS 133 (Podcasting and Dynamic Storytelling) as a major elective for the Sport and Recreation Management and Sport and Recreation Management Internship majors, effective 202420.

Credit Hours	Sports and Recreation Management Major Required Courses
Major Required	
3.0	SRS 130
3.0	SRS 230
3.0	SRS 340
3.0	SRS 440
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
3.0	ECON 100 (or ECON 201)
3.0	ECON 238
Major Electives	
3.0	Choose three from: SRS 132, SRS 133 , SRS 360, SRS 351, SRS 450, SRS 460, SRS 465 (KHS 443), BUS 205, BUS 288, BUS 290, BUS 312, BUS 317, BUS 414, CTCH 213, CTCH 214, any LG course, any PR course
3.0	
3.0	

Credit Hours	Sports and Recreation Management Internship Major Required Courses
Major Required	
3.0	SRS 130
3.0	SRS 230
3.0	SRS 340
3.0	SRS 440
3.0	SRS 450
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
3.0	ECON 100 (or ECON 201)
3.0	ECON 238
Major Elective	
15.0	Choose five courses from: SRS 132, SRS 133 , SRS 360, SRS 351, SRS 460, SRS 465 (KHS 443), BUS 205, BUS 288, BUS 290, BUS 312, BUS 317, BUS 414, CTCH 213, CTCH 214, any LG course, any PR course
48.0	Subtotal

Rationale:

Inclusion of newly approved course to meet student and market interest.

(end of Motion)

1.5.2 Human Kinetics Major – Program Revisions

MOTION: To approve the following additions to the Human Kinetics major electives: KIN 356, KIN 358, KIN 382, KIN 386, KIN 451, effective 202420.

Credit Hours	Human Kinetics Major Required Courses
Major Required	
3.0	KIN 241
3.0	KIN 278
3.0	KIN 341
3.0	KIN 342
3.0	KIN 350
3.0	KIN 369
3.0	KIN 380
3.0	KIN 385
3.0	KIN 450
Major Elective	
6.0	Choose two courses from: BIOL 100, BIOL 101, BIOL 140, PHYS 109, CHEM 104, KIN 240, KIN 268, KIN 321, KIN 355, KIN 356, KIN 358 , KIN 373, KIN 375, KIN 378, KIN 382, KIN 386, KIN 451 , KIN 475, KIN 478, KIN 485, HS 200, SRS 115, SRS 220, KHS 325
33.0	Subtotal

Rationale:

The classes being added to the major elective options were formally approved and effective 202410. While we will still be making informal substitutions to the major required courses for Human Kinetics, including the new courses as major elective options provides more formality and awareness of availability for students when determining their course plan.

(end of Motion)

1.6 FACULTY OF SCIENCE

1.6.1 Diploma in Computer Science – Program Revisions

MOTION: To remove the “...equivalent experience...” clause in the Computer Science Diploma, effective 202420.

Credit hours	Diploma in Computer Science Required Courses
0.0	SCI 099: this course must be completed during a student’s first term in the Faculty of Science
3.0	CS 110* CS 110
3.0	CS 115* CS 115
3.0	CS 201
3.0	CS 210* CS 210
3.0	CS 215
3.0	CS 200-, 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	MATH 110
3.0	ENGL 100
33	Subtotal: Major Requirements 65.00% Major GPA required
27.0	Nine Electives Courses in mathematics and statistics, economics, and administration are recommended
60.0	Total: 65.00% Program GPA required
	*Or equivalent experience. Students must contact the Department Head for approval

Rationale:

The enrolment in Computer Science makes it unfeasible for the Department Head to assess each student’s file.

(end of Motion)

1.6.2 Bachelor of Science in Data Science Program – Program Revisions

MOTION: To replace CS 412 with CS 365 in the program requirements for the Bachelor of Science in Data Science program, effective 202420.

Credit hours	BSc in Data Science Required Courses
0.0	SCI 099: this course must be completed during a student's first term in the Faculty of Science
3.0	CS 110
3.0	CS 115
3.0	CS 165 or STAT 165
3.0	CS 210
3.0	CS 215
3.0	CS 265
3.0	CS 280
3.0	CS 261 or MATH 261
3.0	CS 310
3.0	CS 320
3.0	CS 340
3.0	CS 375
3.0	CS 412 CS 365
3.0	CS 465
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 221
3.0	STAT 160
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 354
3.0	STAT 418
9.0	Three MATH, STAT, or CS courses at the 300-level or higher.
3.0	CS 496 or STAT 496
87.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
9.0	Three Open electives
120.0	Total: 65.00% Program GPA required

Rationale:

This change replaces CS 412 (Algorithm Analysis) with the newly created CS 365 Data Wrangling. CS 412 had originally been added to the program as a placeholder course for a future data-centred algorithmic course. CS 365 will now fill that role in the program. Requiring this course in the program ensures that

students are lead down a path of structured knowledge and skills development in data science topics (CS 165, 265, 365, 465).

(end of Motion)

1.6.3 Chemistry and Biochemistry Co-operative Education Program – Program Revisions

MOTION: To revise the requirements for the Co-operative Education program in Chemistry and Biochemistry, effective 202420.

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Co-operative Education Program in Chemistry and Biochemistry

Entrance Criteria

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

- have completed at least 21 credit hours toward a BSc degree, including CHEM 104 and CHEM 140;
- ~~have completed no more than 60 credit hours toward the BSc;~~
- have achieved a minimum GPA of **70.00%** ~~72.50%~~ in courses required for the major and overall; and
- be enrolled in a **biochemistry or chemistry** program **and** to complete at least three (3) biochemistry/chemistry courses beyond CHEM 104, prior to commencement of the first work term.

Successful completion of three work terms is required for the Co-op designation, with a fourth work term optional. Students follow a schedule of work/academic terms similar to that shown for Computer Science. To continue in the Co-op option, students must maintain a GPA of **70.00%** ~~72.50%~~ and must enroll in at least 12 credit hours in academic terms between work terms. One of the first two work terms must be in a fall or winter term (i.e. both may not be in summer terms).

Rationale:

To align the co-op requirements in a manner consistent with those already implemented in other Science Departments and allow students who may have started with a different major to enter the co-op program in Chemistry or Biochemistry.

(end of Motion)

1.7 FACULTY OF SOCIAL WORK

1.7.1 Bachelor of Social Work Yukon University – Program Revisions

MOTION: To increase the number of SW elective credit hours in the Open University Electives-General University Studies section from 9 credit hours to 12 credit hours for Yukon University SW students, effective 202420.

Credit hours	Bachelor of Social Work Yukon University Required Courses
3.0	HIST 140 (Yukon University course, transfers as HIST 100-level or INDG 100-level)
3.0	ENGL 100-level
3.0	ENGL 100-level or higher
3.0	PSYC 100-level
3.0	PSYC 100-level or higher
3.0	SOC 100-level
42.0	Fourteen Open Electives (May include up to nine <u>twelve</u> credit hours of SW or INSW courses)
60.0	Total General University Studies Credit Hours
Social Work Studies	
3.0	SW 200 (Yukon University course, transfers as SW 200)
3.0	SW 346
3.0	SW 347
6.0	SW 352
3.0	SW 389
3.0	SW 390
3.0	SW 414
3.0	SW 421
3.0	SW 451 or SW 469
9.0	Three SW Electives (May be SW or INSW courses)
6.0	SW 348
15.0	SW 448
60.0	Total Social Work Credit Hours
120	Total Credit Hours For BSW

Rationale:

Students who enter the BSW program with an existing degree or diploma in a human services field often have transfer credits applied as Social Work Electives effectively limiting the number of Yukon University Social Work electives available to them. Increasing the number of SW electives that can be counted as General University Studies from 3 to 4 will allow these students to engage in more Social Work content grounded in the local Yukon context.

(end of Motion)

2. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 FACULTY OF ENGINEERING AND APPLIED SCIENCE

2.1.1 Master of Engineering in Industrial Systems Engineering – Program Revisions

MOTION: To modify the course requirements of the Industrial Systems Engineering MEng co-op and project routes, effective 202430.

Master of Engineering (MEng) in Industrial Systems Engineering (project)

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engineering.html#ISE>

The Master of Engineering degree program with a project report attracts practicing engineers. It complements the Graduate Cooperative Education Program, which seeks to integrate the academic experience with professional, on-the-job experience to facilitate professional development.

Current		Proposed	
ENIN 8xx	3 credit hours	ENIN 8xx	3 credit hours
ENIN 8xx	3 credit hours	ENIN 8xx	3 credit hours
ENGG 8xx	3 credit hours	ENIN 8xx	3 credit hours
ENGG 8xx	3 credit hours	ENxx 8xx	3 credit hours
ENxx 8xx	3 credit hours	ENxx 8xx	3 credit hours
ENxx or related discipline 3xx to 8xx	3 credit hours	ENIN 3xx to 8xx	3 credit hours
ENxx or related discipline 3xx to 8xx	3 credit hours	ENxx or related discipline 3xx to 8xx	3 credit hours
ENGG 701	1 credit hour	ENGG 701	1 credit hour
ENGG 702	1 credit hour	ENGG 702	1 credit hour
ENGG 703	1 credit hour	ENGG 703	1 credit hour
ENIN 902	6 credit hours	ENIN 902 <i>(over 2 semesters at 3 cr hrs each)</i>	6 credit hours
TOTAL	30 credit hours	TOTAL	30 credit hours

Master of Engineering (MEng) in Industrial Systems Engineering (co-op)

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engineering.html#ISE>

Current		Proposed	
ENIN 8xx	3 credit hours	ENIN 8xx	3 credit hours
ENIN 8xx	3 credit hours	ENIN 8xx	3 credit hours
ENGG 8xx	3 credit hours	ENIN 8xx	3 credit hours
ENGG 8xx	3 credit hours	ENxx 8xx	3 credit hours
ENxx 8xx	3 credit hours	ENxx 8xx	3 credit hours
ENxx or related discipline 3xx to 8xx	3 credit hours	ENIN 3xx to 8xx	3 credit hours
ENxx or related discipline 3xx to 8xx	3 credit hours	ENxx or related discipline 3xx to 8xx	3 credit hours
ENGG 601	4 credit hour	ENGG 601	4 credit hour
ENGG 602	4 credit hour	ENGG 602	4 credit hour
ENGG 701	1 credit hour	ENGG 701	1 credit hour
ENGG 702	1 credit hour	ENGG 702	1 credit hour
ENGG 703	1 credit hour	ENGG 703	1 credit hour
ENIN 902	6 credit hours	ENIN 902 <i>(over 2 semesters at 3 cr hrs each)</i>	6 credit hours
TOTAL	38 credit hours	TOTAL	38 credit hours

Rationale:

These changes will make the 2 routes more Industrial focused as well as providing more flexibility by replacing ENGG directed slots with ENxx. We are also formalizing the note associated with ENIN 902 to provide clarity that the course is required over two semesters at three credit hours each semester. While this note already appears in the graduate calendar for the project route (and not the co-op route), its addition has never been formally approved by CCFGSR. This change adds clarity for faculty, staff and students and is clean-up to the graduate calendar.

(end of Motion)

2.2 FACULTY OF GRADUATE STUDIES AND RESEARCH

2.2.1 Maintenance of Candidacy – Graduate Calendar Update

MOTION: That the Maintenance of Candidacy section of the graduate calendar be updated to provide clarity, effective immediately.

Current	Proposed
<p>https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#mai</p> <p>Students who have completed the credit hour components of their program of studies, but have not completed all of the formal approved degree requirements (e.g., written thesis, project/practicum/report and defense), are to register in one of the following:</p> <p>GRST 995AA Full-time Maintenance of Candidacy</p> <p>GRST 995AB Part-time Maintenance of Candidacy</p> <p>Please note that in order to use University facilities and resources (e.g., computer labs, libraries, faculty, etc.), students must be registered. Registration in full- or part-time Maintenance of Candidacy is on a term basis and allows for facility use during that time.</p> <p>Registration in Non-resident Maintenance of Candidacy is meant for students who do not require the use of university facilities or resources. Non-resident Maintenance of Candidacy merely establishes that the student is a graduate student.</p> <p>GRST 999 Non-resident Maintenance of Candidacy</p>	<p>Students who have completed the credit hour components of their program of studies, but have not completed all of the formal approved degree requirements (e.g., written thesis, project/practicum/report and defense), are to register in one of the following:</p> <p>GRST 995AA Full-time Maintenance of Candidacy</p> <p>GRST 995AB Part-time Maintenance of Candidacy</p> <p>Please note that in order to use University facilities and resources (e.g., computer labs, libraries, faculty, etc.), students must be registered. Registration in full- or part-time Maintenance of Candidacy is on a term basis and allows for facility use during that time.</p> <p>Registration in Non-resident Maintenance of Candidacy is meant for students who do not require the use of university facilities or resources. Non-resident Maintenance of Candidacy merely establishes that the student is a graduate student.</p> <p>GRST 999 Non-resident Maintenance of Candidacy</p>

<p>Once a student has registered in any of the maintenance courses (GRST 995AA, GRST 995AB, GRST 996AA, GRST 996AB), they must register in a GRST 995 or 996 class every subsequent term in which they are registered (regardless of whether permission is obtained to do a course outside of the program).</p> <p>PhD Students PhD students may only register in GRST 995AA.</p> <p>Non-Thesis Completion Form A Non-Thesis Program Completion Form is required upon successful completion of the project/practicum/report after the final grade has been submitted and approved. Upon final grade approval and the program completion form being received in FGSR the student will have been deemed to have met this requirement of his/her program.</p>	<p>Once a student has registered in any of the maintenance courses, they must register in a GRST 995 or 996 class every subsequent term in which they are registered (regardless of whether permission is obtained to do a course outside of the program).</p> <p>PhD Students PhD students may only register in GRST 995AA.</p> <p>Progress Report requirement: A student’s supervisor is to schedule a meeting for the student to provide a research progress update to the Supervisory Committee annually, typically when FGSR Progress Reports are due or anytime the Supervisor deems it necessary. The full supervisory committee is expected to attend this meeting and sign off on the student’s Progress Report.</p> <p>Non-Thesis Completion Form A Non-Thesis Program Completion Form is required upon successful completion of the project/practicum/report after the final grade has been submitted and approved. Upon final grade approval and the program completion form being received in FGSR the student will have been deemed to have met this requirement of their program.</p>
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Rationale:

This graduate calendar update provides clarity on Maintenance and Candidacy. It also formalizes what has already been practiced and that it is the responsibility of a student’s supervisor to schedule annual meetings between the student and the supervisory committee. The Progress Report form has recently been updated and you can always find the most current version of this form on our Forms webpage: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>.

(end of Motion)

2.2.2 Supervisory and Committee – Graduate Calendar Change

MOTION: That the Doctoral Supervisory Committee structure listed within the Supervisory and Committee section of the graduate calendar be updated, effective 202420.

<p>Current https://www.uregina.ca/graduate-studies-research/thesis_project_prac/before_you_start.html#row_2</p>	<p>Proposed</p>
<p>A Doctoral Supervisory Committee consists of at least the following members:</p> <ol style="list-style-type: none"> 1. Student’s supervisor (must be from the student’s 	<p>A Doctoral Supervisory Committee consists of at least the following members:</p> <ol style="list-style-type: none"> 1. Student’s supervisor (must be from the student’s

<p>academic unit).</p> <ol style="list-style-type: none"> 2. Student's co-supervisor, if applicable. 3. Two additional members of the student's academic unit (these members cannot both be external adjunct members of FGSR, unless there is a pre-existing formal agreement or permission has been granted by the Dean of FGSR). 4. One member from the university who is from an academic unit other than the student's academic unit (This member serves as the "internal-external member". For students in Education and Engineering, the internal-external member must from outside of the student's faculty. Professors who are adjunct or associates in the student's academic unit are not eligible to serve as the internal-external committee member. A co-supervisor cannot fulfill the role of the internal-external member). 	<p>academic unit).</p> <ol style="list-style-type: none"> 2. Student's co-supervisor, if applicable. 3. Two additional members of the student's academic unit (these members cannot both be external adjunct members of FGSR, unless there is a pre-existing formal agreement or permission has been granted by the Dean of FGSR). 4. One member from the university who is from an academic unit other than the student's academic unit (This member serves as the "internal-external member". For students in Education, the internal-external member must be from outside of the student's faculty. Professors who are adjunct or associates in the student's academic unit are not eligible to serve as the internal-external committee member. A co-supervisor cannot fulfill the role of the internal-external member).
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Rationale:

Currently, Engineering PhD Committees cannot use Engineering Faculty from another Program area as an Internal-External member. This change removes this barrier for Engineering and creates consistency for both Master's and PhD Committees since Master's Committees already allow this.

(end of Motion)

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. FACULTY OF ARTS

1.1 Pre-Journalism Program – Historical Status

MOTION: To make the two-year Pre-Journalism program historical, effective 202420.

Pre-Journalism

Credit Hours	Pre-Journalism Required Courses
0.0	Arts 099 Academic Integrity
3.0	ENGL 100 Critical Reading and Writing I
3.0	INDG 100 Introduction to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
3.0	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art, and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
9.0	Three courses chosen from three of the following groups: <ul style="list-style-type: none"> ● Any ECON course ● A course emphasizing Canadian history ● A course above the introductory level emphasizing Canadian politics and government ● A course dealing with the media in a social science context: SOST 110, INCA 283, PSCI 434, JRN 100
21.0	Seven additional electives (PSCI is recommended)
60.0	Subtotal: 70.00% PGPA on pre-journalism required to apply for admission.
Students who complete the pre-journalism program must apply for admission to the School of Journalism	

All students who complete the above requirements will be considered for admission; however, students are advised to complete ENGL 110 and PHIL 150 among their core requirements. They are further advised to complete their second language requirement in French. Finally, students are advised to choose some of the following courses as electives: SOC 100 and/or SOC 203; PSCI 230; ENGL 251, 351.

Rationale:

Since the School was founded in 1980, the Pre-Journalism program has consisted of two years of introductory level liberal arts courses. This now includes the Arts Core Requirements and ten electives. For successful applicants to the School, this was followed by two years of intensive specialization in journalism studies. However, the reduction of active faculty lines from 6.5 to two in the span of about five years now requires decisive measures to streamline for cost-effectiveness and long-range sustainability. This motion enables us to spread out the Journalism degree requirements across four-years, bringing the program into alignment with the norm across the Faculty of Arts.

(end of Motion)

1.2 Bachelor of Arts in Journalism, News Media, and Communication – New Program

MOTION: To create the Bachelor of Arts in Journalism, News Media, and Communication Program, effective 202420.

BA in Journalism, News Media, and Communication

The final two years of the BA in Journalism program, 60 credit hours, must be completed in full at the University of Regina, following admission to the School of Journalism.

Students admitted to the School of Journalism will take three terms of course work **Journalism, News Media, and Communication majors will serve one term as an intern (JRN 400)**, either in a news medium (e.g. online, print, radio, or television) or communications role. Students must meet a required standard in this internship to obtain the degree. **Prerequisites for the internship include JRN 100, 200, 201, 202 (or INCA 391AA), 320 or 321, and 330. Communications interns must also complete two of PR 100, PR 101, or PR 200. Moreover, JRN 320 and JRN 321 are preparatory for internships. Ideally, the internship will therefore take place in the term immediately following these latter two courses. Note: that placements are determined by the School of Journalism and special permission is required to take a course in the same term as the internship.**

Current Bachelor of Arts in Journalism Program		Proposed Bachelor of Arts in Journalism, News Media, and Communication Program	
Credit Hours	BA in Journalism Required Courses	Credit Hours	BA in Journalism, News Media, and Communication Required Courses
Pre-Journalism (years 1 and 2)		Arts Core Requirements	
60.0	As stated in the <u>Pre-Journalism template</u> .	0.0	ARTS 099 Academic Integrity
Journalism Studies (years 3 and 4, competitive admission)		3.0	ENGL 100 Critical Reading and Writing I
0.0	ARTS 099	3.0	INDG 100 Introductory to Indigenous Studies
3.0	JRN 300	3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECO 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	JRN 301	3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST

3.0	JRN-302	Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	JRN-303	3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	JRN-304	3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	JRN-308	3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
3.0	300-level JRN course	6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
3.0	JRN 401 or 402	27.0	Subtotal
6.0	Two 400-level JRN courses	Major Requirements	
15.0	Five additional electives	3.0	JRN 100
15.0	JRN 400 (internship)	3.0	JRN 200
60.0	Subtotal: 65.00% major GPA required	3.0	JRN 201
120.0	Total: 65.00% PGPA and 60.00% UGPA required	3.0	JRN 202*
		3.0	JRN 320 or JRN 321
		3.0	JRN 308
		3.0	JRN 330
		15.0	JRN 400 (internship)
		3.0	One additional JRN course
		6.0	Two of PR 100, PR 101, PR 201
		9.0	Three courses from the following: <ul style="list-style-type: none"> Any 200-, 300- or 400-level course from the following: ECON, HIST, PSCI, or SOC (Canadian content recommended) A course dealing with media in a social science context: SOST 110, INCA 283, PSCI 434, CTCH 203, WGST 280AP
		54.0	Subtotal: 65.00% major GPA required
		Open Electives	
		39.0	13 elective courses
		120.0	Total: 65.00% PGPA and 60.00% UGPA required
		*Note: Students can use INCA 391AA as a substitute for JRN 202	

Journalism, News Media, and Communication students are advised to complete ENGL 110 and PHIL 150 among their core

requirements. Complementing the core requirements of a Bachelor of Arts in Journalism, the Certificate in Public relations and the Certificate in Reconciliation Studies offer further opportunities to meet evolving societal needs and labour market demands.

Rationale:

Spreading the Journalism degree requirements across four years, brings the program into alignment with the norm across the Faculty of Arts. By replacing the established 2+2 model (a two-year pre-JRN program plus a two-year cohort-based JRN program) with an integrated four-year program, the School can: offer lower enrolment courses on alternating years; place greater emphasis on 100- and 200-level JRN offerings to increase enrolments; eliminate previously required 300-level courses by redistributing content across 100- and 200-level offerings; and open up JRN courses to non-majors. An integrated four-year program thereby reduces costs and increases revenues.

Curricular retooling also presents opportunities to advance important academic aims such as recognizing the widening scope of digital communications practices. The redesign builds Indigenous Communication Arts (INCA) and Public Relations (PR) courses into the program, while offering more elective choices to encourage students to take better advantage of cognate offerings across the disciplines (e.g. Arts, Media and Production Studies, Public Relations, and Indigenous Communication Arts)—and particularly at the upper level (300- and 400-level courses).

Expanding the range and flexibility of course offerings reflects a changing environment in which part-time study is increasingly common, the structure of opportunities for journalists is evolving, and the University's fiscal challenge encourages greater cross-listing of courses. While recognizing the news industry is continuing democratic importance and central cultural role, this realignment also goes beyond the program's traditional focus on legacy media. It broadens the base of student learning to reflect rapidly expanding opportunities in the communications and cultural industries.

Offering a realistic and achievable solution to the School of Journalism's limited teaching capacity, this redesign includes four inter-related components: 1) making JRN 100 a requirement for majors; 2) streamlining 300-level offerings to reflect JRN majors' participation in JRN 100 and new 200-level options; 3) supplementing them with cognate courses (e.g. INCA 391 and PR 100, 101 and 201) to better account for the evolving communications and cultural environment; 4) introducing JRN 330 as a new required course to further expand the theoretical and practical scope of students' learning; and 5) providing more interdisciplinary elective options and guidance to further economize, modernize, and strengthen the program.

Expanding the advice for the Bachelor of Arts in Journalism builds on previous advisories, which highlight foundational knowledge and skill-sets of particular importance for journalists. The range of that advice will be expanded to include a communications cluster of related certificates, French immersion, and study abroad options. Including this advice recognizes that the implications of new societal challenges – including rapid change in the news, communications, and cultural industries – may not be self-evident. By spotlighting some of the many specific opportunities of particular value to Journalism majors at the

University of Regina, this advice can both build on the capacities students will develop through a Bachelor of Arts in Journalism, News Media, and Communications and broaden their career options.

General Benefits of the proposed Bachelor of Arts in Journalism

- 1) Expanded elective choice can further enhance recruitment appeal. For example, students interested in opportunities that include journalism may also want to explore the wider societal demand for communications professionals with specialist training (e.g. digital communications, documentary production, or Indigenous, non-profit, and corporate public relations). Emphasizing a greater diversity of elective choice prepares students to meet increasingly heterogeneous and evolving labour market needs in the news, communications, and cultural industries.
- 2) A broader range of interdisciplinary studies outside journalism (e.g. Indigenous Studies, English, Sociology, Political Science, or Film Studies) can also help JRN students navigate an emerging reality of rapid technological change (e.g. AI), increasingly complex social problems (e.g. climate change, reconciliation), and evolving varieties of journalistic practice (e.g. science journalism, environmental journalism, peace journalism, community journalism). From developing more wide-ranging interests or skill-sets (e.g. literary journalism or documentary production) to expanding their topic knowledge (e.g. social problems, comparative politics, or propaganda studies), expanded interdisciplinary options can help them develop deeper understandings (of public issues and the craft of composition, film-making, etc.) that go beyond the professional programs current scope.
- 3) Moreover, additional 300- and 400- level options across the disciplines can help journalists meet the shifting expectations of contemporary audiences—shaped by higher educational attainments and increasingly diverse interests.
- 4) Finally, this interdisciplinary turn will help sustain cognate programs, foster interdisciplinary exchange, and encourage transdisciplinary collaborations between scholars and journalists. For example, increasing students' points-of-contact across campus and through upper-level courses can enhance their comfort level with identifying and approaching academic specialists as sources. Against the mounting threats of the 'post-truth society,' strengthening truth-seeking professions' working relationship (and the evidentiary basis of journalism) takes on particular democratic urgency.

Specific rationale for each change

- 1) The addition of JRN 100 (Introduction to Journalism and democracy) to the list of major requirements will expose more students to the journalistic imagination earlier. This can stimulate demand for upper level JRN courses. It will also lighten the 300- level load of JRN courses—by introducing students much earlier to basic aspects of journalistic ethics, research methods, and principles of interviewing. JRN 302 (Rights and Responsibilities of the Journalist), JRN 303 (Research Methods), and JRN 304 (The Art of the Interview) previously covered these areas.
- 2) The addition of a new, required course JRN 330 (Mass Communications Theory and Practice) establishes a pathway from JRN 200-level to 300-level JRN offerings. It will also incorporate some of the intermediate curricular elements previously included in JRN 302 (Rights and Responsibilities of the Journalist), JRN 303 (Research Methods), and JRN 304 (The Art of the Interview).

- 3) The elimination of JRN 302 (Rights and Responsibilities of the Journalist), JRN 303 (Research Methods), and JRN 304 (The Art of the Interview) reflects a curricular streamlining that incorporates introductory modules on each theme in JRN 100. Intermediate content will be redistributed across JRN 200 (formerly 300), Introduction to Digital Newswriting; JRN 201 (formerly 301), Introduction to Broadcast and Digital Journalism. Advanced content will be redistributed across JRN 203 (formerly 307 - Investigative Journalism) and JRN 310 (Mass Communications: Theory and Practice).
- 4) To introduce students to the possibilities for a broader scope of communications practice and employment prospects, they are advised to take introductory courses in professional communication arts (two of PR 100 - Foundations of Public Relations; PR 101 – Writing and Editing for Public Relations; and PR 201 –Communications Tools and Techniques). This strengthens writing, editing, and communication skills without duplicating offerings. Similarly, offering INCA 391AA (Investigative and Collaborative Journalism) as a substitute for JRN 202 (formerly JRN 307 - Investigative Journalism) ensures students get important instruction when they need it without duplicating offerings.

Please see Attachment A for the Registrar’s Undergraduate Academic Programming Questionnaire.

1.3 Bachelor of Arts in Indigenous Journalism and Communication Arts – New Program

MOTION: To create the following Bachelor of Arts in Indigenous Journalism and Communication Arts, effective 202420.

BA in Indigenous Journalism and Communication Arts

Credit Hours	BA in Indigenous Journalism and Communication Arts Required Courses
Major requirements	
Section A: Indigenous Communication Arts	
3.0	INCA 100
6.0	INCA 200
3.0	INCA 210
3.0	INCA 283
3.0	INCA 284
6.0	INCA 290
3.0	INCA 351
3.0	INCA 392
9.0	INCA 400
6.0	INCA 490
Section B: Cognates in Business Administration	
3.0	ADMN 225
3.0	ADMN 245
3.0	ADMN 345
54.0	Subtotal

Credit Hours	BA in Indigenous Journalism and Communication Arts Required Courses
Required Electives	
3.0	Any 100- or 200-level INDG course
3.0	Any 300- or 400-level INDG course
3.0	One of INDG 280, INDG 281 or INDG 282
6.0	Two language courses in the same language from the following: CREE, DAK, DENE, NAK, or NISH *
6.0	Any two 200- or 300-level INCA course (outside of major requirements) **
21.0	Subtotal
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100 Critical Reading and Writing I
Requirement met in major	INDG 100 Introductory to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
3.0	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
Requirement met in major	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
Requirement met in major	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and CLAS 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 or 288
18.0	Subtotal
Open Electives	
27.0	9 elective courses ***
120.0	Total: 65.00% PGPA and 60.00% UGPA required
<p>*Students wishing to pursue an Indigenous language not taught at First Nations University of Canada may apply for transfer credit from another accredited institution.</p> <p>**Recommended courses: INCA 291AA-ZZ or INCA 391AA-ZZ Selected Topics courses.</p> <p>*** Recommended courses: ADMN 203, ADMN 205, CTCH, ENGL, INA, INAH, additional INCA or INDG courses, JRN, MAP film and photography courses</p>	

Rationale:

First Nations University of Canada already offers a uniquely Indigenous-focused equivalent to a typical two-year journalism and communications program, with its two-year diploma program in Indigenous Communication Arts. The primary difference is that it does not currently build on other Arts courses towards a full degree. This degree will connect the diploma courses to a four-year Arts degree, with a two-year after-degree option for students already holding a Bachelor of Arts. **Note that the proposal mainly consolidates courses already in place and regularly offered.** It also takes advantage of:

1. A new permanent cross-appointed faculty appointment in INCA and Business Administration.
2. Our organizational relationship to Indigenous Fine Arts, under the program umbrella of Indigenous Communication and Fine Arts.

In response to market demand, the proposed degree strengthens INCA's communications component through required ADMN cognates in organizational and strategic communications. This will ladder-in additional base enrolment, alongside the existing INCA 100- and 200-level courses. Access to the courses would be throughout the four years, requiring a less intensive teaching and learning load than a compressed two-year cohort school model. Additionally, the proposed model allows greater latitude for part-time studies, greatly increasing accessibility for Indigenous students, who are often mature students with families and employment. It will also be accessible to mid-career Indigenous diploma and certificate-holding journalists who are seeking to advance their credentials in a profession that typically requires a university degree as a minimum qualification. It will further FNUniv's goal to "strengthen the University's unique and Indigenous programming and services."

There is a pressing need for such a degree. No less than three national inquiries and commissions have called on media to reconcile their practices and more accurately represent Indigenous peoples and their histories. Further, the Missing and Murdered Indigenous Women and Girls Inquiry called on all media and storytelling platforms to more accurately represent Indigenous peoples, particularly women who remain some of the most vulnerable in our country as a result of false stereotypes, which portray them as having less value in our society. Indigenized media is a rapidly expanding social phenomenon that presents myriad opportunities for students to engage with Indigenous communities and understand Indigenous Ways of Knowing. It is also a rapidly expanding professional field, with increased demand for Indigenous content across Canadian media platforms in response to the Truth and Reconciliation Commission's Calls to Action 84 to 86 on Reconciliation and the Media.

Our faculty members currently receive monthly calls seeking to employ Indigenous journalists, as well as Indigenous communications experts and contemporary storytellers. In a survey of media managers, conducted as part of our market study, 80% said their workplace planned to increase Indigenous-focused hiring in the next five years, and 90% reported difficulty finding qualified applicants. Our market study also indicates strong student demand for degree-level certification specific to media and communications in an Indigenous context. There is currently no degree available in Canada that is explicitly focused on Indigenous media, and in particular media in Indigenous languages.

The Bachelor of Arts in Indigenous Journalism and Communication Arts will fill that void by building on and combining our existing diploma program with Arts courses relevant ADMN courses, and by providing additional focus on Indigenous-language media. It will build on its connection to the fine arts as a mode of storytelling, through Indigenous Fine Arts electives, including photography and traditional and visual arts fundamentals. In addition to teaching, the program's related research and service will transform the media landscape by bringing forward new approaches in respectful inquiry and representation of Indigenous stories, through an Indigenous lens.

The program will also provide students wishing to use their storytelling and narrative skills in professional communications fields in Indigenous-run organizations, the public sector, and non-profits.

These skills will allow students to work as storytelling communications professionals in everything from treaty negotiations to basic communications for Indigenous communities and development corporations. This will allow Indigenous students to take control of their own stories, and the stories of our communities. For non-Indigenous students, it will give them the skills needed to more effectively represent Indigenous peoples and work in Indigenous communities respectfully.

Please see Attachment A for the Registrar’s Undergraduate Academic Programming Questionnaire.

(end of Motion)

1.4 Bachelor of Indigenous Journalism and Communication Arts After Degree – New Program

MOTION: To create the following Bachelor of Indigenous Journalism and Communication Arts After Degree Program, effective 202420.

Bachelor of Indigenous Journalism and Communication Arts (After Degree Program)

Students with a recognized bachelor’s degree must apply to the Bachelor of Indigenous Journalism and Communications Arts After-Degree Program. This degree is designed for students with a previous degree who seek a specialization in Indigenous journalism and communications. INCA courses already completed as part of a prior degree in another field will be assessed for recognition of credits as part of the application process.

Credit Hours	Bachelor of Indigenous Journalism and Communication Arts After Degree Required Courses
Major requirements	
Section A: Indigenous Communication Arts	
3.0	INCA 100
6.0	INCA 200
3.0	INCA 210
3.0	INCA 283
6.0	INCA 284
3.0	INCA 290
3.0	INCA 392
9.0	INCA 400
6.0	INCA 490
Section B: Cognates in Business Administration	
3.0	ADMN 225
3.0	ADMN 245
3.0	ADMN 345
51.0	Subtotal
Required Electives	
0.0	Academic Integrity 099
3.0	Any 100- or 200-level INDG course

3.0	Any 300- or 400-level INDG course
3.0	One of INDG 280, INDG 281 or INDG 282
6.0	Two language courses in the same language from the following: CREE, DAK, DENE, NAK, or NISH *
6.0	Any two 200- or 300-level INCA course (outside of major requirements) **
21.0	Subtotal
72.0	Total: 65.00% PGPA and 60.00% UGPA required
<p>*Students wishing to pursue an Indigenous language not taught at First Nations University of Canada may apply for transfer credit from another accredited institution. **Recommended courses: INCA 291AA-ZZ or INCA 391AA-ZZ Selected Topics courses.</p>	

Rationale:

The Bachelor of Indigenous Journalism and Communication Arts After-Degree program will provide a 72-credit after-degree option for students who hold a degree in another field, in recognition that they have already completed the core Arts undergraduate courses and/or their equivalents in their field of study. It will provide a more appropriate credential than receiving a diploma, bringing the program in line with what other journalism programs in Canada offer to degree holders. The target student population will be degree holders. INCA courses already completed as part of a prior degree in another field will be assessed for recognition of credits toward the Bachelor of Indigenous Journalism and Communication Arts.

Please see Attachment A for the Registrar’s Undergraduate Academic Programming Questionnaire.

(end of Motion)

2. FACULTY OF EDUCATION

2.1 Bachelor of Indigenous Education After Degree Elementary Program – Program Revision

MOTION: That the credit hours of the Bachelor of Indigenous Education After Degree Elementary Program be revised from 72 credit hours to 60 credit hours, effective 202420

(As per page 197-198 of the 2023-24 Undergraduate Calendar)

Elementary Bachelor of Indigenous Education After Degree (BIEAD) Program

Prerequisites:

- Approved degree
- ENGL 100
- ~~Indigenous Language 100 level~~
- ~~INDG 100~~
- ~~MATH 101~~

Elementary Bachelor of Indigenous Education After Degree (BIEAD) (72-60 credit hours)	
	Term 1 (Winter) EAES 215 (3) One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 (3) ELNG 205 (3) EIND 100 (3) EPSY 205 (3)
Term 2 <u>1</u> (Fall)	Term 3 <u>2</u>
ELBP 215 (1.5) EMTH 215 (3) EPE 215 (3) EIND 215 (3) EPSY 225 (3) ESST 215 (3)	EINH 215 or EAES 215 (3) ELBP 225 (1.5) EIND 225 (3) ERDG 215 (3) ESCI 215 (3)
Term 4 3	Term 5 <u>4</u>
EIEA 355 <u>EPSY 322 (3)</u> EIND 305 (3) ELNG 325 (3) JS 351 (3) <u>Indigenous language (3)</u>	EFLD 405 (internship) (15)
Note: PGPA of 65.00% required to graduate.	

Rationale:

These changes align the BIEAD Elementary with the Faculty of Education BEAD programs and make it 60 credit hours. EPSY 322 has been added to the requirement. The other changes are simplifying choices for students. Previously, the Indigenous Language course was a prerequisite for the program but it is now included as part of the program. MATH 101 and INDG 100 are being removed because no other BEAD program requires these courses.

(end of Motion)

3. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

3.1 Credit and Non-Credit Micro-Credential in High Performance and Tactical Strength and Conditioning – New Program

MOTION: To create the micro-credential in High Performance and Tactical Strength and Conditioning, for both credit and non-credit delivery, effective 202420.

Micro-credential in High Performance and Tactical Strength and Conditioning

Credit Hours	Course
3.0	KIN 355 – Principles of Strength, Power and Speed Development
3.0	KIN 356 – Programming in Training and Conditioning
3.0	KIN 358 – Occupational Testing and Training
9.0	Total credit hours

(end of Motion)

3.2 Credit and Non-Credit Micro-Credential in Event Production Management – New Program

MOTION: To create the micro-credential in Event Production Management, for both credit and non-credit delivery, effective 202420.

Micro-credential in Event Production Management

Credit Hours	Course
3.0	One of: SRS 132 – Live Event Production and Sport Communication, SRS 133 – Podcasting and Dynamic Storytelling
3.0	Two of: SRS 215 – Volunteer Management, SRS 220 –Program Delivery and Management, SRS 230 – Venue and Event Management
3.0	
9.0	Total credit hours
Note: Due to overlap in required courses, Sport and Recreation Management major students are not able to declare this micro-credential.	

Rationale for both micro-credentials:

Creation of these credentials recognizes knowledge gained in groupings of courses that together contribute to a depth of knowledge in a niche area valuable to the job market. Recognizing these courses on the transcript as a certificate allows graduates to distinguish themselves to potential employers based on an area of specialization. In addition, each of these courses have a significant experiential learning component that further establishes graduates as having hands-on experience in the area. By offering these courses and certificates as a Non-Credit option serves our post-graduate interns by providing something tangible in terms of formal education combined with significant work experience in the area.

(end of Motion)

4. FACULTY OF MEDIA, ART, AND PERFORMANCE

4.1 Diploma in Film Production – Admission Suspension

MOTION: To suspend admission to the Diploma in Film Production, effective 202420.

Rationale:

As of September 2023 the Film Diploma currently has 5 students in it. All but one of the students will be done by Winter 2024, and the one remaining student will be done by Winter 2025. The Diploma will be paused with no curriculum changes forthcoming. The plan is that the 30-credit Certificate in Film Production will replace the 30-credit Diploma in Film Production.

(end of Motion)

4.2 Certificate in Film Production – New Program

MOTION: To create a 30-credit hour Certificate in Film Production, effective 202420.

Admission Requirements: Applicants must meet the Faculty of MAP admission requirements and submit a Letter of Intent and digital sample portfolio must be submitted to the Department of Film by April 1 for entrance into the Fall term and October 1 for entrance into the Winter term. The Department of Film highly recommends that students enter the program in the Fall term for the best course flow because courses are tied to terms for sequential learning in the program.

Credit Hours	Certificate in Film Production Required Courses
3.0	One of FILM 100 or ENGL 100 or ACAD 100
3.0	FILM 201
3.0	FILM 202
3.0	FILM 209
6.0	Two of FILM 2XX Studies
3.0	FILM 3XX/4XX Studies
6.0	Two of FILM 2XX/3XX Production
3.0	CTCH 2XX or MAP 2XX or ART 223
30.0	Total – 65.00% GPA Required
Note: Course registration may require permission from the Department Head.	

Rationale:

The Certificate in Film Production replaces the Diploma in Film Production. Applicants must meet the Faculty of MAP admission requirements, and submit a letter of intent and digital sample portfolio. This

certificate will serve as a recruitment tool and feeder for the Film program and support academic endeavours and enrolment growth at the U of R. This certificate introduces students to the fundamentals of film production and film studies.

Please see Attachment B for the Registrar's Undergraduate Academic Programming Questionnaire.

(end of Motion)

4.3 Bachelor of Fine Arts in Creative Technologies – New Program

MOTION: To create a Bachelor of Fine Arts in Creative Technologies, effective 202420.

Credit hours	BFA in Creative Technologies Required Courses
0.0	MAP 001
Critical Competencies – 21 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 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	
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, and THST 250 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 Requirements outside the major	
9.0	Three Media, Art, and Performance courses outside the major
Major Requirements – 69 credit hours in the discipline	
3.0	CTCH 110
3.0	CTCH 111
3.0	CTCH 112
3.0	CTCH 113
3.0	FILM 200

Credit hours	BFA in Creative Technologies Required Courses
3.0	CTCH 203
3.0	CTCH 204
3.0	CS 110
3.0	ENSE 271
15.0	Five of the following: CTCH 201, 205, 213, 214, 215, 251, CS 205, 207, 280, or any other CTCH 2XX
3.0	CTCH 301
3.0	CTCH 302 or CTCH 307
3.0	CTCH 303
3.0	CTCH 306
15.0	Five of the following: CTCH 311, 312, 313, 314, 321, 305, ENSE 405 or any other CTCH 3XX or CTCH 4XX
3.0	CTCH 498
3.0	CTCH 499
Open Electives – 15 credit hours	
18.0	Six Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

To make the CTCH program more in line with the other MAP areas who offer both a Bachelor of Arts degree and a Bachelor of Fine Arts degree.

Please see Attachment C for the Registrar's Undergraduate Academic Programming Questionnaire.

(end of Motion)

5. FACULTY OF SCIENCE**5.1 Bachelor of Science in Psychology Honours Program Eligibility Average – Revisions**

MOTION: To revise the Program GPA and Major GPA eligibility requirements for the BSc Psychology Honours program to 80.00%, effective 202420.

Rationale:

Psychology receives significantly more applications to its honours program than what the department has the capacity to supervise so its admission requirements need to be made more competitive. For example, in the last two rounds of admissions, the department received 47 and 43 applications when the program has the capacity to accept approximately 25 students. Because the number of applicants far outnumbers the capacity of the department, students with GPAs below 80.00% are rarely admitted.

Officially changing the admission requirements to 80.00% will make expectations clearer to prospective honours students.

(end of Motion)

5.2 Bachelor of Science Honours in Computer Science Averages – Revisions

MOTION: To increase the BSc Honours in Computer Science program GPA from 70.00% to 75.00% and major GPA from 75.00% to 80.00%, effective 202420.

Credit Hours	BSc Honours in Computer Science Required Courses
0.0	SCI 099
3.0	CS 110
3.0	CS 115
3.0	CS 201
3.0	CS 210
3.0	CS 215
3.0	CS 280
3.0	CS 301
3.0	CS 310
3.0	CS 320
3.0	CS 330
3.0	CS 335
3.0	CS 340
3.0	CS 350
3.0	CS 372
3.0	CS 412
3.0	CS 476
3.0	Any CS 200-, 300-, or 400-level (not MATH 261)
3.0	Any CS 200-, 300-, or 400-level (not MATH 261)
3.0	Three CS 400-level courses
3.0	CS 498
3.0	CS 499
3.0	CS 499
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 221
3.0	STAT 160 or 200
3.0	MATH or STAT course above 200 (not MATH 261)
81.0	Subtotal: Major Requirements 75.00% 80.00% Major GPA required

Credit Hours	BSc Honours in Computer Science Required Courses
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance elective
6.0	Two Natural Science electives
3.0	One Science, Arts, La Cité, or Media, Art, and Performance elective
6.0	Two Open Electives
6.0	Two Open electives *these courses cannot be from the subjects of CS, Math, Stats or ACSC
120	Total: 70.00% 75.00% Program GPA required

Rationale:

A Bachelor Honours program (as opposed to an ordinary BSc degree) is meant to include a larger volume and a higher standard of study. To change the requirements to target top students. This will ensure the program's feasibility.

(end of Motion)

6. FACULTY OF SOCIAL WORK**6.1 Evaluation of Academic Performance in Social Work – Revisions**

MOTION: To revise Faculty Regulations under the Evaluation of Academic Performance in the Faculty of Social Work section, effective 202420.

Addition:

Pre-Social Work

Courses required for Pre-Social Work that are twice failed will result in a requirement to discontinue indefinitely from the Faculty of Social Work. Refer also to the Academic Regulations section of this calendar.

Rationale:

Currently Pre-SW students are put on university probation if their UGPA falls below 60% and all request for third attempts to a course require permission of the Associate Dean. Students require a 70% average in their last 30 credit hours to be eligible to apply to the BSW. If students aren't successful in the Pre-SW studies, they won't be eligible to apply for the BSW.

(end of Motion)

6.2 Admission Term to the Bachelor of Social Work Program – Revision

MOTION: That newly admitted BSW students start in the Fall term (Fall 20XX30), effective 202420.

Admission table on page 6 of the 2023-2024 Undergraduate Calendar

SPRING/SUMMER TERM (May-August)		
ALL PROGRAMS – FINAL DEADLINE for new applicants, and re-admission deadline for returning students (except those noted below **)	April 15	April 15
Bachelor of Social Work (does not include Pre-Social Work)	January 15	January 15
Petition Deadline	March 1	March 1
<p>* The Early Application Deadline is the recommended deadline to ensure best course selection and opportunities for enrolment and other university services such as scholarships, residence, and parking. **Bachelor of Social Work (does not include Pre-Social Work), Indigenous Education, School of Journalism, Nursing do not admit to the spring/summer term. School of Journalism, and Bachelor of Social Work (does not include Pre-Social Work) do not admit to the winter term. *** YNTEP follow standard deadlines for “All Programs”. The SUNTEP deadline is May 1.</p>		

Rationale:

Currently newly admitted students can start the program in the Spring. In recent years, we have observed the students rushing to fit a maximum number of Spring/Summer courses. This creates concerns including: difficulty acclimating to upper level SW courses; difficulty acclimating to pace and intensity of Spring/Summer courses; higher likelihood of faculty probation due to previous points and shorter drop deadlines; competition for seats in SW courses with current BSW students who are further in the program as we have very little pre-requisites that follow a logical sequencing; impact on completion of program for 4th year BSW students as per the previous point and special requests to the Assoc. Dean related to program completion.

The proposed change supports: academic success with a more intentional transition into a professional program; reduces factors that contribute to faculty probation; encourages course sequencing and ladder learning; prioritizes supporting upper level students for degree completion and reduces special permission requests; and better supports the faculty’s activities with course scheduling, planning, and enrolment.

Exceptions may be approved for SW 390 to be available for students outside of Regina and Saskatoon and possibly the availability of SW 346 during the spring term.

(end of Motion)

6.3 Faculty of Social Work Prior Learning Assessment and Recognition of Prior Learning – Regulation Suspension

MOTION: To suspend Prior Learning Assessment and Recognition of Prior Learning (PLAR) for SW 348 indefinitely, effective 202420.

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Policy on Prior Learning Assessment and Recognition (PLAR)

~~Effective May 16, 2022, application for PLAR credit toward SW 348 Practicum I will be suspended for a minimum of 15 months while the Faculty of Social Work undertakes a comprehensive review of PLAR for practicum. During this suspension period, students may continue to submit PLAR applications for any social work course except any practicum. Students may submit a PLAR application for SW 348 by the Spring deadline of May 15, 2022.~~

~~Students applying for credit for SW 348, Practicum, must:~~

- ~~• be fully admitted to the BSW program;~~
- ~~• have a minimum of the equivalent of two (2) years of full-time waged or unwaged human service experience, which has been completed in the past 10 years;~~
- ~~• contact the appropriate Practicum Placement Coordinator prior to the relevant practicum application deadline to discuss their intent to apply for PLAR credit and, if needed, participate in the placement planning process; and,~~
- ~~• clearly demonstrate in their PLAR application how they have met the objectives and competencies for SW 348.~~

~~A student may apply for prior learning assessment and recognition (PLAR), based on learning obtained through employment experience in a social work setting, and/or completion of professional development activities, to be considered for social work course credit where their knowledge, skills and abilities meet the goals and objectives of that course. A supervised practicum from another educational institution may be considered if presented in combination with work experience and/or professional development activities.~~

Students may be granted a maximum of fifteen (15) credit hours for recognized prior learning towards each section in the BSW program (Social Work studies and General University studies), for a maximum total of thirty (30) possible credit hours for PLAR. An individual interested in seeking credit for prior learning is strongly encouraged to contact the PLAR Centre www.uregina.ca/cce/student-services/admitted/plar.html . The PLAR Mentor will assist students with the process to facilitate a focused application. The approval of credit is at the discretion of the Associate Dean.

SW 348 & 448 (Practicum I and Practicum II) are not eligible for PLAR.

Note: Practicum I may be eligible for transfer credit on its own.

Rationale:

PLAR

Generally, prior learning assessment and recognition defines processes that allow students to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. PLAR processes can be undertaken for several purposes, including self-knowledge, credit or advanced standing at an academic institution.

More specifically, PLAR recognizes that there is valuable learning that also occurs outside the classroom but it is only as beneficial as the resources allocated to it i.e., requires hours of faculty time for assessment and support in addition to the administrative time required to support students considering and applying for PLAR credit.

History

A provincial grant for the development of PLAR at the U of R was provided in 2011. Because the intent of PLAR is to avoid duplication in learning for students, PLAR was developed as a service to the University through CCE that included consultation, policy, and process and an advertising campaign.

Currently, The Canadian Association of Social Work Education (CASWE) accreditation standards allow students to receive prior learning credit for up to 50% of the field hours required in the BSW program. In the Faculty of Social Work, this means SW 348 Practicum I is eligible for PLAR, while SW 448 Practicum II is not. Students who receive PLAR credit for SW 348 are expected to demonstrate readiness and competencies normally acquired through SW 348 when entering into SW 448.

Students who receive PLAR credit for SW 348 are awarded 6 credit hours and are exempted from both the placement and seminar portions of the course. PLAR applications for SW348 outnumber *all other* courses at University of Regina.

In the spring 2022, PLAR for SW348 was suspended for a minimum of 12 months while a faculty committee reviewed the PLAR process. As part of this process, the faculty engaged in an in-depth assessment of the suitability of PLAR for SW348 - Practicum I.

Our assessment included an extensive literature review, an environmental scan of Canadian PLAR programs with a focus on social work and practicum, feedback from the Social Work Student Society, and guidance from the Faculty of Social Work Undergraduate Studies Committee. We also received input from faculty members and specifically those who served in the role as PLAR assessors, and we consulted with the U of R Centre for Continuing Education and PLAR mentors. Based on our findings and input from our Undergraduate Studies Committee it is recommended that PLAR for SW348 be suspended indefinitely until the Faculty is able to work through particular concerns that have been outlined here.

Current Concerns

1. One salient concern relates to quality assurance issues. PLAR first appeared in degree programs where standardized professional accreditation examinations exist and could, among other things, take into consideration evidence of readiness from PLAR. Because professional accreditation exams do not currently exist in the field of social work the use of PLAR could be seen as diminishing the quality of the social work degree. Therefore, any step that either does or may be seen by community stakeholders/partners as diminishing the quality of the Social Work degree cannot be taken lightly and needs lengthy and further consideration.

Philosophies of assessment vary. So, faculty member assessors may not share philosophies of the assessment process. Despite the assessment form and process appearing to hold some of the tenets of standardization methods, in its current form it does not assure equity of assessment. Establishing quality standards and consistent methods of assessment will be key in future considerations regarding the potential reinstatement of PLAR.

2. Over the years, we have seen students applying for PLAR credit who equate experience with learning, and have motivations other than recognition for significant prior learning. Best practices for credit for prior learning include the notion that credit will not be awarded for experience alone.

As a result, we have observed many students applying for PLAR for SW 348 who struggle to understand the difference between required hours of service for the practicum and the learning that may occur as a result. Often motivations for applying for PLAR focus more on expediting degree completion and saving money on tuition than the actual learning that has occurred for them.

PLAR for SW348 is a resource intensive process for both the Faculty of Social Work and CCE. Students who receive PLAR and do not complete Practicum I can struggle with the integration of theory and practice in Practicum II. Compared to their peers who complete Practicum I and Practicum II for a total 700 hours in the field, students granted PLAR for SW 348 have fewer hours of supervised social work practice guided by the Canadian Association of Social Workers Code of Ethics (2005). These students also have fewer hours of mentoring by a social work professional(s) that contributes to the development of a professional identity through socialization into the profession. While some students come into the BSW program with some ancillary social work experience, it is not sufficiently robust to meet the criteria for a generalist social work program.

(end of Motion)

6.4 Faculty of Social Work Stale-Dated Courses Regulation – Revision

MOTION: To revise the Stale-Dated Courses Policy, effective 202420.

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Stale-Dated Courses

~~Required Social Work course(s) completed more than 10 years prior to commencing a practicum will be considered stale dated. Students will be required to update their knowledge by repeating stale dated Social Work courses. This policy excludes Social Work elective courses and general university courses. Social Work courses that have contributed to a completed Social Work credential (i.e. certificate or diploma) will not be subject to this stale dating policy. As per current university policies, the repeated grade will be the final grade on record (see the Academic Regulations section in this Calendar).~~

BSW students and applicants to the BSW program will be required to update their knowledge by repeating stale-dated Social Work courses. Effective May 1, 2022, all social work courses (required or elective) and ISW and INSW courses will be considered stale-dated if completed more than 10 years prior to:

- applying for admission or re-admission to the BSW program; and
- commencing a social work practicum.

This policy excludes general university courses. Social Work courses that have contributed to a completed Social Work credential (i.e. certificate or diploma) will not be subject to this stale dating policy. As per current University policies, the repeated grade will be the final grade on record (see the Academic Regulations section in this Calendar).

Students with stale-dated courses are encouraged to meet with an academic advisor.

Rationale:

The wording was not fully revised after the new stale date change occurred in 202220. The current wording of the first paragraph contradicts the 202220 stale date policy change in the second paragraph. The proposed change provides flow, consistency and clarity in the messaging to indicate that it applies to all social work courses.

(end of Motion)

I. Registrar’s Undergraduate Academic Programming Questionnaire

PROGRAM INFORMATION

Program Name: Bachelor of Arts in Journalism, News Media, and

Communication Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Faculty of Arts, School of Journalism

Expected Proposal Submission Date (Month/Year): 202420

Expected Start Date (Month/Year): 202430

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Since the School was founded in 1980, the Pre-Journalism program has consisted of two years of introductory-level liberal arts courses. This now includes the Arts Core Requirements and ten electives. For successful applicants to the School, this was followed by two years of intensive specialization in journalism studies. However, the reduction of active faculty lines from 6.5 to 2 in the span of about five years now requires decisive measures to streamline for cost-effectiveness and long-range sustainability.

By replacing the established 2+2 model (a two-year pre-journalism program plus a two-year cohort based journalism program) with an integrated four-year program, the School can: offer lower enrolment courses on alternating years; place greater emphasis on 100- and 200-level JRN offerings to increase enrolments; eliminate previously required 300-level courses by redistributing content across 100- and 200-level offerings; and open up JRN courses to non-majors. An integrated four-year program thereby reduces costs and increases revenues.

Curricular retooling also represents opportunities to advance important academic aims such as recognizing the widening scope of digital communication practices. The redesign builds Indigenous Communication Arts (INCA) and Public Relations (PR) courses into the program, while offering more elective choice to encourage students to take better advantage of cognate offerings across the disciplines (e.g. Arts, Media, and Production studies, Public Relations, and Indigenous Communication Arts) – and particularly at the upper level (300- an 400-level courses).

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

By replacing the established 2+2 model (a two-year pre-journalism program plus a two-year cohort based journalism program) with an integrated four-year program, the School can: offer lower enrolment courses on alternating years; place greater emphasis on 100- and 200-level JRN offerings to increase enrolments; eliminate previously required 300-level courses by redistributing content across 100- and 200-level offerings; and open up JRN courses to non-majors. An integrated four-year program thereby reduces costs and increases revenues.

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

We are the only degree-granting journalism program in Saskatchewan

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

1. By helping the Faculty of Arts realize cost-savings, further cuts to Journalism or elsewhere can be averted.
2. Streamlining can also sustain a nationally recognized School, unique to the province bachelors' programs.
3. On the revenue side, less uncertainty and complexity around admissions for Journalism majors can decrease barriers to access and increase enrolment.
4. Similarly, earlier exposure to journalism and journalism related courses could increase enrolments across the journalism curriculum
5. Moreover, moving toward the Faculty norm of integrated studies over four years provides both journalism and non-journalism students with greater flexibility. On the one hand, the old model's cohort-based sequence largely confined journalism students' outside courses to introductory level training in their first two years with only five outside electives in their final two years. Under the new model, outside electives at the 300- and 400-level more than double, providing more opportunities to explore topic areas across the disciplines – and at a more advanced level. On the other hand, the four-year configuration will enable non-journalism majors to take several journalism courses previously restricted to majors.
6. Greater flexibility of offerings across four years also increases program accessibility, particularly for non-traditional student segments. Rather than move through the program as full-time students taking their final two years of courses in rigid sequence, working students, parents, practicing journalists, and members of historically disadvantaged communities will now be better able to study at their own pace.
7. From a quality of learning standpoint, classrooms that are more diverse can further enrich the student experience.
8. From a public interest standpoint, more diverse classrooms and newsrooms can ensure news that is more comprehensive, multi-vocal, and proportional.
9. Ensuring the long-term sustainability of the journalism program will also protect the University of Regina's recruitment advantage for students who choose Regina to keep their options to major in journalism open – whether they ultimately choose to do so or settle in another University of Regina program.
10. Sustaining this program honours the University of Regina's social responsibility and democratic mission, "as one who serves". First, as Saskatchewan's only degree-granting journalism program, it provides an important service to those who cannot, or choose not, to leave the province for career preparation (due to financial limitations, family obligations, etc.). Second, in an age of rampant misinformation, the public interest in evidence-based journalism – including well-trained journalists who are knowledgeable about the Prairie West's particular challenges – is as important as ever.

11. This interdisciplinary turn will help sustain cognate programs, foster interdisciplinary exchange, and encourage transdisciplinary collaborations between scholars and journalist. For example, increasing students' points-of-contact across campus and through upper-level courses can enhance their comfort level with identifying and approaching academic specialists as sources.

12. Indigenous Communication Arts (INCA) offerings and the Certificate in Reconciliation Studies each reflect the increasing importance of Indigenization in contemporary journalism and professional communications.

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.

N/A

III. STRATEGIC CONSIDERATIONS (CCAM)

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

Earlier exposure to journalism and journalism related courses can increase enrolments across the JRN curriculum

Moving toward the Faculty norm of integrated studies over four years provides both JRN and non-JRN students with greater flexibility. On the one hand, the old model's cohort-based sequence largely confined JRN students' outside courses to introductory level training in their first two years with only five outside electives in their final two years. Under the new model, outside electives at the 300 and 400 level more than double, providing more opportunities to explore topic areas across the disciplines—and at a more advanced level. On the other hand, the four-year configuration will enable non-JRN majors to take several JRN courses previously restricted to majors.

Greater flexibility of offerings across four years also increases program accessibility, particularly for non-traditional student segments. Rather than move through the program as full-time students taking their final two years of courses in a rigid sequence, working students, parents, practicing journalists, and members of historically disadvantaged communities will now be better able to study at their own pace—including part time studies.

From a quality of learning standpoint, more diverse classrooms can further enrich the student experience.

Sustaining this program honours the University of Regina's social responsibility and democratic mission, 'as one who serves'. First, as Saskatchewan's only degree-granting journalism program, it provides an important service to those who cannot, or choose not, to leave the province for career preparation (due to financial limitations, family obligations, etc.). Second, in an age of rampant misinformation, the public interest in evidence-based journalism—including well-trained journalists who are knowledgeable about the Prairie West's particular challenges—is as important as ever.

Expanding elective choices can further enhance recruitment appeal. For example, students interested in opportunities that include journalism may also want to explore the wider societal demand for communications professionals with specialist training (e.g. digital communications, documentary production, or Indigenous, non-profit, and corporate public relations). Emphasizing a greater diversity of elective choice prepares students to meet increasingly heterogeneous and evolving labour market needs in the news, communications, and cultural industries.

A broader range of interdisciplinary studies outside journalism (e.g. Indigenous Studies, English, Sociology, Political Science, or Film Studies) can also help JRN students navigate an emerging reality of rapid technological change (e.g. AI), increasingly complex social problems (e.g. climate change, reconciliation), and evolving varieties of journalistic practice (e.g. science journalism, environmental journalism, peace journalism, community journalism). From developing more wide-ranging interests or skill-sets (e.g. literary journalism or documentary production) to expanding their topic knowledge (e.g. social problems, comparative politics, or propaganda studies), expanded interdisciplinary options can help them develop deeper understandings (of public issues and the craft of composition, film-making, etc.) that go beyond the professional program's current scope.

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

Earlier exposure to journalism and journalism related courses can increase enrolments across the JRN curriculum

Moving toward the Faculty norm of integrated studies over four years provides both JRN and non-JRN students with greater flexibility. On the one hand, the old model's cohort-based sequence largely confined JRN students' outside courses to introductory level training in their first two years with only five outside electives in their final two years. Under the new model, outside electives at the 300 and 400 level more than double, providing more opportunities to explore topic areas across the disciplines—and at a more advanced level. On the other hand, the four-year configuration will enable non-JRN majors to take several JRN courses previously restricted to majors.

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

This interdisciplinary turn will help sustain cognate programs, foster interdisciplinary exchange, and encourage transdisciplinary collaborations between scholars and journalist. For example, increasing students' points-of-contact across campus and through upper-level courses can enhance their comfort level with identifying and approaching academic specialists as sources.

Indigenous Communication Arts (INCA) offerings and the Certificate in Reconciliation Studies each reflect the increasing importance of Indigenization in contemporary journalism and professional communications.

3. 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?

Admission requirements will follow the admission requirements to the Faculty of Arts as per the Undergraduate Calendar.

2. Insert the proposed curriculum here.

Current Bachelor of Arts in Journalism Program		Proposed Bachelor of Arts in Journalism Program	
Credit Hours	BA in Journalism Required Courses	Credit Hours	BA in Journalism Required Courses
Pre-Journalism (years 1 and 2)		Arts Core Requirements	
60.0	As stated in the <u>Pre-Journalism template</u> .	0.0	<u>ARTS 099 Academic Integrity</u>
Journalism Studies (years 3 and 4, competitive admission)		3.0	<u>ENGL 100 Critical Reading and Writing I</u>
0.0	ARTS 099	3.0	<u>INDG 100 Introductory to Indigenous Studies</u>
3.0	JRN 300	3.0	<u>Logical and Numerical Reasoning: One of: PHIL 150, ECO 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course</u>
3.0	JRN 301	3.0	<u>Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST</u>
3.0	JRN 302	Requirement met in major	<u>Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST</u>
3.0	JRN 303	3.0	<u>Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)</u>
3.0	JRN 304	3.0	<u>Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR</u>

3.0	JRN 308	3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
3.0	300-level JRN course	6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
3.0	JRN 401 or 402	27.0	Subtotal
6.0	Two 400-level JRN courses	Major Requirements	
15.0	Five additional electives	3.0	JRN 100
15.0	JRN 400 (internship)	3.0	JRN 200
60.0	Subtotal: 65.00% major GPA required	3.0	JRN 201
120.0	Total: 65.00% PGPA and 60.00% UGPA required	3.0	JRN 202
		3.0	JRN 320 or JRN 321
		3.0	JRN 308
		3.0	JRN 330
		15.0	JRN 400 (internship)
		3.0	One additional JRN course
		6.0	Two of PR 100, PR 101, PR 201
		18.0	Six courses from the following: <ul style="list-style-type: none"> • Any ECON course • A course emphasizing Canadian History or HIST 150 • Any 200-level PSCI or SOC course dealing with Canadian politics and society (PSCI 230 and SOC 203 recommended) • A course dealing with media in a social science context: SOST 110, INCA 283, PSCI 434, CTCH 203, WGST 280AP •
		63.0	Subtotal: 65.00% major GPA required
		Open Electives	
		30.0	10 elective courses
		120.0	Total: 65.00% PGPA and 60.00% UGPA required

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
Mass Communication: Theory and Practice	JRN 330	X		202420

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

Total credit requirements are 120.0 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?

Prospective and Current students from all admit types (early conditional, mature etc.)

7. How will students be recruited to the program?

We will provide different information and documents to the University of Regina recruitment team to promote this material while they are out on the road visiting different schools, Arts Student Services can also send out emails to current student advising them of this new/revised programs. We can also do online advertising.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
10 – 15+	15 – 20+	20 – 25+	25 – 30+	30+

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

Prospective and current students will receive academic advising from the Academic Advisors in the Arts Student Services Office.

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.

N/A

N/A

V. Needs and Costs of the Program (CCB)

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

There will not be any new faculty/staff resources required for the program.

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?

Dr. Gennadiy Chernov and Dr. Mitch Diamantopoulos will be used to teach the JRN courses. There is no additional workload or resources.

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?

N/A

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$64,830		
2	\$86,440		
3	\$108,050		
4	\$129,660		
5	\$151,270		
5 Year Total	\$540,250		

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

There will no additional library holdings that are required.

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

We will continue utilizing the School of Journalism laboratories that are already set up.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Gennadiy Chernov	Gennadiy.chernov@uregina.ca	
Dr. Mitch Diamantopoulos	Mitch.Diamantopoulos@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		

I. PROGRAM INFORMATION

Program Name: Indigenous Communication Arts
(INCA) Type of Program:

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

Credential Name (if different from Program Name):

Baccalaureate: Bachelor of Arts in Indigenous Journalism and Communication Arts

After Degree: Bachelor of Indigenous Journalism and Communication Arts

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

Indigenous Communication and Fine Arts, First Nations University of Canada

Expected Proposal Submission Date (Month/Year): Fall 2024

Expected Start Date (Month/Year): Fall 2024

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

First Nations University of Canada already offers a uniquely Indigenous-focused equivalent to a typical two-year journalism and communications program, with its two-year diploma program in Indigenous Communication Arts. The primary difference is that it does not currently build on other Arts courses toward a full degree. This degree will connect the diploma courses to a four-year Arts degree, with a two-year after-degree option for students already holding a Bachelor of Arts. **Note that the proposal mainly consolidates courses already in place and regularly offered.** It also takes advantage of: 1) a new permanent cross-appointed faculty appointment in INCA and Business Administration, and 2) our organizational relationship to Indigenous Fine Arts, under the program umbrella of Indigenous Communication and Fine Arts. In response to market demand, the proposed degree strengthens INCA's communications component through required ADMIN cognates in organizational and strategic communications. This will ladder-in additional base enrolment, alongside the existing INCA 100-200 level courses. Access to the courses would be throughout the four years, requiring a less intensive teaching and learning load than a compressed two-year cohort school model. Additionally, the proposed model allows greater latitude for part-time studies, greatly increasing accessibility for Indigenous students, who are often mature students with families and employment. It will also be accessible to mid-career Indigenous diploma and certificate-holding journalists who are seeking to advance their credentials in a profession that typically requires a university degree as a minimum qualification. It will further FNU's goal to "strengthen the University's unique Indigenous programming and services." There is a pressing need for such a degree. No less than three national inquiries and commissions have called on media to reconcile their practices and more accurately represent Indigenous peoples and their histories. Further, the Missing and Murdered Indigenous Women and Girls Inquiry called on all media and storytelling platforms to more accurately represent Indigenous

peoples, particularly women who remain some of the most vulnerable in our country as a result of false stereotypes which portray them as having less value in our society. Indigenized media is a rapidly expanding social phenomenon that presents myriad opportunities for students to engage with Indigenous communities and understand Indigenous Ways of Knowing. It is also a rapidly expanding professional field, with increased demand for Indigenous content across Canadian media platforms in response to the Truth and Reconciliation Commission's Calls to Action 84 to 86 on Reconciliation and the Media. Our faculty members currently receive monthly calls seeking to employ Indigenous journalists, as well as Indigenous communications experts and contemporary storytellers. In a survey of media managers, conducted as part of our market study, 80% said their workplace planned to increase Indigenous-focused hiring in the next five years, and 90% reported difficulty finding qualified applicants. Our market study also indicates strong student demand for degree-level certification specific to media and communications in an Indigenous context. There is currently no degree available in Canada that is explicitly focused on Indigenous media, and in particular media in Indigenous languages. The Bachelor of Arts in Indigenous Journalism and Communication Arts will fill that void by building on and combining our existing diploma program with Arts courses and relevant ADMIN courses, and by providing an additional focus on Indigenous-language media. It will build on its connection to the fine arts as a mode of storytelling, through Indigenous Fine Arts electives, including photography and Traditional and visual arts fundamentals. In addition to teaching, the program's related research and service will transform the media landscape by bringing forward new approaches in respectful inquiry and representation of Indigenous stories, through an Indigenous lens. The program will also provide students wishing to use their storytelling and narrative skills in professional communications fields in Indigenous-run organizations, the public sector, and non-profits. These skills will allow students to work as storytelling communications professionals in everything from treaty negotiations to basic communications for Indigenous communities and development corporations.

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

Of value to all students in a highly mediated society, this degree will augment cultural knowledge with the knowledge and skills of multimedia storytelling. Further, it will provide a theoretical base pertaining to media representations of Indigenous people and the role of Indigenous media in combating negative stereotypes and promoting an Indigenous worldview. Students will gain needed exposure to alternative sources and enhance their media literacy on Indigenous topics. Through the practice of multimedia storytelling, students will enter into wider discussions of foundational perspectives/philosophies of Indigenous storytelling, representation, knowledge sharing, respectful research, Indigenous history and culture, and community engagement, and will gain widely transferrable media production skills. Students will also have the opportunity to practice media in their languages, gaining insight into the global cultural project of Indigenous language retention and promotion. The final year of the course will include experiential learning opportunities to equip students to engage in media teaching and mentorship. This will allow Indigenous students to take control of their own stories, and the stories of our communities. For non-Indigenous students, it will give them the skills needed to more effectively represent Indigenous peoples and also work in Indigenous communities respectfully.

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

There is no other such degree provincially or nationally. First Nations University would become the lead centre of Indigenous communication arts in North America. The closest equivalent would be a new 24-credit broadcast journalism certificate at the Institute of American Indian Arts (IAIA) in Santa Fe, which has reached out to us to discuss the possibility of creating a partnership by which their students can access credits through remote INCA courses. Our program will combine traditional Indigenous methodologies and languages with technical media production in a way that is entirely distinctive in North America, offering a new horizon of decolonized media. A strong connection to the Fine Arts will also set forth new pathways to communicating Indigenous experiences. A strong connection to Business Administration adds enhanced value to the communications component, preparing graduates to work with Indigenous and non-Indigenous organizations wishing to communicate with Indigenous people. It bears some similarities to the School of Journalism, but is distinct in its focus on Indigenous storytelling with the integration of Indigenous languages and its home in an Indigenous-led institution founded in Indigenous values and worldviews. We will also include a distinct focus on producing social media content that is not available in other programs. This program would give students the ability to work in Indigenous and non-Indigenous organizations as a journalist, communicator, and/or digital storyteller. Indigenous and non-Indigenous organizations are increasingly relying on storytelling both online and through legacy media and formats, to share their stories. Having this education be Indigenous-led is critical for Indigenous reconciliation.

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

This program will be primarily aimed at and designed for students of First Nations University of Canada. Students will benefit from learning Indigenous communications within the cultural, social and intellectual supports of an Indigenous-led educational institution. The primary program benefits will be an opportunity to gain cultural knowledge in relation to storytelling and to help shape the future of Indigenous communication, a fast-growing multi-platform field. Students will engage in a full range of multimedia storytelling in theory and practice. Through internships and career mentoring, they will graduate with career prospects in digital media creation, journalism, community broadcasting, social media management, design, among other communications-focused fields. The courses will also be open to all University of Regina, Campion and Luther students who wish to learn and grow their communications knowledge and skills in this environment; many already take our diploma courses as electives. Through courses currently offered and in development, we will offer all undergraduate students unique opportunities to explore social media content creation, strategic communications, community-based media, and Indigenous perspectives on the media. University of Regina alumni will have the benefit of being able to access a two-year after degree with a focus on media from an Indigenous perspective, a valuable additional credential in today's media landscape.

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.

Degree students will take the Arts Core, potentially increasing Arts Core enrolments. The Core is currently required for our diploma program but not for the Certificate. The

proposal builds on courses and electives offered in Indigenous Communication Arts, combining them with the Arts Core and some additional new courses into a degree offering. This will provide a ‘laddering up’ from our one-year Certificate and two-year Diploma programs. To achieve this, several new courses are on offer or in development through our open course numbers, INCA 291 AA- ZZ and INCA 391 AA-ZZ, focusing on community radio, investigative journalism, and social media content creation. Our intention is to trial courses in these identified key areas before applying for permanent numbers. In addition to INCA courses, students will fulfill required Business Administration cognates that are already regularly offered and taught by INCA faculty. These courses focus on organizational and strategic communications in an Indigenous context, and First Nations administration. Among open electives, students are recommended to choose courses in Journalism, Business Admin, Indigenous Fine Arts and Indigenous Studies. Including journalism electives will help augment journalism enrolment; currently more JRN students take INCA courses than the reverse, with an annual average of just two Indigenous students enrolled in the School of Journalism since 2017. Indigenous language learning is required, with beyond 200-level recommended as additional electives, adding to Language and Linguistics enrolments. We will take advantage of our position within the Department of Indigenous Fine Arts and Communications, sharing elective courses from both IFA and INCA in an effort to reflect a merging of visual and communicative arts in storytelling. We have already begun this path within our Certificate and Diploma programs.

Regarding enrolment impacts on other units, in a survey of INCA students enrolled in 2022, among those pursuing a bachelor’s degree there was no clear trend for a declared major, with answers totaling one each for Indigenous Social Work, Indigenous Business Administration, Film and Journalism. This suggests the impacts on other unit enrolments will be light, and indeed may be increased by a new body of degree students requiring electives.

The proposed degree program will not replace the Diploma, though we anticipate reduced demand for the diploma once a degree option is available. Students will still have an option to end their studies after two years and receive a diploma. However, they will now have an additional choice to deepen their studies into a full bachelor’s degree in their chosen field.

The program and its individual courses will be attractive options not only for FNUniv-enrolled students, but also for the growing number of Indigenous students enrolled through the U of R. It will also be an attractive option for U.S.-based Jay Treaty students to attend. It will provide these U of R students with a greater sense of connectivity to Indigenous topics and learning environments, aiding the U of R’s Indigenous student retention.

I. STRATEGIC CONSIDERATIONS (CCAM)

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

In addition to improving course offerings, a strong focus of the degree program is to increase Indigenous teaching capacity. The Advanced Summer Institute (INCA 400) will have a “train the trainers” component, where degree students will learn about media

training and have opportunities to practice skills-transfer to certificate and diploma students. Students will also be mentored to consider graduate studies, with the goal of increasing university-level teaching capacity that will benefit First Nations University and the University of Regina. As well, having degree-earning, more advanced students with us for a longer period will help us deepen our existing research on Indigenous language broadcasting and digital media, which has in recent years brought together practitioners across Turtle Island to inform and guide Indigenous language journalism methods and pedagogy. Faculty research and special projects have attracted some \$600,000 in external funding over the past five years, with a promise to attract even greater funds in the context of a degree program.

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

The proposed program is very much focused on *ôtê nîkân* with its imaging of a future media landscape that is decolonized and uplifted with the vibrancy of Indigenous culture. Indigenous people view the world through lenses of interconnectedness and interrelationships of all life. Our approach will be founded in this worldview, through which the students will learn to navigate new technologies and techniques to assert Indigenous identity in an increasingly media-connected world. The program will be student-focused, working with each student to explore and enhance their unique creative interests. Student success will be at the heart of all aspects of teaching and program delivery.

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

The expanded program will provide additional back-up for the School of Journalism's course offerings, by providing opportunities for equivalencies and cross-listing.

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

No less than three national inquiries/commissions have called on media to reconcile their practices and more accurately represent Indigenous peoples and their histories. The Royal Commission on Aboriginal Peoples highlighted the role of media in perpetuating damaging stereotypes. The Truth and Reconciliation Commission put forth Calls to Action 84-85, which call for increased Indigenous voices and programming in the Media. Finally, the Missing and Murdered Indigenous Women and Girls Inquiry called on all media and storytelling platforms to more accurately represent Indigenous peoples, particularly women who remain some of the most vulnerable in our country as a result of false stereotypes which portray them as having less value in our society. Globally, UNDRIP's Article 16 affirms the right of Indigenous people to establish their own media, and calls for greater inclusion of Indigenous voices in all media. In a focus group held in Prince Albert, and interviews with 23 northern and Indigenous community broadcasters, we heard a strong message that Indigenous communities want more media directed to their issues, in their own languages. We have responded with newly developed course offerings and special projects dedicated to community work and Indigenous language media, from highly accessible online courses aimed at northern community radio broadcasters, to an intensive in-person 'train the trainer' course and a new community-based internship for advanced students to share their skills. Further, we are responding to the needs of media organizations struggling to fulfill

their response to the TRC Calls to Action. Our professors/administrators currently receive monthly calls seeking Indigenous journalists, as well as Indigenous communications experts and contemporary storytellers. In a survey of media managers, 80% told us they planned to increase Indigenous hiring in the next five years, and 60% said their organizations had created a specific policy for achieving increased Indigenous hires. However, 90% said they faced barriers to this goal, with the majority (67%) pointing to a shortage of qualified applicants, along with other barriers such as strong market competition for Indigenous graduates. Ninety per cent said they would be interested (40%) or very interested (50%) in considering applicants with a degree in Indigenous journalism and communications. Our professors/administrators currently receive monthly calls seeking Indigenous journalists, as well as Indigenous communications experts and contemporary storytellers. Support letters are attached from media and governance organizations seeking university-educated communicators with a specialization in Indigenous media and communications.

III. Program Plan

1. What are the program admission requirements?

Faculty of Arts at FNUniv admission requirements.

2. Insert the proposed curriculum here.

4-year Degree: Bachelor of Arts in Indigenous Journalism and Communication Arts

Credit Hours	BA Indigenous Journalism and Communication Arts Required Courses
Major requirements	
Section A: Indigenous Communication Arts	
3.0	INCA 100 - Introduction to Indigenous Communication Arts
6.0	INCA 200 - INCA Summer Institute in Journalism
3.0	INCA 210 – Respectful and Ethical Journalism and Communications
3.0	INCA 283 - Indigenous Media in Canada
3.0	INCA 284 - Managing Indigenous Media Businesses
6.0	INCA 290 - Internship
3.0	INCA 351 - Radio Production
3.0	INCA 392 - Seminar: News Media and the Colonization of Indigenous People
9.0	INCA 400 - Advanced Institute in Journalism and Knowledge Transfer
6.0	INCA 490 - Advanced Internship
Section B: Cognates in Business Administration	

3.0	ADMIN 225 - First Nations Economic Development
3.0	ADMIN 245 - Introduction to Strategic Communications for Indigenous Organization
3.0	ADMIN 345 - Strategic Communications Planning for Indigenous Organizations
54.0	Subtotal
Required electives	
3.0	Any 100 or 200-level course prefixed INDG in addition to those listed in Arts Core Intercultural Studies and Arts Core Indigenous Studies
3.0	Any 300 or 400-level course prefixed INDG in addition to those listed in Arts Core Intercultural Studies and Arts Core Indigenous Studies. Recommended: INDG 301, 305, 324, 325, 338, 390 AD.
3.0	One of INDG 280, INDG 281 or INDG 282
6.0	Two language courses that include those prefixed CREE, DAK, DENE, NAK, NISH, or SAUL. Both courses must be in the same language, as per Arts Core requirements. Students wishing to pursue an Indigenous language not taught at FNUUniv may apply for transfer credit from another accredited institution.
6.0	Any two 200-300 level INCA courses not listed among major requirements. Recommended: INCA 291AA-ZZ or INCA 391 AA-ZZ selected topics courses.
21.0	Subtotal
Arts Core Requirements	
0.0	Academic Integrity 099
3.0	English 100
3.0	INDG 100
3.0	Any course in MATH, STAT, CS (except CS 100), ECON 224, PHIL 150, 352, 450, 452, 460, SOST 201
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST, WGST
3.0	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC, SOST
Requirement met in major	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS, INDG (except INDG 100 and 104)
3.0	Any 100- or 200-level Media, Arts, and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST, THTR

3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES 121, 203, 207, or 297AA-ZZ, PHYS
Requirement met in major	Any two courses from the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, RLST 184 and 284, RLST 188 and 288 *see note below.
21.00	Subtotal
Open Electives	
24.0	8 elective courses. Recommended: ADMIN 203 - Comparative Management; ADMIN 205 - Management Communications; INCA courses additional to required INCA courses and INCA electives; IFA courses; MAP film and photography courses; open JRN and CTCH courses; additional English, INDG and Indigenous languages courses.
120.0	Total: 65.00% PGPA and 60.00% UGPA required

After-Degree: Bachelor of Indigenous Journalism and Communication Arts

Credit Hours	Bachelor of Indigenous Journalism and Communication Arts (After Degree) Required Courses
Major requirements	
Section A: Indigenous Communication Arts	
3.0	INCA 100 - Introduction to Indigenous Communication Arts
6.0	INCA 200 - INCA Summer Institute in Journalism
3.0	INCA 283 - Indigenous Media in Canada
3.0	INCA 284 - Managing Indigenous Media Businesses
6.0	INCA 290 - Internship
3.0	INCA 351 - Radio Production
3.0	INCA 392 - Seminar: News Media and the Colonization of Indigenous People
9.0	INCA 400 - Advanced Institute in Journalism and Knowledge Transfer
6.0	INCA 490 - Advanced Internship
Section B: Cognates in Business Administration	
3.0	ADMIN 225 - First Nations Economic Development
3.0	ADMIN 245 - Introduction to Strategic Communications for Indigenous Organization
3.0	ADMIN 345 - Strategic Communications Planning for Indigenous Organizations
51.0	Subtotal
Required electives	
0.0	Academic Integrity 099

3.0	Any 100 or 200-level course prefixed INDG in addition to those listed in Arts Core Intercultural Studies and Arts Core Indigenous Studies
3.0	Any 300 or 400-level course prefixed INDG in addition to those listed in Arts Core Intercultural Studies and Arts Core Indigenous Studies. Recommended: INDG 301, 305, 324, 325, 338, 390 AD.
3.0	One of INDG 280, INDG 281 or INDG 282
6.0	Two language courses that include those prefixed CREE, DAK, DENE, NAK, NISH, or SAUL. Both courses must be in the same language, as per Arts Core requirements. Students wishing to pursue an Indigenous language not taught at FNUniv may apply for transfer credit from another accredited institution.
6.0	Any two 200-300 level INCA courses not listed among major requirements. Recommended: INCA 291AA-ZZ or INCA 391 AA-ZZ selected topics courses.
21.0	Subtotal
72.0	Total: 65.00% PGPA and 60.00% UGPA required

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
Community Radio I	INCA 291 AC	X		Fall 2023 (in progress)
Community Radio II	INCA 391 AC	X		Winter 2024 (scheduled)
Seminar: News Media and the Colonization of Indigenous People	INCA 392		X	Fall 2024
Respectful and Ethical Journalism and Communications	INCA 210		X	Winter 2025
Seminar: Colonial and Anti-Colonial Frames in the Contemporary News Media	INCA 492		X	Winter 2025
Advanced Institute in Journalism and Knowledge Transfer	INCA 400		X	S/S 2026
Advanced Internship	INCA 490		X	S/S 2026

New and under development course descriptions area attached as appendices.

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

Bachelor of Arts in IJCA: 120 credit hours; 65.00% PGPA and 60.00% UGPA required
 Bachelor of IJCA: 72 credit hours; 65.00% PGPA and 60.00% UGPA required

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

None

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

A primary source of students will be our Certificate and Diploma programs. Students are gradually ladder-in, beginning with our primarily remote-learning 30-credit Certificate. From there, students come to First Nations University's Regina campus to complete the Diploma course. Rather than these students ending their education with a Diploma, they would be encouraged to obtain a full degree by expanding their Arts courses and taking the Advanced Summer Institute and Advanced Internship placement to complete their studies. We distributed a survey to all 23 INCA students enrolled in 2022, and received a 43% response rate. 100% stated that earning a degree was important to their career aspirations, representing a clear market to be captured by an INCA degree program. All respondents stated learning in an Indigenous environment was important to them, including 80% who said it was very important. Respondents said they would be interested (30%) or very interested (70%) in a degree program, if INCA were to offer one, with none saying they would not be interested. In a survey of INCA alumni, 74% of certificate and diploma holders agreed that having a degree would increase graduates' career opportunities. 86% said they would recommend an INCA bachelor's degree to others. Significantly, 42% said they would consider returning to university to upgrade their INCA certificate/diploma to a degree, and 32% said they maybe would. Another source will be first-year Arts students who are already invested in obtaining a four-year degree but have not yet settled on a field of studies. This includes FNU's growing enrolment, up 10% in 2022-2023, as well as the growing number of Indigenous students registered through the University of Regina. We will attract students who are interested in careers in the widening field of media and communications with an Indigenous focus. We are also in preliminary communication with the Institute of American Indian Arts (IAIA) in Santa Fe, which has expressed interest in having their students access our courses through a shared credits partnership.

7. How will students be recruited to the program?

We have identified three target audiences: 1) new students 2) existing diploma and certificate students, and 3) alumni seeking to upgrade their diplomas or gain an additional degree specialization. First, the INCA program will draw on its extensive community contacts to recruit students. We have begun hosting high school visits to our classroom and radio studios, which has generated interested inquiries. We will undertake outreach to education officers on First Nations, along with First Nations organizations and Tribal Councils. As well, we will promote the program to our diploma and certificate-holding alumni, whose career progress will be enhanced by returning for a university degree. We will start by focusing on the 42% who said they would consider returning to university to upgrade their INCA certificate/diploma. Our alumni working in media and communications have expressed enthusiasm for assisting outreach to potential students. Among respondents to our alumni survey, 86% said they would recommend the degree to others. Finally, we will recruit among media employers, offering a path for employers to encourage their staff members to upgrade

their knowledge and skills with a degree focused on Indigenous media.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
10	15	20	25	30

**Based on an initial 10 students feeding from the current INCA cohort in Year 1, and modest incremental growth thereafter adding cumulatively to the student body.*

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

INCA program head, FNUniv academic advisor and U of R academic advisors.

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.

All courses will have remote learning options by permission of the program coordinator. Every second year, introductory courses will be delivered remotely to accommodate Certificate students learning from their home communities. This includes:

INCA 100 – Intro to Indigenous Communication Arts

INCA 283 – History of Indigenous Media

INCA 291AA – Writing for Print and Online Audiences

INCA 291AC – Community Radio I

INCA 284 – Indigenous Media Management

INCA 391AC – Community Radio II

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?

This proposal is to be funded by FNUniv with no cost implications for the University of Regina. In 2023, INCA received a new half-time tenure-track position shared with Business Admin as an upfront investment in support of degree option preparations. Identified future needs include an additional full-time tenure track faculty line. FNUniv has provided new space for the program, including new offices, teaching space and

production studios. The program has a full library of media equipment available for student use, built with the assistance of donors and federal project funding. The business plan prepared for FNUUniv's Academic Council is attached. By consolidating existing courses and resources, our goal has been to create a degree option that is low-impact at the outset with room to grow. Over the past two years we have launched a suite of AA-ZZ courses to develop and test new curricula; several of these courses are already being offered with additional courses in development. Current INCA faculty will continue to manage and supervise all INCA internships, adding the proposed INCA 490 (advanced internship) to their responsibilities. The proposed INCA 400 (Advanced Institute) will run concurrently with INCA 200 (Summer Institute) as a co-taught course. Advanced students will be mentored in planning and delivering education programs, and will contribute to the delivery of INCA 200 as part of their learning.

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

First Nations University of Canada

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

Core workload is already in place. New courses approved over the past two years are underway and being delivered by a combination of existing sessionals and faculty. Our new faculty position will be applied primarily to audio and visual storytelling courses, teaching INCA students in relevant courses in Business Administration, and co-teaching the Summer Institute.

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 specialized needs. We will use our existing classroom technology for connecting with remote students.

5. Proposed budget and revenue from the Program.

The degree options are built on the base budget of an existing program. New program revenue and expenses related directly to the degree are below. Global projections for the unit as a whole, including the degree and certificate programs, are described in the attached business plan. We have calculated new costs for an additional position at the assistant professor level (preferred option), with instructor level as a second option, if we need to mentor in an emerging scholar who does not yet hold a PhD. In the global budget, we have projected a decline in diploma enrolments, once a degree option is available, amounting to \$138,816 less in

tuition revenues over five years; this is offset by new degree tuition revenue.

With new hire at assistant professor level

Year	Projected Revenue	Projected Expenses	Net
1	72,300	101,456	-29,156
2	108,450	104,652	3,798
3	144,600	107,848	36,752
4	180,750	111,044	69,706
5	216,900	114,240	102,660
5 Year Total	723,000	539,240.00	183,760

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

Regular library purchases to ensure up-to-date publications will need to be purchased as the program grows. However, no additional purchases will need to be made to **begin** the program as all material is currently available. See new course evaluations for confirmation.

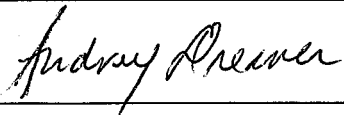
7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

The program will make use of our existing broadcast-quality cameras, audio recorders, Mac computers and radio studios, obtained through external funding. We employ free Open Source software for media editing. We recently expanded from a single office and basement storage room into a departmental office wing, with two faculty offices, a study area, two fully equipped radio studios, and an additional faculty office on the mezzanine floor. Classroom space is provided by FNUUniv. This will be sufficient to deliver the program.

V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Audrey Dreaver	adreaver@fnuniv.ca	306.790.5950 ext. 3285

VI. Approvals

	Signature (if required)	Date
Department Head/Program Director		October 31, 2023
Associate Dean (Undergraduate)		

Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

ATTACHMENT: Course descriptions**UNDER DEVELOPMENT**

INCA 210 3:3-0 Respectful and Ethical Journalism and Communications. Core ethical foundations for the practice of decolonized journalism and communications. Cultural protocols, trauma-informed reporting, implicit bias, working with vulnerable populations, and other issues in daily practice. Rights and responsibilities of professional journalists and communicators in Customary and Canadian law. ***Prerequisite: None

INCA 392 3:3-0 Seminar: Colonial and Anti-Colonial Frames in the Contemporary News Media. An historical overview of the media's role in advancing the colonial project, and critical examination of colonial frames in contemporary news media, including anti-colonial critiques and media alternatives. ***Prerequisite: Any 200-level INDG or INCA course or permission of the instructor.

INCA 400 9:9-0 Advanced Institute in Journalism and Knowledge Transfer. Through intensive experiential learning, students will master in-depth journalistic storytelling techniques. They will also explore practices for sharing media and communication skills with others. Prerequisites: ***INCA 200 or permission of the instructor.

INCA 490 6:6-0. Advanced Internship. The Advanced Internship will provide opportunities and mentorship for students to practice journalism and communications at an advanced level through mentored internship placements, learning and performing activities such as in-depth journalism, investigative research, strategic planning, market research, or other high-level activities. Students complete a minimum of 200 hours of work. ***Prerequisites: INCA 290 or permission of the instructor. This course is offered on a Pass/Fail basis.
***Note: Students must fill out the Workers' Compensation Agreement Form prior to work placement.

2023-2024 CALENDAR**NEW****INCA 291AC 3:3-0 Community Radio I (First offered Fall 2023)**

Course Description: Students will develop entry-level skills, competencies and attitudes necessary for the successful management of a not-for-profit, community-based radio station. Students will apply their skills in hands-on exercises at the First Nations University of Canada's radio station, CFNU.

INCA 391AC 3:3-0 Community Radio II (First offered Winter 2023)

Course Description: Students will develop advanced skills, competencies and attitudes necessary for the successful management of a not-for-profit, community-based radio station. Students will apply their skills in hands-on exercises at the First Nations University of Canada's radio station, CFNU. ***Prerequisite: INCA 291AC.***

PRE-EXISTING

INCA 100 3:3-1 Introduction to Indigenous Communication Arts An introduction to multimedia storytelling for Indigenous media. Students will sharpen their media literacy in a digital universe, learn protocols for respectful inquiry, and develop skills in interviewing, research, narrative structures and multi-platform technical production for Indigenous media organizations and audiences.

INCA 200 6:0-0 INCA Summer Institute In Journalism This The INCA Summer Institute is an intensive 7-week course that provides instruction and practical experience to prepare students for entrylevel positions in print, online, radio and television media organizations. Students complete daily and weekly assignments and are trained by professional Indigenous journalists from Indigenous and mainstream media. ***Permission of the Department Head is required to register.*** *Note: This course may sometimes be offered on a Pass/Fail basis.*

INCA 283 3:3-0 Indigenous Media in Canada Students review Indigenous media in Canada, the legislative and policy developments that have impacted communication, and the role in Indigenous media in constituting alternative public spheres of discourse. Topics include early newspaper publishing, Indigenous language radio and developments in television broadcasting that culminated with the creation of APTN.

INCA 284 3:3-0 Managing Indigenous Media Businesses Students consider a variety of Indigenous media organizations with the goal of understanding how various forms of business—private for profit, nonprofit, cooperatives and quasi-public organizations—are financed and managed. Students will come to appreciate the challenges and opportunities of managing media businesses.

INCA 290 6:0-0 INCA Internship The INCA internships follow the INCA Summer Institute and allow students to continue their training and gain practical experience in a supervised work experience in mainstream or Indigenous media and communication organizations. Students must complete a minimum of 200 hours of work experience. ***Prerequisite: Permission of the Department Head is required to register*** *Note: Students must fill out the Workers' Compensation Agreement form prior to work placement.* *Note: This course may sometimes be offered on a Pass/Fail basis.*

INCA 291 3:3-0 Selected Topics Courses designed as required for groups of students or individual study.

INCA 291AA 3:3-0 Indigenous Print and Online Journalism Students will develop their understanding of the various types of journalistic stories and learn how to produce news and feature stories for Indigenous print and online news media, including the use of photography, audio and video to engage readers.

INCA 291AB 3:3-0 Indigenous Multimedia Storytelling Students will develop their skills for telling news and current affairs stories, using audio, video and other digital formats, as well as

social media platforms.

INCA 351 3:3-3 Radio Production In this course, students will learn theory and skills of storytelling and audio production to produce the elements of a radio program, including documentary paks, talk tapes, interviews, soundscapes and voicers. Students will also learn how to combine these elements with music to create radio broadcasts and podcasts.
Prerequisite: INCA 200

INCA 391 AA-ZZ 3:3-0 Advanced Selected Topics Courses designed as required for groups of students or individual study.

INCA 391 AA 3:3-0 Investigative and Collaborative Journalism This course is an introduction to the techniques and processes of investigative journalism, with a focus on Indigenous issues, research and storytelling collaborations. *Note: Students may receive credit for one of INCA 391AA or INDG 390AQ.*

MARKET STUDY – DEGREE PROGRAM IN INDIGENOUS JOURNALISM AND COMMUNICATION ARTS

SUMMARY

Audiences for Indigenous voices and perspectives in the media are growing. Our market study, which included surveys, focus groups, and reviews of employer job postings and diversity statements revealed strong indicators of unmet:

- Student demand
- Community demand
- Employer demand

While legacy media has struggled in recent decades, longstanding Indigenous media enterprises such as APTN, Windspeaker, Wawatay and MBC Radio continue to thrive and grow, alongside new digital platforms like mediaINDIGENA, Ku'ku'kwes, and Indiginews.¹

Renewed opportunities have emerged in community radio and television, a sector that has recently gained increased access to federal funding, and will be included under Bill 18's provisions for recouping a portion of social media profits to support Canadian journalism.

Non-Indigenous media outlets are expanding coverage of Indigenous issues in response to audience demand; a review of media websites and job postings indicates employers are actively recruiting Indigenous journalists to cover both Indigenous and non-Indigenous news. The communications sector is also rapidly expanding. First Nations governments and organizations are growing their communications outreach, while non-Indigenous corporations and governments are increasingly invested in communicating with Indigenous audiences. Further, there has been a flowering of activity in Indigenous film, photography, digital art, podcasting and social media expressions.

Graduates that combine top-notch media skills with a grounding in Indigenous perspectives and languages will be much sought after in this environment.

¹ For examples, see <https://www.cbc.ca/news/indigenous/independent-indigenous-media-list-1.3609578>
<https://guides.library.ubc.ca/indigenouspublishers/tvandradio>
<https://subjectguides.uwaterloo.ca/IndigenousResearch/news>

STUDENT DEMAND

Today's students are fully immersed in a mediated world. They desire a uniquely Indigenous education to help them contribute to the ascendancy of Indigenous voices across all platforms, from digital journalism, to podcasting, to social media channels, and beyond. An average wage of \$32 per hour makes journalism and communications an attractive option for students, with room to move upwards to top salaries in the range of \$50 per hour, according to Statistics Canada data. The rate of unionization is high in this sector, providing job security, benefits, and regular increments. The field is also ripe for entrepreneurship.

We distributed a survey to all 23 students enrolled in 2022, and received a 43% response rate. 100% stated that earning a degree was important to their career aspirations, representing a clear market to be captured by an INCA degree program. All respondents stated learning in an Indigenous environment was important to them, including 80% who said it was very important. In the words of one student:

“The Summer Institute and the classes I took were the best educational experiences I’ve ever had as a university student. I wish I felt the same way about the program I’m in right now. I miss the safe and open environment.”

All respondents said they would be interested (30%) or very interested (70%) in a degree program, if INCA were to offer one.

We also canvassed the opinions of alumni. Respondents had completed the INCA diploma and its original predecessor certificate program between 1986 and 2021, representing a broad swath of the program’s history. On completion of their INCA courses, fewer than half remained in university. “I dropped out, foolishly,” one respondent commented, while others reported doing freelance and contract work.

However, 75% did return later, obtaining degrees, with the majority in journalism (27%), followed by social work (20%), unspecified Arts (20%) and administration (14%). Perhaps reflective of this experience, 74% of certificate and diploma holders agreed that having a degree would increase graduates’ career opportunities. 86% said they would recommend an INCA bachelor’s degree to others. Significantly, 42% said they would consider returning to university to upgrade their INCA certificate/diploma to a degree, and 32% said they maybe would. This indicates a very promising level of support for the after-degree Bachelor of

Indigenous Journalism and Communication Arts, available for those who already hold a four-year Arts degree.

“I believe that INCA should be expanded into a BA ... It would be incredibly important to offer INCA as a BA for upcoming Indigenous storytellers looking to learn in a space, with other Indigenous students, and to be taught from Indigenous instructors in a culturally reflective environment that feels safe and comfortable.”

COMMUNITY DEMAND

Indigenous communities want more media directed to their issues, in their own languages. In November 2019, we held a focus group in Prince Albert with 24 participants, followed by interviews with 23 northern and Indigenous-language broadcasters about their experiences in community broadcasting. This research revealed that, while INCA has served Indigenous communities well over the past 40 years, the time has come to broaden and deepen our course offerings.

Older community broadcasters are looking to retire, but worry there is not a solid corps of younger broadcasters to take their places. Further, they are struggling to adapt to fast-changing technology. In the words of one interviewee, “One day you're using a reel to reel tape recorder, and the next thing you know you're editing on Audacity.”² We heard a demand for highly trained young people to assist with technological transitions and new multimedia platforms, such as livestreams, social media content, and videos.

INCA has responded by introducing a highly accessible remote learning certificate program for community broadcasters. We also obtained \$500,000 in Canadian Heritage funding to launch the Indigenous language podcast site pipiskwewin.ca. These activities have lifted up INCA as whole, by:

- Building stronger connections with community and Indigenous language speakers
- Introducing more students to higher education who may not have otherwise had the opportunity

The degree program will build on this foundation by:

² Robert Merasty, CLIX FM, Île à la Crosse, interview with Annette Ermine, April 26, 2021.

- Comfortably laddering community-based students into advanced courses that impart skills needed in their communities;
- Enhancing research and special projects opportunities for faculty and students alike;
- Providing “train the trainer” education to support community media needs.

Meeting community needs has been one of our strongest considerations in planning the degree program. Across all courses, our education program focuses on realizing positive social impact. “INCA gave me the skillset to do intersectional work of communications, media, journalism, research, and advocacy that can be used in a variety of roles amongst almost any sector,” wrote an alumnus survey respondent. When we asked INCA alumni how often they use what they learned in INCA to help their communities, on a scale of 1 to 5, with 1 being “never” and 5 being “every day,” 36% chose 4 and 50% chose 5.

“INCA has taught me to take a step out of my comfort zone to take action within the community, my home and work life,” wrote one respondent. Our degree program will further this mission by:

- Linking students to community-based internships
- Developing courses that challenge students to think critically and creatively about media problems and their solutions, through an Indigenous lens
- Embedding decolonized, community-embedded practices in all courses

“When Indigenous media is supported to operate independently, then it is more than just a conveyor of information. It is an engaged partner, serving its community and its audience with depth, clarity and perspective. When Indigenous people see and hear their authentic representation in media, it empowers their voice and reinforces their Native identities.”³

EMPLOYER DEMAND

Survey responses

We sent a survey link by email to 50 people in managerial positions in the industry, and received a 20% response rate. Respondents represented a broad mix of undertakings, from a hyper-local northern community radio station to national news broadcast outlets and

³ Pollard, B. (2020) More Than News: Indigenous Media Empowers Native Voices and Communities. *American Indian*, (21)2.

publications. Forty per cent described their workplaces as Indigenous-owned and operated, while 60 per cent were non-Indigenous media.

Notably, 30% said their workforce had grown in the past five years, while 40% said the numbers were stable; 30% said they had increased the number of Indigenous-identifying employees during that time.

60% said they hosted interns from other universities, compared to 10% who said they hosted INCA interns. However, 80% said they are interested in hosting INCA interns, indicating a high level of interest in the proposed program's students.

80% of respondents said their workplace planned to increase Indigenous hires in the next five years.

Significantly, 80% of respondents said their workplace planned to increase Indigenous hires in the next five years, and 60% said their organization had developed a specific goal and plan to achieve this.

However, respondents reported difficulty achieving their goals. The main barrier to hiring Indigenous-identifying employees was lack of qualified applicants (67%). The remaining responses were evenly split among barriers such as lack of connections with Indigenous graduates, lack of Indigenous interns, and a competitive market for such graduates. Only one respondent said their workplace didn't have difficulty filling positions. 90% said they would be interested (40%) or very interested (50%) in considering applicants with a degree in Indigenous journalism and communications.

Employment postings review

While legacy media jobs have declined in recent years, we live in a highly mediated society, where advanced media and communication skills are in high demand. Workopolis.com listed 1,516 media jobs in Canada in early February 2023. All were above \$50,000 in annual salary, including 371 jobs above \$70,000, 101 above \$90,000, and 35 above \$110,000. Many opportunities focused on the emerging world of social media communications, such as:

- Social Media Manager, Native Women's Association of Canada
- Social Media Marketing Coordinator, Families for Addictions Recovery
- Social Media Content Specialist, Vendasta Saskatoon
- Social Media Manager, Toronto Raptors

- Social Media Coordinator, Simpleset Saskatoon
- Social Media Coordinator, Calgary Zoo

Examples of other opportunities include:

- Journalist, Key Media
- Researchers and Writers (multiple), Wavelength Entertainment
- Content Writer, Cactus Marketing
- Managing Editor, Constellation Media (Metro Vancouver)
- Content Editor, Globe and Mail
- Digital Media Editor, Our Homes Media Group
- Writer, WorkerBee TV
- Fashion Writer, MyDressEdit.com
- Communications Associate, Ontario Health
- Sports Media Manager, Snap Call Media
- Senior Communications Advisor, Government of the North Territories

A review of the Aboriginal Job Board in early February, 2023 showed more than 100 journalism and communications positions targeted toward Indigenous candidates in the last year.

Examples included:

- Writer, Batchewana First Nations
- Video Journalist, APTN Investigates
- Freelance Indigenous reporters (multiple), Metroland Media Group
- Communications and Marketing Officer, CMHC
- Reporter, Report on Business
- Media Relations Manager, CMHC
- Communications and Marketing Director, Fred Victor Centre

Also in early February, 2023, Jeff Gaulin's Job Board, a popular journalism jobs site, listed multiple competitions, including:

- News Reporter/Anchor, CKRW The Rush Whitehorse, Yukon
- Digital Communications Co-ordinator, Pickering College
- Social Media Script Writer(s), C4U Productions
- Multimedia Journalist, Lac La Biche POST / Lakeland This Week
- Editor & General Reporter (2 jobs), Town & Country This Week Athabasca & Westlock
- Lifestyle Writer/Editor, Village Media
- Reporter/Anchor, 650 CKOM Saskatoon, Saskatchewan

MediaJobs Canada's lengthy list included:

- Camera Editor, APTN
- Executive Producer, CBC Radio Edmonton
- Executive Producer, CTV Morning Live
- Digital Content Manager, Rawlco Radio
- Reporter, CBC Radio Fort McMurray
- Communications and Engagement Officer, Western University
- Creative Writer, Harvard Media
- News Reporter, Dauphin Broadcasting
- Morning Show Co-Host, Hot Country 99.3
- Creative Writer, Harvard Media Yorkton
- Marketing Specialist, The Co-Operators

These are only a sampling of employment opportunities in the fast-growing communications landscape. New online journalism start-ups are becoming established, with healthy bottom lines. Social media has opened up new positions managing social media feeds and producing short videos for TikTok, Instagram, and other popular multimedia platforms.

As agencies seek to diversify their audiences, they also seek to diversify their hiring, placing greater emphasis on promoting Indigenous voices that not only reach out to Indigenous communities, but to the public at large. A review of major media employers' websites indicates many have developed policies around equity, diversity and inclusion. For example, the Globe and Mail's website states:

As Canada becomes more diverse, so does our audience and our talent pool. The Globe is committed to reflecting that audience through content creation and public outreach. The Globe is equally committed to strengthening that talent pool through recruitment, development, promotion and retention of staff.⁴

Call to Action 84 was expressly directed at CBC, calling for increased recruitment and promotion of Indigenous talent, increased Indigenous programming, and increased Indigenous-language content. The federal government responded with additional funding to address the Call, which has resulted in an expansion of programming and news coverage that requires accelerated recruitment of Indigenous voices. CBC's 2022-2025 Equity, Diversity and Inclusion plan states:

In light of recent calls to action, and a growing awareness of the unique realities of Indigenous communities, we are engaging Indigenous and non-Indigenous employees,

⁴ The Globe and Mail. Work at the Globe. <https://www.theglobeandmail.com/about/work-at-the-globe/>

as well as First Nations, Métis and Inuit communities across Canada, to determine what roles the public broadcaster can play in hiring and training Indigenous staff, serving Indigenous communities, and ensuring that all Canadians become more aware of Indigenous life in Canada.⁵

This includes not only expanding hiring, but also clear targets to increase representation in senior creative and management positions. More than technical prowess, these positions will most certainly require the creative and critical thinking advantages gained from a full university degree program.

CONCLUSION

“It's incredible and if there is a bachelor program in the future, you already have one student ready to sign up!” - Survey respondent

Survey data, focus groups and reviews of employee websites and job postings provide some important perspectives.

Employers are seeking graduates who are informed by Indigenous perspectives and will make a connection with audiences eager to hear Indigenous stories. They are struggling to find qualified applicants, and are highly supportive of a degree program in Indigenous journalism and communications at First Nations University of Canada.

Community members are seeking support for media that reflects their values, languages and culture. They see the benefits of a program that will expand Indigenous-focused media expressions, and alumni see the benefit of working with and for communities.

Students are calling for a degree program delivered at FNUUniv. They want to learn in an environment that gives them the support to shape new decolonized media practices, and the confidence to carry them to Indigenous and non-Indigenous spaces alike.

Finally, our outreach affirms there is solid support for a degree program, and a sense that this move is past due. In the words of a recent alumnus, “The journalism and communications industry needs Indigenous peoples to move to the front lines, step up, and tell all the stories Indigenous peoples deserve to have told.”

⁵ CBC. *Progress in Progress: 2022-2025 Equity, Diversity and Inclusion Plan*. p. 7 <https://site-cbc.radio-canada.ca/site/edi/en/index.html>



FIRST NATIONS UNIVERSITY OF CANADA

Business Case

Indigenous Communications
and Fine Arts



Submitted By: Shannon Avison
Date: November 2023

Executive Summary

This document presents a business case for the establishment of a Bachelor of Arts in Indigenous Journalism and Communication Arts (INCA), with a two-year after-degree option, a Bachelor of Indigenous Journalism and Communication Arts.

When INCA was founded in 1982 with the intention to gradually grow course offerings into a four-year degree program. Forty years later, FNUiv offers both a certificate and a diploma in Indigenous Communication Arts, but the degree is not yet established. However, INCA has not been sitting still during this time. The unit has gradually expanded its course offerings to the point where the number of course credits available is equivalent to degree programs at other universities. We have also grown our reputation nationally as Canada's only communications program with an Indigenous focus, serving a rising demand for Indigenous graduates with media and storytelling skills. Today, several opportunities have aligned to make this the best possible time to introduce the long-planned degree.

Calls to Action: Calls to Action 84-86 (Reconciliation and the Media) compel us to establish a strong base of Indigenous curriculum in journalism education. There is no better opportunity for this to occur than at FNUiv. We can substantively support the Calls for more Indigenous programming and voices in the media, by equipping graduates with credentials and skills on par with non-Indigenous journalism and communications programs.

New resources: We have recently obtained a new half-time tenure-track faculty line to support the expansion of our program, beginning July 2023. We also have new office and teaching space, and a full library of equipment available for student use, including two new radio studios.

Market Demand: In our survey of media managers (Appendix A - Market Study), 80% said they planned to increase Indigenous hiring in the next five years, and 60% said their organizations had created a specific policy for achieving increased Indigenous hires. However, 90% said they faced barriers to this goal, with the majority (67%) pointing to a shortage of qualified applicants, along with other barriers such as strong market competition for Indigenous graduates.

Student Demand: Today's students are fully immersed in a mediated world. They desire a uniquely Indigenous education to help them contribute to the ascendancy of Indigenous voices across all platforms, from digital journalism, to podcasting, to social media channels, and beyond. Among survey respondents, 100% of current INCA students and 74% of alumni expressed interest in upgrading to a degree if it were offered.

Community Demand: Indigenous communities want more media directed to their issues, in their own languages. A focus group session and interviews with 23 northern and Indigenous broadcasters revealed older community broadcasters worry there aren't enough young people to take their places and assist with needed technological transitions.

External Support: In recent years, our unique program and its related activities have attracted considerable support from external funders, including Heritage Canada, the Inspirit Foundation, and J-Schools Canada/Meta, with invitations to pursue more long-term funding relationships. We also have a full-time seconded faculty member from the Faculty of Arts until Sept. 2024, who has program development experience and an express mandate to assist with planning for growth.

The Strategic Context

Strategic Environment - Organizational Overview

Mission: To enhance the quality of life and preserve, protect and interpret the history, languages, culture and artistic heritage of First Nations through outstanding media education.

Strategic Vision: To fulfill FNUiv's 40-year plan to grow INCA into a degree program. (See Appendix C - Program Proposal)

Goals: 1) To answer the Calls to Action on the Media by accelerating and deepening our mission; 2) To respond to student, market, and community demand for increased Indigenous voices in the media; 3) To ensure FNUiv graduates are fully credentialed and equipped for media and communications employment, on par with other universities; 4) To take advantage of new windows of opportunity for program growth while they are open.

Personnel: 1 full time permanent faculty line; 1 half-time permanent faculty line; 1 three-year full time secondment position provided by the Faculty of Arts (Sept. 2021-Sept. 2024); 4 sessional positions annually; 2 contract curriculum developers.

Space: Newly expanded office and production space, including two radio studios, a dedicated classroom, two faculty offices, one sessional office, a computer-equipped student workspace, and storage area.

Equipment: With the assistance of external funding, INCA has significantly updated its equipment. Available assets for student use include handheld recorders, video cameras, still cameras, lighting kits, 2 Mac computer stations with Creative Cloud software, 1 Rodecaster podcast kit, as well as 2 complete sets of studio computers, soundboards, microphones and speakers. We are confident we have achieved sufficient capacity in space and equipment to support the proposed degree program but we require additional faculty capacity to reliably deliver the courses every year.

Problem/Opportunity Statement

Problem: Our diploma students earn enough course credits for a degree major, but do not have this option. For those pursuing a BA, and those who already have a BA, the equivalent to our program at any other university would constitute a degree in the field, rather than a diploma.

Opportunity: Our existing courses can be relatively easily aligned into a degree program, enhanced with additional new courses already established or in development.

Business Need

To create a stable foundation for current and proposed new courses, we need an additional full-time faculty line.

Outcomes: Benefit to the University

Successful establishment of a four-year Bachelor of Arts in Indigenous Journalism and Communication Arts, alongside a two-year post-graduate Bachelor of Indigenous Journalism and Communication Arts for students who already hold a BA.

The Costs: Financial Implications

Below are projected new expenses for the following options:

- Option A (preferred): 1 full-time tenure-track assistant professor
- Option B: 1 full-time tenure-track lecturer

As noted in the budget tables that follow, we anticipate full cost recovery from new tuition revenues by Year 2 for either option.

New expenses - Option A	Year 1	Year 2	Year 3	Year 4	Year 5
Assistant Professor	\$91,488	\$94,496	\$97,504	\$100,512	\$103,520
Payroll costs (16%)	\$5,718	\$5,906	\$6,094	\$6,282	\$6,470
Faculty conference travel	\$250	\$250	\$250	\$250	\$250
Faculty travel (program outreach)	\$500	\$500	\$500	\$500	\$500
APEA	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Faculty line sub-total	\$99,456	\$102,652	\$105,848	\$109,044	\$112,240
Additional classroom supports (Elders, guests lectures, field trips, etc.)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total new expenses	\$101,456	\$104,652	\$107,848	\$111,044	\$114,240

New expenses - Option B	Year 1	Year 2	Year 3	Year 4	Year 5
Lecturer	\$82,522	\$85,062	\$88,070	\$91,078	\$94,086
Payroll costs (16%)	\$5,158	\$5,316	\$5,504	\$5,692	\$5,880
Faculty conference travel	\$250	\$250	\$250	\$250	\$250
Faculty travel (program outreach)	\$500	\$500	\$500	\$500	\$500
APEA	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Faculty line sub-total	\$89,930	\$92,628	\$95,824	\$99,020	\$102,216

Additional classroom supports (Elders, guests lectures, field trips, etc.)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total new expenses	\$91,930	\$94,628	\$97,824	\$101,020	\$104,216

*Salary based on current URFA-FNUiv collective agreement

New program revenues

Degree tuition income	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolment*	10	15	20	25	30
Total credit hours (30 hrs/student/year)	300	450	600	750	900
Tuition** (\$241/credit hour)	\$72,300	\$108,450	\$144,600	\$180,750	\$216,900

*Based on an initial 10 students feeding from the current INCA cohort in Year 1, and modest incremental growth thereafter adding cumulatively to the student body.

** Conservative tuition revenue estimate, presuming no increases to tuition fees

Cost recovery

Option A (assistant prof)			
Year	Projected New Revenue	Projected Expenses	Net
1	72,300	101,456	-29,156
2	108,450	104,652	3,798
3	144,600	107,848	36,752
4	180,750	111,044	69,706
5	216,900	114,240	102,660
5 Year Total	723,000	539,240	183,760

Option B (lecturer)			
Year	Projected New Revenue	Projected Expenses	Net
1	72,300	91,930	-19,630
2	108,450	94,628	13,822
3	144,600	97,824	46,776
4	180,750	101,020	79,730
5	216,900	104,216	112,684
5 Year Total	723,000	489,619	233,381

GLOBAL BUDGET IMPACT

Program expenses projection – Option A

Option A Total Program Expenses (degree, diploma, certificate)	Year 1	Year 2	Year 3	Year 4	Year 5
Original base budget	\$182,000	\$184,730	\$187,500	\$190,312	\$193,167
2023 hire (shared with business)	\$52,103	\$53,701	\$56,897	\$60,093	\$63,289
<i>Adjusted base</i>	\$234,103	\$238,431	\$244,397	\$250,405	\$256,456
New faculty line (assistant prof)	\$99,456	\$102,652	\$105,848	\$109,044	\$112,240
Summer Institute	\$100,00		\$100,000		\$100,000
Additional classroom supports	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Sessional savings (x 4 positions)	-30,508	-30,508	-30,508	-30,508	-30,508
New anticipated base budget	\$305,051	\$312,575	\$421,737	\$330,941	\$440,188

*presumes 1.5% annual inflationary increase

Option B Total Program Expenses (degree, diploma, certificate)	Year 1	Year 2	Year 3	Year 4	Year 5
Original base budget	\$182,000	\$184,730	\$187,500	\$190,312	\$193,167
2023 hire (shared with business)	\$52,103	\$53,701	\$56,897	\$60,093	\$63,289
<i>Adjusted base</i>	\$234,103	\$238,431	\$244,397	\$250,405	\$256,456
New faculty line (lecturer)	\$89,930	\$92,628	\$95,824	\$99,020	\$102,216
Summer Institute	\$100,00		\$100,000		\$100,000
Additional classroom supports	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Sessional savings (x 4 positions)	-30,508	-30,508	-30,508	-30,508	-30,508

New anticipated base budget	\$295,525	\$302,551	\$411,713	\$320,917	\$430,164
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*presumes 1.5% annual inflationary increase

Total Program Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
INJC tuition	\$72,300	\$72,300	\$72,300	\$72,300	\$72,300
Diploma tuition	\$173,520	\$138,816	\$86,760	\$52,056	\$34,704
Degree tuition	\$72,300	\$108,450	\$144,600	\$180,750	\$216,900
Additional institute enrollees	\$13,444		\$13,444		\$13,444
External funding	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Total revenue	\$431,564	\$419,566	\$417,104	\$405,106	\$437,348

Detailed revenue calculations

Non-degree program income	Year 1	Year 2	Year 3	Year 4	Year 5
External Summer Institute attendees					
Enrolment	5	5	5	5	5
Tuition	\$13,444		\$13,444		\$13,444
INJC Certificate students					
Enrolment	10	10	10	10	10
Tuition (30 credit hours)	\$72,300	\$72,300	\$72,300	\$72,300	\$72,300
INCA Diploma students					
Enrolment	10	8	5	3	2
Tuition (72 credit hours)	\$173,520	\$138,816	\$86,760	\$52,056	\$34,704
Anticipated external funding	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000

Explanatory note: INCA typically has 4-6 Summer Institute students who are not full-time students, but who take the course for interest and professional upgrading. We would expect this to continue. As the entry-point for our diploma and degree programs, we would continue to accommodate up to 10 certificate students annually. We expect demand for the diploma to gradually decrease once the degree option is available, however we would like to keep the option available for those students unable to invest four years toward a degree.

INCA has a strong track record of attracting external funding. We believe \$100,000 is a conservative estimate for Year 1, based on our past fundraising record and invited applications in progress for 2024. Further, we anticipate the introduction of a degree will make INCA more attractive to foundations and federal programs interested in promoting Indigenous media. External funding typically supports student activities, equipment purchases, short-term teaching and curriculum development contracts,

faculty research, special projects, community outreach, and other program enhancements.

Risks to the University & Implications of No Action

Risks: The most obvious risk is establishing a program that lacks resources to sustain itself. We have made the case that INCA has space, equipment, and external funding available to comfortably expand its course offerings. Notably, our plan builds primarily on already-existing courses realigned and augmented toward a degree option. The additional faculty line will mitigate delivery risks.

Implications of No Action: The recent suspension of U of R journalism school enrolments revealed the risks of being reliant on other institutions to meet our students' degree aspirations. We saw clearly how the academic paths of promising students can be impacted by decisions over which we have no control. We also learned through our survey that our students much prefer to learn in an Indigenous-led institution that offers the cultural and social supports they need for academic success.

Implementation Plan

2023	
May	Departmental Approval Curriculum Review Committee Approval Faculty recruitment (shared with Business Admin)
June	FNUniv Academic Council Approval
July	New faculty member welcomed
September	U of R APDC Approval Arts Faculty Council
October	Council Committee on Undergraduate Admissions and Studies
November	Executive of Council
2024	
January	First offering of INCA 291 AD - Digital Content Creation for Indigenous Influencers and INCA 291 AC - Community Radio Management and Production
February	Senate
March	Registrar's Office - Calendar Listing Faculty position posted 2024-2025 courses scheduled
March	Program promotion and recruitment
May-June	Summer Institute - INCA 200 level
July	New faculty member welcomed

July-August	First students begin coursework. In addition to new university students in their first year of studies, this will include second and third-year students transferring from the diploma program, who will spend their first year completing outside electives for the degree as well as any remaining 300-level INCA courses.
September	First offering of INCA 201 - Fundamentals of Video and Audio Storytelling; INCA 210 – Responsible and Ethical Journalism
November	Business case approved
2025	
January	First offering of INCA 391 AC - Advanced Visual Storytelling/Current Affairs First offering of INCA 292 – News Media and the Colonization of Indigenous People
2026	
Sept	First offering of INCA 492 Seminar
May-June	Summer Institute - INCA 200 and INCA 400 sections
July	First offering of INCA 490 - Advanced Internship (for students aiming toward Fall convocation)
September	Second offering of INCA 490 (for students aiming toward Spring convocation)
October	First graduates convocate
2027	
June	Second group of graduates convocate



13245 - 146 Street,
Edmonton, Alberta,
T5L 4S8

March 10, 2023

To whom it may concern:,

I am the CEO of the Aboriginal Multi Media Society of Alberta (Windspeaker Media) which operates four radio stations in Alberta. CFWE-FM, CJWE-FM, CIWE (The Raven) and a 100% Indigenous internet station called CUZIN Radio. We have eight 100,000 watt transmitters as well as another 24 lower power transmitters. We cover most of Alberta with our stations. We also have an online Indigenous news service called Windspeaker.Com.

I am writing to express support for the creation of a Bachelor's Degree in Indigenous Journalism and Communication Arts at First Nations University of Canada.

- There is growing demand for Indigenous voices and perspectives in the media.
- The INCA diploma program has been valuable for nurturing emerging Indigenous journalists; it is a good time to grow the program to the next stage of a full degree.
- A program that graduates students who are grounded in Indigenous values, languages and culture would be a welcome response to the TRC Calls to Action on the Media.
- Employers generally look for a degree as a minimum requirement -- having an INCA degree would put the students in a more advantageous position than having just a diploma.
- Our organization would be very interested in interns and graduates from the proposed degree program.

Sincerely,

A handwritten signature in black ink, appearing to read "Bert Crowfoot", written over a white background.

Bert Crowfoot,
AMMSA CEO





**World's First
National Indigenous
Broadcaster**

APTN
339 Portage Avenue
Winnipeg, Manitoba
R3B 2C3

Toll-Free
1-888-278-8862

Email
info@aptn.ca

March 15, 2023,

Dear Colleagues,

APTN has served Indigenous Peoples in Canada and Canadian audiences for over two decades. During this time, the network has steadfastly adhered to its mission:

To share our Peoples' journey, celebrate our cultures, inspire our children and honour the wisdom of our Elders.

The APTN News & Current Affairs department is a multi-award winning newsroom which contributes to greater understanding between Indigenous Peoples and the world.

I am writing to express support for the creation of a Bachelor's Degree in Indigenous Journalism and Communication Arts at First Nations University of Canada.

May I point you to these reasons:

- In this era of reconciliation, almost all of the mainstream news outlets have created jobs expressly for Indigenous journalists. Several of those journalists came from APTN News. This means we've had to increase efforts to recruit new Indigenous journalists to take their place. The pool of skilled Indigenous journalists is extremely small. The pool of new Indigenous graduates capable to begin their career in national newsrooms is even smaller. Our task to recruit Indigenous candidates is made even more daunting when students have witnessed mass lay-offs in recent years at mainstream news outlets and choose to take their studies in a different direction. But APTN has not yet laid anyone off. We grew when others shrunk. All because of the demand for trusted Indigenous news sources in Canada. And the mainstream is still making space to retain their Indigenous journalists. There's no going back now.



- The INCA diploma program has been valuable for nurturing emerging Indigenous journalists. APTN News has even brought their students to work as interns going as far back as 2002. Twenty years later, now is the time to grow the program to the next stage of a full degree.
- In our challenge to fill our open positions, we occasionally have to employ non-Indigenous journalists. This has brought pressure from the outside to make sure APTN keeps its staff Indigenous. All because Indigenous Peoples want Indigenous Peoples sharing their stories. News can be triggering. Especially, as mentioned in this era of reconciliation, when churches and governments are being held accountable for genocide. It's really very important to have skilled Indigenous journalists telling these stories that are coming from our communities. They can't all be trained to this level in the APTN newsroom.
- As an employer, post-secondary education is a must. But with just a diploma, they are far outnumbered by higher qualified candidates. APTN has a mandate to serve Indigenous Peoples. As such, we have the discretion to hire an Indigenous candidate over a non-Indigenous candidate, provided their qualifications are similar. In order to meet our conditions of license and produce news content to the level and quantity we need, there is not always qualified Indigenous candidates in our recruitments. So, once the more qualified non-Indigenous candidates are in, they excel and inevitably get more opportunities. But if we can start with higher qualified Indigenous candidates, we would have more Indigenous Peoples hired, earning the experience and attaining higher decision-making rolls, not just in APTN but in other national newsrooms. This, I believe, will encourage more Indigenous Peoples to enter the field of journalism as students.
- Our organization would be very interested in interns and graduates from the proposed degree program.



I have known the people running INCA for three years. I know they are committed to their students' success. I have seen the work of the students help our newsroom and other national newsrooms expose the reasons why there is no clean drinkable water on too many First Nations.

They are the future leaders who will build the fire stronger and keep Canada and their own leaders, accountable. We need them and we need to make space for them.

Miigwech,

Cheryl McKenzie

Executive Director of News & Current Affairs

Email: cmckenzie@aptn.ca

Cell: (204) 479-1830





March 9, 2023

Kerry Benjoe

Regina, SK

Dear Colleague,

I am writing to express support for the creation of a Bachelor's Degree in Indigenous Journalism and Communication Arts at First Nations University of Canada.

I have worked in media for more than 20 years and most recently took over the operation of Saskatchewan's only provincial newspaper. I have worked in more than one mainstream media newsroom and I have witnessed many changes. Perhaps the biggest and most concerning shift in news and news coverage is a growing interest in Indigenous stories while simultaneously seeing drastically shrinking newsrooms.

The demand for skilled journalist especially those who are able to cover Indigenous stories is a necessity for all Canadians.

The Indigenous Communications Arts Program has been able to successfully turn out some of the top Indigenous journalists in Canada. INCA students can and have been able to transition into newsrooms with ease, but often are forced to leave positions to return to university to attain a Journalism degree. Some very skilled storytellers ultimately leave the journalism field because they can't return to university for various reasons.

A four-year INCA degree would make it comparable to a journalism degree which would benefit students, employers, and the public because the world needs qualified storytellers to tell Indigenous stories correctly.

Very truly yours,

Kerry Benjoe, Editor EFN

March 13, 2023

RE: INCA JOURNALISM DEGREE PROGRAM

To whom it may concern,

Please accept my letter of support for the creation of the Indigenous Communication Arts journalism degree program at the First Nations University of Canada.

An accredited journalism degree program would provide students with a more advantageous position than having just a diploma. The specialized and advanced skills training offered at a journalism degree program means students will be better prepared to immediately work in a newsroom. The INCA diploma helped me get into journalism school but I don't think it would have prepared me to work in a newsroom. It really came down to confidence of having a degree and the feeling that I belonged in a newsroom because I graduated from a journalism school.

One of the things that I look for when I'm recruiting journalists is the diverse perspective they will add to our newsrooms. There is growing demand for Indigenous voices and perspectives in the media. A program that graduates students who are grounded in Indigenous values, languages and culture would be a welcome addition to any newsroom.

Sincerely,



Mervin Brass
Senior Managing Director
CBC North



MISSINIPI BROADCASTING CORPORATION

Saskatchewan Aboriginal Communications

February 7, 2023

Dear Colleagues;

Missinipi Broadcasting Corporation Indigenous Radio Network based in La Ronge, Saskatchewan is expressing the full support to expand the INCA into a full Degree Program. The letter of support is extending for the full concept and an indication that graduates with a Journalism and Communications Degree from an Indigenous-led institution would be so significant and appreciated by the faculty and students. We support any exciting initiative that is and/or will be led by Indigenous Institutions, Colleges, Universities.

MBC Network radio is heard in: La Ronge at 89.9FM Prince Albert at 88.1FM Saskatoon at 104.1FM Regina at 90.3FM Yorkton at 92.9FM North Battleford at 95.5FM Meadow Lake at 89.9FM More than 70 communities across Northern Saskatchewan.

Sincerely,

A handwritten signature in blue ink, appearing to read "Deborah A. Charles", is written over a horizontal line. The signature is enclosed within a large, loopy blue scribble that extends across the page.

Deborah A. Charles
Chief Executive Officer

/dac

BROADCAST CENTRE

September 13, 2023

To Whom it May Concern:

Re: FNUniv Indigenous Journalism and Communication Arts

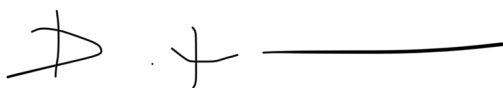
I am writing in support of the expansion of the above-named program from a two-year diploma to a four-year Bachelor program, developed from an indigenous perspective, and delivered out of the First Nations University of Canada.

I am currently an Executive-in-Residence with the Johnson-Shoyama Graduate School of Public Policy. I am a former health executive, having served as President/CEO of multiple health authorities, as well as Deputy Minister of Health in Saskatchewan and Nunavut, and Deputy Minister of Education in Saskatchewan. Throughout my experience, I have witnessed both the value and the significant need for indigenous communicators – including in the field of professional journalism, in the role of communication specialists on behalf of government and government agencies, and internal to the public service. Where I successfully recruited Indigenous communication specialists in the past, the approach taken, the adaptation and cultural considerations involved, and the attention to messaging that was effective, respectful, and appropriate, was critical to successful engagement, relationship building and policy deployment. The challenge is recruiting for this specialized skill.

In addition to addressing the need for more Indigenous expertise and perspective journalism and communication, there is also a need for education opportunities for non-Indigenous students to immerse themselves in a program like this so they can better understand the role and approach of the public sector in communicating with Indigenous communities. This program would allow the opportunity for Indigenous and non-Indigenous communicators and public servant to gain this specialized training.

I can think of no better approach and place to develop this program, and to design and deliver this specialized curriculum, than through Indigenous educators through the First Nations University of Canada.

Respectfully;

A handwritten signature in black ink, consisting of a stylized 'D' followed by a vertical line and a horizontal line extending to the right.

Dan Florizone
Executive-in-Residence



P.O. Box 2025
Suite 115, 101 22nd St E
Saskatoon, SK
S7K 3S7

C.P. 2025
101 22nd rue est, bureau 115
Saskatoon, SK
S7K 3S7

September 15, 2023

c/o Dr. Merelda Fiddler-Potter
First Nations University of Canada
atim kê-mihkosit (Red Dog) Urban Reserve
1 First Nations Way
Regina, SK S4S 7K2

To Whom it May Concern,

RE: Letter of Support for the First Nations University of Canada's proposal to address demand for journalism and communications professionals.

I am writing in support of plans at the First Nations University of Canada (FNUUniv) to strengthen access to careers in communications with the new Indigenous Journalism and Communication Arts program. Prairies Economic Development Canada is proud to offer support for these program improvements for two main reasons.

The first reason to support this program is the unique role of the FNUUniv among post-secondary institutions. Faculty and graduates of the FNUUniv already work in a wide range of fields. Taken together, these individuals are narrating our history and the path forward in economic and social development, and in business and public administration. Success in all these areas involves effective communication of problems, options and choices. That is why the new program promises an outsized role in these efforts. The capabilities needed for effective communication are essential for engagement, collaboration, and advancement of any initiative. Attributes students will develop in the program include gathering perspectives and evidence, defining a narrative, and building understanding with contemporary tools and tactics. These are essential capabilities for leading organizations and for Indigenous leaders in any sector.

A second driver of support is labour market demand. There are tremendous changes underway in the media landscape. And while the nature of the work is changing, the forecasted outlook for roles in communications and journalism in Canada is robust. What is more, based on publicly available data on workers in journalism (National Occupation Code, NOC, 51113) and advertising, marketing, and public relations (NOC 11202), there is strong gender balance in these roles, most are working full time and most existing workers hold a bachelor's degree. These factors speak to the career prospects of graduates, and they are only amplified by the insatiable demand for Indigenous professionals in government and business.

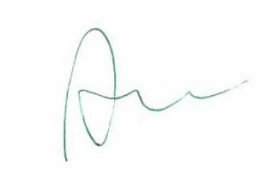
.../2

Canada 

People today are bathed in questionable data from dubious sources, and this jeopardizes the progress of communities and organizations. Canada's history has been distorted by incomplete information, misinformation and mistrust. By shaping the next generation of journalism and communications professionals, FNUniv is creating the conditions for strong, accountable organizations and improved public engagement, understanding and decisions.

We are pleased to support the FNUniv in this initiative and congratulate the organization for its visionary leadership in this area.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Alastair MacFadden', is centered below the text 'Sincerely,'.

Alastair MacFadden
Assistant Deputy Minister
Prairies Economic Development Canada, Saskatchewan Region



CITY OF REGINA

Office of the Mayor

September 14, 2023

To Whom it May Concern,

I am honoured to be writing this letter in support of the expansion of the Indigenous Journalism and Communication Arts program from a 2-year diploma to a 4-year Bachelor program.

We recognize the need for more Indigenous communicators in the public realm. The Indigenous Journalism and Communication Arts program offers Indigenous and non-Indigenous students an opportunity to gain essential skills and experience in journalism and communications – enabling them to contribute their unique perspectives to roles within the media and communications field. It also presents non-Indigenous students with a chance to develop their knowledge and understanding of working with Indigenous communities in the public sector.

The First Nations University of Canada has been integral to Regina's education sector for almost 50 years. We value the knowledge and insights shared by Indigenous educators and have sought out Indigenous communication specialists who have pursued education through the Indigenous Journalism and Communication Arts program.

We wholeheartedly support the First Nations University of Canada and the expansion of this program, as they guide future leaders to greatness and help bring a genuine understanding of traditional knowledge to public service.

Sincerely,

Sandra Masters
Mayor of Regina

I. PROGRAM INFORMATION

Program Name:

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): **Certificate in Film Production**

Faculty(ies)/School(s)/Department(s): **Film**

Expected Proposal Submission Date (Month/Year): **202420**

Expected Start Date (Month/Year): **2024 Fall**

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The 30 credit Certificate in Film Production replaces the 30 credit Diploma in Film Production. This certificate will serve as a recruitment tool and feeder for the Film program and support academic endeavours and enrolment growth at the U of R.

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

This certificate introduces students to the fundamentals of film production and film studies.

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

Some programs offer 10-month-based training in film production, such as the Motion Picture Arts Diploma Program at RAIS in Saskatoon. The Certificate of Film Production distinguishes itself from other programs by emphasizing skill-based training and hands-on filmmaking experiences, complemented by a film studies stream dedicated to exploring cinema's historical and cultural aspects.

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

Students aspiring to enhance their understanding of film practice will join a cohort of BFA students in fundamental production and film craftsmanship courses to acquire the essential skills and training required to participate in a film production team.

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.

Other programs are not affected by the proposed program. The Certificate in Film Production primarily concentrates on film production and related coursework, with the exception of introductory 1XX level courses like ENGL 100 and ACAD 100, as well as an elective credit (3.0) that allows students to choose from CTCH 2XX, MAP 2XX, or ART 223 courses.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

Commitment to Student Success:

- Develop growing study areas in response to student demographics
- Create new programs that are responsive and timely

Commitment to Our Communities:

- Collaborate with other areas of MAP to develop courses and new initiatives
- Develop and support community-engaged art projects, community-engaged teaching, and research initiatives by our Faculty and students

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

Develop:

This Certificate will help with retention as it is a ladder into our degrees and will help students decide and give them more options, thus increasing retention and graduation rates.

Internationalization:

- This certificate hopes to create a diverse and inclusive community through targeted recruitment and support of students, faculty, and staff.
- It will attract and retain international students.

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

N/A

6. 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?

Faculty of MAP standard admission requirements and a letter of intent and digital sample portfolio must be submitted to the Department of Film by April 1 for entrance into the Fall term and October 1 for entrance into the Winter term. The Department of Film highly recommends that students enter the program in the Fall term for the best course flow because courses are tied to terms for sequential learning in the program.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
The Art of Motion Picture, or English, or Academic Discourse	Film 100, ENGL 100 or ACAD 100	3
Film Production I	Film 201	3
Film Production II	Film 202	3
Technical Fundamentals	Film 209	3
	Two of Film 2XX studies	6
	Film 3XX/4XX Studies	3
	Two of Film 2XX/3XX Production	6
Art 223 – Intro to Photo-Based Art	CTCH 2XX or MAP 2XX or Art 223	3
Elective Requirements		
	N/A	
Major Requirements(if applicable)		
	N/A	
Minor Requirements (if applicable)		
	N/A	

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

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

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?

This program will help give students a taste of what Film Production and Film Studies is about and will help students ladder into either the Film Studies degree or the Film Production Degree.

7. How will students be recruited to the program?

Via recruitment events that MAP and the U of R attend.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	5	7	9	12

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

Through the MAP Student Program Centre.

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.

No. There will be some courses that are online, but it cannot be fully completed online.

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?

None

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 Certificate in Film Production integrates established courses from our BFA program, which are instructed by current Film faculty. There will be no additional workload redirected.

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

1. Proposed budget and revenue from the Program: There should be no net change in the budget and there may be a boost dependant on new students recruited or interested in a Certificate, but that amount would be a guess at this point.
- 2.

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

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

The University of Regina Library currently has a large enough monograph and serial collection in the areas of Film to support this program. New materials will continuously be selected and added to the collection to continue to provide literature for the students and Faculty in the program.

No cost to the MAP Faculty.



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

No, they will use the Film spaces that we currently use.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Mike Rollo	Mike.rollo@uregina.ca	306 585-4948

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		23-11-23
Associate Dean (Undergraduate)		November 21, 2023
Departmental/Program Council		
Faculty Council		November 8, 2023
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

I. PROGRAM INFORMATION

Program Name: **Bachelor of Fine Arts in Creative Technologies**

Type of Program:

	Certificate
	Diploma
x	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): **Media, Art and Performance**

Expected Proposal Submission Date (Month/Year): **202420**

Expected Start Date (Month/Year): **2024 Fall**

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

To make the CTCH program more in line with the other MAP departments who offer both a Bachelor of Arts degree and a Bachelor of Fine Arts degree. In addition, the four year BFA in CTCH opens up future possibilities for students in industry, as well as for applications to graduate school.

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

The key objective of the Creative Technologies program is to create creative practitioners and researchers in established and innovative technologies, to build community capacity in creative technologies, and to discover new ways of thinking and engaging creatively with established and emerging technologies.

The program includes courses delivered remotely, online, and in person.

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

The University of Regina has the only Creative Technologies program in Saskatchewan. While related programs are being developed at York University (Toronto) and University of British Columbia Okanagan (Kelowna), Creative Technologies at the University of Regina is distinctive and unique in its integration with fine arts disciplines, new media, design, computer science, and engineering.

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

The BFA opens up future possibilities for students in the creative industries, as well as for applications to graduate school.

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.

Creative Technologies (CTCH) is an interdisciplinary program that is unique in the province of Saskatchewan. It encourages studies and research outside of and across traditional areas of study; bringing together artists, scientists, and cultural theorists to converge and explore innovative approaches to art making that re-imagine the impact and power of technology within the fine arts including visual and media arts, music, film, and theatre.

Students may enter through the Faculty of Media, Art, and Performance and graduate with a BA (Fine Arts), or enter through the Faculty of Science, Department of Computer Science and graduate with a BSc (Computer Science) in Creative Technologies. Minors in Creative Technologies are also possible as part of a major degree in a different Faculty at the University of Regina.

CTCH offers courses from fine arts, computer science, engineering, media and communications studies, with opportunities to draw on courses from education, and beyond. Our roster of courses encourages collaboration, experimentation, and lateral thinking. The program cultivates imaginative and innovative outcomes inspired by our changing technological landscape.

These collaborations are well-established as part of the B.A. in Creative Technologies, and the new B.F.A. builds on those successful partnerships.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

Commitment to Student Success:

- Develop new niche and growing study areas in response to student demographics
- Continue to develop experiential learning opportunities
- Create new curriculum that is responsive and timely

Commitment to Our Communities:

- Collaborate with other faculties to develop courses and new initiatives
- Develop new curriculum that is responsive and timely
- Develop and support community-engaged art projects, community-engaged teaching, and research initiatives by our Faculty and students

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

This degree supports three 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 Creative Technologies, knowledge of the interdisciplinary intersection of art and design, and hands-on experience creating a capstone project in Creative Technologies. This program will enhance supportive technologies for research and teaching. There will be Engagement with varied disciplines at the University to apply skills in interdisciplinary, multidisciplinary, and transdisciplinary projects as well as enhance supportive tech for research and teaching.

Strategic focus area 3: Well-being and Belonging

Students will consider the needs of diverse communities in their learning, research, and artwork in Creative Technologies., regularly focusing on the user experience and identifying and reducing barriers within that experience.

Strategic focus area 5: Identity and Impact

The BFA in Creative Technologies will provide a more comprehensive, 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 are able to combine imagination and innovation in their practice. Graduates will be better prepared for a pathway to graduate schools focusing on Interdisciplinary art practices and engagement with ongoing and emerging relationships between art and technology, as well as applications within the creative industries.

Creative Technologies elevates the University's reputation as a philanthropic institution, economic driver, and industry partner by promoting our role in enhancing the ability of our partners to innovate, create, and inspire the leaders of tomorrow.

Creative Technologies democratizes creativity and expression by putting emerging tools for technologically-supported creative activity within the reach of rural and remote students, and indeed anyone who doesn't have access to major studio spaces.

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

N/A

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?

Standard Faculty of MAP admission requirements within Creative Technologies: 65% for high school admission and 60% for the last 30 credit hours of post-secondary.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	ACAD 100, ENGL 100 OR ENGL 110	6
Strategies for Success	MAP 001	0
Indigenous Issues in the Arts Decolonization and the Arts	MAP 202 OR MAP 209	3
	ANY ART, ARTH, MAP, FILM, INA, INAH, MU	9
Culture and Society	Any one 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.	3
Research Skills and Methodology	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, and THST 250 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.	3
Natural and Social Science	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.	6
Elective Requirements		
	Six open electives	18
Major Requirements (if applicable)		
Intro to Creative Technologies	CTCH 110	3
Creative Technologies Processes	CTCH 111	3
Intro to Audio Tools	CTCH 112	3
Intro to Digital Studio Tools	CTCH 113	3
Intro to Film Production	FILM 200	3
Intro to Media and Communication	CTCH 203	3
Intro to Creative Coding	CTCH 204	3
Programming and Problem Solving	CS 110	3
People-Centred Design	ENSE 271	3

	5 OF THE FOLLOWING:	15
Intro to Sound Art. Hip Hop Cultures, Politics Identities. Branding Advertising and Design. Visual Communication for the WEB. Visual Identity Design	CTCH 201, 205, 213, 214, 215 OR	
	CTCH 2XX OR	
Building Interactive Gadgets	CS 207	3
Play	CTCH 301	3
Augmentation Improvisation	CTCH 302 OR CTCH 307	3
Technology, Culture and Art	CTCH 303	3
Digital Storytelling and Interactive Media	CTCH 306	3
	5 OF THE FOLLOWING:	15
Video Hack: Web Video Tools. Intro to Computer Game and VR Design. Augmented Reality: Critical Theory, Art, and Activism. 3D Animation Design: Story, Character, & Motion. Popular Music Cultures and Technologies. Expanded Screens	CTCH 311, 312, 313, 314, 321, 305 OR	
Designing Apps for Learning & Collaboration	ENSE 405 OR	3
	CTCH 3XX/4XX	
From Prototype to Portfolio	CTCH 498	3
Creative Tech Capstone Project	CTCH 499	3
Minor Requirements (if applicable)		
N/A		

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

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?

120 credits, including professional placement or work experience.

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?

This program is unique in Saskatchewan and one of a very few programs like it in Canada, so we anticipate interest in the program from across the prairies.

7. How will students be recruited to the program?

Prospective students will be recruited via recruitment events that MAP and the U of R attend.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
5	8	14	20	30

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

Through the MAP Student Program Centre

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.

No. There will be some courses that are online, but it cannot be fully completed online.

V. Needs and Costs of the Program (CCB)

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

The B.F.A. in CTCH presents a suite of existing courses, already developed to support the B.A. in Creative Technologies, so no new resources are required.

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

No new resources are required.

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

The program redeploys existing faculty in Creative Technologies and related areas such as Visual Arts (digital photography) and Film Production through cross-listing.

No new resources are required, and faculty are not required to overload course assignments.

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, there is no need for off-site delivery.

5. Proposed budget and revenue from the Program: There should be no net change in the budget as this BFA may pull a few students from the BA Creative Technologies to the BFA. There may be a boost dependant on new students recruited or interested in the new BFA program, but that amount would be a guess at this point.

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?

The University of Regina Library currently has a large enough monograph and serial collection in the areas of Creative Technologies to support this program. New materials will continuously be selected and added to the collection to continue to provide literature for the students and Faculty in the program.

No cost to the MAP Faculty.

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

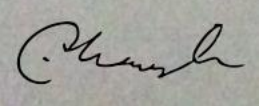

Specialized spaces already exist as part of the suite of studios and labs in Media, Art and Performance, for example IMP Labs, Maker Space, ED 242 Recording Space, Film Production Studios, Printmaking Studio, Digital Photography Studio, UDML, Theatre, Music Studios, Costume Shop and Set Design

No new resources are required.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Charity Marsh	Charity.Marsh@uregina.ca	306-337-2623

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		Nov 20, 2023
Associate Dean (Undergraduate)		Nov. 1, 2023
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on the Faculty of Graduate Studies and Research

Item(s) for Decision:

1. FACULTY OF ARTS

1.1 Master of Journalism – Program Suspension

MOTION: To suspend admissions to the Masters of Journalism program for the 2024-2025 academic year effective 202420.

Rationale:

The faculty in the School of Journalism are currently undertaking a major overhaul of their undergraduate program that will fundamentally change how the program operates, including integrating it more fulsomely, with other programs in Arts. As time is needed to complete this work and to launch the new program in 24/25, it is best to wait to restructure the MJ following the first year of the newly reconfigured undergraduate program.

(end of Motion)

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 Registration Regulations – Graduate Calendar Update

MOTION: That the maximum number of credit hours a graduate student can self-register for be changed from 12 credit hours to 6 credit hours, effective immediately.

Current	Proposed
<p>https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html</p> <p>General Regulations</p> <p>7. Masters students who are accessing university resources are normally to be registered for a minimum of 3 credits or billable hours in any given term. In exceptional cases, FGSR may grant a Masters student permission to register for fewer hours. PhD students must register for a minimum of 6 credit hours or billable hours each term. For all graduate students the maximum course load is 12 credit hours per term; students must request special</p>	<p>General Regulations</p> <p>7. Masters students who are accessing university resources are normally to be registered for a minimum of 3 credits or billable hours in any given term. In exceptional cases, FGSR may grant a Masters student permission to register for fewer hours. PhD students must register for a minimum of 6 credit hours or billable hours each term. For all graduate students the maximum course load <i>one can self-register for is 6</i> credit hours per term; <i>Approval to register for additional credit hours will be reviewed by the academic</i></p>

permission to take more than 12 credits in a term to a maximum of 15.	unit to a maximum of 12 credit hours; students must request special permission from FGSR to take more than 12 credits in a term to a maximum of 15.
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Rationale:

The Registrar will be changing the registration periods as full year registration is implemented. The project plan indicates that in October 2023, registration for Winter 2024 will open; in March 2024, registration for Spring/Summer 2024, Fall 2024, and Winter 2025 will open to all graduate students on the same day. In anticipation of this change, a meeting was held with all graduate coordinators in April 2023 to discuss the impacts of full year registration. It was identified that we currently experience **difficulties with course availability due to over registration by students**. If the trend continues, course availability challenges will create additional difficulty for students who must be registered, increasing the number of RTD’s for current students, and potential loss of newly accepted students. The largest impact will be on international students who must be registered full-time.

Course Availability

Some students are registering in more courses than they plan to take on the first day registration opens. Over registering leads to limited options for other students that may register or are accepted later on. Through investigation with the Registrar’s Office, we have learned that most graduate students register on the first day registration opens, if possible. With the move to full year registration, we want to discourage students from over registering. We proposed three options for discussion: 1) Restrict registration to six credit hours per term across all students; academic unit staff would be able to override the restriction, if needed, 2) Restrict registration to six credit hours per semester until one month before the start of classes, 3) Restrict registration to six credit hours per semester until the first day of classes. Overall, Graduate Coordinators were in support of option 1, to restrict registration, but allow an override processed by the academic unit, if needed.

(end of Motion)

3. FACULTY OF MEDIA, ART, AND PERFORMANCE

3.1 Master of Fine Arts in Media Production – Program Name Change

MOTION: That the Master of Fine Arts (MFA) in Media Production be changed to Master of Fine Arts (MFA) in Film Production, effective 202420.

Current	Proposed
https://www.uregina.ca/graduate-studies-research/programs/masters_programs.html#fact_3_7 Film Media Production and Studies (MFA/MA)	Film Production and Studies (MFA/MA)

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/index.html	Proposed
Film – Media Production Film – Media Studies	Film Production Film Studies

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/film.html	Proposed
<p>Master of Fine Arts in Media Production</p> <p>Program Description The Master of Fine Arts (MFA) in Media Production is a 42 credit hour program designed for advanced studies in Media Arts Production. Students can work in dramatic, documentary, animation and experimental cinema and media, through a range of artistic, aesthetic, technical, and theoretical approaches. Courses offer a combination of general and specialized study in Film and Media Arts production. An intensive investigation of critical issues in Film and Media Arts theory will develop the student's abilities in cultural and artistic discourse at an advanced level and will contribute to the shaping of sophisticated and versatile graduates from this program.</p> <p>Admission Criteria Candidates for the MFA program must hold a BFA degree in Film/Media Production or a related field. The applicant must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking. The applicant must provide a portfolio of their previous creative work in film/media via a secure online link. The online application form is available from the Faculty of Graduate Studies and Research (FGSR) website.</p> <p>The following will be taken into consideration:</p> <ul style="list-style-type: none"> • Quality of the intended focus of study • Artistic merit of the support material - details must be provided about the applicant's role in the support material (writer, director, producer, editor, etc) • Undergraduate academic record of achievement (minimum GPA of 75%) • Professional/Independent production experience • Ability of the student to succeed at an advanced level • Reference letters • Willingness of the faculty to supervise <p>Applicants must meet all the requirements listed under Application Procedures on the FGSR website.</p> <p>Application deadline here.</p>	<p>Master of Fine Arts in <i>Film</i> Production</p> <p>Program Description The Master of Fine Arts (MFA) in <i>Film</i> Production is a 42 credit hour program designed for advanced studies in Media Arts Production. Students can work in dramatic, documentary, animation and experimental cinema and media, through a range of artistic, aesthetic, technical, and theoretical approaches. Courses offer a combination of general and specialized study in Film and Media Arts production. An intensive investigation of critical issues in Film and Media Arts theory will develop the student's abilities in cultural and artistic discourse at an advanced level and will contribute to the shaping of sophisticated and versatile graduates from this program.</p> <p>Admission Criteria Candidates for the MFA program must hold a BFA degree in Film/Media Production or a related field. The applicant must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking. The applicant must provide a portfolio of their previous creative work in film/media via a secure online link. The online application form is available from the Faculty of Graduate Studies and Research (FGSR) website.</p> <p>The following will be taken into consideration:</p> <ul style="list-style-type: none"> • Quality of the intended focus of study • Artistic merit of the support material - details must be provided about the applicant's role in the support material (writer, director, producer, editor, etc) • Undergraduate academic record of achievement (minimum GPA of 75%) • Professional/Independent production experience • Ability of the student to succeed at an advanced level • Reference letters • Willingness of the faculty to supervise <p>Applicants must meet all the requirements listed under Application Procedures on the FGSR website.</p> <p>Application deadline here.</p>

<p>For English Language Requirements please click here.</p> <p>Degree Requirements</p> <p>Master of Fine Arts (MFA) in Media Production Program (research and exhibition)</p>	<p>For English Language Requirements please click here.</p> <p>Degree Requirements</p> <p>Master of Fine Arts (MFA) in Film Production Program (research and exhibition)</p>
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Rationale:

Replacing the term "media" with "film" aligns with the name of the Department, which was changed in 2013, more accurately reflects the nature of our graduate degrees, and should help to redirect graduate applicants expecting a degree in Communications or Journalism. This is not a program change; requirements remain as is. Students currently registered in this program will be notified of the change to the program name.

(end of Motion)

3.2 Master of Arts in Media Studies – Program Name Change

MOTION: That the Master of Arts (MA) in Media Studies be changed to Master of Arts (MA) in Film Studies, effective 202420.

Current	Proposed
<p>https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/film.html</p> <p>Master of Arts in Media Studies Program Description The Master of Arts (MA) in Media Studies is a 30 credit hour program designed for advanced studies in cinema and media history, theory, and methods, emphasizing current concepts, issues, and trends. Avenues of exploration could include national and transnational cinemas, directors, genres, or other contemporary approaches (feminist, post-colonial, Indigenous, queer) across the full range of media such as dramatic, documentary, animation and experimental cinema; broadcast media; new media and interactive media. The program aims to develop broad expertise and critical thinking while enabling students to focus their interests through core courses in theory and methods, seminars, and specialized directed readings.</p> <p>Admission Criteria Candidates for the MA must hold a BA Honours degree in Film or Media Studies, or the equivalent, and must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of their thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature. Applicants must provide scholarly</p>	<p>Master of Arts in Film Studies Program Description The Master of Arts (MA) in Film Studies is a 30 credit hour program designed for advanced studies in cinema and media history, theory, and methods, emphasizing current concepts, issues, and trends. Avenues of exploration could include national and transnational cinemas, directors, genres, or other contemporary approaches (feminist, post-colonial, Indigenous, queer) across the full range of media such as dramatic, documentary, animation and experimental cinema; broadcast media; new media and interactive media. The program aims to develop broad expertise and critical thinking while enabling students to focus their interests through core courses in theory and methods, seminars, and specialized directed readings.</p> <p>Admission Criteria Candidates for the MA must hold a BA Honours degree in Film or Media Studies, or the equivalent, and must submit a proposal (three to five pages) stating clearly the degree to be obtained and describing the intended focus of their thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature. Applicants must provide scholarly</p>

<p>writing samples, such as an essay from an undergraduate course, an honours thesis, a blog, etc. The online application form is available from the FGSR website.</p> <p>The following will be taken into consideration:</p> <ul style="list-style-type: none"> • Quality of the intended focus of study • Undergraduate academic record of achievement (minimum GPA of 75%) • Ability of the student to succeed at an advanced level • Reference letters • Willingness of the faculty to supervise <p>Applicants must fulfill all the requirements listed under Application Procedures on the FGSR website.</p> <p>Application deadline here.</p> <p>For English Language Requirements please click here.</p> <p>Master of Arts (MA) in Media Studies Program (thesis)</p>	<p>writing samples, such as an essay from an undergraduate course, an honours thesis, a blog, etc. The online application form is available from the FGSR website.</p> <p>The following will be taken into consideration:</p> <ul style="list-style-type: none"> • Quality of the intended focus of study • Undergraduate academic record of achievement (minimum GPA of 75%) • Ability of the student to succeed at an advanced level • Reference letters • Willingness of the faculty to supervise <p>Applicants must fulfill all the requirements listed under Application Procedures on the FGSR website.</p> <p>Application deadline here.</p> <p>For English Language Requirements please click here.</p> <p>Master of Arts (MA) in <i>Film</i> Studies Program (thesis)</p>
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<p>Current https://www.uregina.ca/graduate-studies-research/future_students/are-you-eligible.html#row_4</p> <p>MAP - Media Studies: A proposal (three to five pages) stating clearly the degree to be obtained (MA) and describing the intended focus of the thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature.</p> <p>A scholarly writing sample, such as an essay from an undergraduate course, an honours thesis, a critical blog, etc.</p>	<p>Proposed</p> <p>MAP - <i>Film</i> Studies: A proposal (three to five pages) stating clearly the degree to be obtained (MA) and describing the intended focus of the thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale, and a review of the relevant literature.</p> <p>A scholarly writing sample, such as an essay from an undergraduate course, an honours thesis, a critical blog, etc.</p>
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<p>Current https://www.uregina.ca/graduate-studies-research/future_students/how-to-apply.html/#fact_6_6</p> <table border="1"> <thead> <tr> <th data-bbox="279 1402 589 1444">Degree Type</th> <th data-bbox="589 1402 894 1444">Deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="279 1444 589 1507">Media Production and Studies</td> <td data-bbox="589 1444 894 1507">For Fall admission only: January 15</td> </tr> </tbody> </table>	Degree Type	Deadline	Media Production and Studies	For Fall admission only: January 15	<p>Proposed</p> <table border="1"> <thead> <tr> <th data-bbox="894 1402 1198 1444">Degree</th> <th data-bbox="1198 1402 1503 1444">Deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 1444 1198 1507"><i>Film</i> Production and Studies</td> <td data-bbox="1198 1444 1503 1507">For Fall admission only: January 15</td> </tr> </tbody> </table>	Degree	Deadline	<i>Film</i> Production and Studies	For Fall admission only: January 15
Degree Type	Deadline								
Media Production and Studies	For Fall admission only: January 15								
Degree	Deadline								
<i>Film</i> Production and Studies	For Fall admission only: January 15								

<p>Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen and https://www.uregina.ca/graduate-studies-research/future_students/are-you-eligible.html#row_2</p> <p>Media Studies & Media Production</p>	<p>Proposed</p> <p><i>Film</i> Studies & <i>Film</i> Production</p>
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Current https://www.uregina.ca/graduate-studies-research/future_students/are-you-eligible.html#row_4	Proposed
<p>MAP - Media Production: A proposal (three to five pages) stating clearly the degree to be obtained (MFA) and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking.</p> <p>A portfolio of previous creative work in film/media, with details on the applicant's creative role in the film/media project, submitted through a live website link sent to the Department of Film: film@uregina.ca and grad.map@uregina.ca.</p> <p>Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.</p>	<p>MAP - Film Production: A proposal (three to five pages) stating clearly the degree to be obtained (MFA) and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking.</p> <p>A portfolio of previous creative work in film/media, with details on the applicant's creative role in the film/media project, submitted through a live website link sent to the Department of Film: MAP.AdminHub@uregina.ca and grad.map@uregina.ca.</p> <p>Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.</p>

Rationale:

Replacing the term "media" with "film" aligns with the name of the Department, which was changed in 2013, more accurately reflects the nature of our graduate degrees, and should help to redirect graduate applicants expecting a degree in Communications or Journalism. This is not a program change; requirements remain as is. Students currently registered in this program will be notified of the change to the program name.

(end of Motion)

4. FACULTY OF SCIENCE**4.1 Master of Science in Mathematics and Master of Science in Statistics – Program Revisions**

MOTION: That the Master of Science (MSc) in Mathematics (course-based) and the Master of Science (MSc) in Statistics (course-based) be revised, effective 202430.

Master of Science (MSc) in Mathematics (course)

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/math-stats.html>

Current	Cr Hrs	Proposed	Cr Hrs
Course work minimum (chosen from Mathematics graduate course offerings) **	27	First academic year in the program Fall: MATH 810, MATH 841 Winter: MATH 813, MATH 822	12
MATH 802		Second academic year in the program	18

	3	<i>Spring/Summer: 2 of MATH/STAT 8xx or MATH/STAT 890AA-ZZ</i> <i>Fall: MATH 820/823**, MATH 827</i> <i>Winter: MATH 831, MATH 802</i>	
Total	30	Total	30

Master of Science (MSc) in Statistics (Course)

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/math-stats.html>

Current	Cr Hrs	Proposed	Cr Hrs
Course work minimum (chosen from Statistics graduate course offerings)**	27	First academic year in the program <i>Fall: STAT 754***, STAT 851</i> <i>Winter: STAT 757***, STAT 855</i>	12
STAT 802	3	Second academic year in the program <i>Spring/Summer: 2 of STAT/MATH 8xx or STAT/MATH 890AA-ZZ</i> <i>Fall: STAT 818, STAT 859</i> <i>Winter: STAT 852, STAT 802</i>	18
Total	30	Total	30

**Up to four courses may be from a related discipline. Course based students may take at most six credits in Math 890AA-ZZ and STAT 890AA-ZZ, except where permission has been granted by Department Head.

***Only one of the two courses will be offered in an academic year. The choice of the course to be offered will be made by the department head one year in advance based on available resources and in consultation with the academic members of the department, and it will be promptly communicated to enrolled students in the program. It is preferable for the offering of these courses to alternate each year.*

****Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of the STAT 754 and STAT 757 courses.*

Rationale:

The purpose of this proposed revision is to optimize the allocation of teaching resources within the department, enhance the academic preparation of graduate students and provide them with comprehensive exposure to various areas of mathematics or statistics.

Please see Attachment A for additional information on the program revisions.

(end of Motion)

4.2 Master of Science in Statistics (Co-op Option) – New Program

MOTION: That a Master of Science in Statistics (co-op option) be created, effective 202430.
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Master of Science (MSc) in Statistics (co-op option)

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/math-stats.html>

Proposed	Cr Hrs
First academic year in the program Fall: STAT 754***, STAT 851	12

Winter: STAT 757***, STAT 855	
Second academic year in the program Spring/Summer: SCI 601 Fall: STAT 818, STAT 859 Winter: STAT 852, 1 of STAT/MATH 8xx or STAT/MATH 890AA-ZZ	12
Third academic year in the program Spring/Summer: SCI 602 Fall: STAT 802, 1 of STAT/MATH 8xx or STAT/MATH 890AA-ZZ	6
Total	30

***** Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of the STAT 754 and STAT 757 courses.**

Rationale:

This co-op option prepares students for successful careers that require the use of advanced mathematical or statistical elements.

Please see Attachment A for additional information on the Master of Science in Statistics (Co-op Option).

(end of Motion)

5. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

5.1 Master of Public Policy – Program Revisions

MOTION: That the Master of Public Policy (MPP) Program adopt a program description and amend the course requirements, effective 202430.

Master of Public Policy (MPP) Program

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#MPP>

The Masters of Public Policy (MPP) program prepares graduates to conduct policy research and analysis for use in the policy system. The MPP program trains students to apply their skills in the public policy domain. Graduates are prepared to work as policy researchers locally and globally in the public, not-for-profit, and corporate sectors and employ innovative strategies to address policy challenges. For more information, please visit the School of Public Policy.

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):

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%. In addition, JSGS requires three letters of reference.

Degree Requirements

Master of Public Policy (MPP) in Public Policy (thesis)			
Current		Proposed	
Choose 1 of: JSGS 806, JSGS 867, or another course on policy analysis with permission of the Graduate Chair	3 credit hours	JSGS 803 and JSGS 851, or another methods course as approved by the Graduate Chair	6 credit hours
Choose 1 of: JSGS 803, JSGS 851, or another methods course as approved by the Graduate Chair	3 credit hours		
Choose 2 of: JSGS 805, JSGS 862, JSGS 865, or JSGS 869	6 credit hours	Choose 1 of: JSGS 865 or JSGS 869	3 credit hours
Choose 1 of: JSGS 817, JSGS 846, JSGS 849, JSGS 854, JSGS 859, JSGS 863, JSGS 864, JSGS 870, or another policy course as approved by the Graduate Chair*	3 credit hours	Choose 2 from the courses offered by JSGS and can be taken at either campus (exceptions include MHA courses, JSGS 891, and JSGS 892).	6 credit hours
JSGS 901	15 credit hours	JSGS 901	15 credit hours
JSGS 990AB**	0 credit hours	JSGS 990AB*	0 credit hours
Total	30 Credit hours	Total	30 Credit hours

*Students must register in JSGS 990AB each semester and attend at least 25 seminars during their program.

Rationale:

The proposed description reflects the intention of the Master of Public Policy program at JSGS and the updated course requirements align with the purpose of the degree program.

(end of Motion)

5.2 Doctor of Philosophy in Public Policy – Program Revisions

MOTION: That the Doctor of Philosophy in Public Policy Program adopt a program description and amend the course requirements effective 202430.

PhD in Public Policy Program

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#phd>

The Ph.D. in Public Policy program prepares graduates to conduct advanced policy research across a variety of sectors. Through inquiry and application of interdisciplinary knowledge, the Ph.D. in Public Policy program equips students to advance public policy knowledge. Graduates are prepared to work as advanced researchers locally and globally in the academic, public, not-for-profit, and corporate sectors to identify innovative strategies to address policy challenges. For more information, please visit School of Public Policy.

Admission Requirements

Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):

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. In addition, JSGS requires three letters of reference.

2. Applicants seeking admission after completing a course-based Master's degree may be required to 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.
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.
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.

Exceptional students may be considered for transfer from the MPP (or MPA) to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). Before students will be transferred to the PhD program, they must also successfully complete an examination (see above). The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.

Degree Requirements

Students with a Master's degree (thesis route) in Public Policy from an accredited university will be required to take a minimum of nine (9) credit hours of the core course work. Students without this background will be required to acquire the relevant background before taking the formal PhD core courses.

Doctor of Philosophy (PhD) in Public Policy (after Master's)			
Current		Proposed	
JSGS 803 or JSGS 851	3 credit hours	JSGS 803 <i>and</i> JSGS 851	6 credit hours
JSGS 862	3 credit hours	JSGS 865	3 credit hours
JSGS 865	3 credit hours	JSGS 869	3 credit hours
JSGS 869	3 credit hours	JSGS 901	48 credit hours
JSGS 901	48 credit hours	JSGS 990AB*	0 credit hours
JSGS 990AB*	0 credit hours		
Total	60 Credit hours	Total	60 Credit hours

*Students must register in JSGS 990AB each semester and attend at least 25 seminars during their program.

Students who have taken one or more of these courses previously (i.e., in a master's program) will be required to substitute an additional course or courses. Students may take additional courses in a particular subject area if they wish, subject to the approval of their advisory committee and the FGSR.

Students must write and successfully defend a thesis to complete the program. Students are expected to complete the program in a timely manner; for example, within three years as a full-time student, but a maximum of six years is allowed under FGSR's regulations.

Comprehensive Exam:

Students will complete a comprehensive examination following completion of their prescribed course work (see above). The comprehensive exam would involve the preparation of a paper and an oral exam. The paper would be linked to the

research program that the student has identified and that would serve as the starting point for a thesis proposal to be completed after the comprehensive exam is successfully completed.

Following successful completion of the comprehensive exam, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.

Academic Performance Standards:

Satisfactory performance in research and coursework is required and can be reviewed at any time as defined within the framework of the Faculty of Graduate Studies and Research regulations. The supervisory committee can meet to address any issues pertaining to the student's progress and could recommend termination of a student's program should progress be unsatisfactory. The Dean of FGSR or the FGSR PhD Committee may also initiate questions concerning a student's progress, as per FGSR regulations.

Rationale:

The proposed description reflects the intention of the Doctor of Philosophy (PhD) in Public Policy (after Master's) program at JSGS and the updated course requirements align with the purpose of the degree program.

(end of Motion)

6. FACULTY OF NURSING

Following approval at the September 14, 2023 Council Committee on the Faculty of Graduate Studies and Research meeting, the following three motions were forwarded to the Council Committee on Budget due to the budgetary implications for these programs. The programs were reviewed and endorsed by the Council Committee on Budget at its November 27, 2023 meeting.

6.1 Graduate Certificate in Nursing Education – New Program

MOTION: To create a Graduate Certificate in Nursing Education, effective 202430.

Program Description

The Graduate Certificate in Nursing Education (GCNE) will prepare nurses with specialized knowledge and skills for teaching in various academic and clinical settings, including clinical facilities, hospitals, community health centers, and academic institutions, using multiple teaching modalities such as clinical instruction, simulation and classroom-based learning. The GCNE program will emphasize teaching strategies, development, implementation, and evaluation of programs and courses. Moreover, it will underscore the importance of professionalism and effective education within diverse environments and with diverse populations, including vulnerable and marginalized populations. The GCNE program will offer a platform for further academic pursuits in the profession of nursing, including master's studies. Certificate courses will be transferable into the Master of Nursing course based.

Admission Requirements

- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research.
- Registered Nurses, Registered Psychiatric Nurses, or Licensed Practical Nurses with any baccalaureate degree.

Graduate Certificate in Nursing Education	Credit Hours
NURS 775	3
Choose one of: NURS 700, NURS 701, NURS 702, NURS 703, NURS 777, NURS 778, NURS 785, NURS 786, NURS 787, NURS 788, NURS 804, NURS 815, NURS 820	3
Choose one of: EAHR 810, EC&I 804, EC&I 834, ED 817, AGIN 803, AGIN 816, JSGS 823, JSGS 824, JSGS 826, JSGS 829, JSGS 887	3
TOTAL	9

Rationale:

The Faculty of Nursing (FoN) at the University of Regina (U of R) is establishing new graduate programs in nursing to service the health care needs of Saskatchewan. The proposed graduate programs would provide multiple pathways for baccalaureate-prepared nurses (RNs, RPNs and LPNs) to excel in advanced professional nursing roles and to contribute to the discipline of nursing. The nursing graduate programs outlined in this proposal will be offered by the FoN, allowing full academic control and financial benefit to the U of R. It will enhance the current program complement available at the U of R and offer accessible alternative graduate options to the nurses of Saskatchewan and beyond.

Students in the Graduate Certificate in Nursing Education will explore theories of learning and the related implications for effective educational endeavours in various contexts of nursing practice. The courses in this program will facilitate how learning outcomes in nursing practice are influenced by the orientation, characteristics, and actions of those who teach and learn, as well as the resources and constraints within each context where the teaching and learning processes occur.

Attachment B: Nursing Graduate Certificate Proposal

(end of Motion)

6.2 Graduate Certificate in Nursing Leadership – New Program

MOTION: To create a Graduate Certificate in Nursing Leadership, effective 202430.

Program Description

The Graduate Certificate in Nursing Leadership (GCNL) will expand knowledge and competence in nursing leadership within a variety of healthcare contexts. Using an evidence-based approach, students will explore, define, and develop traits that nurses need to improve healthcare quality and safety, manage the finances and operations of healthcare organizations, lead healthcare innovations, and respond to industry challenges and trends. The curriculum will also enhance learners' leadership skills, focusing on ethical and cultural awareness when working with vulnerable or marginalized populations. The GCNL program will offer a platform for further academic pursuits in the field of nursing, including master's studies. Certificate courses will be transferable into the Master of Nursing course based.

Admission Requirements

- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research.

- Registered Nurses, Registered Psychiatric Nurses, or Licensed Practical Nurses with any baccalaureate degree.

Graduate Certificate in Nursing Leadership	Credit Hours
NURS 785	3
Choose one of: NURS 700, NURS 701, NURS 702, NURS 703, NURS 775, NURS 777, NURS 778, NURS 786, NURS 787, NURS 788, NURS 804, NURS 815, NURS 820	3
Choose one of: EAHR 810, EC&I 804, EC&I 834, ED 817, AGIN 803, AGIN 816, JSGS 823, JSGS 824, JSGS 826, JSGS 829, JSGS 887	3
TOTAL	9

Rationale:

The Faculty of Nursing (FoN) at the University of Regina (U of R) is establishing new graduate programs in nursing to service the health care needs of Saskatchewan. The proposed graduate programs would provide multiple pathways for baccalaureate prepared nurses (RNs, RPNs and LPNs) to excel in advanced professional nursing roles and contribute to the discipline of nursing. The nursing graduate programs outlined in this proposal will be offered by the FoN, allowing full academic control and financial benefit to the U of R. It will enhance the current program complement available at the U of R and offer accessible alternative graduate options to the nurses of Saskatchewan and beyond.

The coursework in the GCNL will emphasize instruction in leadership to advance learners' knowledge of nursing leadership principles and theories, as well as their applications in various healthcare settings. It will strengthen students' leadership skills in strategic planning, decision-making, collaboration, communication, change management, quality improvement initiatives, influencing policy and operations, health informatics, and care for vulnerable populations, all to enhance patient outcomes and the overall healthcare delivery system. Courses in GCNL will prepare students to lead in healthcare settings such as acute and long-term care facilities, community and other non-residential health centres, healthcare associations, and nursing and healthcare educational associations and institutions.

Attachment B: Nursing Graduate Certificate Proposal

(end of Motion)

6.3 Master of Nursing – New Program

MOTION: To create a course-based Master of Nursing, effective 202430.

Program Description

The Master of Nursing course-based program will prepare students for advanced practice in focused areas, including clinical nursing practice, education with skills to improve healthcare delivery and patient outcomes, and strengthened leadership capacity to expand and evaluate nursing practice. Academic content will focus on vulnerable or marginalized populations. Graduates of the MN program will be prepared to engage in opportunities, such as leadership roles in healthcare organizations (e.g., coordinator, manager, and director), faculty/clinical education and research roles in university and college, and

clinical/community education roles. The MN course-based program will provide a solid foundation for students who are interested in progressing to doctoral studies in future.

Admission Requirements

- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research.
- Registered Nurses, Registered Psychiatric Nurses, or Licensed Practical Nurses with any baccalaureate degree

Master of Nursing	Credit Hours
NURS 700	3
NURS 701	3
NURS 702	3
NURS 703	3
Choose a minimum of 2: NURS 775, NURS 777, NURS 778, NURS 785, NURS 786, NURS 787, NURS 788, NURS 799, NURS 804, NURS 815, NURS 820	18
Choose a maximum of 4: EAHR 810, EC&I 804, EC&I 834, ED 817, AGIN 803, AGIN 816, JSGS 823, JSGS 824, JSGS 826, JSGS 829, JSGS 887	
TOTAL	30

Rationale:

The Faculty of Nursing (FoN) at the University of Regina (U of R) is establishing new graduate programs in nursing to service the health care needs of Saskatchewan. The proposed graduate programs would provide multiple pathways for baccalaureate prepared nurses (RNs, RPNs and LPNs) to excel in advanced professional nursing roles and to contribute to the discipline of nursing. The Master of Nursing will be offered by the FoN, allowing full academic control and financial benefit to the U of R. They will enhance the current program complement available at the U of R and offer accessible alternative graduate options to the nurses of Saskatchewan and beyond.

The current and emerging trends in healthcare delivery, nursing practice, and the healthcare workforce need to emphasize the need for nursing as a profession to look to the future and anticipate the healthcare needs that nurses must be prepared to address. For example, with the increased awareness of vulnerabilities within marginalized populations (e.g., Indigenous communities, rural and remote communities, aging populations, people who experience homelessness, and recent immigrants/refugees), the proposed MN program will prepare graduates to develop and evaluate evidence-informed and strength-based approaches that will engage vulnerable populations in their care; improve the accessibility and quality of healthcare services; and improve equity and health outcomes.

The MN course-based program will be comprised of 10 courses (30 credit hours), including four core courses (12 credit hours) plus six elective courses (18 credit hours). In the MN course-based program, a minimum of 60% of the courses will be nursing courses and the remaining courses (maximum of 40%) can be filled with non-nursing electives.

Attachment C: Master of Nursing Proposal

(end of Motion)

Item(s) for Information:

1. NEW COURSES

Faculty of Arts, Department of History

HIST 802 – Internship (9)

A combination of instruction and supervised historical experience in an applied setting conducted over two academic semesters.

HIST 902 – Project (15)

Preparation, completion, and submission of a pre-approved internship-based project.

Faculty of Kinesiology and Health Studies

KHS 843 – Well-Being in Later Life (3)

The purpose of the course is to explore and critique current theories, issues, challenges, and opportunities related to well-being in later life. The students will read, discuss, and evaluate social gerontology research and theory with regard to physical, social, and psychological well-being amongst older adults.

Faculty of Science, Department of Mathematics and Statistics

STAT 754 Linear Statistical Models (3) (Cross-listed with STAT 354)

Simple linear regression; multiple linear regression; diagnostics and remedial measures for regression models; remedial measures and alternative regression techniques; multicollinearity diagnostics.

Note: Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of STAT 754.

STAT 757 Sampling theory (3) (Cross-listed with STAT 357)

Simple random sampling, sample size, estimation of ratios and ratio estimators, stratified sampling, cluster sampling, non-response in surveys and non-sampling errors.

Note: Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of STAT 757.

2. COURSE CHANGES

Faculty of Engineering and Applied Science (effective 202420)

Current	Proposed
<p>ENEL 890AM - Advanced Topics in Embedded Systems Students enrolled in this course will undertake directed studies in embedded/real-time systems in one or more of these: feedback control, signal processing, software/hardware codesign, communications, monitoring.</p>	<p>ENEL 869 - Advanced Topics in Embedded Systems (3) Students enrolled in this course will undertake directed studies in embedded/real-time systems in one or more of these: feedback control, signal processing, software/hardware codesign, communications, monitoring. Students cannot get credit for both ENEL 869 and ENEL 890AM.</p>
<p>ENIN 880CK - Leadership in Engineering This course covers the concepts of leadership in systems engineering. This course will include a balance of theory and practice to cover major topics such as leadership behavior, skills, style, and culture. The</p>	<p>ENIN 826 - Leadership in Engineering (3) This course covers the concepts of leadership in systems engineering. This course will include a balance of theory and practice to cover major topics such as leadership behavior, skills, style, and culture. The</p>

theories will be explained through the discussions and in class activities and reflections with the focus on topics such as ethics, sustainability, and diversity in modern leadership.	theories will be explained through the discussions and in class activities and reflections with the focus on topics such as ethics, sustainability, and diversity in modern leadership. ENIN 880CK, ENIN 826 and ENGG 826 are cross-listed. Students can only get credit for one.
ENIN 880CK - Leadership in Engineering This course covers the concepts of leadership in systems engineering. This course will include a balance of theory and practice to cover major topics such as leadership behavior, skills, style, and culture. The theories will be explained through the discussions and in class activities and reflections with the focus on topics such as ethics, sustainability, and diversity in modern leadership.	ENGG 826 - Leadership in Engineering (3) This course covers the concepts of leadership in systems engineering. This course will include a balance of theory and practice to cover major topics such as leadership behavior, skills, style, and culture. The theories will be explained through the discussions and in class activities and reflections with the focus on topics such as ethics, sustainability, and diversity in modern leadership. ENIN 880CK, ENIN 826 and ENGG 826 are cross-listed. Students can only get credit for one.
ENGG 880AA - Engineering Nanocomposites This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites.	ENGG 804 - Engineering Nanocomposites (3) This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites. Students cannot get credit for both ENGG 880AA and ENGG 804.
ENPE 880AK - Advanced Drilling and Subsurface Operations Drilling in regular, deep, and challenging fields, Casing designs for multiple zones and directional/horizontal wells, design of tubings in production wells, recent advancements in work/over operations, production challenges from high pressure, and/or challenging fields	ENPE 829 - Advanced Drilling and Subsurface Operations (3) Drilling in regular, deep, and challenging fields, Casing designs for multiple zones and directional/horizontal wells, design of tubings in production wells, recent advancements in work/over operations, production challenges from high pressure, and/or challenging fields. Students cannot get credit for both ENPE880AK and ENPE 829.

Faculty of Kinesiology and Health Studies (effective 202430)

Current	Proposed
KHS 867BE Advanced Qualitative Research Methods in Kinesiology (3) The purpose of this class is to develop an understanding and appreciation for non-traditional qualitative research methodologies in kinesiology, sport, and recreation studies. Students will learn about epistemology, ontology, and paradigms with respect to qualitative research methods. Students will compare and contrast qualitative research approaches for their chosen topic of study.	KHS 822 Advanced Qualitative Research Methods in Kinesiology (3) The purpose of this class is to develop an understanding and appreciation for non-traditional qualitative research methodologies in kinesiology, sport, and recreation studies. Students will learn about epistemology, ontology, and paradigms with respect to qualitative research methods. Students will compare and contrast qualitative research approaches for their chosen topic of study.

	<i>Pre-requisites: KHS 802 or other graduate-level introductory course in qualitative research methods.</i>
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Faculty of Media, Art, and Performance (effective 202420)

Current	Proposed
FILM 830 Production Studio (3) This course brings together all students in the MFA Media Production program to work independently and collaboratively on creative aspects of media production.	FILM 830 Production Studio (3) This course brings together all students in the MFA Film Production program to work independently and collaboratively on creative aspects of film production.
FILM 831 Production Studio (3) This course brings together all students in the MFA Media Production program to work independently and collaboratively on creative aspects of media production.	FILM 831 Production Studio (3) This course brings together all students in the MFA Media Production program to work independently and collaboratively on creative aspects of media production.
FILM 832 Production Studio (3) This course brings together all students in the MFA Media Production program to work independently and collaboratively on creative aspects of media production.	FILM 832 Production Studio (3) This course brings together all students in the MFA Film Production program to work independently and collaboratively on creative aspects of film production.
FILM 833 Production Studio (3) This course brings together all students in the MFA Media Production program to work independently and collaboratively on creative aspects of media production.	FILM 833 Production Studio (3) This course brings together all students in the MFA Film Production program to work independently and collaboratively on creative aspects of film production.
FILM 901 - Thesis Research (3 - 15) Research supporting media studies resulting in the writing and defense of a graduating thesis of 60-100 pages.	FILM 901 - Thesis Research (3 - 15) Research supporting film studies resulting in the writing and defense of a graduating thesis of 60-100 pages.
FILM 902 - Research Project (3 - 12) Research supporting media production resulting in the writing of the comprehensive critical engagement paper of 25-30 pages, preparation and public presentation of graduating media production project.	FILM 902 - Research Project (3 - 12) Research supporting film production resulting in the writing of the comprehensive critical engagement paper of 25-30 pages, preparation and public presentation of graduating film production project.

Faculty of Science, Department of Mathematics and Statistics (effective 202430)

MATH 812 Complex Analysis (3) (Cross-listed with MATH 412) Riemann mapping theorem, analytic continuation, Riemann surfaces. *** Prerequisite: MATH 412 ***	MATH 812 Complex Analysis (3) (Cross-listed with MATH 412) Riemann mapping theorem, analytic continuation, Riemann surfaces.
MATH 823 Algebra (3) (Cross-listed with MATH 423) Advanced study of group theory, Galois theory, and ring and module theory. *** Prerequisite: MATH 423 ***	MATH 823 Algebra (3) (Cross-listed with MATH 423) Advanced study of group theory, Galois theory, and ring and module theory.

Faculty of Social Work (effective 202420)

Current	Proposed
SW 850AC Critical and Transformative Perspectives in Social Work Practice (3) This course provides a framework for the historical and contemporary contexts of transformative anti-racism social work theory and practice. Students examine how broader	SW 853 Antiracist Perspectives in Social Work Practice (3) This course provides a framework for the historical and contemporary contexts of transformative antiracist social work theory and practice. Students examine how broader historical social relations of power and inequity

historical social relations of power and inequity are (re)inscribed, contested, and disrupted at the intersecting sites of individual, organizational, and structural social work theory and practice.	are (re)inscribed, contested, and disrupted at the intersecting sites of individual, organizational, and structural social work theory and practice.
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3. ARCHIVE COURSES

Johnson Shoyama Graduate School of Public Policy

That the following course is archived effective 202430.

JSGS 862 – Political Economy

FACULTY OF SCIENCE APPENDIX I

Revisions to the Existing Course-Based MSc Program in Mathematics and Statistics, and Creation of the Co-operative Option MSc Program in Statistics, in the Faculty of Science at the University of Regina (for information only)**1. Program Changes: MSc in Mathematics and Statistics (Course-Based)**

The revised MSc (course-based) program is a comprehensive two-year educational track designed to provide students with an in-depth and advanced understanding of Mathematics or Statistics. Unlike traditional research-focused Master's programs, this course-based option caters to individuals who are primarily interested in enhancing their knowledge and skills in these fields without the intention of pursuing a research-oriented career.

Detailed comparison between the old and new program**(1) Program Structure, Duration and Admission**

This new design aims to provide a more organized and comprehensive educational experience for our graduate students.

New program: The revised program spans two academic years, covering five semesters, with each cohort commencing their studies in the fall semester. Over these two years, students will engage in a structured curriculum comprising a variety of advanced coursework. The program concludes with the completion of all required courses by the winter semester of the following year. Co-op students in the MSc program in Statistics (course-based) will have their period of study extended by two semesters due to their summer work terms.

The entrance requirement for the revised MSc (course-based) program is a BSc degree in Mathematics, Statistics, Actuarial Science, Data Science, or Computer Science, or a BEd/BSc in Mathematics & Mathematics Education, with a grade average of at least 75%. The statistics cohort will be capped at 10 students, and the mathematics cohort will also be capped at 10 students. This policy ensures personalized attention and optimal learning experiences. The admission deadline for the program is October 31 of the year preceding the program's commencement. This deadline not only enhances the quality of the applicant pool but also provides international students with ample time to obtain their student visas.

Old program: In the old program, students had the flexibility to initiate their studies in any semester, and there were no restrictions on the duration of their program. However, this level of flexibility placed significant strain on the allocation of teaching resources within the department. Furthermore, the old program had two application deadlines per year: January 31 or June 30. Unfortunately, these deadlines proved problematic, particularly for international students who frequently encountered delays in securing their visas. This resulted in disruptions to their intended program start dates and placed additional strain on the department's resources.

(2) Curriculum and Coursework

The revised curriculum combines theory and practice in Mathematics and Statistics, featuring core courses, electives, and a capstone essay project guided by faculty mentors for an enriching experience.

New program: The curriculum is thoughtfully designed to cover a wide spectrum of topics within Mathematics or Statistics, making it attractive to both domestic and international students who have graduated from universities other than the University of Regina. Courses are carefully chosen to provide a balanced blend of theoretical foundations and practical applications, ensuring that students gain a comprehensive understanding of the subject matter. The coursework includes a mix of seven core courses that establish the fundamental principles, as well as two elective 800-level reading courses in Mathematics or Statistics that allow students to specialize in areas of their interest. The coursework concludes with MATH/STAT 802, in which the students will have the opportunity to write and present an essay on the topic of their choice studied in their program under the mentorship of a faculty member. Each student will select their mentor in consultation with the chair of the graduate committee, ensuring that the chosen mentor's expertise and area of interest align with the student's academic pursuits. It is preferable for the mentor selection to take place no later than the fall semester of the second year of study.

MSc in Mathematics (course-based) – Coursework

	Fall	Winter	Spring/Summer
First year	MATH 810 MATH 841	MATH 813 MATH 822	Two MATH or STAT 800-level topics courses, including 890AA-ZZ
Second Year	MATH 820/823** MATH 827	MATH 831 MATH 802	

**Only one of the two courses will be offered in an academic year. The choice of the course to be offered will be made by the department head one year in advance based on available resources and in consultation with the academic members of the department, and it will be promptly communicated to enrolled students in the program. It is preferable for the offering of these courses to alternate each year.

MSc in Statistics (course-based) - Coursework

	Fall	Winter	Spring/Summer
First year	STAT 754*** (see the attached syllabus – appendix II) STAT 851	STAT 757***(see the attached syllabus- appendix III) STAT 855	Two STAT or MATH 800-level topics courses, including 890AA-ZZ
Second Year	STAT 818 STAT 859	STAT 852 STAT 802	

*** Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of the STAT 754 and STAT 757 courses.

In extraordinary circumstances, such as when there is insufficient resources to offer a course, the department head can modify the course offerings by substituting an equivalent course in lieu of the one

that cannot be offered. This decision should be made in consultation with the academic members of the department and FGSR, and promptly communicated to enrolled students in the program.

Old program: The old program lacked a structured framework, allowing students the freedom to choose courses according to their preferences without specific guidelines. However, this approach presented several insurmountable challenges:

- (i) **Resource Allocation:** The department struggled to efficiently allocate resources due to the wide range of student-selected courses. This stretched both human and financial resources to their limits, impacting overall education quality and support. Inefficient resource utilization affected the educational experience for all students, with some courses having very few enrollees while others were oversubscribed.
- (ii) **Course Planning Challenges:** Students faced difficulties in planning their course schedules, leading to confusion and academic inefficiencies. It often remained unclear which courses were essential for their chosen specialization, resulting in delays in graduation and program withdrawals.
- (iii) **Inconsistent Academic Progress:** The absence of specific guidelines led to inconsistent academic progress among students, making it challenging to ensure that all graduates met the department's academic standards.

(3) Grading system

The grading system is mostly the same for both the old and new programs, with very minor variations in the new program to accommodate its specific requirements. Graduate students must achieve a grade of 70% or more in order to receive credit for normal graded courses or credit (C) for MATH/STAT 802. If a student obtains a failing grade of 69% or less in the first year of studies, they will be required to re-take the course during the same semester of the second year of studies, in addition to their regular course load. If a student receives a failing grade in the second year of studies, or the grade N in MATH/STAT 802, they can retake this course as a reading course, subject to availability, or an equivalent course, during the winter or spring-summer semester of the same year. This is contingent on availability and obtaining permission from the head of the department. A second failure in any course will lead to the student's discontinuation (RTD) from the program. Maintaining academic excellence is pivotal in ensuring a successful and rewarding academic journey.

(4) Advantages of the revised programs

The revised MSc (Course-Based) programs offers several benefits to students:

- (i) **Comprehensive Expertise:** This program enables students to deepen their knowledge and expertise in Mathematics or Statistics, focusing on critical areas in these disciplines.
- (ii) **Practical Skill Development:** Emphasis on theoretical and practical applications equips students with problem-solving skills applicable in real-world scenarios across various industries. Students in the Statistics program also gain valuable programming skills in R and SAS, enhancing their capabilities in data analysis and statistical modeling.
- (iii) **Efficient Duration:** With a fixed two-year timeline, the program provides a streamlined and time-efficient path to advancing one's education.
- (iv) **Enhanced Career Prospects:** Graduates are well-prepared to pursue careers in fields that require a solid foundation in Mathematics or Statistics.

2. New Program: MSc in Statistics (Co-operative Option)

This new addition to the MSc in Statistics program offers a unique co-op route, extending the study period and incorporating practical work experience into the curriculum.

(1) Program Structure, Duration, and Admission

This variant extends the regular two-year course-based program by an additional two semesters (spring/summer and fall), incorporating two work terms during the spring/summer semesters. The admission requirements are the same as the regular course-based program, with the addition of a co-op placement component. Students are permitted to transfer once between the regular course-based program and the co-op program, pending approval from both the Head of the Department of Mathematics and Statistics and the FGSR.

(2) Curriculum and Coursework

In addition to the regular coursework of the MSc in Statistics (course-based), the co-op program integrates work terms into the academic schedule. These practical experiences are designed to complement the theoretical knowledge gained in the classroom.

MSc in Statistics (co-op option) - Coursework

	Spring/Summer	Fall	Winter
First year		STAT 754*** STAT 851	STAT 757*** STAT 855
Second Year	SCI 601 (Work term)	STAT 818 STAT 859	STAT 852 STAT/MATH 8xx or 890AA-ZZ
Third Year	SCI 602 (Work term)	STAT 802 STAT/MATH 8xx or 890AA-ZZ	

*** Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of the STAT 754 and STAT 757 courses.

(3) Advantages of the Co-operative Option

In addition to the advantages of the revised MSc program in Statistics (course-based), the new program provides several additional benefits to students.

- (i) **Practical Experience:** The inclusion of work terms allows students to apply their knowledge in real-world settings, enhancing their employability and practical skills.
- (ii) **Extended Learning:** The additional semesters provides a more paced learning experience and greater depth in academic and practical aspects of Statistics.

FACULTY OF SCIENCE APPENDIX II**DEPARTMENT OF MATHEMATICS AND STATISTICS
CLASS SYLLABUS****STATISTICS 754 – Linear Statistical Models**

CALENDAR DESCRIPTION – Simple linear regression; multiple linear regression; diagnostics and remedial measures for regression models; remedial measures and alternative regression techniques; multicollinearity diagnostics.

PURPOSE OF CLASS – This course is exclusively intended for students enrolled in the MSc Program in Statistics (Course-Based) and is cross-listed with STAT 354. Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program in Statistics may not receive any credit for completion of the STAT 754 course.

NOTE- The STAT 754 course will cover the same content as the STAT 354 course but will assess students at a more advanced level. This can entail assigning extra questions on assignments, posing more challenging questions on midterms/final exams or requiring graduate students to complete an additional course requirement, such as a presentation or project.

SUGGESTED TEXTBOOK - *Introduction to Regression Modeling* by B. Abraham and J. Ledolter.

DETAILED DESCRIPTION

- Simple linear regression with one predictor variable
- Inferences in regression analysis
- Diagnostics for predictor variable
- Diagnostics for residuals
- Remedial measures
- Simultaneous estimation and prediction
- Matrix approach to simple linear regression
- Multiple linear regression
- Selection of predictor variables and validation
- Remedial measures and alternative regression techniques
- Multicollinearity diagnostics
- Other special topics chosen by the instructor

LABORATORY – one hour per week

FACULTY OF SCIENCE APPENDIX III

DEPARTMENT OF MATHEMATICS AND STATISTICS

CLASS SYLLABUS

STATISTICS 757 - Sampling Theory

CLASS DESCRIPTION – Simple random sampling, sample size, estimation of ratios and ratio estimators, stratified sampling, cluster sampling, non-response in surveys and non-sampling errors

PURPOSE OF CLASS – This course is exclusively intended for students enrolled in the MSc Program in Statistics (Course-Based) and is cross-listed with STAT 357. Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program in Statistics may not receive any credit for completion of the STAT 757 course.

NOTE- The STAT 757 course will cover the same content as the STAT 357 course but will assess students at a more advanced level. This can entail assigning extra questions on assignments, posing more challenging questions on midterms/final exams or requiring graduate students to complete an additional course requirement, such as a presentation or project.

TEXTBOOK – *Sampling, 3rd ed.* Thompson, S.K.

CHAPTERS COVERED – Chapters 1-5, 7(1-3), 11, 12(1, 3-5), 14(5).

DETAILED DESCRIPTION –

- Simple Random Sampling (SRS) and Sampling Strategy
- Method I: Sample mean \bar{y} , sample variance s^2 and the expectations
- Variance of sample mean $\text{Var}(\bar{y})$ and its estimator
- Method II: Indicators, Z_i ; $E(\bar{y})$, $\text{Var}(\bar{y})$
- SRS with replacement
- Confidence Intervals
- Central Limit Theorem
- Sample Size
- Proportions & Exact Confidence Limits
- Ratio Estimator
- Subpopulations
- Auxiliary data and ratio estimation
- Taylor Series approximation of \bar{y}/\bar{x}
- Stratified Sampling
- Cluster and Systematic Sampling
- Relative Efficiency
- Double Sampling
- Other special topics chosen by the instructor