AGENDA

EXECUTIVE OF COUNCIL

Date: 14 May 2024
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 22 May 2024

A meeting of Executive of Council is scheduled for 22 May 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 24 April 2024 –** *Circulated with the Agenda*

3. **Business Arising from the Minutes**

4. **Remarks from the Chair**

5. **Report from the University Secretary**

6. **Report from Committees of Council**
   6.1 Consent Agenda, Appendix I, pp. 2-16
   6.2 Council Committee on the Faculty of Graduate Studies and Research and Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 17-19
   6.3 Council Committee on the Faculty of Graduate Studies and Research, Appendix III, pp. 20-61
   6.4 Council Committee on Undergraduate Admissions and Studies, Appendix IV, pp. 62-85
   6.5 Council Committee on Research, Appendix V, pp. 86-89
   6.6 Faculty of Graduate Studies and Research Scholarships and Awards Committee, *Distributed Confidentially*
   6.7 Council Committee on Undergraduate Awards, *Distributed Confidentially*
   6.8 Joint Committee of Senate and Council on Ceremonies, *Distributed Confidentially*

7. **Graduand Lists**
   7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*

   7.1.1 Faculty of Arts
   7.1.2 Faculty of Business Administration
   7.1.3 Faculty of Education
   7.1.4 Faculty of Engineering and Applied Science
   7.1.5 Faculty of Graduate Studies and Research
   7.1.6 Faculty of Kinesiology and Health Studies
   7.1.7 Faculty of Media, Art, and Performance
   7.1.8 Faculty of Nursing
   7.1.9 Faculty of Science
   7.1.10 Faculty of Social Work
   7.1.11 Centre for Continuing Education
   7.1.12 La Cité universitaire francophone

8. **Other Business**

9. **Adjournment**

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 MEDIA, ART, AND PERFORMANCE

         1.1.1   Certificate in Animation – Program Revision

MOTION: That the requirements for the Certificate in Animation be revised, effective 202520.

Credit hours	Certificate in Animation Required Courses
3.0	FILM 200
3.0	FILM 203
~~3.0~~	~~FILM 286AF or FILM 380AJ~~
3.0	FILM 303
3.0	FILM 312 **or FILM 404 or CTCH 314**
~~3.0~~ 6.0	**Two of:** ART 220~~, or~~ ART 221~~, or~~ ART 230**, ART 336, FILM 380AJ or CTCH 216**
18.0	**Total - 65.00% PGPA and 60.00% UGPA is required**

Rationale:

The revised Animation Certificate includes digital animation courses offered by Creative Technologies, allowing students more flexibility in selecting courses.

(end of Motion)

1.2 CENTRE FOR CONTINUING EDUCATION

1.2.1 Certificate in Reconciliation Studies – Program Revisions

MOTION: To revise the Certificate in Reconciliation Studies, effective 202520.

Credit Hours	Certificate in Reconciliation Studies Required Courses
3.0	INDG 100
3.0	INDG 260
3.0	1. INDG 262
3.0	ILP 100
~~3.0~~	~~One of: INHS 100, INSW 200, or EIND 205~~
~~3.0~~	~~One of: INHS 101, ADMN 225, or INSW 377~~
6.0	**Two of the following: ADMN 225, EIND 205, INAH 100, INHS 100, INHS 101, INHS 250, INDG 232, INDG 332, INSW 200, INSW 377, or an Indigenous Language course numbered 100.**

Rationale:

The proposed changes in this certificate will update the requirements to add more options for courses such as INHS 250, INAH 100, INDG 232, and INDG 332, and introductory language classes.

(end of Motion)

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

2.1 FACULTY OF BUSINESS ADMINISTRATION

2.1.1 Levene Master of Business Administration – Program Revision

MOTION: That the Levene Master of Business Administration (MBA) in General Management be renamed Master of Business Administration (MBA), effective 202520.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html	Proposed
Department Description The Faculty of Business Administration currently offers the Levene MBA ~~with Specializations~~, the Master of Human Resource Management (MHRM), the Master of Administration (major in Leadership) (MAdmin), and the Executive MBA. The Faculty of Business	**Department Description** The Faculty of Business Administration currently offers the Levene MBA, the Master of Human Resource Management (MHRM), the Master of Administration (major in Leadership) (MAdmin), and the Executive MBA. The Faculty of Business

Administration also offers Master's Certificates in Human Resource Management, Business, Labour Relations, Organizational Leadership and Project Management. Courses are offered in the late afternoons, evenings, weekends, in one-week blocks and online. The transfer credit policy of the Faculty of Graduate Studies and Research enables transfer credit from other institutions where an academic credential has not been awarded, with up to three courses (9 credit hours) to be transferred into the MBA, MHRM and MAdmin (Leadership) programs~~, and up to five courses (15 credit hours) to be transferred into the MBA International program~~.	Administration also offers Master's Certificates in Human Resource Management, Business, Labour Relations, Organizational Leadership and Project Management. Courses are offered in the late afternoons, evenings, weekends, in one-week blocks and online. The transfer credit policy of the Faculty of Graduate Studies and Research enables transfer credit from other institutions where an academic credential has not been awarded, with up to three courses (9 credit hours) to be transferred into the MBA, MHRM and MAdmin (Leadership) programs.
Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_1	Proposed
Levene MBA ~~with Specializations~~	**Levene *Master of Business Administration (*MBA*)***
Co-operative Education Program For students who are entering the Levene MBA ~~with Specialization~~ program~~s~~ in their early career with limited professional experience, Co-op work placements offer an opportunity to apply principles learned in class in a working environment. Co-op students also gain valuable workplace experience proven to add value to the classroom experience for themselves and other students. The Co-op route also provides an opportunity for early career MBA students to secure management-level jobs that they might not otherwise have access to. Students in the Levene MBA ~~General Management~~, MHRM or MAdmin programs may apply for admission to do Co-op. Students must have completed at least four classes, have no failing grades, and normally obtained a minimum CGPA of 75% before applying for Co-op. You must also be a full time student in good standing. The co-op option consists of two work terms; either two separate four month work terms or one eight month work term. An option to complete a third work term is available. Students are expected to submit a work term report after the successful completion of each placement. Applicants with undergraduate education in business may be exempt from taking some or all of the 700-level Business Foundation courses, as indicated in their admission letter. Students cannot take any courses from which they are exempt for credit as part of their program.	**Co-operative Education Program** For students who are entering the Levene MBA program in their early career with limited professional experience, Co-op work placements offer an opportunity to apply principles learned in class in a working environment. Co-op students also gain valuable workplace experience proven to add value to the classroom experience for themselves and other students. The Co-op route also provides an opportunity for early career MBA students to secure management-level jobs that they might not otherwise have access to. Students in the Levene MBA, MHRM or MAdmin programs may apply for admission to do Co-op. Students must have completed at least four classes, have no failing grades, and normally obtained a minimum CGPA of 75% before applying for Co-op. You must also be a full time student in good standing. The co-op option consists of two work terms; either two separate four month work terms or one eight month work term. An option to complete a third work term is available. Students are expected to submit a work term report after the successful completion of each placement. Applicants with undergraduate education in business may be exempt from taking some or all of the 700-level Business Foundation courses, as indicated in their admission letter. Students cannot take any courses from which they are exempt for credit as part of their program.
Master of Business Administration (MBA) ~~in General Management~~ (Course)	**Master of Business Administration (MBA) (Course)**

~~Specializations include General Management; Public Safety Management; International Business; Engineering Management.~~	
Master of Business Administration (MBA) ~~**in General Management**~~ **(co-op)**	**Master of Business Administration (MBA) (co-op)**

Rationale:

Since the MBA no longer offers specializations, it is not necessary for the MBA program to have "in General Management" in its name. The program title for all current students will stay under the old program name, MBA in General Management.

(end of Motion)

2.1.2   Master's Certificate in Human Resource Management – Program Revisions

MOTION: That GBUS 838 - Research Methods in Management be included as an elective course in the Master Certificate in Human Resource Management, effective 202430.

Master's Certificate (MCert) in Human Resource Management
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_6

Current	Proposed
GBUS 843 (3 credit hours)	GBUS 843 (3 credit hours)
Choose 2 of: (6 credit hours) GBUS 817 GBUS 844 GBUS 861 GBUS 862 GBUS 863 GBUS 864 GBUS 867	Choose 2 of: (6 credit hours) GBUS 817 ***GBUS 838*** GBUS 844 GBUS 861 GBUS 862 GBUS 863 GBUS 864 GBUS 867
Total: 9 credit hours	**Total: 9 credit hours**

Rationale:

GBUS 862 (Evaluation of Human Resources Practices and Systems) is an elective course in the program, however, GBUS 838 is the prerequisite course for GBUS 862 and it is not part of the elective courses.

Including GBUS 838 as an elective course will allow students in the program to take GBUS 862 without having to take an extra course for their program. It will also be beneficial for students who want to ladder up to the MHRM program, as GBUS 838 is a required course.

(end of Motion)

2.2   FACULTY OF GRADUATE STUDIES AND RESEARCH

2.2.1   Application Deadlines – Graduate Calendar Change

MOTION: That the Application Deadlines section of the Graduate Calendar be updated to provide more information to students, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#app2	Proposed
Application Deadlines Application deadlines vary from academic unit to academic unit. Application Deadlines.	**Application Deadlines** *There are different application deadlines for different programs. The application and all supporting documents must be received by the Faculty of Graduate Studies and Research by the application deadline in order to be considered complete.*

Rationale:

This Graduate Calendar update provides clarification and context on admission deadlines and aligns with what we have on the student facing portion of FGSR's website.

(end of Motion)

2.2.2   Application Requirements – Graduate Calendar Change

MOTION: That the Application Requirements section in the Graduate Calendar be updated, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#app	Proposed

Application Requirements	Application Requirements

2. Transcripts. Unofficial transcripts will be accepted through the online application document upload portal for the review process only. Any offer of admission will be conditional upon receipt of the official transcripts and/or degree certificate. An official copy of all previous undergraduate and graduate transcripts is required even if a degree was not awarded. A transcript is considered official only if it is received in an envelope from the issuing university that is sealed and bears an official University stamp across the seal. Transcripts in languages other than English or French must be accompanied by a certified literal translation. If the transcript does not indicate that the degree was awarded, the degree certificate is to be included.
 	
3. ~~Reference Forms~~ ~~(22 KB):~~ Official ~~reference~~ letters are to be submitted for each application and are considered official when:
   • Received from secure email link sent from the ~~reference listed in your application~~
   • Received in an envelope that is sealed and bears the referee's signature across the seal of the envelope
   • Sent to GradDocs@uregina.ca from the referees' verifiable email address
	2. Transcripts. Unofficial transcripts will be accepted through the online application document upload portal for the review process only. Any offer of admission will be conditional upon receipt of the official transcripts and/or degree certificate. An official copy of all previous undergraduate and graduate transcripts is required even if a degree was not awarded. A transcript is considered official only if it is received in an envelope from the issuing university that is sealed and bears an official University stamp across the seal. Transcripts in languages other than English or French must be accompanied by a certified literal translation. If the transcript does not indicate that the degree was awarded, the degree certificate is to be included.
	
	WES ICAP course-by-course evaluation report is strongly recommended for international credentials and is required for some program areas . Please see Supplementary Materials for more information.
	
	3. Official ***recommendation*** letters are to be submitted for each application and are considered official when ***one of these conditions is met***:
	   • Received from ***the*** secure email link sent from the ***application portal to the referee's verifiable institutional email address.***
	   • Received in an envelope that is sealed and bears the referee's signature across the seal of the envelope***. Note: Letter of Recommendation forms and/or letters forwarded to applicants in sealed envelopes with the referee's signature across the seal of the envelope are confidential and must not be opened.***
	   • Sent to GradDocs@uregina.ca from the referee's ***dedicated*** verifiable ***institutional*** email address***; documents received from public domain e-mail addresses (e.g., gmail.com, hotmail.com, yahoo.co.uk) are not acceptable.***

Rationale:

This motion provides additional information to applicants that the WES ICAP course-by-course report is highly recommended but also required by some units. It also ensures the wording for recommendation letters is up to date and consistent with current practice.

(end of Motion)

2.2.3 Eligibility to Register – Graduate Calendar Change

> **MOTION:** That the Eligibility to Register information within the UR Self Service Online Registration section of the Graduate Calendar be revised to be in line with undergraduate eligibility, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#urs	Proposed
Eligibility to Register A Graduate Student is eligible to register if: • ~~You~~ have been admitted as a graduate student • ~~You have not been required to discontinue or have not voluntarily discontinued;~~ • ~~You do not have a hold on their account (i.e. owe money to the University, have a leave)~~ .	**Eligibility to Register** A Graduate Student is eligible to register if *they*: • have been admitted as a graduate student*;* • *have registered at least once in the last three terms;* • *have a financial account in good standing;* • *have no holds on their account; and* • *are not currently subject to an academic action or penalty that prohibits registration in classes.*

Rationale:

This update cleans up the wording in the eligibility to register section of the Graduate Calendar and aligns with the Undergraduate Calendar.

(end of Motion)

2.3 FACULTY OF MEDIA, ART, AND PERFORMANCE

2.3.1 Master of Fine Arts in Media and Artistic Research – Program Revision

> **MOTION:** That the Interdisciplinary Master of Fine Arts (MFA) in Media and Artistic Research (research and exhibition) be changed effective 202520.

Interdisciplinary Master of Fine Arts (MFA) in Media and Artistic Research (research and exhibition)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/map-interdisc.html#fact_4_1

Degree Requirements
This is a professional, practice-based program requiring 42 credit hours of graduate work.

Current	Credit Hours	Proposed	Credit Hours

MAP 800	3	MAP 800	3
MAP 803	3	MAP 803	3
MAP 804 or FILM 804	3	MAP 804 or FILM 804	3

ONE of:
 	
   MAP 899
   ART 801-804
	3	ONE of:
		
		   MAP 899
		   ART 801-804
			3

Elective 8xx*	3	Elective 8xx*	3
Courses related to two major areas of research	12	Courses related to two major areas of research	12
~~MAP 902~~	15	*MAP 901*	15
TOTAL	**42**	**TOTAL**	**42**
*In exceptional circumstances and with the permission of the ~~Associate Dean (Graduate & Research), Faculty of MAP, and FGSR~~, a maximum of three credit hours of senior undergraduate courses (300-400 level) in a discipline of direct relevance to the student's proposed program of study may be taken. **Graduation Requirements** All the regulations of the FGSR apply. Students are required to: a) Present an exhibition, production or performance in a professional manner in a university or alternative urban arts space approved by the supervisors; b) Prepare a written engagement paper (a support document of approximately 40 pages, not including bibliography); and c) Complete and pass an oral examination on the exhibition, production or performance. Student progress will be reviewed each year at the end of Winter semester by the supervisors and the IDS Graduate Committee. In keeping with the regulations of the FGSR, the panel to examine the exhibition/production/performance of a Master of Fine Arts candidate will consist of the co-supervisors, the external examiner, two other members of the Faculty of MAP and a Chair of Defense from outside the Faculty of MAP.		*In exceptional circumstances and with the permission of the ***Supervisor(s) and the Department Head***, a maximum of three credit hours of senior undergraduate courses (300-400 level) in a discipline of direct relevance to the student's proposed program of study may be taken. **Graduation Requirements** All the regulations of the FGSR apply. Students are required to: a) Present an exhibition, production or performance in a professional manner in a university or alternative urban arts space approved by the supervisors; b) Prepare a written engagement paper (a support document of approximately 40 pages, not including bibliography); and c) Complete and pass an oral examination on the exhibition, production or performance. Student progress will be reviewed each year at the end of Winter semester by the supervisors and the IDS Graduate Committee. In keeping with the regulations of the FGSR, the panel to examine the exhibition/production/performance of a Master of Fine Arts candidate will consist of the co-supervisors, the external examiner, two other members of the Faculty of MAP and a Chair of Defense from outside the Faculty of MAP.	

Rationale:

The MFA (Master of Fine Arts) is a terminal degree in which the thesis work is artistic research in the academic context, and recognized and fundable as such by SSHRC, and should also be recognized and fundable as such by FGSR. The thesis is the art exhibition, installation, performance, film, media work, etc. The artistic research thesis is accompanied by an academic critical engagement paper, which involves comprehensive academic research and writing to academic standards in support of and engagement with the artistic research work. The Research Credits should therefore reflect the status of the degree as "thesis research," not "project research." Hence, the change of designation of the MFA Research Project credits to MAP 901: Thesis Research, from MAP 902: Project Research.

This change is effective for incoming MFA students only, accepted for the 202520 semester and onward. Students currently enrolled in the program prior to 202520 will continue in the project research program they were accepted into, which recognizes Project Credits acquired through MAP 902.

Approval of permissions to take one 3xx or 4xx course, to a maximum of three credit hours, rests with the Supervisor(s) and the Department Head, with no need for subsequent approval from the Associate Dean Graduate and Research) in MAP or FGSR at the Associate Dean or Dean level.

(end of Motion)

2.3.2   Master of Fine Arts in Visual Arts – Program Revision

MOTION: That Master of Fine Arts (MFA) in Visual Arts (research and exhibition) be changed effective 202520.

Master of Fine Arts (MFA) in Visual Arts (research and exhibition)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/visual-arts.html#fact_2_1

Degree Requirements
The MFA program normally requires seven consecutive semesters to complete. This includes two summer semesters. Studios are available to students for the first six consecutive semesters.

Current	Credit Hours	Proposed	Credit Hours
MAP 800	3	MAP 800	3
MAP 803	3	MAP 803	3
ART 8xx	12	ART 8xx	12
ART 801-804	12	ART 801-804	12
Elective	3	Elective	3
~~ART 902~~	9	***VART 901***	9
TOTAL	**42**	**TOTAL**	**42**

Exhibition, Comprehensive Support Paper, and Oral Examination
In order to complete degree requirements students are required to: (a) present an exhibition; (b) prepare a written comprehensive support paper; (c) undergo an oral defense.

1. The graduating exhibition is presented in a professional manner at the Fifth Parallel Gallery or alternative space as approved no later than the fourth end of semester Review.

2. The comprehensive support paper defines the intent of the student's work and refers to the sources and theoretical basis of the art presented.

3. The Oral Defense is a formal examination by a designated Examining Committee (see 5.3 below). The Oral Defense normally takes place at the time of and at the site of the graduation exhibition. It is chaired by a member of the University graduate faculty from outside the Department who represents the Dean of FGSR.

Upon successful completion of the exhibition and oral defense students are required to submit the following to the Department or submission to FGSR:

- A final (digital) copy of the comprehensive support paper, revised according to directives of the External Examiner and approved by the supervisor and the Graduate Program Coordinator. Images of the work in the exhibition should be included in an appendix at the end of the paper.

Rationale:

The MFA (Master of Fine Arts) is a terminal degree in which the thesis work is artistic research in the academic context, and recognized and fundable as such by SSHRC, and should also be recognized and fundable as such by FGSR. The thesis is the art exhibition, installation, performance, film, media work, etc. The artistic research thesis is accompanied by a comprehensive support paper, which involves comprehensive academic research and writing to academic standards in support of and engagement with the artistic research work. The Research Credits should therefore reflect the status of the degree as "thesis research," not "project research." Hence, the change of designation of the MFA Research and Exhibition credits, to VART 901: Research and Thesis Exhibition from ART 902: Research and Exhibition.

This change is effective for incoming MFA students only, accepted for 202520 semester and onward. Students currently enrolled in the program prior to 202520 will continue in the project research program they were accepted into, which recognizes Project Credits acquired through ART 902.

(end of Motion)

2.3.3   Master of Fine Arts in Film Production – Program Revision

MOTION: That the Master of Fine Arts (MFA) in Film Production Program (research and exhibition) be changed effective 202520.

Master of Fine Arts (MFA) in Film Production Program (research and exhibition)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/film.html#fact_2_1

Program Description

The Master of Fine Arts (MFA) in Film 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.

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.

The following will be taken into consideration:
- 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

Applicants must meet all the requirements listed under Application Procedures on the FGSR website.

Application deadline here.

For English Language Requirements please click here.

Degree Requirements

Current	Credit Hours	Proposed	Credit Hours
MAP 800	3	MAP 800	3
MAP 803	3	MAP 803	3
FILM 830	3	FILM 830	3
FILM 831	3	FILM 831	3
FILM 804	3	FILM 804	3

Three of (one of which must be FILM 890AA-ZZ): FILM 890AA-ZZ ART 801-804 MAP 899 MAP 804 Open Elective*	9	Three of (one of which must be FILM 890AA-ZZ): FILM 890AA-ZZ ART 801-804 MAP 899 MAP 804 Open Elective*	9
~~FILM 902~~	18	*FILM 901*	18
TOTAL	**42**	**TOTAL**	**42**

*In exceptional circumstances and with the permission of the Supervisor(s) and the Department Head, a maximum of three credit hours of senior undergraduate courses (300-400 level) in a discipline of direct relevance to the student's proposed program of study may be taken.

Rationale:

The MFA (Master of Fine Arts) is a terminal degree in which the thesis work is artistic research-creation in the academic context, and recognized as such and fundable by SSHRC and FGSR. The thesis is the art exhibition, installation, performance, film, media work, etc. The thesis is accompanied by an academic critical engagement paper, which involves comprehensive academic research and writing to academic stands in support of and engagement with the artistic research-creation work. The Research Credits should therefore reflect the status of the degree as "thesis research," not "research project." Hence, the change of designation of the MFA Research Project credits, to FILM 901: Thesis Research, from FILM 902: Research Project.

This change is effective for incoming MFA students only, accepted for 202520 semester and onward. Students currently enrolled in the program prior to 202520 will continue in the project research program they were accepted into, which recognizes Project Credits acquired through FILM 902.

(end of Motion)

2.4 JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

2.4.1 Master of Public Administration (Internship Route) – Program Revision

MOTION: To correct the title and program template of the Master of Public Administration – Internship Program Route, effective immediately.

Master of Public Administration ~~– Internship Program Route~~	Credit Hours	**Master of Public Administration *(MPA)* *in Public Administration (Internship)***	Credit Hours
JSGS 801	3	JSGS 801	3
JSGS 802	3	JSGS 802	3
JSGS 805	3	JSGS 805	3
JSGS 806	3	JSGS 806	3
JSGS 807	3	JSGS 807	3
JSGS 808	3	JSGS 808	3
JSGS ~~383~~	3	JSGS *838*	3

JSGS 882	3	JSGS 882	3
JSGS 891	3	JSGS 891	3
JSGS 892	3	JSGS 892	3
JSGS 850	0	JSGS 850	0
JSGS 8xx or approved elective *	3	JSGS 8xx or approved elective *	3
JSGS 8xx or approved elective *	3	JSGS 8xx or approved elective *	3
Total	**36**	**Total**	**36**

* Subject to approval by graduate chair.

Note: The Internship Program Route will not have direct entry.

Rationale:

This corrects the title of the program so that it is consistent with the title of the course route and also corrects an error in the numbering of one of the courses.

(end of Motion)

FOR INFORMATION

1. **NEW COURSES**
    Faculty of Media, Art, and Performance (effective 202520)
    VART 901 Research and Thesis Exhibition Preparation (1-9)
    Research into studio concerns and preparation of thesis exhibition. Students must complete nine credit hours in total.

2. **COURSE CHANGES**
    Faculty of Education (effective 202520)

Current	Proposed
~~EC&I 871AC~~ **Sustaining Well-being Through Health, Outdoor and Physical Education (HOPE)**	*EC&I 824* – **Sustaining Well-being Through Health, Outdoor and Physical Education (HOPE)**
The course is designed to address sustainability of well-being as it impacts teaching and learning. Students will learn to consider the various unique and appropriate educative environments that reinforce and heighten awareness of the importance of sustaining well-being through ~~experimental~~, interdisciplinary and multi-sensory knowledge.	The course is designed to address sustainability of well-being as it impacts teaching and learning. Students will learn to consider the various unique and appropriate educative environments that reinforce and heighten awareness of the importance of sustaining well-being through ***experimental***, interdisciplinary and multi-sensory knowledge.

Faculty of Graduate Studies and Research (effective 202520)

Current	Proposed
~~GRST 800AA~~ – **Grad Thrive Plus** The Grad THRIVE Plus Course prepares graduate students for success as they transition to and from graduate school. Module learning materials and activities provide a new grad community space to learn about and nurture academic integrity, the Truth and Reconciliation recommendations, inclusive values and essential skills that help students thrive at the University of Regina and beyond. This tutorial is compulsory for incoming graduate students and is to be completed within their first term of enrollment.	*GRST 801* – **Grad Thrive Plus** The Grad THRIVE Plus Course prepares graduate students for success as they transition to and from graduate school. Module learning materials and activities provide a new grad community space to learn about and nurture academic integrity, the Truth and Reconciliation recommendations, inclusive values and essential skills that help students thrive at the University of Regina and beyond. This tutorial is compulsory for incoming graduate students and is to be completed within their first term of enrollment. ***Students who have taken GRST 800AA do not need to take GRST 801.***
GRST 998 – ~~**PHD/MPP Fee Assessment**~~	GRST 998 – *Flat Rate Tuition*

3. **CCFGSR Information Items**
    Faculty of Engineering and Applied Science
    The Joint International Program section of the individual Faculty of Engineering and Applied Science program pages is being removed immediately, as the two agreements referenced are expired.
    Electronic System Engineering; Environmental Systems Engineering; Industrial Systems Engineering; Petroleum Systems Engineering; Process Systems Engineering; Software Systems Engineering

    ~~**Joint International Program**~~
    ~~The Faculty of Engineering offers a unique program with international partners in China. In 1998, the University of Regina entered into exchange agreements with Hunan University and Huazhong University of Science and Technology in China. The program consists of a first year (maximum of five management courses) of graduate study being undertaken at the partner institutions. The second year of courses, the project and the seminar are undertaken at the University of Regina. Students who successfully complete the program qualify for a Master of Engineering degree from the University of Regina.~~

Faculty of Kinesiology and Health Studies

Minor edits to the Faculty of Kinesiology and Health Studies Program Page of the Graduate Calendar.

Department Description

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/khs.html#

The Faculty of Kinesiology and Health Studies offers graduate work leading to a Master of Science (MSc) and a Doctor of Philosophy (PhD) in Kinesiology and Health Studies. These programs offer students the opportunity to ~~critically~~ examine issues within the areas of health, exercise ***and movement*** sciences, social science of physical activity and recreation, adapted physical activity, therapeutic recreation, sport and recreation management, and leisure studies.

Master of Science (MSc) in Kinesiology and Health Studies (thesis) https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/khs.html#fact_2_2

Degree Requirements

The faculty works closely with other units with respect to courses available and appropriate in the program. For example, there are many Business Administration, Biology, Chemistry, Psychology, Geography, Education, Engineering, Sociology and Social Work courses that would be beneficial to the research efforts of ~~students investigating aspects of~~ ***investigating topics related to*** physical activity in the bio-physical sciences, social sciences, recreation, sport management, therapeutic recreation and adapted physical activity studies.

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. **2026-2027 Academic Schedule**

MOTION: That the 2026-2027 Academic Schedule be approved.

Rationale:

The Academic Schedule is typically routed in a 13-week term with a perfect schedule having 65 teaching days. Additional challenges to building the fall schedule have been presented with the implementation of the fall break as well as the National Day for Truth and Reconciliation. This has resulted in the fall term in some years starting in the last week of August.

At the March 2, 2024, Executive of Council meeting there was general consensus that there could be some flexibility in the fall schedule so that the term could start on September 1 or later. While the ideal goal would be to start after Labour Day, this is not always possible so in 2 out of every 7-year period the academic schedule will start prior to Labour Day, but not before.

The Registrar's Office committed to looking at the exam matrix to potentially reduce the number of exam days required as well as other exam options, e.g. 2-hour exams, for future schedules.

Starting on September 1, 2026, the fall academic schedule has the following class days:

Monday	12
Tuesday	13
Wednesday	12
Thursday	13
Friday	13
Total class days	63

Attachment(s):

Attachment A – 2026-2027 Academic Schedule

(end of Motion)

2026-2027 Academic Schedule

24-Apr-2024

Term Information	Spring/Summer 2026								Fall 2026	Winter 2027
Part of term (POT):	1	2	3	4	5	6	7	10	1	1
Held in:	May-Aug	May	June	May-June	July	August	July-Aug	May-Aug	Sep-Dec	Jan-Apr
Start of term	4-May-26	4-May-26	4-May-26	4-May-26	4-May-26	4-May-26	4-May-26	4-May-26	1-Sep-26	5-Jan-27
End of term	27-Aug-26	27-Aug-26	27-Aug-26	27-Aug-26	27-Aug-26	27-Aug-26	27-Aug-26	27-Aug-26	22-Dec-26	28-Apr-27
Class Dates										
Start of classes	4-May-26	4-May-26	1-Jun-26	4-May-26	2-Jul-26	4-Aug-26	2-Jul-26	4-May-26	1-Sep-26	6-Jan-27
End of classes	19-Aug-26	26-May-26	22-Jun-26	17-Jun-26	23-Jul-26	25-Aug-26	18-Aug-26	31-Jul-26	7-Dec-26	12-Apr-27
Start of examination period	21-Aug-26	28-May-26	24-Jun-26	19-Jun-26	25-Jul-26	27-Aug-26	21-Aug-26	4-Aug-26	9-Dec-26	15-Apr-27
End of examination period	22-Aug-26	28-May-26	24-Jun-26	23-Jun-26	25-Jul-26	27-Aug-26	25-Aug-26	8-Aug-26	22-Dec-26	28-Apr-27
Tuition and Fee Payment Dates										
Due date for tuition and fee payment	4-May-26	4-May-26	1-Jun-26	4-May-26	2-Jul-26	4-Aug-26	2-Jul-25	4-May-26	31-Aug-26	6-Jan-27
End of penalty-free payment period	8-Jun-26	1-Jun-26	30-Jun-26	1-Jun-26	31-Jul-26	31-Aug-26	31-Jul-23	29-May-26	28-Sep-26	2-Feb-27
Class Add/Drop Dates										
End course-add period	20-May-26	5-May-26	2-Jun-26	7-May-26	6-Jul-26	5-Aug-26	8-Jul-25	15-May-26	14-Sep-26	19-Jan-27
End of no-record drop period	20-May-26	5-May-26	2-Jun-26	7-May-26	6-Jul-26	5-Aug-26	8-Jul-25	15-May-26	14-Sep-26	19-Jan-27
End of grade-of-W drop period	16-Jul-26	19-May-26	15-Jun-26	3-Jun-26	16-Jul-26	18-Aug-26	4-Aug-26	6-Jul-26	16-Nov-26	15-Mar-27
Tuition and Fee Refund Dates										
End of 100% refund period	20-May-26	5-May-26	2-Jun-26	7-May-26	6-Jul-26	5-Aug-26	8-Jul-25	15-May-26	14-Sep-26	19-Jan-27
End of 50% refund period	8-Jun-26	7-May-26	4-Jun-26	14-May-26	8-Jul-26	10-Aug-26	15-Jul-25	29-May-26	28-Sep-26	2-Feb-27

Note:

There are no Saturday classes when the National Truth and Reconciliation Day (Sept 30) and Remembrance Day (Nov 11) fall on a Saturday (this happens in 2028, 2034, 2045, 2051, 2056, 2062) or on the Saturday of the break weeks (e.g. Nov 9-15, 2026, no classes on Sat., Nov 14; Feb 15-21, 2027, no classes on Sat. Feb 20).

Saturdays of holiday weekends (Labour Day, Thanksgiving, Easter, Victoria Day, Canada Day, Saskatchewan Day) are held at the discretion of the instructor.

ITEM FOR INFORMATION

24-Apr-2024

Other Important Dates:

2026

Occasion	Date
Victoria Day - No classes (Most university offices closed)	May 18
Spring Convocation	June 10, 11, & 12
Canada Day - No classes (Most university offices closed)	July 1
Last day to apply to graduate for Fall Convocation	July 31
Saskatchewan Day - No classes (Most university offices closed)	August 3
Undergraduate Student Orientation	TBA
Labour Day - No classes (Most university offices closed)	September 7
Truth and Reconciliation Day - No classes (Most university offices closed)	September 30
Thanksgiving Day - No classes (Most university offices closed)	October 12
Fall Break starts (Monday) - pending	November 9
Fall Break ends (Sunday) - pending	November 15
Fall Convocation (Thursday) - pending	October 15
Remembrance Day (Most university offices closed)	November 11
Faculty and Admin Offices close at 4:30 p.m.	December 23

2027

Occasion	Date
Faculty and Admin Offices open at 8:15 a.m.	January 4
Undergraduate Student Orientation	TBA
Last day to apply to graduate for Spring Convocation	January 31
Family Day - No classes (Most university offices closed)	February 15
Winter Break starts (Monday)	February 15
Winter Break ends (Sunday)	February 21
Good Friday	March 26

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 Arts in Applied History – New Program

MOTION: To create a Master of Arts in Applied History program, effective 202430

Master of Arts in Applied History	Credit Hours
HIST 800 or 815	3
Three 800-level HIST courses	9
HIST 900	3
HIST 802	6
HIST 902	9
Total	**30**

Rationale:

This one-year intensive program will supplement the existing one-year thesis-based MA by blending academic rigour with practical, professional skills, addressing the needs of academia and professional fields like archives, museums, and libraries. Its main objective is to provide comprehensive academic knowledge in history alongside applied skills, thus enhancing employability in these sectors. The curriculum is based upon the specialized courses HIST 802 (Internship) and HIST 902 (Project) that are currently midway through the approval process.

Attachment(s):

Attachment A – Program Proposal for the Master of Arts in Applied History

(end of Motion)

2. FACULTY OF BUSINESS ADMINISTRATION

2.1 Master of Business Administration (Public Safety Management, International Business, and Engineering Management) – Program Discontinuation

MOTION: That the Master of Business Administration (MBA) – Public Safety Management, International Business, and Engineering Management be discontinued, effective immediately

Rationale:

Admission to these programs has been suspended since 201910 (Public Safety Management has been suspended since 202020). We no longer offer these specializations (Public Safety Management, International Business, and Engineering Management) and there are no students enrolled in those programs.

(end of Motion)

2.2 Graduate Certificate in Equity, Diversity, Inclusion and Indigenization – New Program

MOTION: To create a Graduate Certificate in Equity, Diversity, Inclusion and Indigenization, effective 202510.

Program Description
The Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization (EDII) is a course-based program in Business Administration. Students may ladder into either the Levene MHRM or the Levene MAdmin Leadership programs depending on their interest and work experience (the three courses may count towards their prospective program). This program is suitable for individuals who work in the public, private, or non-profit sectors as EDII consultants, managers, and HR professionals in both management and other fields. This program goes beyond basic diversity training and delves into more advanced concepts and strategies for fostering inclusive workplaces and promoting equity in various aspects of business.

Admission Requirements:
- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research.
- Applicants are normally required to have at least two years full-time work experience.
- Resume information using the approved CV Template, in addition to providing applicants CV/Resume.
- Students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation.

Mid-Career option: Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These candidates may be required to take a GMAT exam.

Graduate Certificate in Equity, Diversity, Inclusion and Indigenization	
GBUS 875 – Women in Leadership	3 credit hours
GBUS 876 – Managing Diversity	3 credit hours
GBUS 851AA – Indigenous Business and Leadership	3 credit hours
Total	**9 credit hours**

Rationale:

The Graduate Certificate program is in line with the University of Regina's 2020-2025 Strategic Plan, as well as with the Hill and Levene Schools' of Business Strategic plan (2021-2025) in that it aligns with respective Areas of Focus ("Truth and Reconciliation" and "Well-being and Belonging" in particular). The courses that constitute the Graduate Certificate draw from a range of disciplines, experiential learning components, and research-intensive assignments.

The Graduate Certificate will be administered by the Levene School of Business, and will be delivered via synchronous methods. The Certificate consists of three existing courses and will not require additional faculty resources or the development of new courses. Upon completion of this Graduate Certificate students will be able to pursue a career in the public, private, or non-profit sectors as EDII consultants, managers, HR professionals and other fields in both management. The Certificate might also be used to ladder these students into a degree program.

Attachment(s):

Attachment B – Program Proposal for the Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization

(end of Motion)

3.   FACULTY OF GRADUATE STUDIES AND RESEARCH

3.1   Conflict of Interest – Graduate Calendar Change

MOTION: To update the Conflict of Interest regulation related to Applicants for Graduate Programs who are, or are Closely Associated with, U of R Staff, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/uni-policies-procedures.html#uni	Proposed
~~University Staff Members as Graduate Students Policy~~ Conflict of Interest Conditions under which staff become students are stated in the collective bargaining agreements of the University of Regina Faculty Association, the Administrative Professional and Technical Employees Bargaining Unit and the Canadian Union of Public Employees. The perception of a possibility of, or the occurrence of, a conflict of interest is considered to be a major threat to the integrity of a graduate program. It is the responsibility of a prospective ~~candidate~~ to declare this prior to entering a graduate program, or if not evident until after that point, as soon as it becomes evident. Details of a conflict are to be reported, in writing, to the Dean of FGSR. If reasonable remedies to avoid or minimize a possible conflict of interest are not found, the Dean may rule to reject an application. If this situation arises after an applicant has been accepted as a candidate for a graduate program, and ways of avoiding or offsetting a conflict of interest are not found, the Dean may decide to implement remedies that could include discontinuation of the student's program at this University. Examples of conflict of interest include, but are not limited to, the following: A relationship with a ~~candidate~~ that imperils or could compromise a fair and impartial review in an academic sphere would normally be prohibited. A person employed by an academic unit should not take courses or a degree program in that academic unit. Similarly, a person taking a graduate program in an academic unit should not become a full-time employee in that unit until the program of studies has been successfully completed or formally terminated. While such an arrangement might, under certain circumstances, be regarded as acceptable in the case of a support staff member, the situation would be regarded as unacceptable for a faculty position. Exemptions from these terms include those employees/~~candidates~~ who are not full-time	***Applicants for Graduate Programs who Are, or Are Closely Associated with, U of R Staff*** *University of Regina's* Conflict of Interest *and Conflict of Commitment Policy* *Conflict of Interest Declaration:* *Applicants for Graduate Programs who Are, or Are Closely Associated with, U of R Staff* ***University of Regina staff members may be applicants for any graduate program in the Faculty of Graduate Studies and Research.*** Conditions under which staff become students are stated in the collective bargaining agreements of the University of Regina Faculty Association, the Administrative Professional and Technical Employees Bargaining Unit***,*** and the Canadian Union of Public Employees. ***Those who are*** closely-associated ***with a U of R staff member may also be considered for admission to U of R graduate programs provided that a plan can be formulated and implemented to mitigate the Conflict of Interest.*** The perception of a possibility of, or the occurrence of, a conflict of interest is considered to be a major threat to the integrity of a graduate program. It is the responsibility of a prospective ***applicant*** to declare this prior to entering a graduate program, or if not evident until after that point, as soon as it becomes evident. Details of a conflict are to be reported, in writing, to the Dean of ***the Faculty of Graduate Studies and Research*** (FGSR). Examples of conflict of interest include, but are not limited to, the following: • ***A relationship between an employee and an applicant that imperils or could compromise a fair and impartial review in an academic sphere would normally be prohibited.***

| or are hired full-time on an interim (i.e., term) basis. For example, graduate teaching assistants, and department research and teaching assistants would normally be exempt from review according to the terms of this policy. | • *A relationship between an applicant to a graduate program and a* *closely-associated person* *who works in the academic unit offering the program.*
• *A person seeking to complete a graduate degree in an academic unit in which they are employed full-time.*
    o A person employed by an academic unit should not take courses or a degree program in that academic unit.
    o Similarly, a person taking a graduate program in an academic unit should not become a full-time employee in that unit until the program of studies has been successfully completed or formally terminated. While such an arrangement might, under certain circumstances, be regarded as acceptable in the case of a support staff member, the situation would be regarded as unacceptable for a faculty position.

If reasonable remedies to avoid or minimize a possible conflict of interest are not found, the Dean *of FGSR* may rule to reject an application. If this situation arises after an applicant has been accepted as a candidate for a graduate program, and ways of avoiding or offsetting a conflict of interest are not found, the Dean *of FGSR* may decide to implement remedies that could include discontinuation of the student's program at this University.

Right of Appeal
A student wishing to appeal a decision is first directed to the Dean of the Faculty of Graduate Studies and Research. If the appellant is not satisfied with the outcome of the Dean's review, the next level is to request that the matter be addressed by the PhD Committee, a sub-committee of the Council Committee on the Faculty of Graduate Studies and Research (CCFGSR).

Exemptions
Exemptions from these terms include those employees/*applicants* who are not full-time or are hired full-time on an interim (i.e., term) basis. For example, graduate teaching assistants, and department research and teaching assistants would normally be exempt from review according to the terms of this policy. |

Rationale:

Updates to this policy ensure alignment with the overall University Policy and also adds additional information to mitigate real and/or perceived conflicts of interest. These additions have been addressed in the Conflict of Interest Form but never formalized in the Graduate Calendar. In addition to this policy update, we will update the Conflict of Interest Form to provide clarity to those filling it out.

Attachment(s):

Attachment C – Proposed Conflict of Interest Form
Attachment D – Current Conflict of Interest Form

(end of Motion)

New Program Proposal for an MA in Applied History

Executive Summary
The History Department proposes an innovative MA in Applied History program. This one-year intensive program will supplement our existing one-year thesis-based MA by blending academic rigour with practical, professional skills, addressing the needs of academia and professional fields like archives, museums, and libraries. Its main objective is to provide comprehensive academic knowledge in History alongside applied skills, thus enhancing employability in these sectors. The curriculum is based upon the specialized courses HIST 802 (Internship) and HIST 902 (Project) that are currently midway through the approval process.

This unique program aligns with comparable ones in North America, such as Carleton University's MA in Public History and Shippensburg University's MA in Applied History, reflecting its relevance to current academic and professional trends. It targets students eager to apply historical knowledge in practical settings and upholds the same admission criteria as the existing History MA program.

Strategically aligned with the University of Regina's goals, the program is designed to enhance the University's reputation and bolster research in relevant fields. Initially it is expected to enroll 2-3 students annually without impacting other graduate programs. Graduates will be well-prepared for roles in academia, policy development, consultancy, and within museums, archives, and cultural organizations, thanks to the program's emphasis on practical skills and internships. Quality and effectiveness will be monitored by the History Grad Coordinator and Department Head, ensuring the program meets high educational standards and departmental strategic objectives. This proposal represents a significant step in advancing historical scholarship and preparing students for diverse professional paths.

Program Objectives
This program aims to comprehensively equip students with robust academic knowledge in history and apply skills directly relevant to professional fields such as museums, archives, and other related sectors. By integrating traditional historical studies with practical training, the program will significantly enhance the employability of graduates in these areas. The curriculum is designed to bridge the gap between theoretical learning and real-world professional requirements, making our graduates highly sought after in various professional settings where historical knowledge and practical skills are invaluable.

Program Outcomes
Graduates will gain a robust understanding of historical disciplines and practical skills applicable in various professional contexts, particularly archival and museum work.

Program Description
The MA in Applied History is a dynamic, one-year, intensive program at the forefront of academic innovation. It offers a comprehensive and interdisciplinary curriculum that spans a broad spectrum of historical study coupled with applied professional skills. The curriculum

integrates real-world applications and experiential learning opportunities, such as internships and collaborative projects, preparing graduates for immediate impact in museums and archives-related careers. This unique blend of academic rigour and practical training makes the program ideal for those seeking a career in History that transcends conventional boundaries.

Courses
The University of Regina's History MA program offers various 3-credit 800-level courses. These include:

HIST 800: Theories of History
HIST 801: Studies in Canadian Intellectual History
HIST 802: Internship (approved by Arts Faculty November 2023, scheduled for consideration by FGSR in January 2024)
HIST 803: Studies in Canadian Political History
HIST 809: Canadian Nationalism in Comparative Perspective
HIST 815: The Writing of History
HIST 820: Doing Women's and Gender History
HIST 822: From Wife Sales to Princess Di: Popular Culture since 1700
HIST 832: Black Power in U.S. History
HIST 834: American Trials of the Twentieth Century
HIST 850: Modernity in Asia
HIST 866: The Middle Ages in Film
HIST 872: From Magic to Science: the Evolution of Early Modern European Thought
HIST 900: Research Methods in History
HIST 902: Project (approved by Arts Faculty November 2023; scheduled for consideration by FGSR in January 2024)

Completion Path
Students must complete 30 credit hours spread over three semesters. Unlike the thesis-based History MA, the completion path is the same for students with or without Honours BAs.

The breakdown of courses is: HIST 800 or 815 (3 credits); three 800 level HIST courses (9 credits); HIST 900 (3 credits); HIST 802 (6 credits); HIST 902 (9 credits).

Comparable Programs at Other Canadian Universities
In Canada, Carleton University offers an MA in Public History, which is closely aligned with applied History. The program, started in 2002, is the leading one in Canada for public History. It offers a wide range of courses and opportunities for practical experience in fields like archives, museums, digital history, and public policy. The program has connections with over thirty national and local institutional partners, providing students with internships, fellowships, and research project opportunities. Graduates are prepared for careers in public History and doctoral studies in History and related disciplines.

In the United States, Shippensburg University offers a Master of Arts in Applied History, training students for careers as museum professionals, cultural resource managers, and community researchers. The program, which can be completed in 1.5 years of full-time study, includes options to focus on museum studies or local and community history. Students have opportunities for hands-on learning at various historically rich sites and can engage in fieldwork, community-based projects, and professional internships. Graduates have pursued careers in education, government, and at museums and historical sites.

Target Students

The program is intended for students interested in applying historical knowledge and methodologies in practical, professional settings outside of the traditional academic path. This program is ideal for those passionate about making History accessible and engaging to the public, whether through museums, archives, digital platforms, or community projects.

Admission Requirements

They are the same as for the existing History MA program at the University of Regina, as follows:

a) Overall Grade Point Average: Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and have an overall grade point average of 75%.

b) A graduating average of at least 70% from a four-year baccalaureate degree (or equivalent) is required for admission to most programs at the University of Regina. However, the average needed for the History MA program is 75%. Applicants with a marginally lower four-year average may be accepted if their performance in the last two complete years is significantly higher (75% or more).

c) Applicants must have the academic background required to undertake graduate studies in their chosen field. Applicants who fail to meet this requirement but otherwise meet the criteria may be admitted; however, background deficiencies must be addressed by taking appropriate courses before or in parallel with graduate work.

Application Deadline

March 31st each year.

Program Intake

2-3 students per year (for a total of 6-7 new MA students per year).

Need for the Program

To meet the career aspirations of BA graduates targeting professional roles in archives and museums.

Alignment with Strategic Direction of the University of Regina

The proposed MA in Applied History aligns with the University's strategic plan (2022-2025) kahkiyaw kiwâhkômâkaninawak (All Our Relations) call to enhance "student success, improve teaching quality and enhance flexible learning options" (Discovery/Student Success).

<u>Contribution to the Reputation of the University of Regina</u>
The introduction of an MA in Applied History and a concerted effort to expand internship opportunities for students will enhance the university's academic reputation and societal impact. This strategic development aligns with our commitment to providing innovative, relevant, and experiential education, distinguishing the University of Regina as a forward-thinking institution in higher education.

The MA in Applied History program is designed to bridge the gap between traditional historical scholarship and practical application. By integrating academic rigour with hands-on experiences, the program enriches the learning process and elevates the standard of historical education. This approach demonstrates the University's dedication to academic excellence and innovation, reinforcing our position as a leading center for historical studies.

In today's rapidly evolving job market, there is a growing demand for professionals with a robust theoretical foundation and practical skills. By offering an MA in Applied History, the University of Regina directly responds to this need, preparing students for diverse career paths. This responsiveness to market trends and educational needs further enhances our reputation as a student-centered and adaptable institution.

The focus on creating internship opportunities signifies our commitment to fostering strong connections with industry, cultural institutions, and the community. These partnerships provide valuable real-world experiences for our students and position the University of Regina as a collaborative and engaged member of the broader community. Such relationships enhance our visibility and impact, both locally and nationally.

The MA in Applied History program, with its emphasis on practical experience and internship opportunities, aligns with the ethos of lifelong learning and continuous professional development. This alignment enhances the University's standing as an advocate of comprehensive education and an institution that prepares individuals for sustained personal and professional growth.

In summary, launching the MA in Applied History and expanding internship opportunities for graduate students in the humanities and social sciences are vital initiatives that will significantly contribute to the University's reputation. These steps highlight our dedication to academic innovation, responsiveness to market needs, community engagement, and the preparation of a skilled and adaptable workforce, all of which are critical components in enhancing the standing and influence of the University of Regina both nationally and internationally

<u>Alignment with the Strategic Direction of the History Department</u>

The History Department envisions becoming a leader in integrating traditional historical scholarship with applied training and experience, fostering a multifaceted understanding of History that prepares students for diverse career paths both within and outside academia. We currently have eight undergraduate students in archives and museum-based internships across the city, three internship-based Honours students, and one internship based MA student (2023-24 pilot at the Provincial Archives of Saskatchewan)

Enhanced Applied Learning Opportunities: We seek to expand student applied learning opportunities, including internships, cooperative education placements, and partnerships with museums, archives, cultural institutions, and public history sites. We are actively developing and integrating courses focused on applied History, such as museum studies, archival management, digital History, and Public History, to provide students with skills directly transferrable to the workforce. In the process, we are strengthening relationships with local, national, and international organizations to facilitate collaborative projects, research, and experiential learning opportunities. Key partners in this regard are the Provincial Archives of Saskatchewan, the Royal Saskatchewan Museum, the RCMP Heritage Centre, and the Museums Association of Saskatchewan. In the long term, we strive to create a robust network of alums working in applied history fields to mentor current students, offer internships, and collaborate on projects. We will measure success by tracking the number of students participating in applied history projects and internships and evaluating the employment rate of graduates in history-related careers. We will also conduct regular feedback sessions with students and alums to assess the effectiveness of applied learning initiatives. Our long-term vision is to establish the History Department as a hub of excellence in applied history education, where traditional historical scholarship and practical, real-world applications converge, preparing students for various career paths and fostering a deeper public engagement with History.

Employment Outlook for Graduates

The University of Regina's MA program in Applied History is strategically designed to significantly enhance the employment prospects of our graduates by providing a comprehensive education that melds advanced academic training with practical, professional skills. This program is a pivotal innovation in historical studies, addressing the demands of the evolving educational and professional job market.

The program's core lies in a rigorous academic framework where students engage in advanced research, analysis, and writing within seminar contexts. This aspect of the program equips students with critical thinking skills, a deep understanding of historical contexts, and the ability to conduct comprehensive research. These skills are essential for positions in academia, research institutions, and any role requiring strong analytical and communication skills.

What sets the MA in Applied History apart is its direct, up-to-date, hands-on training tailored to the needs of professional fields that commonly employ history graduates, such as archives, museums, and libraries. Through practical experiences, internships, and collaborations with industry professionals, students gain real-world skills in archival management, curatorial

practices, and information management. This training makes our graduates desirable candidates for roles in these sectors.

Graduates of the MA in Applied History program will enter the job market with a distinct advantage. Their advanced academic training ensures they are capable of high-level analysis and research, making them suitable for academia, policy development, and consultancy roles. Simultaneously, their practical experience makes them ideal candidates for positions in museums, archives, cultural organizations, and libraries. The comprehensive nature of the program also prepares them for emerging roles in digital History and Public History, sectors that are increasingly recognizing the value of historical expertise.

In conclusion, the MA program in Applied History at the University of Regina is an ambitious and forward-thinking initiative designed to provide students with the skills and experiences they need to succeed in a competitive job market. By offering an education that is both deeply rooted in historical scholarship and attuned to the practical demands of the workforce, we are committed to ensuring our graduates are not only knowledgeable historians but also highly employable professionals in various fields.

Specifically, graduates have prospects in institutions like the Provincial Archives of Saskatchewan, the Royal Saskatchewan Museum, the RCMP Heritage Centre, and other national museums and archives.

Impact upon Other Graduate Programs at the University of Regina
The program is unique in the humanities and is not expected to negatively impact other graduate programs.

Impact on Enrollment at the University of Regina
It is projected to add 2-3 graduate students each year.

Impact upon Research at the University of Regina
The program will support and enhance research in the archives and museum areas.

Location of Program
Regular classrooms of the University of Regina's main campus and the following Regina-based sites:
The Provincial Archives of Saskatchewan
The Royal Saskatchewan Museum
The RCMP Heritage Centre
The Museums Association of Saskatchewan
The University of Regina Archives
The Royal United Services Institute of Regina

Delivery of Program

Conducted by the regular History faculty and community partners.

Resource Requirements
No additional resources are required.

Faculty
All regular history faculty will contribute to the program. Community partner contacts include, as of December 2023:

Carol Radford-Jones, Provincial Archivist
Victoria Kablys, Conservator, Royal Saskatchewan Museum
Sam Karikas, CEO, The RCMP Heritage Centre
Emma Morris, Executive Director, Museums Association of Saskatchewan
Crista Bradley, University Records and Information Management Archivist, The University of Regina Archives
Harvey Linnen, Vice President, The Royal Services Institute of Regina

Enrollment Projections
2-3 students per year.

Timeline
Pilot Phase: One student, Ellaissa Andrade, is completing the pilot program and will finish in August 2024.
Program Start: The regular program is scheduled to begin in September 2024, with two interested students from the current History graduating class.

Oversight and Quality Assurance
The History Grad Coordinator and Department Head will ensure quality through regular meetings with students.

**Proposal for the Creation of a Graduate Certificate in Equity, Diversity,
Inclusion, and Indigenization**

1. **Approval Sheet**

Name of Program: Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization (EDII)	
Line Faculty: Faculty of Business Administration	
Faculty of Business Graduate Program Committee Approval	Date:
Line-Faculty Council Approval	Date:
Approval at CCFGSR	Date:
Recommended by CCB	Date:
Recommended by CCAM	Date:
Approval at Executive of Council	Date:
Approval at Senate	Date:

2. **Executive Summary**

The proposed Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization (EDII) will provide a curriculum for students that focuses on the attitudes, behaviours, and practices needed to address bias and marginalization in order to foster an inclusive organizational culture within workplaces. The target audience for the Graduate Certificate is working professionals (e.g., executives, HR specialists, managers, project coordinators responsible for policies and programs) and prospective students who might continue into a degree program.

An inclusive work environment is not just nice-to-have, but it is a *must have* for business success in modern-day organizations. According to the 2021 census, 14% of Saskatchewan's population is comprised of visible minorities (i.e., non-Aboriginal, non-Caucasian in race, or non-white in colour), 16% Indigenous (Statistics Canada, 2023), and over 22% self-identify as having a disability (Saskatchewan Human Rights Commission, 2021). Thus, it is important to ensure that our workplaces are more equitable, accessible, safe, and inclusive. The proposed Graduate Certificate has the potential to attract supervisors, managers, and employees from workplaces in the city and throughout southern Saskatchewan. Government agencies and non-government organizations (NGOs) working on equity, diversity, inclusion and indigenization initiatives might also be interested in this certificate program.

The Graduate Certificate program aligns with the University of Regina's 2020-2025 Strategic Plan, as well as with the Hill and Levene Schools' of Business Strategic plan (2021-2025) in the respective areas of Focus ("Truth and Reconciliation" and "Well-being and Belonging" in particular). The Graduate Certificate courses Certificate draw from a range of disciplines, experiential learning components, and research-intensive assignments.

The Graduate Certificate will be administered by the Levene School of Business, and will be delivered via synchronous methods. The Certificate consists of three existing courses and will not require additional faculty resources or the development of new courses. Upon completion of this Graduate Certificate, students will be able to pursue a career in the public, private, or non-profit sectors as EDII consultants, managers, HR professionals, and other fields. The Certificate might also be used to ladder these students into a degree program.

2.1 Overview

The Certificate in EDII consists of three required courses: Diversity Management, Women in Leadership, and Indigenous Business. Program graduates will be able to deploy the knowledge acquired through the Certificate as they progress in careers in the public, private, or non-profit sectors as EDII consultants, managers, and HR professionals in both management and other fields. All the courses proposed to be included in this program are already offered in the Levene School of Business. Therefore, the Certificate does not require any additional resources. Furthermore, the configuration of courses, as well the focus and purpose of the Certificate, fills an existing gap in the Levene School of Business. It is sufficiently unique from the Graduate Certificate in Human Resource Management in its purpose and scope. Significant social and legislative developments since 2014 have propelled EDII into the spotlight, and many organizations now have formalized senior management positions dedicated to equity, diversity, inclusion and indigenization. Within the organizational structure, these positions may be situated inside or outside of the organization's Human Resources function; thus, individuals who occupy these roles are expected to have specialized knowledge of issues related to EDII beyond the general practice of HRM and Leadership.

2.2 Program Outcomes

Upon completion of the program students will:

- Explain how issues of privilege, power, discrimination, equality, equity, and bias unfold in organizational settings and impact individuals and organizations.
- Describe current trends and perspectives in equity, diversity, inclusion and indigenization in Canadian organizations.
- Understand and apply best practices and policies for creating inclusive, psychologically-safe organizations.
- Evaluate aspects of their identity and personal experiences that have shaped how they interact and engage with other individuals and with organizations.
- Evaluate women's experiences of power, authority, influence, managing multiple roles, and social expectations.
- Critically reflect on the kinds of interpersonal, social, and cultural changes that are necessary to support women's advancement in positions of power and authority.

- Learn about Canada's colonial history and the contemporary issues affecting Indigenous people.
- Engage in critical reflections from a professional stance about how to build safe and ethical spaces for Indigenous knowledge and practices.

3. Detailed Program Description

3.1 Program Overview

The Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization (EDII) is a course-based program in Business Administration. Students may ladder into either the Levene MHRM or the Levene MAdmin Leadership programs depending on their interest and work experience (the three courses may count towards their prospective program). This program is suitable for individuals who work in the public, private, or non-profit sectors as EDII consultants, managers, HR professionals in both management and other fields. This program goes beyond basic diversity training to delve into advanced concepts and strategies for fostering inclusive workplaces and promoting equity in various aspects of business.

Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization (EDII)

GBUS 875 -- Women in Leadership	3 credit hours
GBUS 876 -- Managing Diversity	3 credit hours
GBUS 851AA -- Indigenous Business and Leadership	3 credit hours
Total	9 credit hours

3.2 Courses

The proposed Graduate Certificate includes the following courses (all courses are existing courses):

Core Courses (9 credit hours)

GBUS 875 – Women in Leadership	3.0
GBUS 876 – Managing Diversity	3.0
GBUS 851AA -- Indigenous Business and Leadership	3.0

Course Descriptions:

GBUS 875 – Women in Leadership

Over the last 100 years, women have made tremendous strides in the workforce. Today women are represented in all sectors of society, at all levels of organizations, and they are taking on important leadership roles in these settings. However, across time women have had less access to leadership positions than men. This class will examine the personal, social, and structural dynamics that differentially affect women and men as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them in terms of leadership. Some of the topics that will be addressed include how gender and leadership are constructed, gender and leadership in the workplace, and how women succeed as leaders.

GBUS 876 – Managing Diversity

This course examines the increasing diversity of the workforce and the resulting issues faced by organizations such as maintaining fairness and justice, making effective management decisions, allowing flexibility and managing in a global environment. The course also examines legal frameworks that protect employee and employer rights related to dimensions of diversity.

GBUS 851AA -- Indigenous Business and Leadership

This course considers historical and contemporary topics relating to Indigenous Business and Leadership relevant to both Indigenous and non-indigenous leaders and organizations. A broad range of topics, issues, and contexts may be considered, such as Indigenous leadership styles, issues, and responsibilities, Indigenous rights, governance, economic development, civic activism, and decolonization. The overall learning is about authentic Indigenous Leadership and use critical thinking in the topics covered to enhance learning. Identified in the learning will focus on how to

apply the knowledge to leadership skills. You will be encouraged to apply your interpretations of the learning to the culture, knowledge, and beliefs. There will be a focus on balance – mental, emotional, physical, and spiritual.

3.3 Completion path

The three required courses are independent. Students can complete the program by completing the three courses without following a specific path.

3.4 Program Routes

Not applicable for this program.

3.5 Relation between courses and program outcomes

The table below links the program courses with the program outcomes described in Section 2.2.

Course	Outcome
GBUS 875 – Women in Leadership	● Evaluate women's experiences of the issues of power, authority, influence, managing multiple roles, and social expectations ● Critically reflect on the kinds of interpersonal, social, and cultural changes necessary to support women's advancement in positions of power and authority
GBUS 876 – Managing Diversity	● Explain how issues of privilege, power, discrimination, equality, equity, and bias unfold in organizations and impact individual and organizational outcomes ● Become familiar with best practices and policies for creating more inclusive environments
GBUS 851AA -- Indigenous Business and Leadership	● Evaluate the relevance of decolonization and its potential effects in organizations ● Discuss Indigenous rights, civic activism and its relevance to Indigenous Leadership, non-indigenous leaders, and organizations

3.6 Comparable programs at the University of Regina

There are no comparable programs at the University of Regina.

3.7 Comparable programs at other institutions

An environmental scan of Canadian institutions was conducted to assess the breadth, depth, and availability of comparable programs across Canada. The table below summarizes similar training or workshops available at Canadian universities and colleges. This review does not include certifications, programs, or courses that focus solely on Indigenous issues, which are widely available across Canada (including the University of Regina). It also excludes online-only certificates offered by American colleges (i.e., Cornell). Of the Canadian university program options, most EDII certificates are offered by Extended Continuing Education (or similarly named) Departments, Faculties, or Schools rather than the Business School of those institutes. Program lengths ranged significantly from workshops of two or three days (i.e., Western and University of Manitoba) to an entire term. Non-business school term-long offerings of EDII education are available at Dalhousie, University of Victoria, University of British Columbia, Brock, and Royal Roads. In addition, Queen's University offers a general EDI course over one term.

Institution Faculty	Program Name (Description) Duration	Program Elements
University of Western Ontario- Ivey Academy, Ivey Business School	Equity, Diversity and Inclusion in Practice (Offered as part of the Inclusive Leadership pathway) - 3 days	Number of required courses NA https://www.ivey.uwo.ca/academy/individuals/individual-programs/equity-diversity-and-inclusion-in-practice/?utm_source=google&utm_medium=cpc&utm_campaign=%7Bcampaign%7D&utm_term=diversity%20and%20inclusion%20training&adpos=&gad=1&gclid=EAIaIQobChMI_qXkjr-MgQMV4yCzAB3iUgrCEAAYBCAAEgJl5fD_BwE
University of Manitoba- Asper School of Business (James W. Burns Executive Education Centre)	Equity, Diversity, and Inclusion (Program) - 2 days	Number of required courses 1

Dalhousie- Faculty of Open Learning and Career Development	Equity, Diversity and Inclusion Certificate (Certificate Program) - 80-hour program, 3 years maximum	Number of required courses 4 https://registeratcontinuinged ucation.dal.ca/public/category /courseCategoryCertificateProf ile.do?method=load&certificat eId=2548042
UBC- Extended Learning	Equity, Diversity and Inclusion Certificate (Certificate Program) - 175-hours of coursework in 9-12 months or over (up to) 3 years	Number of required courses 6+ https://extendedlearning.ubc.c a/programs/equity-diversity-inclusion-certificate
UBC- Extended Learning	Anti-racism Micro-certificate (Micro-certificate) - 125 hours	Number of required courses 5 https://extendedlearning.ubc.c a/programs/anti-racism-microcertificate
UBC- Extended Learning	Diversity and inclusion Micro-certificate (Micro-certificate) - 120 hours	Number of required courses 3 https://extendedlearning.ubc.c a/programs/diversity-inclusion-microcertificate
UBC- Extended Learning	Intercultural Studies Certificate (Certificate Program) - 200 hours	Number of required courses 5 https://extendedlearning.ubc.c a/programs/intercultural-studies-certificate
Queen's University- Arts & Science	Advancing Equity, Diversity, and Inclusion in the Workplace (A course) - one term	Number of required courses 1
University of Victoria- Continuing Studies, Humanities and Social Sciences	Equity, Diversity and Inclusion (Micro-certificate (a non-credit micro-credential)) - Minimum of two terms or longer	Number of required courses 3 https://continuingstudies.uvic. ca/humanities-and-social-sciences/programs/equity-diversity-and-inclusion/
Brock University- Professional & Continuing Studies	HR and EDI (Workshops) -	Number of required courses NA https://brocku.ca/continuing-education/learn/certificates/# hr
Royal Roads University- Professional & Continuing Studies	Professional Certificate in Workplace Diversity and Inclusion (Under-development as of September 2023) -	Number of required courses 6 online courses (4 core, 2 elective) https://pcs.royalroads.ca/publi c/category/courseCategoryCer tificateProfile.do?method=loa d&certificateId=1054761

Northern Alberta Institute of Technology (NAIT)- Continuing Education	Equity, Diversity and Inclusion (Certificate) - 21 hours	Number of required courses 3 + electives https://www.nait.ca/nait/continuing-education/programs/equity-diversity-and-inclusion?overviewtabs=faq-tab
Humber College- Longo Faculty of Business	Transformative Equity, Inclusion and Belonging Leadership (Certificate of Accomplishment) - 60 hours towards HRPA	Number of required courses 4 https://business.humber.ca/programs/transformative-equity-inclusion-and-belonging-leadership-certificate.html
George Brown College- Business and Legal Studies	Diversity, Equity, and Inclusion in the Workplace Program (Certificate of Completion) - 72 hours	Number of required courses 4 https://coned.georgebrown.ca/courses-and-programs/diversity-equity-and-inclusion-in-the-workplace-program
Ontario Tech University- Education	EDI Specialization within Bachelor of Arts (Bachelor of Arts Honors) - Four semesters if completed full-time	Number of required courses 4 courses + other degree requirements https://ontariotechu.ca/programs/undergraduate/education/equity-diversity-and-inclusion/index.php
Georgian College-	Diversity, Inclusion and Belonging in the Workplace Micro-credential program (Three-part micro-certificate series of online workshops) -	Number of required courses 3 modules https://www.georgiancollege.ca/academics/programs/diversity-inclusion-belonging-workplace/
Queen's University- Human Resources, Queen's University	From Diversity to Inclusion in the Workplace (Certificate of Completion) -	Number of required courses 8 workshops
Mount Royal University- Office of EDI	Introduction to Equity, Diversity, and Inclusion: Creating a Respectful Workplace (Workshops for staff)	Number of required courses NA
University of Calgary- OEDI	(Workshops for staff)	Number of required courses NA
Wilfrid Laurier University - Centre for Student Equity, Diversity, and Inclusion	The Diversity Certificate (Workshops) - Six workshops are offered each year and participation in a minimum of four workshops allows for the certificate to be recognized on	Number of required courses 4 https://students.wlu.ca/student-life/diversity-and-equity/education-and-events/index.html

	student's Laurier Experience Record.	
University of Western Ontario- Office of Equity, Diversity and Inclusion	Anti-racism Foundations (Certificate Program) -	Number of required courses NA https://www.edi.uwo.ca/trainings-and-certificates/certificates/
University of Western Ontario- Office of Equity, Diversity and Inclusion	Anti-oppression (Certificate Program) -	Number of required courses NA https://www.edi.uwo.ca/trainings-and-certificates/certificates/
McMaster- Equity and Inclusion Office	(Educational workshops on request) -	Number of required courses NA

4. Admission

4.1 Target Students

The target students for the Graduate Certificate are working professionals (executives, HR specialists, managers, and project coordinators responsible for policies and programs), Indigenous leaders, and prospective students who might continue into a degree program.

4.2 Admission Requirements

Applicants are admitted through the Faculty of Graduate Studies and Research (FGSR) and must meet the following admission standards:

1. Four-year undergraduate degree with a minimum grade point average equivalent to Canadian 70%.
   - Sealed and official transcripts from all former post-secondary institutions attended by the applicant sent directly to FGSR by your former institution(s). Envelopes must bear an official institutional stamp across the seal. Transcripts in any language other than English or French must be accompanied by a certified literal translation.
2. Applicants are normally required to have at least two years full-time work experience
   - Experience must be obtained after completion of undergraduate degree
   - Internships, work placements and co-operative education placements are not accepted as work experience

Students are required to submit their resume/CV using the CV template. We also ask students to submit their CV as is.

3. Two (2) official reference letters from persons (ie. academics, employers) who can critically assess the applicant's ability to do research and advanced courses, and who cannot be a closely associated person or another current graduate student.

4. Language Requirements: Applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English (score cannot be older than 2 years):

   o Canadian Academic English Language Assessment (CAEL): 70

   o CanTEST: 4.5 overall with No Band below 4.0

   o IELTS (Academic Version): 6.5 overall with a minimum of 6.0 in each band

   o MELAB: 85

   o PTE Academic:59

   o TOEFL Paper-based: 580/ Internet-based (DI code: 0830): 80 with a minimum of 20 in each of the four components

   o Duolingo: 120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production

   o *Institutional ITP TOEFL is not accepted*

Mid-Career option: Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These candidates *may* be required to take a GMAT exam.

4.3 Application Deadline(s):

   ● March 1 for September start
   ● July 1 for January start
   ● October 1 for May start

4.4 Program Intake Terms

Fall, Winter, Spring/Summer

5.   Professional Accreditation Requirements

Not applicable.

6. Program Rationale

6.1 Alignment with the Strategic Direction of the University the Faculty of Business Administration

The U of R's 2020-2025 Strategic Plan emphasizes five areas of focus: Discovery, Truth and Reconciliation; Well-being and Belonging; Environment and Climate Action; and Impact and Identity. The Hill and Levene strategic plan also states these five strategic priorities.

This certificate aligns with the following three areas:

1) Discovery: The three courses are being taught by experts (research and experience) in each of these areas. As well, an outcome of the program will be to help students confidently *navigate the world around them* by understanding EDI issues within the workplace.

2) Truth and Reconciliation: By having one of the required courses focused on Indigenous business, we establish our commitment to *enhance learning and strengthen relationships by honoring the past, present, and future to create a new shared vision for the next generations*.

3) Well-being and Belongingness: Having an EDII certificate that discusses and enhances students understanding of bias and marginalization, with the outcome of fostering inclusive cultures, will aid in *creating a space where everyone feels included*. In the Hill and Levene strategic plan, equity, diversity and inclusion is one of the goals within this priority.

6.2 Need for the Program

The Certificate in EDI offers a unique configuration of courses and is distinct from its closest comparable, the Certificate in Human Resource Management. Offering this graduate Certificate will increase the attractiveness of the Levene School of Business because it provides an avenue for managers and employees to prepare for the social and demographic realities and challenges that

characterize modern-day organizations. The Canadian Indigenous population is highly represented in Saskatchewan, and the University of Regina is conveniently situated on Treaty 4 and 6 territories; thus, the Certificate would be a draw for current private and public sector employers and employees, as well as any future managers looking to advance their knowledge of EDII. Graduates of the Levene School of Business should be provided with every opportunity to prepare for a successful career. Exposure and awareness of the fundamentals of EDII in organizations is necessary for future managers and demonstrates the need for this program. Anecdotal evidence from students enrolled in the three required courses suggests that a Certificate in EDII would be highly marketable and offer competitive advantage to the University of Regina.

Embracing equity, diversity, and inclusion (EDI) is a strategic imperative in the public and private sectors. The Conference Board of Canada (2023) highlights the pivotal role of people in an organization's success, emphasizing EDI as a critical factor in maximizing company performance and employee engagement. Extensive research highlights the importance of EDI by demonstrating that organizations who recruit and retain a diverse workforce experience better financial performance and decision-making, along with more committed and productive workers (Hunt et al., 2015; Ely & Thomas, 2020; Levine, 2020; Tynes, 2022).

The Government of Canada (2023a, 2023b, 2023c) has actively emphasized the importance of prioritizing EDI to its employees and the public. Similarly, the Government of Saskatchewan (n.d.-b) has demonstrated its commitment to fostering diverse and inclusive workplaces through initiatives like its 2016 Inclusion Strategy and Action Plan and the Saskatchewan Human Rights Commission's (n.d.) EDI learning hub and employment equity policies. The business community has also adopted an EDI focus. For example, the Saskatchewan Chamber of Commerce (2023) recently added an Achievement for Business Excellence (ABEX) Award for Diversity, Equity, and Inclusion to recognize organizations that have demonstrated exemplary effort and change. This addition illustrates that the private corporate sector also identifies EDI as relevant and required.

Although EDI has received substantial attention, an emphasis on decolonization and Indigenization, one part of reconciliation, is relatively new to many Canadians and institutions (Antoine et al., 2018). Nonetheless, most Canadians agree that reconciliation matters. For example, a June 2021 online Ipsos (2021) poll of Canadians (N = 1,001) found that 65% of respondents agreed that Canadian businesses must "play a bigger role in reconciliation."

The Truth and Reconciliation Commission of Canada's (2015) 94 Calls to Action has catalyzed action within the corporate sector. Specifically, Call to Action 92 states the role of the corporate sector in promoting reconciliation. This report has prompted country-and-company commitments to reconciliation, including learning and implementing policies incorporating Indigenous perspectives and supporting Indigenous peoples. Progress can be seen in large organizations, such as KPMG (2023),who reported investing more than 78,000 hours into truth and reconciliation education over the last two years.

Advancements are also evident in post-secondary education institutions, key promoters of learning and change. For example, Universities Canada (2023) reported that "close to 90% of institutions have a strategic plan for advancing reconciliation or have a plan in development, and over 50% of universities have a public strategy or action plan specifically to respond to the Calls to Action." They also reported that "96% of institutions offer training and resources for non-Indigenous students, faculty, staff and leadership to support their responsibility to work towards reconciliation" (Universities Canada, 2023).

Despite progress being made, organizations such as the Reconciliation and Responsible Investment Initiative (RRII), in collaboration with the National Aboriginal Trust Officers Association (NATOA) and the Shareholder Association for Research and Education (SHARE), report that considerable work remains in implementing Call to Action 92 and fostering reconciliation within corporate Canada (Wheatley & Lau, 2021). Other articles report similar findings that progress has been made, but more needs to be done (Zimonjic, 2022). A Smith School of Business article also states that "many companies admit they don't know how to get started" with Indigenization (Dault, 2023). These examples demonstrate that further action and guidance are necessary for businesses to make meaningful changes.

By integrating EDI and Indigenization into one imperative – EDII – leaders, employees, and organizations who require a comprehensive understanding will learn its components and how to take practical action. As previously noted, education is critical for meaningful change; thus, education in the form of an EDII certificate program will effectively cultivate this understanding and provide learners with the tools they need to engage in transformational action.

In addition, *Saskatchewan's Growth Plan: The Next Decade of Growth 2020-2030* identifies the advancement and creation of micro-credentials as an imperative to support lifelong learning and career development (Saskatchewan, n.d.-a). A certificate program is more time-consuming and intensive than a micro-credential; however, it generates greater value for the learner (Bakken, 2018). Not only will this program substantially impact the corporate sector, where individuals can bring this knowledge to their organizations and promote change, but it will also allow individuals to advance their careers, gain specialized knowledge in an essential area, and differentiate themselves in the job market

6.3 Job Prospects of Graduates

Postsecondary education provides graduates many benefits, including increased employment rates, better labour conditions, and higher salaries or wages (CBC News, 2016; Reid et al., 2020; Neitzel, 2022; Park et al., n.d.). For example, the 2022 Canadian Labour Force Survey highlighted a distinct advantage for individuals with higher educational attainment, where employment rates were 73.7% for bachelor's graduates compared to 54% for high school graduates (Statistics Canada, 2023b). Reports have also demonstrated benefits for international students, who are much more likely to gain permanent residency post-graduation (Wall, 2022).

More specifically, graduates who pursue further education in the field of EDII have even better prospects due to the industry's current and forecasted growth. Market research has revealed that the global diversity and inclusion (D&I) industry is currently valued at US$9 billion in 2023, and the market is expected to reach US$30 billion by 2033 (Fact.MR, 2023). The industry's growth, described as the "diversity and inclusion revolution" by Deloitte, is also demonstrated through an increase in EDI jobs (Bourke & Dillon, 2018). Indeed, a worldwide job listing site, reported that the demand for D&I roles increased by 123% between May and September 2020 (Murray, 2023). Similarly, a LinkedIn Talent Solutions (2020) article focusing on Europe, the Middle East, and Africa stated that D&I roles have steadily increased over the last five years at a rate of 67%, 1.65 times faster than human resource jobs, with most jobs coming from the education, public administration, and public safety sectors. As a result, there is high demand for EDII professionals.

Furthermore, since the industry is relatively new, companies hiring for EDI roles typically require

extensive work experience and EDI knowledge. According to LinkedIn Talent Solutions (2020), a staggering 77% of new D&I roles were senior or director positions, such as director of diversity, with 23% being leadership roles. These figures demonstrate that the demand for EDII begins with senior positions. Consequently, further education in this domain is especially intriguing for experienced business professionals, especially those in human resources, aspiring to advance into more senior roles. Graduates enrolled in an EDII certificate program will gain specialized and legitimized knowledge, giving them a significant advantage in the job market.

Nonetheless, there is still work to do at all levels, including entry-level positions more suitable for recent graduates, such as the role of a diversity recruiter. Additionally, there has been an increase in consulting firms that specialize in EDI consulting or provide EDII-related services, such as Deloitte and KPMG, both of which are known to be some of the largest employers of recent graduates, thus demonstrating that there are possibilities for more junior roles in this field (Dong, 2021; Bramwell, 2022).

6.4 Enrollment Trends

Information regarding enrollment trends in EDI programs is limited. The University of South Florida Muma College of Business has reportedly had over 135,000 registrations and 63,000 certificate graduates for their 14-hour, seven-week, online EDI in the Workplace certificate costing $99 (University of South Florida, n.d.). However, Canadian universities that offer EDI certificates, such as UBC, refrain from publicly reporting their certificate enrollments.

Regarding Indigenization, short, online courses have proven to be widely adopted by both secondary and post-secondary educational institutions and businesses, who provide this training to their leaders, employees, and even customers. One example is Reconciliation Education's (n.d.) course, called 4 Seasons of Reconciliation, developed in partnership with First Nations University of Canada. This course has proven to be accessible and effective for learning. Some examples of businesses that have adopted and provided the 4 Seasons of Reconciliation course to various stakeholders include the University of Regina, the Government of Saskatchewan, RBC, CIBC, Deloitte, FCC, LinkedIn, and Ikea (Reconciliation Education, n.d.). Despite both examples being much shorter and less comprehensive than a certificate program, they demonstrate the societal importance and overall demand for programs focusing on these topics.

More generally, the Government of Saskatchewan (2022) has reported that "over the past five years (between 2017-18 and 2021-22), the total number of post-secondary students has grown by 6%." Additionally, Statistics Canada reported that college postgraduate credential programs, defined as those typically requiring a previous post-secondary credential to enroll, have risen in popularity and now make up 13% of all college graduations compared to 6% in 2014 (Wall, 2022). Rising enrollments demonstrate the continued value of higher education. However, this trend also suggests a growing cohort with similar qualifications. To stand out in the competitive job market, individuals may find it advantageous, or even necessary, to pursue additional qualifications like micro-credentials or certificates.

While specific statistics on the growth of EDI enrollments may be lacking, the increase in EDI jobs and demand for postgraduate programs advocate for an overall rise in EDI training and education. These factors, combined with a public and private sector need for an EDII focus, provide a compelling case for creating an EDII certificate program at the University of Regina.

6.5 Comparable Programs

There are no comparable programs at the University of Regina. Comparable programs at other institutions are discussed in Section 3.7.

6.6 Impact on other U of R Programs

There will be no impact on other programs.

6.7 Impact on Enrollments at the U of R

It will attract new students to the U of R. from Saskatchewan and elsewhere in Canada.

7.   Location of the Program and Justification

Not applicable.

8.   Delivery of Program

The Certificate would be attainable to students who complete the three courses over a three-year period. It can be completed part-time in a Blended format.

9. Cost-Benefit Analysis

Given that the courses in the proposed program are existing offerings offered annually (required courses) or bi-annually, the resource impact of implementing this program is minimal. There is an existing Levene graduate student lounge that can be utilized by students in the proposed Certificate program. No other human or physical resources would be required. Currently, two of the courses are being taught on a regular basis by existing faculty while the third required course (GBUS 851AA) is regularly taught by a sessional who has a long relationship with the Faculty and is committed to teach the course in the future. Recruitment efforts and the draw of this particular Certificate could boost enrollments in these respective courses.

9.1 Projected Revenue and Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of credit hours taken during year	9	9	9	9	9
Tuition per credit hour	$997	$997	$997	$997	$997
Total tuition revenue per student*	$8,973	$8,973	$8,973	$8,973	$8,973
Expected enrolment	20	20	20	20	20
Total revenue	$179,460	$179,460	$179,460	$179,460	$179,460

*Based on Winter 2024 tuition, no mandatory fees included

Projected expenses: Since there will be no new courses developed to create this program, there is no projected salary and benefit expenses. Other expenses may include costs associated with recruitment, advertising, and updating our marketing material.

10. Timeline

Date	Milestone	Remedial action if milestone is missed
January, 2024	Faculty of Business Graduate Program Committee approval	Can schedule another meeting in February 2024. Does not delay implementation.
March 17, 2024	Faculty of Business Administration council approval	Can go to the May 2024 council meeting if missed. Delays implementation of the program.
April, 2024	The proposal presented to FGSR and CCFGSR	If not approved, it delays the start of the program.
May 22, 2024	The proposal presented to Executive of Council	If not approved, it will be presented at the next council

June, 2024	The proposal presented at Senate	An alternate date would be October 2024
August, 2024	Marketing and applications proceed	Missing the fall intake will delay our first batch of students
January, 2025	Intended Program launch	An alternate date would be September 2025

10.1 Oversight and Quality Assurance

As with other Levene Graduate programs, the oversight of the implementation, delivery and ongoing quality assurance of the program will rest with the Associate Dean, Research & Graduate Programs, the staff in the Levene Office (Manager, Program Advisor) and the Levene Graduate Program Committee. The Levene Graduate Program Committee will review feedback from students and faculty to assess quality assurance on an annual basis.

Each course already has specific defined learning objectives which will be assessed each by the instructor of the course. This includes, exams, essays, case study analysis, and oral presentations. These assessments will be conducted throughout the term. Students complete a survey for course evaluation towards the end of term which includes questions evaluating the program.

10.2 Advertisement Blurb

- Unlock a World of Change with the Levene Graduate Certificate in Equity, Diversity, Inclusion, and Indigenization!
- Are you ready to be a catalyst for change in today's diverse and inclusive world?
- Our Graduate Certificate program equips you with the knowledge, skills, and mindset to foster equity, celebrate diversity, and promote inclusion and indigenization in all aspects of work, organizations and society.
- Discover What Sets the Levene Certificate in EDII Apart:
  - Comprehensive Curriculum: Dive deep into the principles of equity, diversity, inclusion, and indigenization and explore the essential concept of indigenization.
  - Expert Faculty: Learn from industry leaders, scholars, and practitioners who are at the forefront of this critical field.
  - Real-world Impact: Gain practical insights and strategies to create positive change in workplaces, communities, and beyond.
- Join us in embracing a brighter, more equitable future. Let's make a difference together!

10.3 Advertising Availability

Communications and marketing will be launched once Senate approves the Graduate Certificate Program. Advertising and promotion of the program will be bundled with existing Levene Graduate Program efforts primarily led by the Marketing team. Low-cost promotional efforts directed to undergraduate students, graduate students, and professionals will also occur (e.g., posters, faculty members promoting the program to students).

11. Teach-out Provisions

The program may not succeed either because of lack of enrolment or due to sudden faculty departures. In the case of lack of enrolment, Levene Graduate School of Business course offerings will not be affected as these are existing courses which are delivered because of enrolments in existing programs. The delivery of these existing courses is not dependent upon new enrolments in the proposed Certificate program. In case of sudden faculty departures, remaining faculty will assume instruction of required and elective courses.

12. Appendices

Not applicable

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CONFLICT OF INTEREST DECLARATION:
APPLICANTS FOR GRADUATE PROGRAMS WHO ARE, OR ARE CLOSELY ASSOCIATED WITH, U OF R STAFF

University of Regina
Faculty of Graduate Studies and Research

Applicants for Graduate Programs who Are, or Are Closely Associated with, U of R Staff

University of Regina staff members may be applicants for any graduate program in the Faculty of Graduate Studies and Research.

Conditions under which staff become students are stated in the collective bargaining agreements of the University of Regina Faculty Association, the Administrative Professional and Technical Employees Bargaining Unit, and the Canadian Union of Public Employees.

Those who are closely-associated with a U of R staff member may also be considered for admission to U of R graduate programs provided that a plan can be formulated and implemented to mitigate the Conflict of Interest.

The perception of a possibility of, or the occurrence of, a conflict of interest is considered to be a major threat to the integrity of a graduate program. It is the responsibility of a prospective applicant to declare this prior to entering a graduate program, or if not evident until after that point, as soon as it becomes evident. Details of a conflict are to be reported, in writing, to the Dean of the Faculty of Graduate Studies and Research (FGSR).

Examples of conflict of interest include, but are not limited to, the following:
- A relationship between an employee and an applicant that imperils or could compromise a fair and impartial review in an academic sphere would normally be prohibited.
- A relationship between an applicant to a graduate program and a closely-associated person who works in the academic unit offering the program.
- A person seeking to complete a graduate degree in an academic unit in which they are employed full-time.
  - A person employed by an academic unit should not take courses or a degree program in that academic unit.
  - Similarly, a person taking a graduate program in an academic unit should not become a full-time employee in that unit until the program of studies has been successfully completed or formally terminated. While such an arrangement might, under certain circumstances, be regarded as acceptable in the case of a support staff member, the situation would be regarded as unacceptable for a faculty position.

If reasonable remedies to avoid or minimize a possible conflict of interest are not found, the Dean of FGSR may rule to reject an application. If this situation arises after an applicant has been accepted as a candidate for a graduate program, and ways of avoiding or offsetting a conflict of interest are not found, the Dean of FGSR may decide to implement remedies that could include discontinuation of the student's program at this University.

Right of Appeal
A student wishing to appeal a decision is first directed to the Dean of the Faculty of Graduate Studies and Research. If the appellant is not satisfied with the outcome of the Dean's review, the next level is to request that the matter be addressed by the PhD Committee, a sub-committee of the Council Committee on the Faculty of Graduate Studies and Research (CCFGSR).

Exemptions
Exemptions from these terms include those employees/applicants who are not full-time or are hired full-time on an interim (i.e., semester) basis. For example, graduate teaching assistants, and department research and teaching assistants would normally be exempt from review according to the terms of this policy.

CONFLICT OF INTEREST DECLARATION:

APPLICANTS FOR GRADUATE PROGRAMS WHO ARE, OR ARE CLOSELY ASSOCIATED WITH, U OF R STAFF

University of Regina | Faculty of Graduate Studies and Research

Employee/Applicant Name: _____   ID Number: _____

Graduate Program of Study: _____

Faculty/Department/Academic Unit of Employment: _____

☐ As outlined in the Applicants for Graduate Programs who Are, or Are Closely Associated with, U of R Staff Policy, I declare that **I am aware of a real or perceived conflict of interest** arising from my employment or that of a closely associated person **and have attached a mitigation plan**.

☐ As outlined in the Applicants for Graduate Programs who Are, or Are Closely Associated with, U of R Staff Policy, I declare **that I am unaware of a real or perceived conflict of interest** arising from my employment, or that of a closely associated person.

I, _____, have read the Applicants for Graduate Programs who Are, or Are Closely Associated with, U of R Staff Policy, and understand that this declaration is given in accordance with that Policy. Should any real or perceived conflicts appear in the future, I will bring them to the attention of my/my close associate's Supervisor/Manager, Dean or Designate of my Graduate Program of Study and of the Dean or Designate of the Faculty of Graduate Studies and Research immediately. I declare that the information contained in this Conflict of Interest Declaration is true and correct to the best of my knowledge.

_____   _____
Employee/Applicant Signature   Date

_____   _____   _____
* UR Employee's Supervisor/   Signature   Date
Manager

* If you **are not** a UR Employee, the above signature from a Supervisor/Manager **is not** required. If you **are a UR Employee**, the above signature from your Supervisor/Manager **is required** and a final copy of this form will be sent to the primary Academic or Administrative Unit for information.

_____   _____   _____
Program of Study's Dean or   Signature   Date
Designate

_____   _____   _____
Graduate Studies & Research   Signature   Date
Dean or Designate

Email the Form, and Mitigation Plan if necessary, to: grad.studies@uregina.ca.

UNIVERSITY OF REGINA
Faculty of Graduate Studies and Research
North Residence, NR 110.2
University of Regina
Regina, Saskatchewan
Canada S4S 0A2

Fax: (306) 337-2444 **Email**: grad.studies@uregina.ca

Conflict of Interest Declaration for Members of the University Staff as Candidates for Graduate Programs

After reviewing the policy document concerning "Members of University Staff as Candidates for

Graduate Programs", I declare that I am unaware of any conflict of interest within my program

of studies, _____, with regards to my employment as a

_____ in the _____ department/area. Should

any conflicts appear in the future, I will bring them to the attention of the Dean of the Faculty of

Graduate Studies and Research immediately.

☐ I am aware of a possible conflict of interest and request a meeting with the Dean of the

　Faculty of Graduate Studies and Research to discuss matters.

_____　　　　_____
Signature　　　　　　　　　　　　　　　　Date

_____　　　　_____
Name (print or type)　　　　　　　　　　　ID Number

_____　　　　_____
Faculty Approval – Dean of Faculty　　　　Date
Signature

_____　　　　_____
Dean of the Faculty of Graduate　　　　　Date
Studies & Research (or designate)

**Members of the University Staff
as Candidates for
Graduate Programs**

University of Regina staff members may be candidates for any graduate program in the Faculty of Graduate Studies and Research.

Conditions under which staff become students are stated in the collective bargaining agreements of the University of Regina Faculty Association, the Administrative Professional and Technical Employees Bargaining Unit, and the Canadian Union of Public Employees.

The perception of a possibility of, or the occurrence of, a conflict of interest is considered to be a major threat to the integrity of a graduate program. It is the responsibility of a prospective candidate to declare this prior to entering a graduate program, or if not evident until after that point, as soon as it becomes evident. Details of such a conflict are to be reported in writing to the Dean of the Faculty of Graduate Studies and Research.

If reasonable remedies to avoid or minimize a possible conflict of interest are not found, the Dean may rule to reject an application. If this situation arises after an applicant has been accepted as a candidate for a graduate program, and ways of avoiding or offsetting a conflict of interest is not found, the Dean may decide to implement remedies that could include discontinuation of the student's program at this University.

Examples of conflict of interest include but are not limited to the following:

- A relationship with a candidate that parallels or could compromise a fair and impartial review in an academic sphere would normally be prohibited.

- A person employed by an academic unit should not take courses or a degree program in that academic unit. Similarly, a person taking a graduate program in an academic unit should not become a full-time employee in that unit until the program of studies has been successfully completed or formally terminated. While such an arrangement might under certain circumstances be regarded as acceptable in the case of a support staff member, the situation would be regarded as unacceptable for a faculty position.

Right of Appeal

A student wishing to appeal a decision is first directed to the Dean of the Faculty of Graduate Studies and Research. If the appellant is not satisfied with the outcome of the Dean's review, the next level is to request that the matter be addressed by the Faculty of Council Committee or for Doctoral students the Ph.D. Committee.

Exemptions

Exemptions from these terms include those employees/candidates who are not full time or are hired full time on only an interim (i.e., semester) basis. For example, graduate teaching assistantships and department research and teaching assistants would normally be exempt from review according to the terms of this policy.

Revised August 2011

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1.   **FACULTY OF MEDIA, ART, AND PERFORMANCE**

    1.1   Bachelor of Arts and Bachelor of Arts Honours; Bachelor of Arts in Cultures of Display, and Minors in Art History and Cultures of Display – Admission Suspension

> **MOTION:** To suspend admissions to the Bachelor of Arts in Art History; the BA Honours in Art History; the Bachelor of Arts in Cultures of Display; the Minor in Art History; and the Minor in Cultures of Display, effective 202510.

Rationale:

These programs are being replaced by the programs outlined in the below Motions 3.3, 3.4, and 3.5: a Bachelor of Arts; a Bachelor of Art Honours; and a Minor in Art History and Curatorial Studies. Current students will be permitted to transfer into the new program(s). Students currently declared in these programs will have until April 30, 2030, to complete their program requirements.

(end of Motion)

    1.2   Bachelor of Arts in Art History and Curatorial Studies – New Program

> **MOTION:** To create the new Bachelor of Arts in Art History and Curatorial Studies, effective 202520.

Bachelor of Arts (BA) in Art History and Curatorial Studies

Credit hours	BA in Art History and Curatorial Studies Required Courses
0.0	MAP 001
Critical Competencies – 21 Credit hours	
Communication in Writing (6 credit hours)	
3.0	Two of: ACAD 100, ENGL 100, 110
3.0	
Natural or Social Sciences (6 credit hours)	
6.0	Two courses in the following areas: ECON, GES, PSCI, PSYC, SOC, SOST, MATH; any Science courses (but not STAT or CS).
Culture and Society (6 credit hours)	
3.0	MAP 202 or MAP 209*
3.0	One course in the following areas (excluding courses in statistics, methods, PHIL 150):

Credit hours	BA in Art History and Curatorial Studies Required Courses
	ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Research Skills and Methodologies (3 credit hours)	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, or the Faculties of Arts and Science such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 307, PSYC 204, 305, STAT (any courses), WGST 220. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Note: Course substitutions in the above categories may be granted by the Dean or Designate.	
Major Requirements – 39 credit hours in the discipline	
3.0	ARTH 100
3.0	INAH 100
3.0	ARTH 211
3.0	ARTH 301
27.0	Nine ARTH or INAH courses: 15 credit hours must be at the 300- or 400-level
Media, Art, and Performance Requirements outside the Major	
3.0	ART 100 or INA 100
15.0	Five studio ART courses
3.0	ART 400
9.0	Three courses in any department or program in the Faculty of Media, Art, and Performance outside the Department of Visual Arts
Open Electives – 30 credit hours	
30.0	10 Open Electives
120.0	Total: 70.00% PGPA and 65.00% UGPA required.
*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective, once the Culture and Society requirements are met.	

Rationale:

This new Bachelor of Arts streamlines our areas of study in to a single degree that fulfills student learning outcomes for the field using our available resources and capacities, with clarified and strengthened major requirements. We will be better able to promote and recruit for this degree because it combines two related and interdependent fields of study into an exciting, combined program that prepares students for professional practice in the workplace.

Attachment(s):

Attachment A – Registrar's Academic Programming Questionnaire for the Bachelor of Arts in Art History and Curatorial Studies

(end of Motion)

1.**3**   **Bachelor of Arts Honours in Art History and Curatorial Studies – New Program**

> **MOTION:** To create the new Bachelor of Arts Honours in Art History and Curatorial Studies, effective 202520.

Bachelor of Arts Honours (BA Hons) in Art History and Curatorial Studies

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

- 70.00% overall average and 75.00% in the major program courses.

Students may enter the BA Honours in Art History and Curatorial Studies after 30 credit hours of undergraduate studies, and through consultation and recommendation of an Art History Faculty Member in MAP. Students are encouraged to begin their studies in the BA Visual Arts Program.

Credit hours	BA Hons in Art History and Curatorial Studies Required Courses
0.0	MAP 001
Critical Competencies – 21 Credit hours	
Communication in Writing (6 credit hours)	
3.0	Two of: ACAD 100, ENGL 100, 110
3.0	
Natural or Social Sciences (6 credit hours)	
6.0	Two courses in the following areas: ECON, GES, PSCI, PSYC, SOC, SOST, and STS, MATH; any Science courses (but not STATS or CS).
Culture and Society (6 credit hours)	
3.0	MAP 202 or MAP 209*
3.0	One course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Research Skills and Methodologies (3 credit hours)	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 307, PSYC 204, 305, STAT (any courses), WGST 220. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.

Credit hours	BA Hons in Art History and Curatorial Studies Required Courses
Note: Course substitutions in the above categories may be granted by the Dean or designate.	
Major Requirements – 39 credit hours in the discipline	
3.0	ARTH 100
3.0	INAH 100
3.0	ARTH 211
3.0	ARTH 301
27.0	Nine ARTH or INAH courses: 15 credit hours must be at the 300- or 400-level
Honours Requirements – 9 credit hours Students require an overall GPA of 70%, and a PGPA of 75% in the program to complete the Honours degree.	
3.0	ARTH440
6.0	Art History Honours Paper or Curatorial Project: ARTH 450 and ARTH 451
Media, Art, and Performance Requirements outside the Major – 33 credit hours	
3.0	ART100 or INA 100
15.0	Five Studio ART courses
3.0	ART 400
9.0	Three courses in any department or program in the Faculty of Media, Art, and Performance outside of the Department of Visual Arts
3.0	MAP 400 seminar, or MAP 499 Professional Placement, or other senior seminar as approved by the Department Head or Associate Dean, Undergraduate
Open Electives – 18 credit hours	
18.0	Six Open Electives
120.0	Total: 75.00% PGPA and 70.00% UGPA required.
*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective once the Culture and Society requirements are met.	

Rationale:

This new BA Honours streamlines our areas of study in to a single degree that fulfills student learning outcomes for the field using our available resources and capacities, with clarified and strengthened honours requirements. We will be better able to promote and recruit for this degree because it

combines two related and interdependent fields of study in to an exciting combined program that prepares students for professional practice in the workplace. The BA Honours positions students for graduate work in this and related fields including Art History, Museum Studies, and Curatorial Studies.

Attachment(s):

Attachment A – Registrar's Academic Programming Questionnaire for the Bachelor of Arts Honours in Art History and Curatorial Studies

(end of Motion)

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2. **UNIV 001: UNIVERSITY PREPAREDNESS – NEW COURSE**

> **MOTION:** To approve the UNIV 001: University Preparedness Course, effective 202530.

UNIV 001 University Preparedness

This course is a zero-credit course required of all new undergraduate students. It aims to facilitate students' transition to university by enhancing their academic skills that are essential to university studies, introducing them to university expectations, and providing them with an opportunity to learn and practice the principles of academic integrity at the very inception of their university studies.

The course is composed of asynchronous online modules and a short quiz for each module in several areas. These areas include academic integrity, academic writing, research skills, and study skills. The course is equivalent to approximately 10-12 hour class time.

Students are expected to complete the course in the first four weeks of the start of classes in the term they begin their studies at the University of Regina. The course is graded Pass/Fail. Students must successfully complete all the quizzes to pass the course. They have the opportunity to repeat any of the quizzes until they succeed.

In the event that a student does not successfully complete the course in the first four-week block of time, they will get a grade of Fail and be registered in the course scheduled for the second four-week block of time. This process will be repeated for a third time if the student fails again to complete the course scheduled for the second four-week.

Those students who fail to complete the course in all three four-week block classes will be denied access to the University's Learning Management System UR Courses (except for UNIV 001) until they pass the course. Students must pay the course fee every time they register for the course.

Please note that while the course will be graded P/F and included in the student advising report, the course and course grade will not appear in students' transcripts.

Prerequisites: Admission to the University of Regina as an undergraduate student

Credit hours – 0.00

Grading mode: Pass/Fail

Fee: $50 fee to cover administrative costs

Effective date: 202530

Course Modules

1) **Skills to Get Started**

Topics will include time management; note taking; tips for studying and writing exams; and respectful communication.

2**) Academic Writing Skills across Disciplines**

Different types of written assignments; understanding instructor's writing assignment requirements; developing arguments; using analytical logic; writing with clarity; referencing sources

3) **Research Skills**

Where/how to start research for a class assignment; how to find relevant resources; library search terms; credibility of sources; where/how to get support

4) **Academic Integrity**

Core values of academic integrity; why academic integrity is important; what is academic misconduct; main types of academic misconduct and examples; and how to avoid academic misconduct

5) **Respectful Conduct**

A review of non-academic misconduct; the respectful university policy; student code of conduct, and where to get help

Each module will be developed by content experts.

Background and Rationale:

In 2020-21, the University was engaged in retention planning with a view to enhancing student success, retention, and completion. One of the five action plans that resulted from the retention plan following campus-wide engagement and consultations was to create an introduction to university course. The research done as part of the retention plan as well as campus-wide consultations revealed the need for a foundational introductory course to support student transition from high school to university and enhance

student success and learning experiences. The proposed zero-credit course aims to meet this identified need in an efficient and structured way without necessitating changes to the requirements of individual academic programs. It will help build a foundation for students' academic success.

Governance: A university-level committee will have oversight of the course. This committee will be composed of academic representatives from Faculties/academic units and chaired the AVP (Academic). It will have the authority to decide when / how the course content needs to be updated or revised. Any changes to the course title, course description, prerequisites, grading mode etc. will be forwarded to CCUAS for approval per the University's course approval/revision policy.

A new staff position will be responsible for the administrative type of duties to ensure that the course operates smoothly and that students are supported. The course fee charged to students will be used for this purpose.

(end of Motion)

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3.   COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES (CCUAS) – TERMS OF REFERENCE REVISION

> **MOTION:** To approve the Council Committee on Undergraduate Admissions and Studies (CCUAS) Terms of Reference, effective 202430.

Rationale:

Section 3.2 of the Council Rules and Regulations states:

Committees of Council will be required to review their terms of reference no less than once every five years, reporting to Executive of Council that this has been done.

The Council Committee on Undergraduate Admissions and Studies (CCUAS) terms of reference were last approved by Executive of Council on March 22, 2017. As such, review is required in order to bring the terms of reference in alignment with the Council Rules and Regulations.

Significant proposed changes:

- Simplification of roles and responsibilities of the Committee to reflect the current activity of CCUAS and its reporting to Executive of Council. In addition, the revisions align closely with the recent changes approved to the Terms of Reference of the Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)

- Addition of a quorum requirement

- Revisions to the membership list:

- o Removal of the President as a member - their schedule does not allow attendance at CCUAS, and their inclusion in the membership complement can contribute to difficulty in meeting quorum requirements
- o Removal of AVP (Student Affairs) as domestic admissions now falls under the purview of the Registrar
- o Addition of AVP (International), member of Council, responsible for international admissions
- o Removal of ex-officio non-Council members as voting participants
- o Clarification of Faculty/Academic Unit representation, Federated College representation, student representation, and the use of designates

- Addition of a section on Observers

Revisions to the CCUAS Terms of Reference were previously brought for approval to the May 4, 2023, December 7, 2023 and March 7, 2024 meetings of CCUAS. In all cases, the Committee asked for further consultation. Consultations were undertaken, and also included advice and guidance from the Provost and Vice-President (Academic). The Terms of Reference proposed as Attachment I have incorporated the suggestions from those consultations.

Attachment(s):

Attachment B – Proposed CCUAS Terms of Reference
Attachment C – Current CCUAS Terms of Reference

(end of Motion)

Registrar's Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Bachelor's Degree in Art History and Curatorial Studies

                  Bachelor's Honours Degree in Art History and Curatorial Studies

Type of Program:

	Certificate
	Diploma
x	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): AHCS

Faculty(ies)/School(s)/Department(s): MAP/ Department of Visual Arts

Expected Proposal Submission Date (Month/Year): 05/2024

Expected Start Date (Month/Year): 09/2025

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

> This program replaces our current degree offerings in Art History and Cultures of Display to offer a single practical and theoretical degree in Art History and Curatorial Studies (both Major and Honours). Many of our students in visual arts go on to work in museums and art galleries and we feel that this degree will strengthen our students' abilities to gain employment in these areas. They also support our current faculty strengths in the areas of art history/curatorial studies and allow us to offer courses that fit well with our teaching expertise.

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

1. Students will learn and implement new disciplinary-specific vocabulary to discuss and analyze visual art and cultural artifacts

2. Students will be able to identify, situate, and analyze art and visual cultural objects by various producers from a wide variety of geographic and temporal periods

3. Students will develop and demonstrate strong critical and creative thinking skills, including reading, writing, and oral presentation skills, through the active creation of responses to artworks and artists

4. Students will learn how to research and analyze art and its history using primary and secondary sources and in active learning contexts

5. Students will be able to articulate the key concepts, theories, and thinkers that have shaped both historical and contemporary ideas about art and its dissemination

6. Students will engage in hands-on methods of art history and curatorial studies including researching the history of art, writing art criticism, and curating exhibitions

These learning objectives will be delivered through our major requirements and courses on the history of art and curatorial studies.

Honours Degree Learning Outcomes

1. Students will delve deeply into a research topic that will contribute to their development of expertise in the discipline

2. Students will strengthen their own research methods and understanding of art historical and/or curatorial techniques through primary and secondary research

3. Students will develop an extended honours thesis project that displays advanced writing and research skills and/or curatorial methods

This honours focus will be made more clear to students through the re-writing of our course descriptions for the honours degree. These requirements for the honours will be directed through the one-on-one mentorship of a faculty member.

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

This program is similar to other art history and curatorial studies programs at the national level. There is nothing quite like it in Saskatchewan or Manitoba at the undergraduate level. While the University of Saskatchewan does have a degree in art history, there is no focus on curatorial studies. In Alberta, the University of Lethbridge has a major in Art History and Museum Studies; the University of Calgary offers a minor in Museum and Heritage Studies, and the University of Alberta in Edmonton has a Major in the History of Art, Design, and Visual Culture. The bulk of the country's programs are in Ontario and Quebec. We will be able to offer training and expertise that will help to expand our home grown experts in the field and stand out as the program to take in Saskatchewan.

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

Students will have a much more clear understanding of the degrees offered in art history and the learning objectives of these degrees (major and honours). Currently, we offer two separate degrees (Art History and Cultures of Display) with major and honours in both and yet to many students it is unclear how they are different. With this one degree stream, students will engage in experiential and hands on learning as well as gain the theoretical and historical knowledge needed to seek employment in art history and in the field of curatorial studies. This will also help students who wish to move on to graduate studies here or out-of-province to develop the skills needed for the next stage of their academic careers.

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

There is no similar degree in the university except for the ones we currently offer and which we plan to make inactive and replace with this proposed degree in Art History and Curatorial Studies (Major and Honours). The emerging focus on Public and Applied History in the Department of History does not duplicate this program, but does offer opportunities for cooperation and shared recruitment strategies

III.   STRATEGIC CONSIDERATIONS (CCAM)

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

This new program supports the goals of our Faculty's Strategic Plan through our *Commitment to Student Success, Research Impact,* and *Commitment to our Communities*. The program aims to clarify our current offerings and to develop curriculum that is responsive and timely, with a greater focus on Indigenous art and decolonial curatorial practices as well as hands-on learning. By making clear the goals of our art history and curatorial curriculum and by focusing on experiential learning through courses that teach curation, we aim to support our students as future arts professionals. This program meets the goals of developing and supporting community-engaged teaching, through the number of courses where we engage with community arts groups. We wish to continue to foster our existing partnerships and networks, and we aim to support local and regional arts communities through networking and relationship building: all of these goals are outlined as actions in our existing operational plan for the faculty.

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

Our degree supports the University's Strategic Vision and Objectives in several ways, especially through its stated Values of *Mutual Respect, Integrity, and Honesty*, *Equity Diversity and Inclusion*, *Indigenous Ways of Knowing and Being, and Community* and *Social Responsibility.* We aim to foster diversity, equity, and inclusion in our teaching and classrooms, to promote and amplify Indigenous ways of knowing where appropriate, and to help our students to serve each other and society through the application of critical thinking, historical understanding, and the appreciation of cross-cultural practices of material culture and visual art.

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

no

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

Saskatchewan and Regina have a need for locally trained museum and art gallery workers and this program will help to foster a stronger environment of arts professionalism in the region. It will also better prepare students to move on to graduate studies, either here or in other provinces. At this time, graduate programs in museum and curatorial studies in Canada outnumber undergraduate programs that prepare students for these field; the proposed programs address this gap.

IV. Program Plan

1. What are the program admission requirements?

Students can gain admission to the Major program directly from high school or at any point during undergraduate studies at the University of Regina as per the general entry requirements set out by the Faculty of Media, Art, and Performance.

Admission to the BA Honours program requires:

70.00% overall average and 75.00% in the major; and

students may enter the BA Honours in Art History and Curatorial Studies program after 30 credit hours of undergraduate studies, and through consultation and by recommendation of an Art History Faculty Member. Students are encouraged to begin their studies in the BA Visual Arts or BA Art History and Curatorial Studies Program.

2. Insert the proposed curriculum here.

Bachelor of Arts (BA) in Art History and Curatorial Studies

Credit hours	BA in Art History Required Courses
0.0	MAP 001
Critical Competencies – 21 Credit hours	
Communication in Writing (6 credit hours)	
3.0	Two of: ACAD 100, ENGL 100, 110
3.0	
Natural or Social Sciences (6 credit hours)	
6.0	Two courses in the following areas: ECON, GES, PSCI, PSYC, SOC, SOST, MATH; any Science courses (but not STATS or CS).
Culture and Society (6 credit hours)	
3.0	MAP 202 or MAP 209*
3.0	one course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Research Skills and Methodologies (3 credit hours)	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 307, PSYC 204, 305, STATS (any courses), WGST 220. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Note: Course substitutions in the above categories may be granted by the Dean or Designate.	
Major Requirements – 39 credit hours in the discipline	
3.0	ARTH 100
3.0	INAH 100
3.0	ARTH 211
3.0	ARTH 301
27.0	Nine ARTH or INAH courses: 15 credit hours must be at the 300- or 400-level
Media, Art, and Performance Requirements outside the Major	
3.0	ART 100 or INA 100
15	Five studio ART courses
3.0	ART 400
9.0	Three courses in any department or program in the Faculty of Media, Art, and Performance outside the Department of Visual Arts
Open Electives – 30 credit hours	
30.0	10 Open Electives
120.0	Total: 70.00% PGPA and 65.00% UGPA required.
*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective, once the Culture and Society requirements are met.	

Bachelor of Arts Honours (BA Hons) in Art History and Curatorial Studies

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

- 70.00% overall average and 75.00% in the major program courses.

Students may enter the BA Honours in Art History and Curatorial Studies after 30 credit hours of undergraduate studies, and through consultation and recommendation of an Art History Faculty Member in MAP. Students are encouraged to begin their studies in the BA Visual Arts Program.

Credit hours	BA Hons in Art Hiistory and Curatorial Studies Required Courses
0.0	MAP 001
Critical Competencies – 21 Credit hours	
Communication in Writing (6 credit hours)	
3.0	Two of: ACAD 100, ENGL 100, 110
3.0	
Natural or Social Sciences (6 credit hours)	
6.0	Two courses in the following areas: ECON, GES, PSCI, PSYC, SOC, SOST, MATH; any Science courses (but not STATS or CS).
Culture and Society (6 credit hours)	
3.0	MAP 202 or MAP 209*
3.0	One course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Research Skills and Methodologies (3 credit hours)	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 307, PSYC 204, 305, STATS (any courses), WGST 220. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Note: Course substitutions in the above categories may be granted by the Dean or Designate.	
Major Requirements – 39 credit hours in the discipline	
3.0	ARTH 100
3.0	INAH 100
3.0	ARTH 211
3.0	ARTH 301
27.0	Nine ARTH or INAH courses: 15 credit hours must be at the 300- or 400-level
Honours Requirements – 9 credit hours Students require an overall GPA of 70%, and a GPA of 75% in the program to complete the Honours degree.	
3.0	ARTH440
6.0	Art History Honours Paper or Curatorial Project: ARTH 450 and ARTH 451
Media, Art, and Performance Requirements outside the Major – 33 credit hours	
3.0	ART100 or INA 100

Credit hours	BA Hons in Art Hiistory and Curatorial Studies Required Courses
15.0	Five Studio ART courses
3.0	ART 400
9.0	Three courses in any department or program in the Faculty of Media, Art, and Performance outside of the Department of Visual Arts
3.0	MAP 400 seminar, or MAP 499 Professional Placement, or other senior seminar as approved by the Department Head or Associate Dean, Undergraduate
Open Electives – 18 credit hours	
18.0	Six Open Electives
120.0	Total: 75.00% PGPA and 70.00% UGPA required.
*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective, once the Culture and Society requirements are met	

Minor in Art History and Curatorial Studies

Credit hours	Minor in Art History and Curatorial Studies Required Courses
3.0	ARTH 100 or INAH 100
3.0	ARTH 211
3.0	ARTH 301
3.0	One 200-level course in ARTH or INAH
6.0	Two courses in ARTH or INAH at the 300- or 400-level
18.0	Total 65.00% GPA

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

We are in the process of cleaning up our descriptions and affixing permanent course codes to many of our courses. These courses are not changing in their content but instead are becoming more clear in terms of the content, the pedagogy, the evaluations, and expectations.

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. For the honours degree, students must enroll in ARTH440, ARTH450 and ARTH451.

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

> For the Honours degree we have raised the minimum GPA requirements to 70.00% overall average and 75.00% in the major. This seems logical since the degree is has a higher prestige and expectations for performance.

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

> Students largely come into Visual Arts wanting to either take visual arts as their major or do a degree in art history. Some students come to us from other faculties but the majority are already enrolled in MAP.

7. How will students be recruited to the program?

> Through the same initiatives that we as a department and faculty already use.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5

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

Through the MAP Student Centre and individually by the academic faculty of art history and curatorial studies, Karla McManus and Sherry Farrell Racette.

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

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?

This program is only to make more clear our current offerings and to strengthen or program description and requirements to reflect our teaching.

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?

N/A

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			
2			
3			
4			
5			
5 Year Total			

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

Same as before.

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

We already have the spaces we need to teach this course including RC 233 – curatorial lab, and RC 050 – lecture theatre.

VI.   Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Karla McManus	Karla.mcmanus@uregina.ca	306-337-2227

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		

PROPOSED COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
TERMS OF REFERENCE

Purpose: Responsible for advising Council on undergraduate academic programs and related academic calendar regulations.

Membership: *Elected:*   3 members of Council

2 undergraduate students, who are student members of Council

Ex Officio: University Secretary

Registrar

Associate Vice-President (International)

Dean, Campion College

Dean, Luther College

Associate Dean, Academic, First Nations University of Canada

Each Faculty or Academic Unit's* Associate Dean (Undergraduate) or equivalent

*Arts, Business Administration, Education, Engineering & Applied Science, Kinesiology & Health Studies, Media, Art and Performance, Nursing, Science, Social Work, Centre for Continuing Education, La Cité universitaire francophone

Ex Officio members who are unable to attend a CCUAS meeting may send a designate in their place. Designates must be members of Council to have voting privileges or will otherwise attend as resources or non-voting observers.

Resources: Registrar's Office (non-voting)

Chair: Normally an elected member of Council serving their third year and who will serve a one-year term as Chair of the Committee. The Chair of the Committee will be expected to attend Executive of Council each month to present CCUAS motions for approval.

Terms: Elected members of Council normally serve for three years.
Undergraduate students normally serve for one year.

Observers: With the permission of the Chair, non-voting faculty or staff members will be permitted to attend to provide subject-matter expertise, or to observe Committee deliberations. Attendance will typically occur on an as-needed basis, but may be granted to allow regularized attendance in some cases. It is expected that *ex-officio* members will consult with others (advisors, department heads, registrars, program coordinators, admissions specialists etc.) in their faculty/unit or federated college as required to bring appropriate perspective on items coming to CCUAS for consideration.

Quorum: 50% + 1 (12 voting members)

Roles and Responsibilities:

Review and recommend approval of undergraduate programs and related regulations to Executive of Council including:

1. Admission requirements;
2. Expectations of academic performance;
3. Proposals for new, revised, and deleted undergraduate programs, including majors and minors;
4. Graduation requirements; and,
5. Academic schedule, which outlines the start and end dates associated with the delivery of instruction.

Proposals for new, revised, inactivated, and historical (deleted) courses are received for information. The Committee reserves the right to raise any such course to the table for approval.

Note: The Council Committee can refer new or substantially revised undergraduate academic programs to the Council Committee on Academic Mission (CCAM) or Council Committee on Budget (CCB).

CURRENT COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
TERMS OF REFERENCE

Purpose: Responsible for advising Council on undergraduate academic programs, policy, regulations and standards.

Membership: 3 elected members of Council recommended by the Nominating Committee of Council and approved by Executive of Council (1 member will be replaced each year, there will be no more than one from each faculty, and one of these members will be elected at the first meeting in the new academic year to act as Chair). This member will also be a member of the Council Committee on Student Appeals.
2 undergraduate students appointed by the Students' Union from the student members of Council
1 designate from each Federated College named by the Federated College
The Director of the Centre for Continuing Education (or designate)
The Associate Dean responsible for undergraduate academic affairs (or designate) from each undergraduate faculty
Ex officio: President
University Secretary
AVP (Student Affairs)
Registrar
Director (Enrolment Services)
Associate Director (UR International)

Resources: Registrar's office

Roles and Responsibilities:

Note: All new, or substantially revised, undergraduate academic programs, policy, regulations and standards will normally first be considered by the Council Committee on Budget.

1. To recommend proposals for new, revised, and deleted undergraduate degree and non-degree programmes to Executive of Council.
2. To recommend proposals for new, revised, and deleted undergraduate academic policies and standards to Executive of Council.
3. To recommend proposals for new, revised, and deleted standards for undergraduate admission and graduation to Executive of Council.
4. To receive, for information, new, revised, and deleted undergraduate courses. The Committee reserves the right to raise any such course to the table for approval.

Executive of Council Approved 22 March 2017

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Research

Item(s) for Decision:

1.   RESEARCH CHAIR – CIHR-PHAC APPLIED PUBLIC HEALTH CHAIR – BEYOND DISPARITIES: INDIGENOUS WELLNESS THROUGH HEALTH RESEARCH

MOTION: That Executive of Council approve the creation of a new University of Regina Research Chair titled the "CIHR-PHAC Applied Public Health Chair - Beyond Disparities: Indigenous Wellness Through Health Research."

Proposal for Research Chair

Title of Chair	**CIHR-PHAC Applied Public Health Chair - Beyond Disparities: Indigenous Wellness Through Health Research**
Faculty	Education
Research Area	Indigenous Peoples' Health
Funding Source	Canadian Institutes of Health Research (CIHR) and the Public Health Agency of Canada (PHAC) through the Applied Public Health Chairs program
Competitive Grant or Donation?	Competitive Grant
Proposed Start Date	Feb 1, 2024
Proposed End Date	March 31, 2030
Renewal Details	Single term, with commitment from institution to extend sustainability of the Chair award beyond the 6-year award period

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

Complex global, economic, social and environmental challenges call for innovative population health solutions to strengthen Canada's public health capacity. The CIHR-PHAC Applied Public Health Chair program was launched by the Canadian Institutes of Health Research (CIHR) and the Public Health Agency of Canada (PHAC) to fund diverse mid-career applied public health researchers in Canada who will undertake inclusive and equitable applied research programs that tackle pressing public health challenges and who will work with decision makers from various sectors and communities to help support evidence-informed decisions that improve health and health equity.

Recognizing that her extensive research program is well-placed to lead advancements in applied public health by building on the University of Regina's investments in health and wellness research, Indigenous health, public policy, and governance, Dr. JoLee Sasakamoose received this prestigious and highly competitive Chair award.

The Chair will provide a holistic approach to addressing health issues in Indigenous communities, informed by comprehensive models of care and First Nations-designed theoretical frameworks, focused on exploring the social determinants of health. Through community-based participatory approach and collaborative focus, the Chair has established strong connections with decision-makers across Saskatchewan and Canada, with a particularly robust partnership with Indigenous decision-makers, such as the Federation of Sovereign Indigenous Nations, the Muskowekwan First Nation and the Western Region III Metis Nation-SK. These partnerships will maximize the impact of the CIHR-PHAC Chair.

Unlike most population health research, Dr. Sasakamoose focuses on interventions and how to address inequity by taking action, such as developing programs, realigning financial resources, policies, research, or other actions that influence the determinants of health and positively affect population health outcomes. The Chair and her research team come from various applied disciplines, including educational psychology, public policy, nursing, and social work. The Faculty of Education's Centre for Educational Research, Collaboration, and Development (CERCD), which focuses on Indigenization and decolonization, supports research in collaboration with communities and policy-makers. The University's Office of Research Partnerships and Innovation can facilitate interactions between the Chair's research team and community partners.

Through past strategic investments, the Faculty of Education and the U of R is exceptionally positioned to house this Research Chair. Dr. Sasakamoose was instrumental in establishing Educations' Natawihowikamik Healing Lodge and Wellness Clinic, which focuses on First Nations mental health and well-being and effective health intervention. The Lodge is designed as a radical departure and disruption of current academic structures to facilitate emerging forms of research, particularly those guided by decolonizing methodologies and implementing effective health intervention strategies. The Lodge is equipped with a large meeting room, technology, ventilation for smudging, counselling rooms, and a small kitchenette. The second floor of the Education Building boasts additional shared facilities that will be available for the Chair's research, including a large boardroom, graduate student office space and lounge, Elder rooms, a multi-purpose room with a kitchen, and a spacious meeting room accommodating over 120 people, complete with ventilation for smudging.

The University of Regina's established research strengths and priorities in the 2020-2025 Strategic Plan and strategic resource investments in "Healthy Living" directly align with the Chair's goals. The University of Regina has a long tradition of investing in population and Indigenous health research, particularly on the social and economic determinants of health inequities. Informed by this research, the University works with partners to develop community based interventions. These interactions occur through Research Centres, including the Saskatchewan Population Health and Evaluation Research Unit, the Child Trauma Research Centre, the Canadian Institute for Public Safety Research and Treatment, and the Centre on Aging and Health. An integrated health approach is a focal point for promoting interactions through the continuum of health sector partners and stakeholders, including researchers, community groups, policy-makers, clinicians, and the public. As a CIHR-PHAC Chair in Applied Public Health, the Chair will accelerate the University of Regina's strategic vision of community impact through knowledge mobilization in public health.

The Chair's research program, growing network of interdisciplinary researchers, community partners, and multisectoral stakeholders is poised to transform population health intervention research through a culturally safe and community-informed approach to health equity in Canada.

Chair Profile (e.g. eligibility and selection)

Dr. JoLee Sasakamoose was the success applicant for this competitive CIHR-PHAC chair, as a mid-career population and public health researcher. Dr. Sasakamoose is a member of M'Chigeeng First Nation and an

active citizen of Ahtahkakoop Cree Nation. Holding the position of Professor and Chair in Educational Psychology and Counselling at the University of Regina, she is at the forefront of Indigenous wellness initiatives. Dr. Sasakamoose oversees the Indigenous Wellness Research Community Network and directs the Natawihowikamik Healing Lodge and Wellness Clinic. Her current endeavors include establishing the Indigenous Health Innovation Hub and leading the Roots to Wellness Research Collaborative, which focuses on nurturing healing and resilience within Indigenous families.

Budget and Funding

1. CIHR-PHAC Chair award: $1,150,000
   a) Annual salary for the Chair: $100,000/year for Years 1-5 ($500,000 total). Chair salary costs that exceed this amount are borne by the U of R in a centrally budgeted position. After the five year term, the Chair will revert to the existing base-budgeted faculty position in Education.
   b) Research Funding: $100,000/year in Years 1-6 ($600,000). Year 6 is a transitional year with funds for research activities, but not salary costs.
   c) Annual meeting: $50,000 one-time funding for the Chair to host an annual meeting of Applied Public Health Chairs.

2. Vice-President Research: $180,000
   a) Graduate student funding: $30,000/year in Years 1-6 ($180,000)

3. Faculty of Education: $550,000
   a) Personnel and operating costs: $100,000/year in Years 1-5 ($500,000). The fall-in from the CIHR-PHAC salary award will be redirected to support personnel and research costs.
   b) Research Funding: $10,000/year in Years 1-5 ($50,000) through the Faculty's Indigenous Scholar Retention Fund
   c) Annual course releases will be provided to ensure the Chair has a minimum of 75% protected research time.

4. Sustainability: $460,000
   a) The award will result in approximately $460,000 in the Tri-Agency Research Support Fund. These funds will be used for research costs to sustain the Chair beyond Year 6.
   b) Work with University Advancement to identify donor funding to support a sponsored Chair beyond the term of CIHR-PHAC award.

Chair responsibilities and reporting
The Chair will undertake research activities to enhance mental health outcomes for Indigenous communities in Saskatchewan. A mid-term report will be submitted to CIHR in Year 3 and a final report in Year 6, including output and outcome measures.

Process to date (e.g. discussions within department, Faculty, grant application process)
Application to CIHR was submitted October 2023. The award decision was made by CIHR on Feb 21, 2024 with a retroactive start date of Feb 1, 2024.

Submitted by: Faculty of Education

Date: April 22, 2023

Research Office Use

Step	Date
Funding in Place	Feb 21, 2024
Sent to CCR	May 6, 2024
Sent to EofC	May 22, 2024
Sent to Senate	
Sent to Board	
Decision	