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# AGENDA



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## SENATE

**Date:** 7 June 2023  
**To:** University of Regina Senate  
**From:** Glenys Sylvestre, University Secretary  
**Re:** Meeting of 14 June 2023

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A meeting of the University of Regina Senate is scheduled for 14 June 2023, 9:00 a.m. - 12:00 p.m. in the Administration Humanities Boardroom, 527 (AH 527).

## AGENDA

1. **Call to Order**
2. **Approval of the Agenda**
3. **Approval of the Minutes of 10 February 2023 – Circulated with the Agenda**
4. **Business Arising from the Minutes**
5. **Optional Reports**
  - 5.1 Chancellor
  - 5.2 President
  - 5.3 University Secretary
    - 5.3.1 2023 Senate District Elections, *For Information*, Appendix I, p. 3
6. **Report from Committees of Senate**
  - 6.1 Senate Appeals Committee, *For Information*, Appendix II, p. 4
  - 6.2 Senate Nominating Committee
    - 6.2.1 Membership on Senate Standing Committees, *For Approval* Appendix III, pp. 5-7
    - 6.2.2 Election of a Senate Member to the University of Regina Board of Governors, *For Information*, Appendix IV, p. 8
7. **Items from Executive of Council, *For Approval/Information*, Appendix V, pp. 9-44**
8. **Briefs, Submissions, or Recommendations from Elected or Appointed Representatives of Senate**
  - 8.1 Board Members Elected by Senate, *Verbal Update*

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# AGENDA



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**9. Administrative Reports**

9.1 Annual Enrolment Report 2022-2023, *For Information*, Appendix VI, pp. 45-47

**10. Presentation**

10.1 “EYES (Educating Youth in Engineering and Science),” presentation by K. Mullock and M. Chittenden, Coordinators, Engineering Outreach

**11. *In Camera Session***

11.1 Joint Committee of Senate and Council on Ceremonies, *For Approval*, Appendix VII, p. 48

11.2 Results of the Election of the Senate Member to the University of Regina Board of Governors

11.3 Destruction of Election Ballots, *For Approval*

**12. Adjournment**

*Note: Next Meeting of Senate – 9:00 a.m., Friday, October 20, 2023*

**UNIVERSITY OF REGINA**  
**SENATE**

**Item for Information**

**Subject:** 2023 Senate Election of District Representatives

**Background and Description:**

The University of Regina Act provides that 14 members of the Convocation may be elected to the University of Regina Senate. The Chancellor of the University and the elected members of Senate serve three-year terms and are eligible for re-election to a second consecutive term.

A call for nominations to elect Senate District Representatives was issued at the October 2022 Senate meeting. Nominations were called for the following districts:

- District 1 (Moosomin-Estevan) – 1 Member
- District 2 (Weyburn-Indian Head) – 1 Member
- District 9 (North Battleford-Prince Albert) – 1 Member
- District 10 (Moose Jaw) – 1 Member
- District 11 (Regina) – 2 Members

The following persons were declared elected by acclamation:

- District 2 (Weyburn-Indian Head) – Robert Stables
- District 10 (Moose Jaw) – Amy Lunov

Two nominations were received for District 1 (Moosomin-Estevan) and five nominations were received for District 11 (Regina). Therefore, an election was required to be held.

The following persons were declared elected:

- District 1 (Moosomin-Estevan) – Tania Hlohovsky Andrist
- District 11 (Regina) – Robert Osicki
- District 11 (Regina) – William Wells

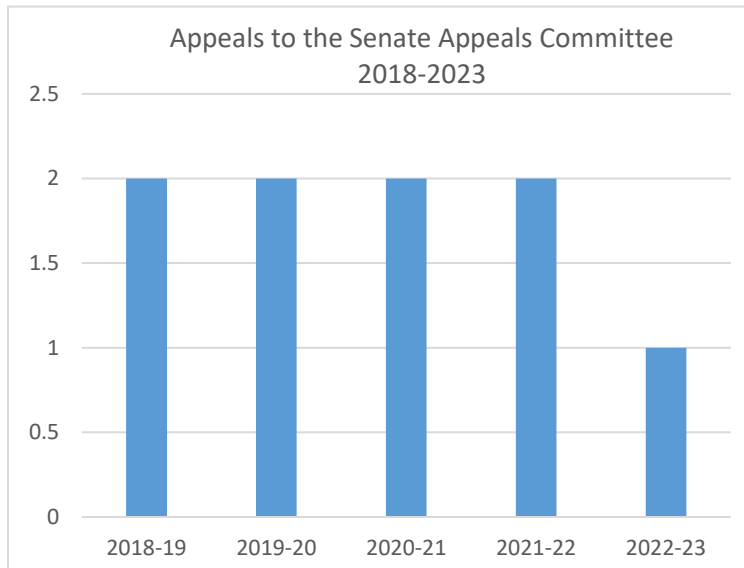
District 9 (North Battleford-Prince Albert) did not receive any nominations. This position will remain vacant for 2023-2024.

**UNIVERSITY OF REGINA**  
**SENATE**

**Item for Information**

**Subject:** Senate Appeals Committee Annual Report

**Background and Description:**



The Senate Appeals Committee is to act as an appeal tribunal for decisions of the Council Discipline Committee and the Council Committee on Student Appeals, in accordance with Section 33(1)(e) of the University of Regina Act.

The Committee will uphold the decision of the Committees being appealed from unless the appellant can demonstrate that the decision was contrary to the evidence presented or manifestly unfair to the appellant.

During the 2022-2023 academic year, the Senate Appeals Committee considered one (1) appeal. There is one (1) appeal pending.

<b>2022-2023</b>	
<b>Circumstance of the Appeal</b>	<b>Senate Appeals Committee Decision</b>
<p>The Council Committee on Student Appeals upheld the decision of the Faculty and the student was required to discontinue (RTD) for a period of one year from the University due to a second failure in a required course in their program.</p>	<p>Senate Appeals Committee upheld the decision of the Council Committee on Student Appeals.</p>

**UNIVERSITY OF REGINA**  
**SENATE**

**Item for Approval**

**Subject:** Membership on Senate Standing Committees

**Recommendation:**

That Senate approve the recommendation from the Senate Nominating Committee that the individuals whose names are designated with highlights on the attached report (Attachment A) be approved to fill the vacancies on Senate Standing Committees for the terms indicated.

**Background and Description:**

Each year, the Senate Nominating Committee meets to review the forthcoming vacancies on Senate Standing Committees. A call for volunteers was distributed in February 2023 and the deadline for applications was March 31, 2023. The Senate Nominating Committee met on June 6, 2023 to review the slate of volunteers to be filled and agreed upon the slate of nominations as appended to the report as **Attachment A**.

Normally, the Senate Nominating Committee meets to review the volunteers to serve on Faculty Council Committees at a spring meeting, however the University Secretariat will be issuing a second call for volunteers for these Committees in order to garner additional volunteers to fill the vacancies.

## SENATE STANDING COMMITTEE MEMBERSHIPS

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### 1. Executive Committee – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
President	<i>Ex-Officio</i>	N/A
University Secretary	<i>Resource</i>	N/A
Harold Riemer	Academic Member	2024
Femi Ogunrinde	Elected or Appointed	2024
<b>Jim Tomkins</b>	<b>Elected or Appointed</b>	<b>2025</b>

### 2. Nominating Committee – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
President	<i>Ex-Officio</i>	N/A
University Secretary	<i>Resource</i>	N/A
Vacant	Academic/Professional	2024
<b>Zack Dumont</b>	<b>Academic/Professional</b>	<b>2025</b>
Jim Tomkins	Academic/Professional	2024
<b>John Bumbac</b>	<b>Elected</b>	<b>2025</b>

### 3. Committee on Membership and Elections – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
President	<i>Ex-Officio</i>	N/A
University Secretary	<i>Resource</i>	N/A
<b>Douglas Farenick</b>	<b>Academic Member</b>	<b>2025</b>
<b>Nilgün Önder</b>	<b>Academic Member</b>	<b>2025</b>
Femi Ogunrinde	Elected or Appointed	2024
<b>Jim Tomkins</b>	<b>Elected or Appointed</b>	<b>2025</b>
Appointed by URSU	Named by URSU	2024

### 4. Committee on Affiliation and Federation – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
President	<i>Ex-Officio</i>	N/A
University Secretary	<i>Resource</i>	N/A
<b>TBD</b>	<b>Affiliated College</b>	<b>2023</b>
<b>Brett Waytuck</b>	<b>Academic Member</b>	<b>2025</b>
<b>Marc Jerry</b>	<b>Fed. College Head</b>	<b>2025</b>
<b>Zack Dumont</b>	<b>Elected or Appointed</b>	<b>2025</b>
Jim Tomkins	Elected or Appointed	2024

## 5. Committee to Review the Bylaws of Senate – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
President	<i>Ex-Officio</i>	N/A
University Secretary	<i>Ex-Officio</i>	N/A
John Bumbac	Elected or Appointed	2025
Monica Deters	Elected or Appointed	2025
Amy Lunov	Elected or Appointed	2025
Femi Ogunrinde	Elected or Appointed	2024
Jim Tomkins	Elected or Appointed	2024

## 6. Senate Appeals Committee – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
University Secretary	<i>Ex-Officio</i>	N/A
TBD	Dean	2025
Cathy Rocke	Dean	2024
John Bumbac	Elected or Appointed	2024
Jean-Marc Nadeau	Elected or Appointed	2025
Paul Ottmann	Elected or Appointed	2025
Monica Deters	Elected or Appointed	2025
Femi Ogunrinde	Elected or Appointed	2024
Jim Tomkins	Elected or Appointed	2025
TBA	Named by URSU	2024
TBA	Named by URSU	2024
TBA	Named by GSA	2024
TBA	Named by GSA	2024

## 7. Joint Committee of Senate and Council on Ceremonies – 2 Year Term

<u>Member</u>		<u>End of Term</u>
Chancellor	<i>Ex-Officio</i>	N/A
President	<i>Ex-Officio</i>	N/A
University Secretary	<i>Ex-Officio</i>	N/A
Registrar	<i>Resource</i>	N/A
Olivia Arnal	Senate Member	2025
June Schultz	Senate Member	2025
Council Member	Council Member	2025
Yili Tang	Council Member	2024
Appointed by Alumni	Alumni Representative	2024

**UNIVERSITY OF REGINA**  
**SENATE**

**Item for Information**

**Subject:** Election of a Senate Member to the University of Regina Board of Governors

**Background and Description:**

Section 56 of *The University of Regina Act* states:

- (2) The Board shall consist of:
  - (d) two members elected by the Senate.

Section 60 states:

- (1) Where a vacancy occurs on the board among members elected or appointed ..., the vacancy shall be filled in the manner herein provided and the person elected or appointed to fill the vacancy shall hold office for a term of three years.

Section 59 states:

- (1) Members of the board ... and members elected by the senate or the faculty shall hold office for a term of three years and thereafter until their successors are appointed or elected and are eligible to serve for a second term.

Dr. Marlene Smadu's second term as an elected Senator to the Board of Governors will end on 30 June 2023. Dr. Smadu is not eligible for re-election. As such, we sought nominations for an elected Senator to the Board of Governors.

As we have received three nominations for one position, an election at the June meeting of Senate will be required.

**Procedures of Election:**

1. The University Secretariat will prepare the ballot and biographical information on the nominees for distribution. Biographies of the nominees will be provided to Senators at the meeting.
2. At the meeting, the Chair will call for scrutineers from the floor
3. Each nominee will be invited to speak for two minutes
4. Ballots are circulated and then collected for counting outside of the meeting area with the scrutineers in attendances
5. The successful candidate will be announced prior to the adjournment of the meeting



**REPORT TO THE UNIVERSITY OF REGINA SENATE  
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF  
15 FEBRUARY 2023, 29 MARCH 2023, 26 APRIL 2023, AND 24 MAY 2023**

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**Legend:**

202320 – Spring/Summer 2023 Term

202330 – Fall 2023 Term

202410 – Winter 2024 Term

202420 – Spring/Summer 2024 Term

202430 – Fall 2024 Term

**ITEM(S) FOR APPROVAL:****1. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH****1.1 FACULTY OF ARTS****1.1.1 Admission Requirements – Graduate Record Examination (GRE) - General**

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

**Application Requirements**

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

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

<p><del>Please be advised: The Graduate Record Examination (GRE) requirement for the MA in Clinical or Experimental and Applied Psychology and the Ph.D. in Clinical or Experimental and Applied Psychology programs have been suspended for applicants applying up to the 202330 term.</del></p> <p>8. Please check <a href="#">Supplementary Materials</a> required for specific units:</p> <p><b>Application Deadlines</b></p> <p>Application deadlines vary from academic unit to academic unit. <a href="#">Application Deadlines</a></p>	
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**Rationale:**

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

(end of Motion)

**1.2 FACULTY OF BUSINESS ADMINISTRATION**

**1.2.1 Admission Requirements – Faculty of Business Administration Graduate Programs**

**MOTION:** To include a standard CV template as a required document for admissions into the following programs, effective 202330:  
 Master of Administration in Leadership  
 Master of Human Resource Management  
 Master of Business Administration  
 Master Certificate program (Human Resource Management, Organizational Leadership, Project Management, and Labour Relations)

**Master of Administration (MAdmin) Program**

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

Current	Proposed
<p><b>Admission Requirements</b></p> <p>1. Applicants are normally required to have completed a</p>	<p><b>Admission Requirements</b></p> <p>1. Applicants are normally required to have completed a</p>

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

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

Current	Proposed
<p><b>Admission Requirements</b></p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> <li>Applicants are normally expected to hold a four-year undergraduate degree in any field.</li> <li>Applicants are required to complete two undergraduate qualifying courses, in which students must obtain a grade of no less than 70%. These courses may have been taken previously as part of an undergraduate degree.</li> <li>Applicants are expected to have two years of work experience in the field of human resource management.</li> <li>International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required scores for English Proficiency can be found at:</li> </ol>	<p><b>Admission Requirements</b></p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> <li>Applicants are normally expected to hold a four-year undergraduate degree in any field.</li> <li>Applicants are required to complete two undergraduate qualifying courses, in which students must obtain a grade of no less than 70%. These courses may have been taken previously as part of an undergraduate degree.</li> <li>Applicants are expected to have two years of work experience in the field of human resource management.</li> <li><b>4. Applicants are to include a standard <a href="#">CV Template</a> as a required document.</b></li> <li>International applicants must submit proof of English proficiency if the language of instruction in their</li> </ol>

<p><a href="https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html">https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html</a></p> <p>5. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the <a href="#">WES ICAP course by course evaluation</a>. Please see <a href="#">instructions</a> for more details.</p> <p>Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.</p>	<p>undergraduate degree was not English. The minimum required scores for English Proficiency can be found at: <a href="https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html">https://www.uregina.ca/gradstudies/future-students/Eligibility/International/english-requirements.html</a></p> <p>6. Starting October 2, 2022, students with international credentials applying to the Faculty of Business Administration programs MUST provide all post-secondary transcripts and degree certificates through the <a href="#">WES ICAP course by course evaluation</a>. Please see <a href="#">instructions</a> for more details.</p> <p>Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.</p>
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### Master of Business Administration (MBA) Program

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

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

	the <a href="#">WES ICAP course by course evaluation</a> . Please see <a href="#">instructions</a> for more details.
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### Master's Certificate Programs (Human Resource Management, Organizational Leadership, Project Management and Labour Relations)

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

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

#### Rationale:

Master of Administration in Leadership, Master of Human Resource Management (MHRM), Master of Business Administration, and Master Certificate programs (Human Resource Management, Organizational Leadership, Project Management and Labour Relations) require work experience as part of the admissions requirements and in some cases, specific types of work experience are required (e.g. MHRM). As such, there is a need to have sufficient information about previous employment and other relevant experience in order to assess whether candidates meet the admissions requirements. Presently, CV information submitted varies making it often difficult to assess the relevancy and

adequacy of applicants' experience to meet admission requirements. A standard CV template will resolve this issue and ensure that all applicants are fairly and fully assessed.

Proposed Business CV Template:

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

(end of Motion)

### 1.3 FACULTY OF EDUCATION

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

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

Maîtrise en éducation française (MEd) in Curriculum and Instruction (thesis)	
EC&I 804*	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
Approved Research Methods Course***	3 credit hours
Elective 8xx	3 credit hours
ED 901*****	15 credit hours
<b>Total</b>	<b>30 credit hours</b>

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

Maîtrise en éducation française (MEd) in Curriculum and Instruction (course)	
EC&I 804*	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours
EC&I 8xx**	3 credit hours

Approved Research Methods Course***	3 credit hours
Elective 8xx****	3 credit hours
Elective 8xx****	3 credit hours
Elective 8xx****	3 credit hours
Elective 8xx****	3 credit hours
<b>Total</b>	<b>30 credit hours</b>

**Rationale:**

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

**Management of Transition (from old program to new program)**

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

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

(end of Motion)

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

<b>MOTION:</b> To create the Maîtrise en éducation française en Enseignement, apprentissage et leadership program (EAL), effective 202410.
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**Description:** The thesis, project, and course routes for completing the Maîtrise en éducation française en Enseignement, apprentissage et leadership program are as follows:

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

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

<sup>R</sup> Ces cours seront offerts en français, mais auront un contenu équivalent à la version anglaise.

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

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

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

<sup>T</sup> La thèse sera rédigée en français.

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

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

<sup>R</sup> Ces cours seront offerts en français, mais auront un contenu équivalent à la version anglaise.

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

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

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

<sup>P</sup> Le projet sera rédigé en français.



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

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

<sup>R</sup> Ces cours seront offerts en français, mais auront un contenu équivalent à la version anglaise.

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

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

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

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

### Rationale:

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

Please see the March 29, 2023 Executive of Council meeting materials for additional information on the Maîtrise en éducation française en Enseignement, apprentissage et leadership program:

<https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

### 1.3.3 New Program – Indigenous Ed Doctorate (EdD)

**MOTION:** To create the Indigenous Ed Doctorate (EdD) program, effective 202420.

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

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

#### **Rationale:**

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

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

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

Please see the May 24, 2023 Executive of Council meeting materials for additional information on the Indigenous Ed Doctorate: <https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

**1.4 FACULTY OF ENGINEERING AND APPLIED SCIENCE**

**1.4.1 New Program – Master’s Certificate in Artificial Intelligence in Engineering**

**MOTION:** To create the Master’s Certificate Program in Artificial Intelligence in Engineering, effective 202330.

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

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

**Rationale:**

The motion to create the Master Certificate Program in Artificial Intelligence in Engineering in the Software Systems Engineering Program is needed for intermediate graduate level students (prior to M.Eng./M.A.Sc. program) who are interested in learning about Artificial Intelligence in Engineering or who are interested to transition from the other graduate programs in Software Systems Engineering Program into a shorter certificate program. The Master Certificate consists of 9 credits and can be completed within one year. The proposed program covers different AI technologies and their applications to diverse fields. The proposed program can ladder up to other graduate programs in Software Systems Engineering (SSE) or can be used for laddering down from other graduate programs in SSE. The proposed program aims to serve both: (i) graduated undergraduate students with a bachelor’s

degree in Computer Science, Software Systems Engineering, or its equivalent, who are interested in exploring graduate studies through a Master Certificate Program, or (ii) graduate students in other graduate programs in SSE, who wish to complete a shorter-duration program. The Program of Software Systems Engineering consulted with the Department of Computer Science about the proposed program and their concerns have been addressed. The proposed program is similar to the Master Certificate Programs currently offered in the Levene Graduate School of Business.

Please see the March 29, 2023 Executive of Council meeting materials for additional information on the Master's Certificate in Artificial Intelligence in Engineering:

<https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

## 1.5 LA CITE UNIVERSITAIRE FRANCOPHONE

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

**MOTION:** Créer le programme de doctorat en études francophones et interculturelles

**MOTION:** To create the Doctorate in Francophone and Intercultural Studies program, effective 202330.

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

#### Rationale:

The proposed program is aligned above all with the value of *Community and Social Responsibility*. In developing this program, La Cité furthers its engagement with the Fransaskois community, and with Francophone communities more broadly understood. The training of graduate students who will be able

to research and then bring their skills around topics of interest and relevance to Francophone communities is one of the reasons why La Cité exists. As a result, the program will have a social impact by developing and deepening collaborative relationships, and by supporting Francophone communities through the provision of more experts in fields of specialization adjacent to those of the existing faculty complement.

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

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

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

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

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

Please see the March 29, 2023 Executive of Council meeting materials for additional information on the Doctorate in Francophone and Intercultural Studies:

<https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

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## 1.6 JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

### 1.6.1 Admission Requirements – Johnson Shoyama Graduate School of Public Policy Graduate Programs

**MOTION:** To update JSGS Admissions Requirements for the following programs, effective 202430:  
 Master of Public Administration  
 Master of Public Policy  
 PhD in Public Policy  
 Master’s Certificates in JSGS

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

#### Master of Public Administration (MPA) Program

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

Current	Proposed
<p><b>Admission Requirements</b>            Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> <li>1. Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall grade point average of 75%.</li> <li>2. The MPA programs are open to persons with a four-year undergraduate degree in any area.</li> <li>3. Those students without a background in economics may be required to complete introductory courses in micro and macro economics.</li> </ol>	<p><b>Admission Requirements</b>            Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> <li>1. Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall grade point average of 75%. <b><i>In addition, JSGS requires three letters of reference.</i></b></li> <li>2. The MPA programs are open to persons with a four-year undergraduate degree in any area.</li> <li>3. Those students without a background in economics may be required to complete introductory courses in micro and macro economics.</li> </ol>

#### Master of Public Policy (MPP) Program

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

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

additionally have an overall grade point average of 75%.	75%. <b><i>In addition, JSGS requires three letters of reference.</i></b>
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### PhD in Public Policy Program

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

Current	Proposed
<p><b>Admission Requirements</b> Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> <li>1. Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program.</li> <li>2. Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.</li> <li>3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.</li> <li>4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.</li> </ol>	<p><b>Admission Requirements</b> Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> <li>1. Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program. <b><i>In addition, JSGS requires three letters of reference.</i></b></li> <li>2. Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.</li> <li>3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.</li> <li>4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.</li> </ol>

### Master's Certificates in JSGS: Economic Analysis for Public Policy; Health Systems Management; Indigenous Nation-building; Public Management; Public Policy Analysis; Science and Innovation Policy; Social Economy, Co-operatives and Non-profit Sector

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

Current	Proposed
<ul style="list-style-type: none"> <li>• Completion of an undergraduate degree with a minimum overall GPA of 70%</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of an undergraduate degree with a minimum overall GPA of 70%</li> </ul>

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

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

(end of Motion)

**2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

**2.1 FACULTY OF BUSINESS ADMINISTRATION**

**2.1.1 New Admission Status – Faculty of Business Administration Qualifying Program**

**MOTION:** That a Qualifying Status be initiated on a three-year trial wherein applicants to Faculty of Business Administration undergraduate programs who meet all admissions requirements with the exception that they are lacking one of the required high school courses will be admitted to their program with qualifying status, effective 202330.

**Qualifying Status**

Admission to a Faculty of Business Administration undergraduate program with qualifying status is available only to students for whom the following set of circumstances apply:

- (1) The student meets the high school average requirement or the post-secondary GPA requirement, as appropriate, for admission to an undergraduate program, and
- (2) The student lacks no more than one of the high school course requirements as outlined in the Admissions section of the Undergraduate Calendar.



Students who are admitted to a Faculty of Business Administration undergraduate program with qualifying status have the following conditions placed on them:

- The student must complete the missing high school course or approved post-secondary equivalent course within the first 30 credit hours of their program
- The student does not normally have access to BUS/ADMN courses; however, if access to certain BUS/ADMN courses is made available to all U of R students, then a qualifying status student would be among those who can register provided they have the prerequisite.

Required High School Courses	Post-secondary Equivalent at U of R
English Language Arts A30 English Language Arts B30 (or non-Saskatchewan equivalent)	ACAD 100, RDWT 120, KIN 101, or any ENGL XXX course.
Foundations of Math 30 or Pre-calculus 30 (or non-Saskatchewan equivalent)	PMTH 092 or any MATH XXX course.

### Rationale:

The high school course requirements for admission to programs of the Faculty of Business Administration provide important foundational knowledge for the programs. It is important for students' success to have completed these courses (or a post-secondary equivalent). Currently, if an applicant is missing one of the required high school courses for admission to a Faculty of Business Administration program, their application is declined. These students may apply to another U of R Faculty; however, as their interest is in attending business school, they are more likely to not come to the U of R. We acknowledge that many students who lack one of the high school requirements could be quite successful in a business/admin program if they are provided with an opportunity to address this deficit early in their university studies. Allowing admission to a business/admin program with qualifying status (as described above) would provide this opportunity.

(end of Motion)

## 2.2 FACULTY OF EDUCATION

### 2.2.1 New Program – General Fine Arts Education Minor

<b>MOTION:</b> To create the General Fine Arts Education Minor, effective 202330.
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#### General Fine Arts Education (EFAE)

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

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

**Rationale:**

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

(end of Motion)

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**2.2.2 Program Revisions – Literature Education Major and Minor**

**MOTION:** That the requirements of the Literature Education (ELIT) Major and Minor in the Arts Education Secondary program be revised, effective 202330.

*(As per page 211 of the 2023-24 UG Calendar)*

Major:

**Literature Education (ELIT)**

- ENGL 110 (3)
- One of ENGL 213, 214, 312-315 (3)
- ENGL 251 or 252 (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)

Note: Required major curriculum courses ~~EAE 201, EAE 350, and EAE 400, ELNG 300, and ELNG 350 or 351.~~ **In order to meet Ministry of Education accreditation criteria, ELIT majors will take the required ENGL and ELNG courses in place of Media, Art, and Performance Electives and EAE Major Curriculum Courses, as laid out in the program template.**

*(As per page 183 of the 2023-2024 UG Calendar)*

Minor:

**Literature Education (ELIT)**

- ENGL 110 (3)
- ENGL 200–400-level (3)
- ENGL 200–400-level (3)
- ENGL 200–400-level (3)
- ENGL 200–400-level (3)
- ~~EAE 201~~ ELNG 300 (Curriculum course) (3)

**Rationale:**

To meet the requirements for accreditation in teaching English Language Arts.

(end of Motion)

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**2.2.3 Undergraduate Calendar Revision – Faculty of Education Dean’s Honours List**

**MOTION:** To revise the Faculty of Education Dean’s Honours List regulation, effective 202330.

*Dean’s Honours List (As per page 157 of the 2022-23 UG Calendar)*

~~To be included on the Dean’s Honours List for a given term, students must achieve a term grade point average (TGPA) of at least 85.00% on a minimum of 15 credit hours, of which 12 credit hours are numerically graded. The designation “Dean’s List – Education” is recorded on the official transcript.~~

To be included on the Dean’s Honours List for a given term, students must achieve a term grade point average (TGPA) of at least 85.00% on a minimum of 9 numerically graded credit hours in a single term. The designation will be noted on the official transcript.

**Rationale:**

To allow those students who do not take a full course load to be included on this designation, while aligning with the University’s definition of full-time studies.

(end of Motion)

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**2.3 FACULTY OF KINESIOLOGY AND HEALTH STUDIES**

**2.3.1 Program Requirements – KHS 099 (Academic Integrity)**

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

**Rationale:**

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

(end of Motion)

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## 2.4 FACULTY OF MEDIA, ART, AND PERFORMANCE

### 2.4.1 New Program – Diploma in Creative Technologies

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

#### **Diploma in Creative Technologies (60 credits)**

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

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

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

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

#### **Total length: 20 courses**

CTCH courses: 14

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

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

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

**Total: 60 credits**

**Rationale:**

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

Please see the May 24, 2023 Executive of Council meeting materials for additional information on the Diploma in Creative Technologies: <https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

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### **2.4.2 Historical Status – Minor in Theatre and Performance**

<b>MOTION:</b> That the Minor in Theatre and Performance be made historical, effective 202430.
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**Rationale:**

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

(end of Motion)

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## **2.5 FACULTY OF NURSING**

### **2.5.1 Admission Requirements – English Language Proficiency (ELP)**

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

#### **Faculty of Nursing English Proficiency**

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

**Rationale:**

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

(end of Motion)

## 2.6 CENTRE FOR CONTINUING EDUCATION

### 2.6.1 New Program – Advanced Certificate in Public Relations and Communications Management

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

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

**Background:**

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

**Rationale:**

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

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

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

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

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

Please see the May 24, 2023 Executive of Council meeting materials for additional information on the Advanced Certificate in Public Relations and Communications Management:

<https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

### **2.6.2 Admission Requirements – Canadian Language Benchmark**

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

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

**Rationale:**

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

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

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

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

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

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

(end of Motion)

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## 2.7 REGISTRAR'S OFFICE

### 2.7.1 Undergraduate Calendar Regulation – Undergraduate Student Leave of Absence

**MOTION:** To approve the following Leave of Absence regulations to be added to the Academic Regulations section of the undergraduate academic calendar, effective immediately.

#### Leave of Absence

Except for the Faculty of Nursing where a formal leave of absence is required (see Faculty of Nursing), University of Regina undergraduate students do not need a formal leave of absence for a period of 3 terms or less. Students will remain active in their programs for a period of 3 terms without having to formally register in courses. In situations of maternity or parental leave, students may apply for a formal leave of absence for an additional 2 terms for a maximum of 5 consecutive terms. Students must submit their leave of absence request a month prior to the end of the third term of course inactivity.

**Note** – International students who are studying on a study permit need to ensure that they are in compliance with the regulations of their study permit and may not be eligible for a leave of absence as a result of those regulations.

#### Rationale:

At the undergraduate level students have three full terms where they can remain active without having to register for courses and petition for re-admission. While this is generous, it does not recognize situations of maternity and parental leave where students may need a longer leave period before returning to studies. The extended leave period will allow for maternal/parental situations to be considered so that the student does not need to reapply for admission and potentially losing previously completed course work as a result of program regulation changes.

(end of Motion)

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## 3. ADMISSION REQUIREMENTS – DUOLINGO ENGLISH TEST

### 3.1 Faculty of Graduate Studies and Research

**MOTION:** That the online Duolingo English Test (DET) be accepted as an approved test of English Language Proficiency (ELP) for graduate admission (except for La Cité universitaire francophone), on a permanent basis, effective immediately.

#### Rationale:

Accepting Duolingo's Online English test on a permanent basis will allow the University of Regina to be as accessible as other Canadian universities. Using Duolingo will help graduate students in applying for admission to the University of Regina as the test can be done at home using a computer with a

microphone and camera. The University of Regina has been accepting Duolingo, on a temporary basis, since July 1, 2021, and FGSR has not been made aware of any concerns regarding Duolingo to-date.

Overall score: 120

Subscores:

- Literacy (read and write): 105
- Comprehension (listen and read): 105
- Conversation (speak and listen): 105
- Production (write and speak): 90

Media Studies & Media Production and English

Overall score: 135

- Literacy (read and write): 120
- Comprehension (listen and read): 120
- Conversation (speak and listen): 120
- Production (write and speak): 105

Please see the April 26, 2023 Executive of Council meeting materials for additional information on this motion: <https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

### **3.2 UR International and Enrolment Services**

**MOTION:** That the Duolingo Online English Test be accepted as an approved test of English Language Proficiency (ELP) for undergraduate admissions (with the exception of the Faculty of Nursing), on a permanent basis, effective immediately.

Overall score: 120

Subscores:

- Literacy (read and write): 105
- Comprehension (listen and read): 105
- Conversation (speak and listen): 105
- Production (write and speak): 90

#### **Rationale:**

Accepting Duolingo's Online English test on a permanent basis will allow the University of Regina to be as accessible as other Canadian universities. The research indicates that many other Canadian universities are using Duolingo. The U of R has been accepting Duolingo, on a temporary basis, since Fall 2020. Undergraduate students that have provided the Duolingo Online English Test as their proof of English Language Proficiency prove to have similar UGPAs to those that have taken an IELTS exam to meet the English Language Proficiency.

Please see the April 26, 2023 Executive of Council meeting materials for additional information on this motion: <https://www.uregina.ca/president/governance/council/eofc-meetings.html>

(end of Motion)

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### **3.3 Centre for Continuing Education**

**MOTION:** That the Duolingo Online English Test be accepted as direct entry to the English for Academic Purposes (EAP) program, following the level equivalency chart on a permanent basis, effective immediately.

	<b>EAP 30 Vantages 2</b>	<b>EAP 90 High Intermediate</b>	<b>EAP 100 Advanced</b>
Duolingo	90	100	110

**Rationale:**

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

(end of Motion)

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## ITEMS FOR INFORMATION

The following items were approved at Executive of Council and are listed for information to Senate. If you would like further information about a particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretariat.

### 1. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH

#### 1.1 FACULTY OF EDUCATION

##### 1.1.1 Program Changes – Master of Education in Education Psychology (Practicum Option 1 and 2) and the Master’s Certificate in Teaching English to Speakers of Other Languages

Executive of Council approved that the following programs be modified as per the effective dates listed:

Master of Education (MEd) in Educational Psychology (practicum option 1), effective 202320.

Master of Education (MEd) in Educational Psychology (practicum option 2), effective 202320.

Master’s Certificate (MCert) in Teaching English to Speakers of Other Languages (TESOL), effective 20230.

#### 1.2 FACULTY OF SCIENCE

##### 1.2.1 Program Changes – Master of Science in Computer Science (Data Science – Course) and Master of Science in Computer Science (Human-Centred Computing – Course)

Executive of Council approved that the Master of Science (MSc) in Computer Science (Data Science) (course) and the Master of Science (MSc) in Computer Science (Human-Centred Computing) (course) be modified, effective 202330.

##### 1.2.2 Program Changes – Biology Graduate Programs

Executive of Council approved that the Master of Science in Biology (thesis), Doctor of Philosophy in Biology (after Master’s), and the Doctor of Philosophy in Biology (after Bachelor’s) be modified, effective 202430.

## **2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

### **2.1 FACULTY OF ARTS**

#### **2.1.1 Program Revision – Economics Major Programs**

Executive of Council approved to add ECON 280 in the list of courses with a major writing component that is required for all Economics Major Programs, effective 202330.

### **2.2 FACULTY OF EDUCATION**

#### **2.2.1 Program Revision – Elementary PreK-5 Bachelor of Education After Degree (BEAD) Program**

Executive of Council approved the two year (60 credit hours) Elementary PreK-5 BEAD program be revised, effective 202330.

#### **2.2.2 Program Revision – Le Baccalauréat en éducation**

Executive of Council approved that *Le Baccalauréat en éducation élémentaire, après diplôme*, and *Baccalauréat en éducation (DFRN)* programs be revised, effective 202430.

#### **2.2.3 Program Revision – Secondary Bachelor of Education After Degree Program General Science Major**

Executive of Council approved that revisions be made to the Secondary BEd After Degree (BEAD) General Science Major, effective 202430.

#### **2.2.4 Undergraduate Calendar Revision – Faculty Action**

Executive of Council approved the Faculty Action/ Sanctions de la Faculté and Academic and Professional Development/ Développement scolaire et professionnel sections of the Undergraduate Calendar be revised, effective 202330.

### **2.3 FACULTY OF MEDIA, ART, AND PERFORMANCE**

#### **2.3.1 Program Revisions – Bachelor of Arts in Theatre Three Year Special Provisions**

Executive of Council approved that the requirements for the Bachelor of Arts in Theatre Three Year Special degree be revised, effective 202330.

2.3.2 Program Revisions – Minor in Theatre and Performance

Executive of Council approved that the requirements for the Minor in Theatre and Performance be revised, effective 202330.

**2.4 FACULTY OF SCIENCE**

2.4.1 Program Revision – Bachelor of Science Honours in Geology

Executive of Council approved that the requirements for the major in Geology in the Bachelor of Science Honours be revised, effective 202330.

2.4.2 Program Revision – Bachelor of Science Honours in Statistics

Executive of Council approved that the requirements for the major in Statistics in the Bachelor of Science Honours be revised, effective 202330.

2.4.3 Revisions – Residency and Transfer Credit

Executive of Council approved that the Faculty of Science’s “Residency and Transfer Credit” regulation be revised, effective 202330.

**2.5 REGISTRAR’S OFFICE**

2.5.1 Undergraduate Calendar Revision – Instructor Responsibilities

Executive of Council approved to revise Instructor Responsibilities in the Academic Regulations section of the undergraduate academic calendar, effective immediately.

**3. COUNCIL COMMITTEE ON ACADEMIC MISSION**

3.1 Council Committee on Academic Mission Terms of Reference

Executive of Council approved revisions to the Council Committee on Academic Mission’s Terms of Reference.

**4. COUNCIL COMMITTEE ON BUDGET**

4.1 Annual Report

The annual report was received for information.

**5. FACULTY OF GRADUATE STUDIES AND RESEARCH SCHOLARSHIP AND AWARDS COMMITTEE**

5.1 Governor General's Academic Gold Medal

Executive of Council approved that the Governor General's Academic Gold Medal for the Spring 2023 Convocation be awarded to Nicole Lerminiaux (Doctor of Philosophy in Biology).

**6. COUNCIL COMMITTEE ON UNDERGRADUATE AWARDS**

6.1 Governor General's Academic Silver Medal

Executive of Council approved that the Governor General's Academic Silver Medal for the Spring 2023 Convocation be awarded to Nolan Grad from the Faculty of Arts (Campion College).

6.2 University Medal

Executive of Council approved that the University Medal for the Spring 2023 Convocation be awarded to Saeid Hooshyar from the Faculty of Science.

6.3 President's Medal

Executive of Council approved that the President's Medal for the Spring 2023 Convocation be awarded to Caitlyn Spurr from the Faculty of Nursing.

**7. OTHER BUSINESS**

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

Executive of Council endorsed the University of Regina Academic Plan 2023-2026: Go Far, Together. The Academic Plan may be found at **Attachment A**.

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



University  
of Regina

Go far,  
*Together.*



# *Vision, Context, and Accountability*

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

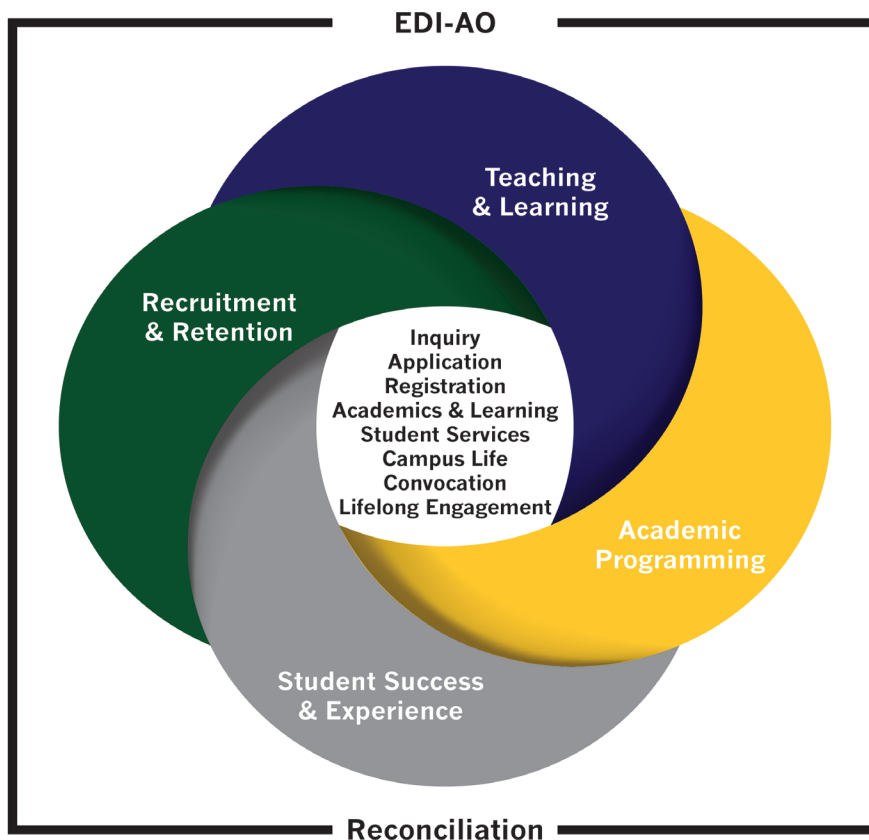
This plan's work is framed by strategic commitments that the University has made to Truth and Reconciliation and the ongoing process of Indigenous Engagement as well as to Equity, Diversity, and Inclusion (EDI). It recognizes that both Indigenous Engagement and EDI are the topics of ongoing and extensive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

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

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

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

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



## *Strategic Commitments*

### Truth and Reconciliation and Indigenous Engagement

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

Lead: Associate Vice-President (Indigenous Engagement)

#### Recommended Actions:

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

### Equity, Diversity, and Inclusion

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

Lead: University Equity, Diversity, and Inclusion Lead

#### Recommended Actions:

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

# Areas of Focus

<b>Progress Status:</b>	
Complete	
Well under way	
Partially under way	
Very little or no progress	

Recruitment and Retention

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

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

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

Teaching and Learning

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

**Lead: Associate Vice-President (Academic)**

<b>Recommended Actions:</b>	
Enhance resourcing, programming, and physical space for the Centre for Teaching and Learning (CTL)	
Review and develop a strategy for Faculty-specific, University-wide, provincial, and national international teaching awards	
Recognize impactful graduate/honours supervision and offer venues for sharing innovation and best practices	
Faculties will work with the CTL to integrate technological innovation and sound pedagogy	
Collegially review the place given to teaching in Faculties' respective criteria documents	

**Academic Programming**

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

**Lead: Working group drawn from members of Deans' Council**

**Recommended Actions:**

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

**Student Success and Experience**

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

**Lead: Provost and Vice-President (Academic)**

Student Advising

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

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

Space, Food, and Community

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

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

**UNIVERSITY OF REGINA**  
**Senate**

**Item for Information**

**Subject:** Annual Enrolment Report 2022-2023

**Background and Description:**

The following report is presented for information. The 2022-2023 academic year encompasses the spring/summer term of 2022, the fall term of 2022, and the winter term of 2023.

This report sets out the headcount and credit hour registration numbers of the University of Regina for the 2022-2023 academic year in comparison to the previous 4 years. Both headcount and credit hour data has been taken from the last day of classes report in each term. A variety of registration and supplemental reports are published on the University of Regina website by the Office of Institutional Research at <https://www.uregina.ca/oir/statistics/index.html>.

Submitted on May 24, 2023 by the Registrar's Office



System Headcount for Spring 2022

↓ 8,346

Down 688 students (-7.6%) from Spring 2021

System Headcount for Fall 2022

↓ 15,639

Down 370 students (-2.3%) from Fall 2021

System Headcount for Winter 2023

↑ 14,831

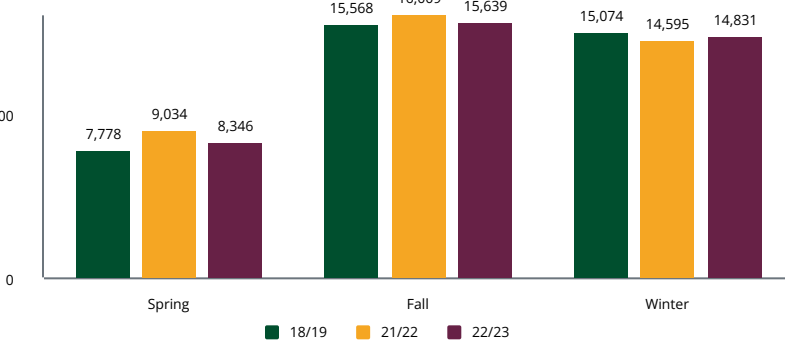
Up 236 students (+1.6%) from Winter 2022

Spring & Fall 2022 Graduates

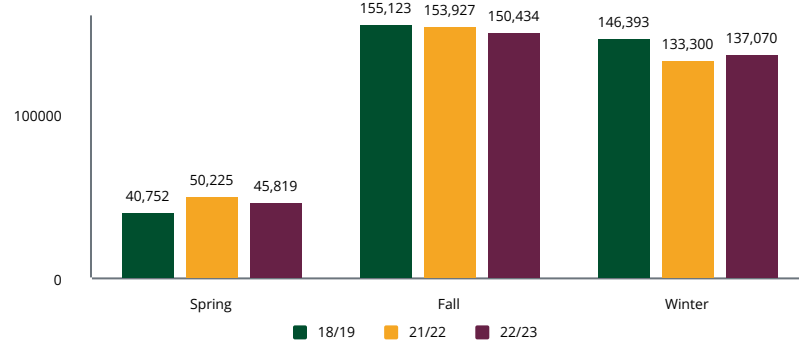
↓ 122

Down 122 (-3.2%) from 2021

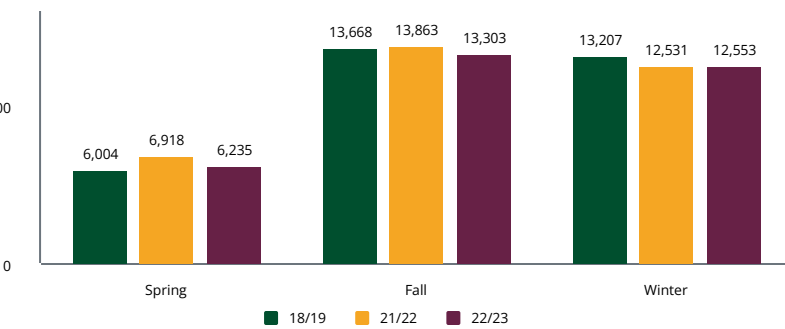
University System Headcount



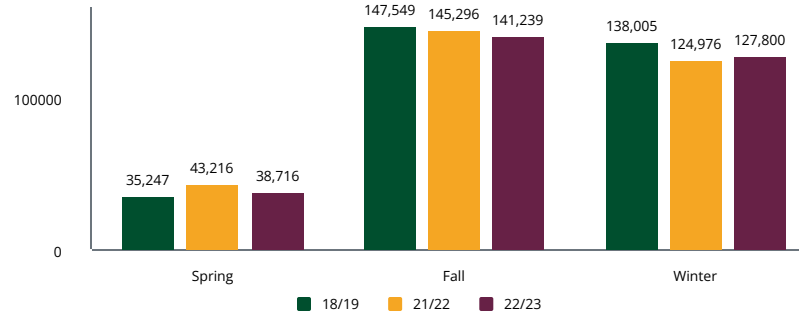
University System Credit Hours



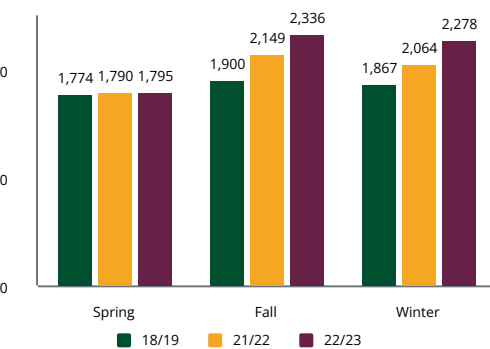
Undergraduate Headcount



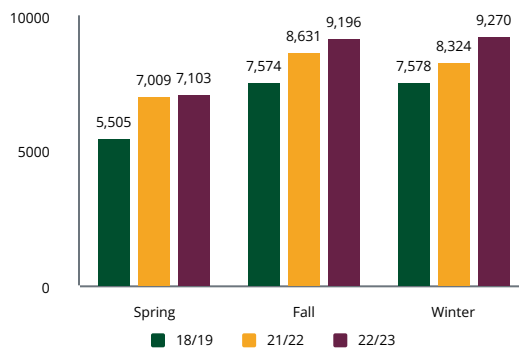
Undergraduate Credit Hours



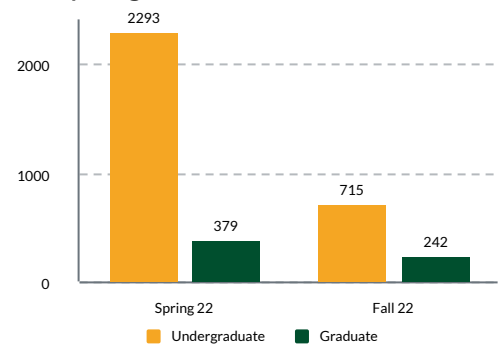
Graduate Headcount



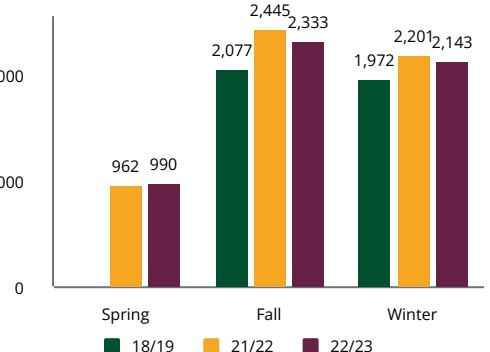
Graduate Credit Hours



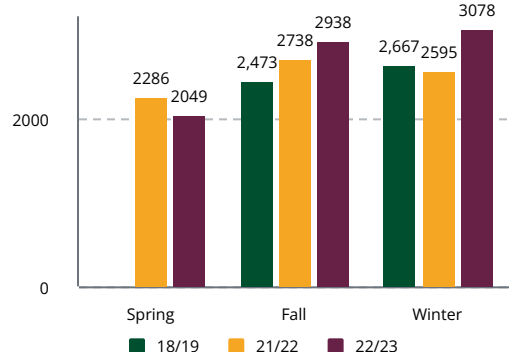
Spring & Fall Graduates 2022



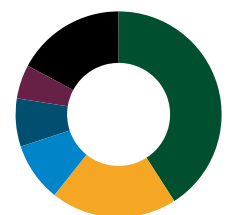
Indigenous



International



Top 5 Nations



India (40.91%)  
 Nigeria (19.8%)  
 China (9.24%)  
 Bangladesh (7.56%)  
 Iran (5.33%)  
 Other (17.17%)



## Background and Description

The following report is presented for information. The 2022-2023 academic year encompasses the spring/summer term of 2022, the fall term of 2022, and the winter term of 2023.

This report sets out the headcount and credit hour registration numbers of the University of Regina for the 2022-2023 academic year in comparison to the previous 4 years. Both headcount and credit hour data has been taken from the last day of classes report in each term. A variety of registration and supplemental reports are published on the University of Regina website by the Office of Institutional Research at

<https://www.uregina.ca/oir/statistics/index.html>.

## Enrolment Highlights Year over Year Comparison

The increase/decrease in total headcounts throughout the University system year over year are as follows:

- The spring/summer headcount was 8,346 which decreased by -7.6% (688 students).
- The fall headcount was 15,639 which decreased by -2.3% (370 students).
- The winter headcount was 14,831 which increased by +1.6% (236 students) largely a result of an increase in international students of +18.6% (483 students).

The headcount decreases for undergraduate students were -9.8% (683 students) for spring/summer, +4.0% (560 students) for the fall, and flat (22 student increase) for the winter.

The headcounts for graduate students were flat (5 students) for spring/summer, an increase of +8.7% (187 students) for the fall, and an increase of +10.3% (214 students) for the winter.

The increase/decrease in total registered credit hours throughout the University system year over year are as follows:

- -8.7% (4,046 credit hours) for the spring/summer term.
- -2.3% (3,493 credit hours) for the fall term.
- +2.8% (3,770 credit hours) for the winter term.

The total registered credit hours for graduate students were an increase of +1.3% (94 credit hours) for spring/summer, an increase of +6.8% (565 credits hours) for fall, and an increase of +11.3% (946 credit hours) for winter.

## Five-year Enrolment Highlights

The University system headcount five-year has increased as follows:

- +7.3% in headcount (568 students) and -12.4% in credit hour registration (5,067 credit hours) for the spring/summer term.
- Flat in headcount (71 students) and -3.0% (4,689 credit hours) for the fall term.
- -6.9% in headcount (689 students) and -6.3% (9,323 credit hours) for the winter term.

## Convocation/Graduation

3,629 students graduated from the University of in 2022, which is down by 122 students from the previous year. Important to note that we saw a higher than usual number of graduates in the 2021 year which was up from 2020 by 471 graduates.

## Population Segments

The following counts include only students taking courses for credit and represent numbers at the end of the 4th week of lectures. They do not include students taking non-credit courses such as those in the ESL program. The numbers of Indigenous students reflect only those who self-declare their ancestry. This systematically under-represents the actual number of Indigenous students. Information on the top 10 nations for international students has also been included.

- The year over year number of self-declared Indigenous students within the University system increased by +2.9% (28 students) for the spring term, decreased by -4.8% (112 students) for the fall term, and decreased by -2.6% (58 students) for the winter term. The five-year increase was +12.3% (256 students) for the fall term and +8.6% (171 students) for the winter term. Five-year numbers were not available for the spring term.
- The year over year number of international visa students at the undergraduate level decreased by -10.3% (237 students) for the spring term, decreased by -7.3% (200 students) for the fall term, and increased by +18.6% (483 students) for the winter term. The five-year increase was +18.8% (465 students) for the fall term and +15.4% (411 students) for the winter term. Five-year numbers were not available for the spring term.
- The top 5 nations for international students (using both the fall and winter headcount data) continue to be India (40.91%), Nigeria (19.8%), China (9.24%), Bangladesh (7.56%), and Iran (5.33%)

## Instructional Methods

Using data from the fall and winter terms, the top three instructional methods include on-site (65.68%), remote (8.7%), and online (7.92%). The definitions of each instructional method follow. Note that approximately 3,000 class sections are scheduled in each of the fall and winter terms.

**On-site** – synchronous, scheduled in a classroom.

**Remote** – synchronous, primarily delivered via Zoom.

**Online** – asynchronous, primarily delivered via UR Courses (Moodle).

**Experiential** – co-op work terms, practicums, field placements, and Nursing clinicals.

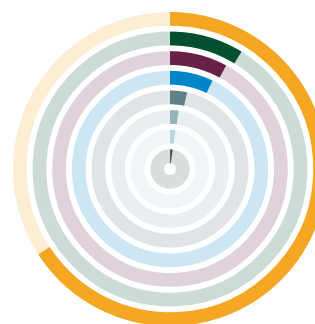
**Live-stream** – synchronous, delivered via live-stream technology.

**Hybrid** – a course that has students in a classroom and students attending remotely.

**Hyflex** – a course that gives students the option of attending in-person or remotely.

**Blended** – a course that uses a blend of instructional methods.

Instructional Methods



- On-site (65.68%)
- Remote (8.7%)
- Online (7.92%)
- Experiential (7.13%)
- Live Stream (3.51%)
- Hybrid (2.43%)
- Hyflex (2.32%)
- Blended (2.32%)

**UNIVERSITY OF REGINA**  
**SENATE**

**Item for Decision**

**Subject:** Honorary Degree Candidates for Addition to the Approved Roster

**Recommendation:**

That the list of honorary degree candidates recommended by the Joint Committee of Council and Senate on Ceremonies be added to the approved roster.

**Background and Description:**

Due to the confidential nature of this information, the candidates' names and biographies are detailed in the report to be distributed confidentially in advance of the meeting.

**Categories of Nominations**

The Ceremonies Committee took the following considerations into account when selecting candidates for nomination to Executive of Council and Senate:

1. A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service;
2. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence;
3. A scientist, humanitarian, public servant, or public figure who is recognized nationally or internationally for distinguished work and reputation; and
4. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field or endeavor.

**Exclusion List**

The following persons are not eligible for consideration for an honorary degree:

- Current members of the Board of Governors or Senate (excluding Chancellors Emeriti)
- Current or recent members of the faculty or staff of the University
- Current students
- Holders of elected office at any level (such as municipal, provincial, or federal)