



Council Committee on Undergraduate Admissions and Studies

Date: November 30, 2023

To: Council Committee on Undergraduate Admissions and Studies

From: Coby Stephenson on behalf of Dr. Jacob Muthu, Chair

Re: Meeting of Thursday, December 7, 2023

A meeting of the Council Committee on Undergraduate Admissions and Studies is scheduled for Thursday, December 7, 2023, 10:00 a.m. – 12:00 p.m. in AH 527 (Boardroom).

AGENDA

- 1. Approval of the Agenda**
- 2. Approval of the Minutes of Meeting November 2, 2023** - circulated with the Agenda
- 3. Business Arising from the Minutes**
 - 3.1. CCUAS Terms of Reference
- 4. Reports from Faculties and Academic Units**
 - 4.1. [Faculty of Arts](#)
 - 4.2. [Faculty of Education](#)
 - 4.3. [Faculty of Kinesiology and Health Studies](#)
 - 4.4. [Faculty of Media, Art, and Performance](#)
 - 4.5. [Faculty of Science](#)
 - 4.6. [Faculty of Social Work](#)
 - 4.7. [The Registrar's Office](#)
- 5. Adjournment**

3. Business Arising from the Minutes

3.1. Council Committee on Undergraduate Admissions and Studies (CCUAS) Terms of Reference

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

Rationale:

Section 3.2 of the Council Rules and Regulations states:

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

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

It is proposed that terms for Council members be extended from three years to four years to provide better continuity knowledge. Extension of the term of the Chair to two years allows for greater consistency in meeting processes.

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

Proposed revisions to the membership list include addition of the Associate Vice-President (Academic) and clarification of the use of designates and voting privileges of members.

Revisions to the CCUAS Terms of Reference were forwarded for approval to the May 4, 2023 meeting of CCUAS. The motion was withdrawn for further consultation, the motion and terms of reference proposed include these consultations.

Appendix I: [Current Terms of Reference](#)

Appendix II: [Proposed Terms of Reference](#)

Current Terms of Reference

Council Committee on Undergraduate Admissions and Studies

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

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

Resources: Registrar's office

Roles and Responsibilities:

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

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

Executive of Council Approved 22 March 2017

Proposed Terms of Reference

**COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES
TERMS OF REFERENCE**

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

Membership: *Elected:* 3 members of Council
2 undergraduate students, who are student members of Council

Ex Officio: University Secretary
Registrar
Associate Vice-President (Academic)
Associate Vice-President (International)
Dean, Campion College
Dean, Luther College
Associate Dean, Academic, First Nations University of Canada
Each Faculty or Academic Unit's Associate Dean (Undergraduate) or equivalent

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

Resources (non-voting): Registrar's Office

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

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

Quorum: 50% + 1 (12 voting members)

Roles and Responsibilities:

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

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

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

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

4. Reports from Faculties and Other Academic Units

4.1. Faculty of Arts

Items for Approval

The Faculty of Arts is submitting the following items for approval to CCUAS.

4.1.1. Revisions to the Certificate in Health and Medical Humanities – Campion College

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

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

Rationale:

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

Proposed additions to the list of eligible electives:

ANTH 304 – Anthropology of Gender

ANTH 309 – The Anthropology of Personhood

INDG 258 – Gender Issues and Indigenous Societies

INDG 260 – History of Residential Schools in Canada

HMH 360 – Representing Health in Culture

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

INDG 258 and 260 are currently offered online, and HMH 360 is intended to be developed as future online courses. The certificate is conceived as primarily an online program to meet the diverse needs of students engaged in health studies and in the study of the humanities, as well as health care professionals who wish to

expand their education while working full-time. Thus, more online elective options are imperative to the program's success. Currently, ENGL 386AL (Health, Trauma, and Loss) is the only regularly offered online elective in the program, so more courses are needed.

No new resources are needed to make these additions.

End of Motion

4.1.2. Revisions to the Bachelor of Arts in Geography and Environmental Studies

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

BA in Geography and Environmental Studies

Credit Hours	BA in Geography and Environmental Studies Required Courses
Major Requirements	
3.0	GES 120
3.0	GES 121
3.0	GES 200
9.0	Three 200-level GES courses
18.0	Six 300- or 400-level GES courses
6.0 3.0	Two One 400-level GES courses
6.0 9.0	Two Three GES courses
48.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099 Academic Integrity
3.0	ENGL 100 Critical Reading and Writing I
3.0	INDG 100 Introductory to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
Requirement met in major	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and CLAS 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 or 288
24.0	Subtotal
Open Electives	
48.0	16 elective courses
120.0	Total: 60.00% PGPA and UGPA required

Rationale:

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

End of Motion

4.1.3. Addition to Problems of Philosophy

Motion: To add the following PHIL course to the Problems of Philosophy Areas for philosophy majors, effective 202420.

Areas for Philosophy Majors

History of Philosophy

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

Problems of Philosophy

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

Value Theory

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

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

Rationale:

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

End of Motion

4.1.4. Revisions to the Faculty of Arts Co-op Education Program Requirements

Motion: To revise the Faculty of Arts Cooperative Education Program Entrance requirements, **effective 202420.**

Criteria for Entrance into the Co-op Program in Arts

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

Rationale:

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

End of Motion

4.1.5. Pre-Journalism Program – Historical

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

Pre-Journalism

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

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

Rationale:

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

End of Motion

4.1.6. Revisions to the Bachelor of Arts in Journalism Program

Motion: To revise the Bachelor of Arts in Journalism Program as outlined below, **effective 202420**.

BA in Journalism, News Media, and Communication

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

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

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

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

Journalism, News Media, and Communication students are advised to complete ENGL 110 and PHIL 150 among their core requirements. Complementing the core requirements of a Bachelor of Arts in Journalism, the Certificate in Public relations and the Certificate in Reconciliation Studies offer further opportunities to meet evolving societal needs and labour market demands.

Rationale:

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

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

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

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

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

General Benefits of the proposed Bachelor of Arts in Journalism

- 1) Expanded elective choice can further enhance recruitment appeal. For example, students interested in opportunities that include journalism may also want to explore the wider societal demand for communications professionals with specialist training (e.g. digital communications,

documentary production, or Indigenous, non-profit, and corporate public relations). Emphasizing a greater diversity of elective choice prepares students to meet increasingly heterogeneous and evolving labour market needs in the news, communications, and cultural industries.

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

Specific rationale for each change

- 1) The addition of JRN 100 (Introduction to Journalism and democracy) to the list of major requirements will expose more students to the journalistic imagination earlier. This can stimulate demand for upper level JRN courses. It will also lighten the 300- level load of JRN courses—by introducing students much earlier to basic aspects of journalistic ethics, research methods, and principles of interviewing. JRN 302 (Rights and Responsibilities of the Journalist), JRN 303 (Research Methods), and JRN 304 (The Art of the Interview) previously covered these areas.
- 2) The addition of a new, required course JRN 330 (Mass Communications Theory and Practice) establishes a pathway from JRN 200-level to 300-level JRN offerings. It will also incorporate some of the intermediate curricular elements previously included in JRN 302 (Rights and Responsibilities of the Journalist), JRN 303 (Research Methods), and JRN 304 (The Art of the Interview).
- 3) The elimination of JRN 302 (Rights and Responsibilities of the Journalist), JRN 303 (Research Methods), and JRN 304 (The Art of the Interview) reflects a curricular streamlining that incorporates introductory modules on each theme in JRN 100. Intermediate content will be redistributed across JRN 200 (formerly 300), Introduction to Digital Newswriting; JRN 201 (formerly 301), Introduction to Broadcast and Digital Journalism. Advanced content will be redistributed across JRN 203 (formerly 307 - Investigative Journalism) and JRN 310 (Mass Communications: Theory and Practice).
- 4) To introduce students to the possibilities for a broader scope of communications practice and employment prospects, they are advised to take introductory courses in professional communication arts (two of PR 100 - Foundations of Public Relations; PR 101 – Writing and Editing for Public Relations; and PR 201 –Communications Tools and Techniques). This strengthens writing, editing, and communication skills without duplicating offerings. Similarly, offering INCA 391AA

(Investigative and Collaborative Journalism) as a substitute for JRN 202 (formerly JRN 307 - Investigative Journalism) ensures students get important instruction when they need it without duplicating offerings.

See [Appendix III](#) for the Registrar’s Undergraduate Program Questionnaire.

End of Motion

4.1.7. Admission Suspension: Bachelor of Journalism

Motion: To suspend admission to the Bachelor of Journalism, **effective 202420.**

BA Journalism

Credit Hours	Bachelor of Journalism Required Courses
3.0	JRN 300
3.0	JRN 301
3.0	JRN 302
3.0	JRN 303
3.0	JRN 304
3.0	JRN 308
3.0	300-level JRN course
3.0	JRN 401 or 402
6.0	Two 400-level JRN courses
15.0	Five additional electives
15.0	JRN 400 (internship)
60.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

Currently only admission to the School of Journalism is suspended. With the motions to revise the Bachelor of Arts in Journalism from a two plus two program to an integrated four-year program, that does not require students to apply to the School of Journalism, it is important that we suspend admission to the Bachelor of Journalism. This will ensure that students are unable to be admitted to this program while the program is under revisions.

End of Motion

4.1.8. Creation of the Bachelor of Arts in Indigenous Journalism and Communication Arts

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

BA in Indigenous Journalism and Communication Arts

Credit Hours	BA in Indigenous Journalism and Communication Arts Required Courses
Major requirements	
Section A: Indigenous Communication Arts	
3.0	INCA 100
6.0	INCA 200
3.0	INCA 210
3.0	INCA 283
3.0	INCA 284
6.0	INCA 290
3.0	INCA 351
3.0	INCA 392
9.0	INCA 400
6.0	INCA 490
Section B: Cognates in Business Administration	
3.0	ADMN 225
3.0	ADMN 245
3.0	ADMN 345
54.0	Subtotal
Required Electives	
3.0	Any 100- or 200-level INDG course
3.0	Any 300- or 400-level INDG course
3.0	One of INDG 280, INDG 281 or INDG 282
6.0	Two language courses in the same language from the following: CREE, DAK, DENE, NAK, or NISH *
6.0	Any two 200- or 300-level INCA course (outside of major requirements) **
21.0	Subtotal
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100 Critical Reading and Writing I
Requirement met in major	INDG 100 Introductory to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
3.0	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
Requirement met in major	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)

Credit Hours	BA in Indigenous Journalism and Communication Arts Required Courses
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
Requirement met in major	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and CLAS 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 or 288
18.0	Subtotal
Open Electives	
27.0	9 elective courses ***
120.0	Total: 65.00% PGPA and 60.00% UGPA required
<p>*Students wishing to pursue an Indigenous language not taught at First Nations University of Canada may apply for transfer credit from another accredited institution.</p> <p>**Recommended courses: INCA 291AA-ZZ or INCA 391AA-ZZ Selected Topics courses.</p> <p>*** Recommended courses: ADMN 203, ADMN 205, CTCH, ENGL, INA, INAH, additional INCA or INDG courses, JRN, MAP film and photography courses</p>	

Rationale:

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

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

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

There is a pressing need for such a degree. No less than three national inquiries and commissions have called on media to reconcile their practices and more accurately represent Indigenous peoples and their histories. Further, the Missing and Murdered Indigenous Women and Girls Inquiry called on all media and storytelling platforms to more accurately represent Indigenous peoples, particularly women who remain some of the most vulnerable in our country as a result of false stereotypes, which portray

them as having less value in our society. Indigenized media is a rapidly expanding social phenomenon that presents myriad opportunities for students to engage with Indigenous communities and understand Indigenous Ways of Knowing. It is also a rapidly expanding professional field, with increased demand for Indigenous content across Canadian media platforms in response to the Truth and Reconciliation Commission's Calls to Action 84 to 86 on Reconciliation and the Media.

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

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

The program will also provide students wishing to use their storytelling and narrative skills in professional communications fields in Indigenous-run organizations, the public sector, and non-profits. These skills will allow students to work as storytelling communications professionals in everything from treaty negotiations to basic communications for Indigenous communities and development corporations. This will allow Indigenous students to take control of their own stories, and the stories of our communities. For non-Indigenous students, it will give them the skills needed to more effectively represent Indigenous peoples and work in Indigenous communities respectfully.

See [Appendix IV](#) for New Undergraduate Program Proposal Form

End of Motion

4.1.9. Creation: Bachelor of Indigenous Journalism and Communication Arts After-Degree Program

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

BA Indigenous Journalism and Communication Arts (After Degree Program)

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

Credit Hours	BA Indigenous Journalism and Communication Arts After Degree Required Courses
Major requirements	
Section A: Indigenous Communication Arts	
3.0	INCA 100
6.0	INCA 200
3.0	INCA 210
3.0	INCA 283
6.0	INCA 284
3.0	INCA 290
3.0	INCA 392
9.0	INCA 400
6.0	INCA 490
Section B: Cognates in Business Administration	
3.0	ADMN 225
3.0	ADMN 245
3.0	ADMN 345
51.0	Subtotal
Required Electives	
3.0	Any 100- or 200-level INDG course
3.0	Any 300- or 400-level INDG course
3.0	One of INDG 280, INDG 281 or INDG 282
6.0	Two language courses in the same language from the following: CREE, DAK, DENE, NAK, or NISH *
6.0	Any two 200- or 300-level INCA course (outside of major requirements) **
21.0	Subtotal
72.0	Total: 65.00% PGPA and 60.00% UGPA required
*Students wishing to pursue an Indigenous language not taught at First Nations University of Canada may apply for transfer credit from another accredited institution.	
**Recommended courses: INCA 291AA-ZZ or INCA 391AA-ZZ Selected Topics courses.	

Rationale:

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

See [Appendix IV](#) for New Undergraduate Program Proposal Form

End of Motion

4.1.10. Revisions to the Certificate in Nonprofit Sector Leadership and Innovation – Luther College

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

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

Rationale:

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

End of Motion

Items for Information

The Faculty of Arts is submitting the following items for information to CCUAS.

I. New Courses

HMH 360 3:3-0

Representing Health in Culture

This course explores the cultural representations of health and medicine through the lens of health and medical humanities theory. Through the study of relevant visual art, literary texts, and film and other media, we will examine such topics as how the understanding of various health medical concepts such as health, trauma, loss, the body, and identity have been variously represented in culture. ***Pre-requisite: HMH 170 or ENGL 100.***

INCA 210 3:3-0

Respectful and Ethical Journalism and Communications

Core ethical foundations for the practice of decolonized journalism and communications. Cultural protocols, trauma-informed reporting, implicit bias, working with vulnerable populations, and other issues in daily practice. Rights and responsibilities of professional journalists and communicators in Customary and Canadian law.

INCA 392 3:3-0

Seminar: Colonial and Anti-Colonial Frames in the Contemporary News Media

A historical overview of the media's role in advancing the colonial project, and critical examination of colonial frames in contemporary news media, including anti-colonial critiques and media alternatives.

Prerequisite: Any 200-level INDG or INCA course or permission of the instructor.

INCA 400 9:9-0

Advanced Institute in Journalism and Knowledge Transfer

Through intensive experiential learning, students will master in-depth journalistic storytelling techniques. They will also explore practices for sharing media and communication skills with others.

Prerequisite: INCA 200 or permission of the instructor.

INCA 490 6:6-0

Advanced Internship

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

JRN 200 3:3-3

Introduction to Digital News Writing

Students learn the process of generating, pitching, researching, writing, editing, and publishing stories for printed and on-line publications. With a weekly lab, this course focuses on fundamentals and principles for gathering, assembling, and producing accurate, timely news stories with headlines, photographs, cut lines, and social media according to Canadian Press style. ***Prerequisite: JRN 100.***

Note: Students may only receive credit for one of JRN 200 or JRN 300.

JRN 201 3:3-3

Introduction to Broadcast and Digital Journalism

An introduction to short-form broadcast and multimedia journalism. Students will write, film, and edit multimedia news content focused on daily events and issues of public importance. They will be exposed to expectations of professional newsrooms with an emphasis on daily deadlines, news judgment, and multitasking across platforms. ***Prerequisite: JRN 100.*** *Note: Students may only receive credit for one of JRN 201 or JRN 301.*

JRN 202 3:3-0

Investigative Journalism

The history and social role of investigative journalism. Students will explore investigative tools and techniques, including accessing public information, approaching and interviewing hostile sources, computer assisted reporting, online resources, ethical pitfalls, journalistic numeracy, avoiding legal problems, ensuring accuracy, fact-checking, and security. ***Prerequisite: JRN 100.*** *Note: Students may only receive credit for one of JRN 202 and JRN 307.*

JRN 215 **3:3-0**

International Communication and Media

Students will study the role of media in the processes of globalization and development, with a focus on learning journalistic skills and practices accepted in and by the media of different countries, as well as on reporting world events and issues in media outside Canada. *Note: Students may only receive credit for one of JRN 215 or JRN 415.*

JRN 320 **3:3-3**

Advanced Digital News Writing

This course focuses on production of in-depth reporting of news, feature writing, and photojournalism. Students will also write opinion pieces and pursue topics of interest while monitoring media coverage of current affairs. ***Prerequisite: JRN 200.*** *Note: Students may only receive credit for one of JRN 320 or JRN 401.*

JRN 321 **3:3-3**

Advanced Broadcast and Digital Journalism

This course builds on previous radio skills. Students will produce radio shows for audiences in collaboration with Regina Community Radio, current affairs long stories. Students will also be introduced to digital radio components through making individual podcasts and placing them on the web with the use of RRS technology. ***Prerequisite: JRN 201.*** *Note: Students may only receive credit for one of JRN 321 or JRN 402.*

JRN 330 **3:3-0**

Mass Communication: Theory and Practice

This course is designed to introduce basic tenets of communications theory and practice, both exploring key theories such as agenda-setting and framing, and exploring basic principles of journalistic ethics, research, and interviewing. It will also consider forms of communication practice beyond journalism such as public relations and address contemporary communicative threats to democratic societies such as misinformation. ***Prerequisite: JRN 100.***

NSLI 240 **3:3-0**

Community Based Research in the Nonprofit Sector

This course is designed to equip students with an understanding of theories and practices linked to participatory approaches to research and community engagement. Students will recognize the links between these approaches, social inclusion, and societal transformation. ***Prerequisite: NSLI 100 or 12 credit hours, or permission from the Program Director.*** *Note: NSLI 100 maybe taken concurrently.*

NSLI 380 **3:3-0**

Nonprofit Sector Leadership and Strategy

This course is an introduction to the leadership competencies needed for nonprofit organization management. This includes the fundamentals of strategic planning, leadership styles, team building, leveraging volunteer support, and strategies for sustainability and growth. ***Prerequisite: NSLI 100 or 12 credit hours, or permission from the Program Director.*** *Note: NSLI 100 maybe taken concurrently.* *Note: Students may receive credit for one of NSLI 380 or NSLI 300.*

II. Course Revisions

ECON 201 3:3-0~~1~~

Introductory Microeconomics

Theory of how individual consumers and firms behave in a market economy. Emphasis is on evaluating how well markets deliver efficient and fair outcomes. ***Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent).*** *Note: Students who have already received credit for both ECON 201 and ECON 301 may not retake ECON 201 for credit.*

ECON 202 3:3-0~~1~~

Introductory Macroeconomics

Basic economic concepts are used to explain how economies operate at a national or regional level, with a focus on production, income, interest rates, prices, inflation, and unemployment. Principles are introduced for understanding and evaluating the methods by which governments can smooth fluctuations in overall economic activity. ***Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent).*** *Note: students who have already received credit for both ECON 202 and ECON 302 may not retake ECON 202 for credit.*

HUM HMH 170 3:3-0

Introduction to Health and Medical Humanities

This course focuses on how knowledge of creativity, and understanding through reading and experiencing literature and culture, can be understood in the context of health studies. Student will learn to better understand how individuals experience, negotiate, and process illness, trauma, loss, dying, aging, and suffering. *Note: Students may only receive credit for one of HMH 170 or HUM 170.*

HUM HMH 270 3:3-0

Foundations in the Health and Medical Humanities

This course focuses on the foundations of the health and medical humanities, drawing from literature, culture, creativity, bioethics, philosophy, pedagogy, narrative medicine, and disability studies to examine core concepts and concerns in health settings. Students will learn to better understand theoretical, professional and personal foundations of the health humanities. ***Prerequisite: HUM HMH 170, or approval of the instructor.*** *Note: Students may only receive credit for one of HMH 270 or HUM 270.*

HUM HMH 370 3:3-0

Applications in the Health and Medical Humanities

This course focuses on the applications of the health and medical humanities. This course takes as its focus a specific area of the health and medical humanities, developing specific understanding of applied contexts in health milieus. ***Prerequisite: HUM HMH 170, HUM HMH 270, or the approval of the instructor. Concurrent enrolment is allowed in HUM HMH 270.*** *Note: Students may only receive credit for one of HMH 370 or HUM 370.*

JRN 100 3:3-0

Introduction to Journalism and Democracy

An introduction to how journalists do their work and their role in democratic development. Press freedom in a global context, including the relationship of journalism to fundamental human rights. Critical examination of journalism within shifting centres of media power. ~~*Note: Students are not permitted to take this course for credit after admission to the School of Journalism.~~

JRN 305 **3:3-3**

Intermediate News Writing

A continuation of the study of the production of daily news stories for printed and on-line publications. The course provides an increased focus on social media, deadlines, Canadian Press style, accuracy and relevance with a weekly lab designed to augment stories with visuals, photojournalism and social media. ***Prerequisite: JRN ~~300~~ 200.***

JRN 306 **3:3-3**

Digital/Broadcast Story Studio

Existing and emerging storytelling technologies are utilized to produce investigative projects and community focused feature stories. Students' stories explore issues through the consequences on the human and seek accountability. Students build immersive story experiences for the audience through innovative applications of imagery, text and graphics in service to the narrative. ***Prerequisite: JRN ~~301~~ 201.***

JRN 308 **3:3-0**

Journalism Topics: Investigating key issues in journalism and society

This course examines several key issues for working journalists, spotlighting the importance of critical media literacy and social responsibility in professional practice. From propaganda techniques to crime scares and self-censorship, the course explores the myriad ways journalism casts light on, fails to illuminate or may exacerbate social problems. ***Prerequisite: JRN 100 and completion of 30 credit hours, ~~or admission to the School of Journalism.~~***

JRN 312 **3:3-0**

Photojournalism

A detailed examination of the photojournalist's role in the news gathering process. A focus on communicating through digital imagery and the power of visual storytelling, with an emphasis on practical techniques and ethical image editing. ***Prerequisite: JRN 100 and completion of 30 credit hours, ~~or admission to the School of Journalism.~~***

JRN 411 **3:3-3**

Documentary Theory and Production

Students explore the human condition while producing creative, in-depth and compelling stories. The course examines historical and contemporary documentary perspectives and includes the practical elements of documentary making. Students will produce a substantive documentary while experimenting with multiple forms of media, form, content and personal points of view. ***Prerequisite: JRN ~~301~~ 201 and JRN 306, or permission of the Department Head.***

JRN 413 **3:3-0**

Magazine Writing and Literary Journalism

An intensive writing seminar/workshop with a focus on developing the creative voice and applying literary techniques to journalistic writing while maintaining accuracy and meeting deadlines. A detailed examination of the roots of New Journalism, creative non-fiction, literary journalism, self-directed journalism and the freelance environment. ***Prerequisite: JRN ~~300~~ 200 and JRN 305.***

JRN 482 **3:3-0**

Indigenous People and the Press

This course investigates the fairness, accuracy and inclusion of Indigenous representations in the media. Topics range from under-representation and under-reporting of Indigenous issues, media cultural imperialism, negative stereotypes, and reporting challenges and alternatives. ***Prerequisite: Completion of 30 credit hours, ~~or admission to the School of Journalism.~~*** *Note: Formerly numbered JRN 480AB. Students may receive credit for only one of JRN 480AB or JRN 482.* *Note: Students who complete this course may not also take JRN 882 for credit in a graduate program.*

JRN 400 **15:0-0**

Internship

Internship is a term served in the field in a work/study capacity. Students select prospective internships and are interviewed for placements in news and/or communications; however, final decisions on placements are at the discretion of the School. Students must accept placements as assigned. ***Prerequisite: Satisfactory completion of JRN 100, JRN 200, JRN 201, JRN 202 (or INCA 391AA), JRN 300, JRN 301, JRN 302, JRN 303, and JRN 304 JRN 320 or JRN 321, and JRN 330.

JS 290 **6:0-0**

Practicum I (Introductory): Field Placement

JS 290 is an introduction to professional practice in an approved human service or justice organization. The goal of the practicum is to provide students with the opportunity to integrate theory in practice by applying the knowledge, skills and abilities acquired during their academic study. ***Prerequisite: 30 credit hours, including JS 090, JS 100, JS 291, and a minimum 65.00% PGPA and 60.00% UGPA or permission of Department Head.*** *Note: It is strongly recommended that Human Justice majors complete JS 290 early in their program. Students must apply for the practicum program by April 1 for a fall semester placement, and by October 1 for a winter semester placement, and must meet with the Practicum Coordinator for approval. Registration in JS 290 does not necessarily guarantee a practicum placement because students must also pass a series of interviews and be approved by their placement organization.** *Restricted to Human Justice and Police Studies (Academic Track) majors and Diploma in Justice Studies students.*

JS 490 **9-15:0-0**

Practicum II (Advanced): Field Placement

The Advanced Practicum field placement focuses students' attention on personal and professional development: clarifying values, developing self-confidence and self-reliance, and problem-solving actual life experiences. ***Prerequisite: 90 credit hours including JS 290 and JS 291, 65.00% PGPA and 60.00% UGPA or permission of Department Head.*** **Note: Students must apply for the practicum program by April 1 for a fall semester placement, and by October 1 for a winter semester placement, and must meet with the Practicum Coordinator for approval. Registration in JS 490 does not necessarily guarantee a practicum placement because students must also pass a series of interviews and be approved by their placement organization.** *Restricted to Human Justice majors.*

PSYC 321 3:3-0

Forensic Psychology

An overview of the field of forensic psychology – the intersection of psychology and the law. Topics include: psychology of police investigations, deception, eyewitness testimony, child victims and witnesses, juries, mental illness in court, sentencing and parole, domestic violence, sexual offenders, psychopathy, risk assessment, and special offender populations. ***Prerequisite: Completion of 60 credit hours including PSYC 101 and PSYC 102, or 60 credit hours and permission of the Department Head. Declared Justice Studies majors may enroll with completion of 60 credit hours including PSYC 101 or PSYC 102. *** *Note: Students may receive credit for one of PSYC 321 or PSYC 320 as a forensic course.* *Note: This course will initially be restricted to PSYC majors and Certificate in Forensic Psychology students. Non-majors will be eligible to register at a later point if space remains.*

PSYC 333 3:3-0

Abnormal Psychology Psychopathology

The course focuses on the psychological study of mental disorders such as depression, anxiety disorders and schizophrenia. ***Prerequisite: Completion of 60 credit hours including PSYC 101 and PSYC 102. *** *Note: This course will initially be restricted to PSYC majors. Non-majors will be eligible to register at a later point if space remains.*

III. Inactive Courses

JRN 300 3:3-3

Introduction to News Writing

Students learn the process of generating, pitching, researching, writing, editing and publishing stories for printed and on-line publications. With a weekly lab, this course focuses on fundamentals and principles for gathering, assembling and producing accurate, timely news stories with headlines, photographs, cutlines and social media according to Canadian Press style. ***Prerequisite: Admission to the School of Journalism. ***

JRN 301 3:3-3

Introduction to Broadcast Journalism

An introduction to short-form broadcast and multimedia journalism. Students will write, film and edit multimedia news content focused on daily events and issues of public importance. They will be exposed to the expectations of professional newsrooms with an emphasis on daily deadlines, news judgement and multitasking across platforms. ***Prerequisite: Admission to the School of Journalism. ***

JRN 307 3:3-0

Investigative Journalism

The history and social role of investigative journalism. Students will explore investigative tools and techniques, including accessing public information, approaching and interviewing hostile sources, computer assisted reporting, online resources, ethical pitfalls, journalistic numeracy, avoiding legal problems, ensuring accuracy, fact-checking and security. ***Prerequisite: JRN 303 and JRN 304. ***

JRN 401 **3:3-3**

Advanced News Writing

This course focuses on production of in-depth reporting of news, feature writing and photojournalism. Students will also write opinion pieces and pursue topics of interest while monitoring media coverage of current affairs. ***Prerequisite: JRN 300 and JRN 305.***

JRN 402 **3:3-3**

Digital Radio News Journalism

This course builds on previous radio skills. Students will produce radio shows for audiences in collaboration with Regina Community Radio, current affairs long stories. Students will also be introduced to digital radio components through making individual podcasts and placing them on the web with the use of RSS technology. ***Prerequisite: JRN 301.***

JRN 415 **3:3-0**

International Media

Students will study the role of media in the processes of globalization and development, with a focus on learning journalistic skills and practices accepted in and by the media of different countries, as well as on reporting world events and issues in media outside Canada. ***Prerequisite: Completion of 30 credit hours, or admission to the School of Journalism.***

IV. Historical Courses

JRN 302 **3:3-0**

Rights and Responsibilities of the Journalist

A critical look at the social role and ethical responsibilities of the media. An introduction to journalistic responsibilities and legal parameters, including court reporting, image use, libel and slander, protecting sources, etc. A focus on understanding journalist rights, including freedom of expression, access to information, and the justice system. ***Prerequisite: Completion of 30 credit hours, or admission to the School of Journalism.***

JRN 303 **3:3-0**

Research Techniques for Journalists

An introduction to well-researched reporting, including fundamental approaches to finding sources, using libraries and archives, fact checking, and analyzing and translating complex information for a mass audience. ***Prerequisite: Admission to the School of Journalism.***

JRN 304 **3:3-0**

The Science of the Question and the Art of the Interview

An exploration of the fundamentals behind question construction through established methodologies. Students will acquire interviewing skills centered on human psychology. They will apply the theories learned in this course in real world interviews. This immersive class also explores ethical dilemmas, trauma, memory and placing interview content within a narrative structure. ***Prerequisite: Admission to the School of Journalism or permission of the Department Head.***

NSLI 300 **3:3-0**
Nonprofit Organization Management

This course is an introduction to nonprofit organization management and leadership. It focuses on the leadership competencies of effective managers from the Competing Values Approach to organization effectiveness. Students will explore management situations and the leadership competencies to address them in different dimensions of organization effectiveness. ***Prerequisite: NSLI 100 or 12 credit hours, or permission of the Program Director.*** *Note: NSLI 100 may be taken concurrently.*

NSLI 310 **3:3-0**
Nonprofit Human Resources

A focus on human resources fundamental and management for both paid staff and volunteers in non-profits, including recruitment, screening, orientation, evaluation, retention, supervision/mentoring, job descriptions, policies and procedures, records management, communication and recognition, confidentiality, relationships, conflict resolution and self care. Labour, human rights and cultural diversity standards are examined. ***Prerequisite: NSLI 100 or 12 credit hours, or permission of the Program Director.*** *Note: NSLI 100 maybe taken concurrently.* *Note: Students may receive credit for only one of NSLI 310, BUS 250, or ADMN 250.*

V. Revisions to the School of Journalism section in the Undergraduate Calendar

General Information:

Two degree programs are offered: the Bachelor of Arts (BA) in Journalism, News Media, and Communication and the Bachelor of Journalism (BJ). The BA in Journalism, News Media, and Communication is a four-year, 120-credit hour degree, ~~consisting of two stages: two years of pre-journalism in the Faculty of Arts and a two-year program in the School of Journalism.~~ The BJ is a two-year, 60-credit hour degree designed for students with a previous degree who seek a specialization in journalism. (Please note: First year BJ is the pre-qualifying program that degree-holding students who do not have a prior journalism degree or experience are required to take in preparation for entering the MJ program.

The school provides broadly-based courses in print-online, radio, and television journalism. Digital radio and television studios, cameras, editing, and mixing equipment are available to students. The School offers desktop publishing and internet facilities for the dissemination of student-produced stories. Students will critically analyze journalistic practice as well as produce stories for ~~print and online newspapers, magazines, and radio and television newscasts~~ multiple platforms.

- ~~1. Students are admitted to the School of Journalism once a year. A special application form must be requested from the Enrolment Services office at the University of Regina, and applications must be submitted to the Enrolment Services office by February 15 for the following fall term. University of Regina students apply directly to the School. Admission to the School is competitive. Those seeking admission must meet the following requirements: For the BA in Journalism, have a minimum PGPA of 70.00% upon completion of the 60 credit hours of academic work in the pre-journalism stage;~~
- ~~2. There is intense competition for spaces in the BA in Journalism and Bachelor of Journalism programs and applicants who meet the requirements are not guaranteed admission.~~

Rationale: These revisions reflect the implications of shifting to an integrated four-year program for the Bachelor of Arts in Journalism, News Media, and Communication.

Revisions to the Admissions Section, effective 2024/20.

Remove all references to “Admission to the School of Journalism” in the Undergraduate Calendar such as:

- Undergraduate Admission Deadlines for New Applications, Re-Admissions, and Transfer Students
- School of Journalism (Undergraduate Admissions)
- Requirements from Canadian High Schools (Undergraduate Admissions)
- Application Procedures for Re-admission and Faculty/College Transfers (Undergraduate Admissions)
- Table of Faculty of Arts Admission and Residency Requirements (Faculty of Arts section)
- Indigenous Communication Arts Program First Nations University of Canada (Faculty of Arts section)

Rationale: Since the move toward a four-year integrated program *de facto* eliminates the admissions process for Journalism Majors, the remaining references will be outdated and misleading.

End of Report from Faculty of Arts

4.2. Faculty of Education

The Faculty of Education is submitting the following motions for approval to CCUAS.

Items for Approval

4.2.1. Revisions to the Conjoint Bachelor of Music/Bachelor of Music Education Program

Motion: That the Requirements of the Conjoint Bachelor of Music/Bachelor of Music Education program be revised as indicated in the following template, **effective 202420**.

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

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

Term 9	Term 10
EFLD 400 Internship (15)	MATH 101 100-200 level (3) Natural Science or Social Science (3) note 3 EPSY 400 (3) Minor (3) Minor (3)
<p>* Functional Performance Technology ** Participation in Lab Band Required *** One Term of MUPE 381 required for applied voice students</p> <p>Additional Notes:</p> <p>1. Students completing the program will earn a BMus and a BMusEd (Secondary Education). 2. In order to move to term 7 of the program, students must:</p> <ul style="list-style-type: none"> • Be in good standing • Have a successfully completed all courses in Term 1-6 (including field requirements in ECS courses) • Have successfully completed MUxx 339 Applied Recital • Have a PGPA Major GPA of 70% in combined music and music education courses. <p>3. Natural or Social Science courses are ASTR, BIOL, CHEM, ECON, GES, GEOL, MATH, PSCL, PSYC, SOC, SOST, and STS other than statistics and methodology. Computer Science courses will not be counted in this area.</p>	

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

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

Health Education Minor

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

Secondary Drama Education Minor

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

Secondary French Minor

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

- ~~EFRN 300~~

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

Secondary Inclusive Education Minor

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

Secondary Visual Education Minor

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

Secondary Social Studies Education Minor

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

Rationale:

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

End of Motion

4.2.2. Revision to the Bachelor of Indigenous Education After-Degree Elementary Program

Motion: That the credit hours of the BIEAD Elementary Program be revised from 72 credit hours to 60 credit hours, effective 202420.

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

Elementary Bachelor of Indigenous Education After Degree (BIEAD) Program

Prerequisites:

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

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

Rationale:

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

End of Motion

4.2.3. Revision to the Bachelor of Indigenous Education After Degree Secondary Program

Motion: That the INDG majors and minors be revised for the BIEAD Secondary Program, **effective 202420.**

(As per page 199-200 of the 2023-24 Undergraduate Calendar)

Secondary Bachelor of Indigenous Education After Degree (BIEAD)

Prerequisites

- Approved degree
- ~~EIND 100~~
- Most arts and science courses to fulfill major and minor requirements

Notes: BIEAD applicants are required to have achieved at least a 65.00% PGPA on their (approved) previous degree.

In order to proceed to internship, students must have a GPA of 70.00% in their major and to graduate, must have a Program GPA of 65.00%.

Indigenous Studies Major (BIEAD)

Bachelor of Indigenous Education After Degree (BIEAD) Secondary Program Indigenous Studies Major (60 credit hours) EIND 100 required for admission	
Term 1 (Fall)	Term 2 (Winter)
<p>One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 (3)</p> <p>EIND 200 (3)</p> <p>EIST 300 E (major curriculum course) (3)</p> <p>E (minor curriculum course) (3)</p> <p>EIND 100 or Open Non-education elective*(3)</p>	<p>EIND 205</p> <p>EIST 350 (3)</p> <p>EIST 400 (3)</p> <p>EIND 350 (3)</p> <p>EPSY 350 (3)</p> <p>E (major educ. course) (3)</p> <p>E (major instr. course) (3)</p> <p>Non-education elective (3)</p>
Term 3	Term 4
<p>ED 350 (3)</p> <p>EFLD 051 (0) (OCRE)</p> <p>EIEA 355 (3)</p> <p>EIND 305 (3)</p> <p>EPSY 322 (3)</p> <p>JS 351 (3)</p>	<p>EFLD 400 (internship) (15)</p>

***Students require EIND 100 for program completion**

Indigenous Studies Major and Minor BIEAD Planning

<u>Major*</u>	<u>Minor</u>
1. <u>INDG 100 - Introduction to Indigenous Studies</u>	<u>1. Minor (3)</u>
2. <u>INDG 200 level or higher or INHS 100-400 level</u>	<u>2. Minor (3)</u>
3. <u>One of INDG 208, 210, 215, 216, 218, 219, 221, or 222</u>	<u>3. Minor (3)</u>
4. <u>One of INDG 224, 225, or 260</u>	<u>4. Minor (3)</u>
5. <u>One of INDG 228, 229</u>	<u>5. Minor (3)</u>
6. <u>Plus, three INDG or INHS 200-400 level, JS 350 or 351</u>	<u>6. E (minor curriculum course) (3)</u>
<u>*Minimum 24 credit hour of academic course work in major</u>	

Indigenous Studies Major

- ~~EIND 305 – Curriculum and Instruction Adaptation for Indigenous Education~~
- ~~EIST 300 – Introduction to Secondary Indigenous Studies Education~~
- ~~EIST 350 – Instruction and Evaluation in Secondary Indigenous Studies Education~~
- ~~EIST 400 – Issues in Secondary Indigenous Studies Education~~
- ~~Eight academic courses to be chosen as follows:~~
 - ~~INDG 100 – Introduction to Indigenous Studies~~
 - ~~INDG approved elective~~
 - ~~One of INDG 208, 210, 215, 216, 218, 219, 221, or 222~~
 - ~~One of INDG 224, 225~~
 - ~~One of INDG 228, 229~~
 - ~~Plus, three other approved courses: Indigenous Studies courses above the 100-level, approved JS 300-level~~

Rationale:

The proposed changes are to revise the INDG major from 21 credit hours to 18 credit hours. This is to align the requirements for this major with the requirements of the majors offered by the Faculty of Education. This makes the options clearer for students to follow in their programs.

End of Motion

4.2.4. Revision to the Bachelor of Education After Degree Science Programs

Motion: That the Science BEADs program be revised as follows, **effective 202420.**

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

Biology Major

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

Chemistry Major

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

General Science Major

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

Physics Major

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

Rationale:

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

End of Motion

4.2.5. Addition of Indigenous Content

Motion: That Indigenous content be added to the following programs to meet the SPTRB teacher certification requirements of 6 credit hours, **effective 202420.**

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

Elementary Education Program

Four-Year Elementary BEd Program Early Elementary (Pre-K to Grade 5) (120 Credit Hours)	
Term 1 and Term 2	
ECS 101 (3) ECS 102 (3) *ENGL 100 (3) *INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dene, Nakota) (3) *MATH 101 (3) *KHS 139 (3) *ENGL 110 or INDG 208 (3) *Media, Art, and Performance (3) (note 1) *Modern Language (3) (note 2) *Natural Science (3) (note 3)	
Term 3 and Term 4	
Education elective (3) Open elective (3) *SOC 213 or non-education elective (3) *Non-education elective (3) (note 4) * Non-education elective (3) (note 4) EAE 201 or one of EDRA 101/202, ELIT 101/202, EMUS 101/202, EVIS 101/202, EDAN 101/202 (3) ECE 325 (3) ECS 203 (3) ELNG 200 (3) *One of INDG 236, INDG 290AE, ESCI 302, ENV5 100, GES 200, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3)	
Term 5 (notes 5)	Term 6 (notes 5,
ELNG 310 (3) ECS 303 (3) EHE 310 or EPE 310 (3) (3)	ECS 401 (3) EFLD 311 (0) ECCU 400 (3)

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

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

Four-Year Elementary BEd Program Middle Years (Grades 6 To 9) (120 Credit Hours)	
Education elective (3)	ERDG 310 (3) ESST 310 (3)
Term 7	Term 8
EFLD 407 (internship) (15)	Education elective (3) EPSY 400 (3) Open elective (3) *SOC 208 or Non-education elective (3) (note 4) Open elective (3)
<p>*Academic course work</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Media, Art, and Performance courses include: a course offered by the Faculty of Media, Art, and Performance. 2. An Indigenous language course such as Cree, Dene, Nakota or Anihšīnāpēmowin is suggested. 3. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science. 4. A list of approved courses is available from the Office of Student Services in the Faculty of Education. 5. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 	

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

Two-Year Elementary BEd After Degree (BEAD) Program Middle Years (Grades 6 To 9) (60 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ELNG 310 (3) ECS 303 (3) EHE 310 or EPE 310 (3) (3) EMTH 310 (3) Education elective (3)	ECCU 400 (3) ESCI 310 (3) ECS 401 (3) EFLD 318 (0) ERDG 310 (3) ESST 310 (3)
Term 3	Term 4
EFLD 407 (internship) (15)	Education elective (3) EPSY 400 (3) Open elective (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota)</u> or Education elective (3) EAE 201 or one of EDRA 101/202, ELIT 101/202 EMUS 101/202, EVIS 101/202, EDAN 101/202 (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective	

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

Secondary Education Program

Biology Major

Secondary BEd Program Biology Major (EBIO) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
BIOL 100 (3) CHEM 104 (3) ECS 101 (3) ENGL 100 (3) Minor* (3)	BIOL 101 (3) CHEM 140 (3) ECS 102 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dene, Nakota) (3)</u> Minor* (3)
Term 3 and Term 4	
Open elective (3) Open elective (3) Minor* (3) Minor* (3) BIOL 205 (3) BIOL 266 or BIOL 378 (3) BIOL 275 or 276 (3) BIOL 288 (3) BIOL 200/300 level ¹ (3) BIOL 300/400 level ¹ (3)	
Term 5	Term 6
ECS 203 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3) ESC 303 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor* (3) Open elective (3) Open elective (3) Open elective (3)
<p>*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.</p> <p>¹. Where possible, it is recommended that students consider BIOL 396 or 402</p>	

Chemistry Major

Secondary BEd Program Chemistry Major (ECHM) (120 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
CHEM 104 (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor* (3)	CHEM 105 (3) CHEM 140 (3) ECS 102 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšínāpēmowin, Cree, Dene, Nakota)</u> (3) Minor* (3)
Term 3	Term 4
CHEM 200-level (3) CHEM 210 (3) Open elective (3) Minor* (3) Minor* (3)	CHEM 230 (3) CHEM 200- or 300-level (3) CHEM 300-level (3) Minor* (3) Open elective (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Open elective (3) Open elective (3) Open elective (3)
*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.	

English Major

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

General Science Major

Secondary BEd Program General Science Major (ESCI) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) Approved science major (3) Approved science major (3) Minor* (3)	ECS 102 (3) INDG 100, <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) (3)</u> Approved science major (3) Approved science major (3) Minor* (3)
Term 3	Term 4
Open elective (3) Approved science major (3) Approved science major (3) Minor* (3) Non-education elective (3)	Approved science major (3) Approved science major (3) Minor* (3) Minor*(3) Non-education elective (3)
Term 5	Term 6
ECS 203 (3) ESCI 300 (major curriculum course) (3) ECS 303 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Open elective (3) Non-education elective (3) Non-education elective (3) Non-education elective (3)

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

Health Major (RN, RPN, DT)

Secondary BEd Program Health Major (EHE) (RN, RPN, DT) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
15 approved credit hours	15 approved credit hours
Term 3	Term 4
BIOL or KIN 260 (3) ECS 101 (3) Minor (3) Minor (3) Open elective	ECS 102 (3) INDG 100 , INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) Open elective (3) EHE 258 (3) EHE 487 (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (major curriculum course) (3) EHE 385 (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EHE 350 (major instructional course) (3) Education elective (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) Open elective (3) Open elective (3)

Health Major

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

Mathematics Major

Secondary BEd Program Mathematics Major (EMTH) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
INDG 100, Cree, or other Indigenous Language INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) (3) ECS 101 (3) ENGL 100 (3) MATH 110 (3) Minor (3)	ECS 102 (3) Open elective (3) MATH 111 (3) MATH 127 or STAT 160(3) Minor (3)
Term 3	Term 4
Education Elective (3) MATH 122 (3) MATH 221 (3) Minor (3) Minor (3)	EMTH 200 (major education course) (3) MATH 223 (3) MATH 231 (winter only) (3) Education Elective (3) Open elective
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EMTH 300 (major curriculum course) (3) E (minor curriculum course) (3) Minor (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) EMTH 350 (3) EMTH 351 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) MATH 300-level (3) EMTH 325, 326, 327, 335, 425, or 426 (3) Open elective (3) Open elective (3)

Physical Education Major

Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 135 (3) Minor (3)	ECS 102 (3) EHE 258 (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) (3)</u> KIN 120 (3) KIN 180 (KHS 151) (3) KHS 139 (3)
Term 3	Term 4
Open elective (3) EOE 224 (3) Minor (3) KIN 260 (3) KHS 231 (3)	EOE 338 (3) KHS 232 (3) KHS 233 (3) KIN 280 (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) Open elective (3) Open elective (3)

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

Physics Major

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

Biology Major

Secondary BEd After Degree (BEAD) Program Biology Major (EBIO) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400(3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 , <u>INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dene, Nakota) (note 1)</u> or Non education elective (3) Open elective (3) Open elective (3)
<p><u>Note 1: If this requirement has been met in the first degree student may choose an open elective.</u></p>	

Biology Major and Minor BEAD Planning

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

Chemistry Major

Secondary BEd After Degree (BEAD) Program Chemistry Major (ECHM) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (major) (3) ESCI 351(major) (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 , INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) (note 1) or Non-education elective (3) Open elective (3) Open elective (3)
Note 1: If this requirement has been met in the first degree student may choose an open elective.	

Chemistry Major and Minor BEAD Planning

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

English Major

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

English Major and Minor BEAD Planning

Major*	Minor
1. THEA/FILM/ARTH or ART _____ (3)	1. Minor _____ (3)
2. Second Language _____ (3)	2. Minor _____ (3)
3. ENGL 110 (3)	3. Minor _____ (3)
4. ENGL 251 or 252 (Writing) (3)	4. Minor _____ (3)
5. ENGL 211 or 212 (Lit Survey) (3)	5. Minor _____ (3)
6. ENGL 301 or 302 (Shakespeare) (3)	6. E (minor curriculum course) (3)
7. ENGL 213, 214, 312-315 (Canadian Lit) or HUM 260 (3)	
8. ENGL 200-level or higher (3)	
*Minimum 24 credit hour of academic course work in major	

General Science Major

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

General Science Major and Minor BEAD Planning

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

Health Major

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

Health Major and Minor BEAD Planning

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

Mathematics Major

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

Mathematics Major and Minor BEAD Planning

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

Music Major

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

Music Major and Minor BEAD Planning

Major*	Minor
1. MUTH 211 (Ear Training) 2. MUTH 221 (Harmony) 3. MUTQ ____ (Techniques) 4. MUTH 212 (Ear Training) 5. MUTH 222 (Harmony) 6. MUTQ ____ (Techniques) 7. MUHI 202 (Music History) 8. MUTH 321 (Harmony) 9. MUTQ ____ (Techniques) 10. MUHI 203 (Music History) 11. MUTH 322 (Harmony) 12. MUTQ ____ (Techniques)	1. Minor _____ (3) 2. Minor _____ (3) 3. Minor _____ (3) 4. Minor _____ (3) 5. Minor _____ (3) 6. E (minor curriculum course) (3)
*Minimum 24 credit hour of academic course work in major	

Physical Education Major

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

Physical Education Major and Minor BEAD Planning

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

Physics Major

Secondary BEd After Degree (BEAD) Program Physics Major (EPHY) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESCI 300 (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) (note 1) or approved non-education elective (3) Open elective (3) Open elective (3)
<u>Note 1: If this requirement has been met in the first degree student may choose an open elective</u>	

Physics Major and Minor BEAD Planning

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

Social Studies Major

Secondary BEd After Degree (BEAD) Program Social Studies Major (ESST) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
One of ECS 101, 102, 203 (3) ECS 303 (3) ESST 300 (major curriculum course) (3) E (minor curriculum course) (3) Open elective (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 350 (0) ESST 350 (3) ESST 360 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) <u>INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšīnāpēmowin, Cree, Dene, Nakota) (note 1) - Open elective (3)</u> Open elective (3) Open elective (3)
<u>Note 1: If this requirement has been met in the first degree student may choose an open elective</u>	

Social Studies Major and Minor BEAD Planning

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

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

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

Four-Year Arts Education Secondary Program (120 credit hours)	
Term 1-2	
ECS 101 (3) ECS 102 (3) One of ELIT, EDAN, EDRA, EMUS, EVIS 101 or 202 (3) ENGL 100 (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dene, Nakota) (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Minor (3) Minor (3)	
Term 3 (Fall)	Term 4 (Winter)
Open elective (3) Minor (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) ELIT 101, EDAN 101, EDRA 101, EMUS 101 or EVIS 101 (3)	Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) ELIT 202, EDAN 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (3)
Term 5	Term 6
E (Minor curriculum course) (3) EAE 302 (3) EAE 201 (Major curriculum course) (3) ECS 203 (3) ELIT 101/202, EDAN 101/202, EDRA 101/202, EMUS 101/202, or EVIS 101/202 (3)	EAE 350 (Major) (3) EAE 400 (Major) (3) ECCU 400 (3) ECS 310 (3) ECS 401 (3) EFLD 360 (0)
Term 7	Term 8
EFLD 402 (15)	Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) Open elective (3) EPSY 400 (3)

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

Option A: Baccalauréat en éducation élémentaire (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELFI 151(FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352(3) FRN 201/300/301 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN niveau 200/300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS / FRN niveau 200/300 (3) FLS / FRN niveau 200/300 (3) humanités (3) cours au choix (3)	CSO 2902 (DLC 253) (3) ENP 1951 (3) FLS / FRN niveau 200/300 (3) beaux-arts (3) cours au choix (3)
Session 5	Session 6
DLNG 315 (3) DMTH 315 (3) DSCI 315 (3) ECSF 317 (3) DART 315 (3) EPSF 300 (3)	ECSF 317 (3) DART 315 (3) DESO 315 (3) DEPH 315 (3) DMXE 315 (3) DEPH 315 (3) or DMXE 315 (3) ECSF 402 (3) EPSF 325 (3)

Option A: Baccalauréat en éducation élémentaire (BacEd) (120 Crédits)	
Session 7	Session 8
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

Option B (5 Ans): Baccalauréat en éducation élémentaire et BA (études francophones et interculturelles) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELF 151 (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 200 (3) un cours en ANTH ou RLST * (3) FRN niveau 200 (3)	CSO 2902 (DLC 253) (3) ENP 1951 (3) FRN 366 (3) FRN niveau 246 (3) beaux-arts (3)
Session 5	Session 6
un cours de ENGL 110, ou PHIL 100 ou SOST 110 (3) FRN 236 (3) FRN niveau 300 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3) FRN niveau 300 (3)	FRN niveau 300 (3) FRN niveau 400 (3) FRN niveau 400 (3) un cours en ECON ou GES** ou IS ou JS ou PCI ou PSYC ou SOC ou SOST ou WGST (3) cours au choix (3)
Session 7	Session 8
DMTH 315 (3) DSCI 315 (3) DLNG 315 (3) ECSF 317 (3) DART 315 (3) EPSF 300 (3)	DART 315 (3) ECSF 317 (3) DESO 315 (3) DEPH 315 (3) DMXE 315 (3) DEPH 315 (3) ou DMXE 315 (3) ECSF 402 (3) EPSF 325 (3)
Session 9	Session 10
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

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

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

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

Option B (5 Ans): Baccalauréat en éducation secondaire et BA (études francophones et interculturelles) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELF 151 (FRN 200L BA) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 246 (3) FRN 366 (3) mineure (3)	CSO 2902 (DLC 253) (3) ENS 1951 (3) FRN niveau 200 (3) FRN niveau 300 (3) mineure (3)
Session 5	Session 6
FRN 236 (3) FRN niveau 300 (3) un cours en ANTH ou RLST * (3) sciences naturelles (3) un cours en ECON ou GES** ou IS ou JS ou PSCI ou PSYC ou SOC ou SOST ou WGST (3)	un cours de ENGL 110 ou PHIL 100 ou SOST 110 (3) FRN niveau 400 (3) FRN niveau 400 (3) MATH 101 (FR) (3) beaux-arts (3)
Session 7	Session 8
DLNG 300 (3) ECSF 317 (3) <u>DFRN 351 ou cours au choix (3)</u> EPSF 300 (3) E (mineure) 300 (3) mineure (3)	DFMM 350 (3) <u>ECSF 317 (3)</u> DFRN 351 ou cours au choix (3) DLNG 351 (3) Élective (3) <u>ECSF 402 (3)</u> EPSF 350 (3)
Session 9	Session 10
EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

Option A : Baccalauréat en éducation français de base majeure (DFRN) (120 crédits)	
Session 1 (Fall)	Session 2 (Winter)
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELFL 150 (3) <u>INDG 100 (3)</u>	ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) Minor (3) DELFL 151 (3)
Session 3	Session 4
Open elective (3) FRN 301 (3) FRN 200/300 (3) ECS 203 (3) ou ECSF 210 Minor (3)	Minor (3) FRN 236 (3) FRN 300/400 (3) FRN 350 AA-ZZ (3) Open elective (3)
Session 5	Session 6
EPSF 300 (3) EFRN 300 (major curriculum course) (3) FRN niveau 300 (3) ECSF 317 (3) <u>FRN niveau 200/300/400 (3)</u> E (minor curriculum course) (3)	<u>ECSF 317 (3)</u> DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN 366 (3) Open elective (3) <u>ECSF 402 (3)</u>
Session 7	Session 8
EFLD 400 (internship) (15)	cours au choix (3) <u>FRN 366 (3)</u> EPSY 425 (3) EPSY 418 (3) FRN niveau 200/300/400 (3) Minor (3)
<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at La Cité. Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Education Program.</p> <p>Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). Students interested in pursuing a BA in French and Francophone Intercultural Studies, should consult with La Cité universitaire francophone.</p>	

Option B: Baccalauréat en éducation (DFRN) et BA (études francophones et interculturelles) Program français de base majeure (DFRN) (150 credit hours)	
Session 1 (Fall)	Session 2 (Winter)
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DEL 150 (3) INDG 100 (3)	ECSF 110 (3) FRN 300 (3) INDG 100 (3) FRN niveau 200/300 (3) Minor (3) DEL 151 (FRN 200L BA) (3)
Session 3	Session 4
Open elective (3) FRN 301 (3) FRN 236 (3) ECS 203 (3) ou ECSF 210 Minor (3)	Minor (3) FRN niveau 200 (3) FRN niveau 300 (3) Any course in HIST or CLAS 100 or IDS 100 or CATH 200 (3) Open elective (3)
Session 5	Session 6
FRN 366 (3) FRN niveau 300 (3) Any course in ANTH or RLST** (3) Natural Science (3) One of ENGL 110 or PHIL 100 or SOST 110 (3)	Any course in ECON or GES*** or IS or JS or PSCI or PSYC or SOC or SOST or WGST (3) MATH 101 (FR) (3) FRN niveau 300 (3) Media, Art, and Performance (3) FRN 246 (3)
Session 7	Session 8
EPSF 300 (3) EFRN 300 (major curriculum course) (3) ECSF 317 (3) E (minor curriculum course) (3) FRN niveau 400 (3) Open elective (3)	DFRN 351 or DFMM 350(major educ. course) (3) ECSF 317 (3) DLNG 351 (3) EPSF 350 (3) FRN niveau 400 (3) Open elective (3) ECSF 402 (3)
Session 9	Session 10
EFLD 400 (internship) (15)	cours au choix (3) EPSY 425 (3) EPSY 418 (3) FRN niveau 400 (3) Minor (3)
<p>*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at La Cité. Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Option B Education Program.</p> <p>** except RLST 181, 184, 186, 188, 281, 284, 288</p> <p>*** except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431</p> <p>Notes: Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor).</p> <p>Students interested in pursuing a BA in French and Francophone Intercultural Studies, should consult with La Cité universitaire francophone.</p>	

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

Rationale:

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

End of Motion

Items for Information

I. Course Revisions

EPSF 325 3:3-0

Théories et pratique de l'enseignement à l'élémentaire, II

~~Faisant suite au cours EPS 215,~~ Ce cours mettra l'accent sur l'intervention pédagogique centrée sur et subordonnée aux processus d'apprentissage de l'apprenant.

Préalable: EPSF 315

Les étudiants doivent remplir le formulaire d'entente de la Commission des accidents de travail. Évaluation: Réussite/échec.

N.B.: Ce cours est limité aux étudiants de la Faculté d'éducation

Rationale: EPS 215 is no longer part of the program.

Rationale Translation: EPS 215 ne fait plus parti du programme.

End of Report from the Faculty of Education

4.3. Faculty of Kinesiology and Health Studies

Items for Approval

The following motions have been approved by the Faculty of Kinesiology and Health Studies' Faculty Council and are offered to the CCUAS for approval.

4.3.1 Creation of the Faculty of Kinesiology and Health Studies Distance-delivered Exam Policy

Motion: To approve the following policy for all distance-delivered courses delivered by the Faculty of Kinesiology and Health Studies, **effective 202420**.

Scheduled **Final** exams for distance-delivered learning courses (asynchronous online, televised, video-conferenced, remote section of hybrid courses) in the Faculty of Kinesiology and Health Studies will be invigilated **in person** by a University-authorized invigilator except for those courses with take-home final exams.

Students living within a 60 kilometer radius of the University of Regina main campus must write their final exam at that location. Students living outside this radius may still choose to write their exam at the University of Regina main campus if they wish to do so. Saskatchewan based students not able to write the exam at the main campus must make arrangements to write the exam at a designated, pre-authorized site within Saskatchewan. The exam can be written at any authorized exam centre that meets the student's schedule and needs. Students will be responsible for any fees the exam centre may charge. A list of authorized invigilation centres will be provided. Students registered for any in-person course in the same term as a distance-delivered course will be required to write the final exam for the distance-delivered course at the University of Regina main campus.

Students who must write at any other location in Saskatchewan, or to write at a location outside of the province, must receive approval from the Dean's office, for the proposed site and/or invigilator.

Students writing outside of the main U of R campus are responsible for making their invigilation arrangements prior to the add/drop deadline of the semester/part of term in which the course takes place. Exams will be written online using UR Courses and an invigilator will be present with the student for the duration of the exam. Students with accommodation needs will make arrangements with their Instructors through the Centre for Student Accessibility (as is currently the case), and will need to ensure these requirements (for e.g. extra time) are communicated to the invigilator at the test centre.

Students must provide photo identification to the invigilator prior to writing.

Rationale:

In the last 10-15 years, the Faculty of KHS has developed a large number of online courses (approx. 75% of our degree programs) that are scheduled frequently in any given academic year (for e.g., some courses are offered every semester with two out of 3 offerings being online). Many of these courses have large numbers of students (e.g., 150-200) with a high percentage of academic misconduct cases. The labour

intensive nature of invigilating online exams (i.e., after the fact review of ProctorTrack videos) creates an environment that violates academic integrity as a result of non-reporting (i.e., non-invigilated exams due to lack of review). To address this issue, the Faculty recently implemented Level 4 ProctorTrack (live) invigilation for all online courses with a corresponding increase in academic misconduct cases (approx. a 100% increase). The administrative consequences (e.g., backlog of cases, student registration issues, sessional instructor issues) and financial and labour-related costs of using this method to maintain academic integrity is not sustainable, so the faculty is proposing a policy to return to in-person final exams for online/remote courses.

End of Motion

4.3.2 Creation of a Credit and Non-Credit Micro-Credential in High Performance and Tactical Strength and Conditioning

Motion: To approve the following micro-credential in High Performance and Tactical Strength and Conditioning, for both credit and non-credit delivery, **effective 202420**.

Micro-credential in High Performance and Tactical Strength and Conditioning

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

4.3.3 Creation of a Credit and Non-Credit Micro-Credential in Event Production Management

Motion: To approve the following micro-credential in Event Production Management, for both credit and non-credit delivery, **effective 202420**.

Micro-credential in Event Production Management

Credit Hours	Course
3.0	One of: SRS 132 – Live Event Production and Sport Communication, SRS 133 – Podcasting and Dynamic Storytelling
3.0	Two of: SRS 215 – Volunteer Management, SRS 220 –Program Delivery and Management, SRS 230 – Venue and Event Management
3.0	
9.0	Total credit hours

Note: Due to overlap in required courses, Sport and Recreation Management major students are not able to declare this micro-credential.

Rationale for both micro-credentials:

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

End of Motion

4.3.4 Revision to Sport and Recreation Management (SRM) and SRM Internship Majors

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

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

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

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

End of Motion

4.3.5 Revisions to the Human Kinetics Major

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

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

Rationale/Background:

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

End of Motion

Items for Information

The Faculty of Kinesiology and Health Studies is submitting the following as items for information.

I. Course Creation

Effective 202420

SRS 133 (Podcasting and Dynamic Storytelling) 3:2-2

A comprehensive introduction to podcast production. As the popularity of podcasts continues to rise, this course focuses on hands-on experience and practical application of podcasting and dynamic storytelling skills. Students will have the opportunity to develop, produce, and refine their own podcasts. *Note: Students can only receive credit for one of SRS 181AB or SRS 133.*

Background/Rationale: SRS 132 (Live Event Production and Sport Communication) has been offered in Fall and Winter semesters, and provides students with an opportunity to use our available media equipment to record athletic events, as well as general university events, as part of the 'lab'. Athletic events are typically done early in the winter term, so the effectiveness of the curriculum as it was developed for SRS 132 is not as impactful, nor useful. Creation of SRS 133 to be offered in the winter semester, in place of our current SRS 132, would expand the opportunities for both students and faculty media.

II. Course Revisions

Effective 202420

INHS 145 3:39-0

Introduction to Birthing Practices

This course blends clinical birth practices with land-based birth customs. Learners will complete DONA doula certificate training and experience teachings from local First Nations communities across Saskatchewan. It is intended to provide Birth Support Workers with practical knowledge in local and place based Indigenous Practices in childbirth and pre-and post-natal care.

Prerequisite: INHS 140 which may be taken concurrently.

Permission from the ~~Department Head~~ Program Coordinator is required if not enrolled in the INHS Indigenous Birth Support Worker Program.

INHS 149 6:500-0

Birth Practices in the Community

This course provides learners with opportunities to integrate theory and practice in hospital and community settings in preparation for their role as Birth Support Worker. Learners will participate, where possible, in practicum activities and observational experiences during their placement. Hours in this course work toward the DONA doula certificate requirements.

Prerequisite: INHS 100, INHS 200, INHS 140, and INHS 145.

Rationale: A Canadian based doula program is looking to include international recognition. Opening the program to be flexible with the doula training offered allows us to support Canadian educational opportunities and move with the changing programs.

End of Report from the Faculty of Kinesiology and Health Studies

4.4. Faculty of Media, Art, and Performance

Items for Approval

The Faculty of Media, Art, and Performance is submitting the following items for approval to CCUAS.

4.4.1. Admission Suspension to the Diploma in Film Production

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

Rationale:

As of September 2023 the Film Diploma currently has 5 students in it. All but one of the students will be done by Winter 2024, and the one remaining student will be done by Winter 2025. MAP wants to suspend the Film Diploma for 4 years. The Diploma will be paused with no curriculum changes forthcoming. The plan is that the 30-credit Certificate in Film Production will replace the 30-credit Diploma in Film Production.

End of Motion

4.4.2. Creation of the Certificate in Film Production

Motion: To create a 30-credit Certificate in Film Production as outlined below, **effective 202420.**

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

Credit Hours	Certificate in Film Production Required Courses
3.0	One of FILM 100 or ENGL 100 or ACAD 100
3.0	FILM 201
3.0	FILM 202
3.0	FILM 209
6.0	Two of FILM 2XX Studies
3.0	FILM 3XX/4XX Studies
6.0	Two of FILM 2XX/3XX Production
3.0	CTCH 2XX or MAP 2XX or ART 223
30.0	Total – 65.00% GPA Required

Note: Course registration may require permission from the Department Head.

Rationale:

The Certificate in Film Production replaces the Diploma in Film Production. This certificate will serve as a recruitment tool and feeder for the Film program and support academic endeavours and enrolment growth at the U of R. This certificate introduces students to the fundamentals of film production and film studies. See [Appendix V for the Registrar’s New Program Questionnaire](#)

End of Motion

4.4.3. Creation of the Bachelor of Fine Arts in Creative Technologies

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

Credit hours	BFA in Creative Technologies Required Courses
0.0	MAP 001
Critical Competencies – 21 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society	
3.0	MAP 202 or MAP 209*
3.0	Any course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences	
3.0	Any course in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology; any Science courses, including MATH.

Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Media, Art, and Performance Requirements outside the major	
9.0	Three Media, Art, and Performance courses outside the major
Major Requirements – 69 credit hours in the discipline	
3.0	CTCH 110
3.0	CTCH 111
3.0	CTCH 112
3.0	CTCH 113
3.0	FILM 200
3.0	CTCH 203
3.0	CTCH 204
3.0	CS 110
3.0	ENSE 271
15.0	Five of the following: CTCH 201, 205, 213, 214, 215, 251, CS 205, 207, 280, or any other CTCH 2XX
3.0	CTCH 301
3.0	CTCH 302 or CTCH 307
3.0	CTCH 303
3.0	CTCH 306
15.0	Five of the following: CTCH 311, 312, 313, 314, 321, 305, ENSE 405 or any other CTCH 3XX or CTCH 4XX
3.0	CTCH 498
3.0	CTCH 499
Open Electives – 15 credit hours	
18.0	Six Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

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

See [Appendix VI](#) for the Registrar's New Program Questionnaire

End of Report from the Faculty of Media, Art, and Performance

4.5. Faculty of Science

Items for Approval

The Faculty of Science is submitting the following motions for approval to CCUAS.

4.5.1. Revision to BSc Psychology Honours Program Eligibility Average

Motion: To revise the Program GPA and Major GPA eligibility requirements for the BSc Psychology Honours program to 80%, **effective 202420.**

Rationale:

Psychology receives significantly more applications to its honours program than what the department has the capacity to supervise so its admission requirements need to be made more competitive. For example, in the last two rounds of admissions, the department received 47 and 43 applications when the program has the capacity to accept approximately 25 students. Because the number of applicants far outnumbers the capacity of the department, students with GPAs below 80% are rarely admitted. Officially changing the admission requirements to 80% will make expectations clearer to prospective honours students.

End of Motion

4.5.2. Revision to the Chemistry and Biochemistry Co-operative Education Program

Motion: To revise the requirements for the co-op program in Chemistry and Biochemistry as outlined in the below, **effective 202420.**

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Co-operative Education Program in Chemistry and Biochemistry

Entrance Criteria

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

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

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

Rationale:

To update the requirements and bring them in line with the recommendations suggested by the Faculty of Science. These Faculty level changes were arrived at during a meeting of the Faculty Co-op coordinators that took place on August 27, 2020.

End of Motion

4.5.3. Revision to Diploma in Computer Science

Motion: To remove the "...equivalent experience..." clause in the Computer Science Diploma, **effective 202420.**

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

Rationale:

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

End of Motion

4.5.4. Revision to the BSc in Software Systems Development Program

Motion: To replace ENEL 387 with ENEL 351 in the B.Sc. in Software Systems Development program, effective 202420.

Credit hours	BSc in Software Systems Development Required Courses
0.0	SCI 099: this course must be completed during a student's first term in the Faculty of Science
3.0	CS 110
3.0	CS 115
3.0	CS 201
3.0	CS 210
3.0	CS 215
3.0	CS 280
3.0	CS 301
3.0	CS 310
3.0	CS 330
3.0	CS 335
3.0	CS 340
3.0	CS 350
3.0	CS 372
3.0	CS 411
3.0	CS 412
3.0	CS 428
3.0	CS 476
3.0	CS 400-level
3.0	CS 473, ENSE 474, or ENSE 475
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 221
3.0	ENEL 280
3.0	ENEL 282
3.0	ENEL 384
3.0	ENEL 387 ENEL 351
3.0	STAT 160 or 200
3.0	PHYS 109 and 119 or
3.0	PHYS 111 and 112
3.0	BUS 260
3.0	BUS 302
3.0	ECON 100, 201 or 202
99.0	Subtotal: 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
9.0	Three Arts, La Cité, or Media, Art, and Performance electives

Credit hours	BSc in Software Systems Development Required Courses
6.0	Two Open electives
120.0	Total: 65.00% Program GPA required

Rationale:

This program change aligns with course-numbering changes in the Faculty of Engineering & Applied Science.

End of Motion

4.5.5. Revision to the BSc Honours in Computer Science Averages

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

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

Credit Hours	BSc Honours in Computer Science Required Courses
3.0	MATH or STAT course above 200 (not MATH 261)
81.0	Subtotal: Major Requirements 75.00% 80.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance elective
6.0	Two Natural Science electives
3.0	One Science, Arts, La Cité, or Media, Art, and Performance elective
6.0	Two Open Electives
6.0	Two Open electives *these courses cannot be from the subjects of CS, Math, Stats or ACSC
120	Total: 70.00% 75.00% Program GPA required

Rationale:

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

End of Motion

4.5.6. Revision to the BSc in Data Science Program

Motion: To replace CS 412 with CS 365 in the program requirements for the BSc Data Science program, effective 202420.

Credit hours	BSc in Data Science Required Courses
0.0	SCI 099: this course must be completed during a student's first term in the Faculty of Science
3.0	CS 110
3.0	CS 115
3.0	CS 165 or STAT 165
3.0	CS 210
3.0	CS 215
3.0	CS 265
3.0	CS 280
3.0	CS 261 or MATH 261
3.0	CS 310
3.0	CS 320
3.0	CS 340
3.0	CS 375
3.0	CS 412 CS 365
3.0	CS 465
3.0	MATH 110

Credit hours	BSc in Data Science Required Courses
3.0	MATH 111
3.0	MATH 122
3.0	MATH 221
3.0	STAT 160
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 354
3.0	STAT 418
9.0	Three MATH, STAT, or CS courses at the 300-level or higher.
3.0	CS 496 or STAT 496
87.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
9.0	Three Open electives
120.0	Total: 65.00% Program GPA required

Rationale:

This change replaces CS 412 (Algorithm Analysis) with the newly created CS 365 Data Wrangling (*see items for information*). CS 412 had originally been added to the program as a placeholder course for a future data-centered algorithmic course. CS 365 will now fill that role in the program. Requiring this course in the program ensures that students are lead down a path of structured knowledge and skills development in data science topics (CS 165, 265, 365, 465)

End of Motion

Items for Information

The Faculty of Science submits the following as items for information.

I. New Course

Effective 202420

CS 365 Data Wrangling

Introduction to the fundamentals of data wrangling including processes of data acquisition, integration, transformation, and cleaning throughout the data life cycle. Emphasis on the importance of data quality with topics in data integrity, security, and social responsibility. Techniques for effective visualization and communication through project work.

Prerequisite: CS 215, CS 265.

II. Course Revisions

Effective 202420

CS 465 Data Mining

Knowledge Discovery from Data (KDD). Topics include knowledge discovery, data preparation, data warehousing, pattern mining, classification and regression, cluster analysis, outlier detection, mining complex data types. ***Prerequisite: ~~CS 265~~ CS 365, CS 375, and CS 340.***

CS 340 Advanced Data Structures and Algorithm Design

Fundamental algorithms: depth- and breadth-first traversals, pattern matching, and graph algorithms. Algorithmic strategies: brute-force, greedy, divide-and-conquer, backtracking, branch-and-bound, dynamic programming, and randomized. Algorithm analysis, complexity theory, performance evaluation.

Parallelism: fundamentals, algorithms, communication. *** Prerequisite: CS 210 and MATH 221***

MATH 184/284/384

A course ~~on~~ provides hands-on training in mathematical problem solving, with a ~~view towards the a~~ **focus on preparing for the** Putnam Competition. **However, participation in the Putnam is not a requirement.** The course covers strategies to tackle problems, as well as selected topics from algebra, combinatorics, number theory, geometry, and analysis.

Rationale: The new description emphasizes that students can take the class even if they don't write the Putnam Competition.

III. Grade Mode Revision

Change the grade mode from a numeric grade to Credit/No Credit because assessment is based on attendance and class participation, so that "Credit/No credit" grading is more appropriate than a numeric grade.

End of Report from the Faculty of Science

4.6. Faculty of Social Work

The Faculty of Social Work is submitting the following motions for approval to CCUAS.

Items for Approval

4.6.1. Revision to Evaluation of Academic Performance in the Faculty of Social Work

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

Faculty Regulations - Pre-Social Work

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

Rationale:

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

End of Motion

4.6.2. Revision to the Bachelor of Social Work – Yukon University

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

Credit hours	Bachelor of Social Work Yukon University Required Courses
3.0	HIST 140 (Yukon University course, transfers as HIST 100-level or INDG 100-level)
3.0	ENGL 100-level
3.0	ENGL 100-level or higher
3.0	PSYC 100-level
3.0	PSYC 100-level or higher
3.0	SOC 100-level
42.0	Fourteen Open Electives (May include up to nine twelve credit hours of SW or INSW courses)
60.0	Total General University Studies Credit Hours
Social Work Studies	
3.0	SW 200 (Yukon University course, transfers as SW

Credit hours	Bachelor of Social Work Yukon University Required Courses
	200)
3.0	SW 346
3.0	SW 347
6.0	SW 352
3.0	SW 389
3.0	SW 390
3.0	SW 414
3.0	SW 421
3.0	SW 451 or SW 469
9.0	Three SW Electives (May be SW or INSW courses)
6.0	SW 348
15.0	SW 448
60.0	Total Social Work Credit Hours
120	Total Credit Hours For BSW

Rationale:

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

End of Motion

4.6.3. Revision to Admission Term to the BSW Program

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

Rationale:

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

The proposed change supports: academic success with a more intentional transition into a professional program; reduces factors that contribute to faculty probation; encourages course sequencing and lad-

dered learning; prioritizes supporting upper level students for degree completion and reduces special permission requests; and better supports the faculty's activities with course scheduling, planning, and enrolment.

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

End of Motion

4.6.4. Suspension of the Faculty of Social Work Prior Learning Assessment and Recognition of Prior Learning

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

Rationale:

PLAR

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

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

History

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

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

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

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

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

Current Concerns

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

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

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

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

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

End of Motion

4.6.5. Revisions to the Faculty of Social Work Stale-Dated Course Policy

Motion: To revise the Stale Dating Policy as indicated below, **effective 202420**.

Stale-Dated Courses

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

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

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

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

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

Rationale:

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

End of Motion

Items for Information

The Faculty of Social Work is submitting the following items for information to CCUAS.

I. Inactive Courses

Effective 202420

SW 438	Interprofessional Collaboration for Health & Learning	last offered 201730
SW 465	Program Development & Evaluation	last offered 201320
SW 468	History of Social Welfare & SW in Canada	last offered 201930

Rationale:

These courses have not been offered in five or more years. Inactivating a course does not prohibit an academic unit from reactivating the course. Inactivating these courses will not impact the Bachelor of Social Work Program or other degree programs.

II. Historical Courses

Effective 202420

SW 480AC	Adv Intervention with Children	last offered 201130
SW 480AG	Macro Practice and Social Vision	last offered 201020
SW 480AH	From Classroom to Practice with the US Social Forum II *Field trip, pre-req SW 480AG	last offered 201020
SW 480AI	SW & Residential Schools	last offered 202020
SW 480AM	Social Problems & SW Practices Seminar: Crisis Intervention	last offered 201830
SW 480AN	Addiction & Child and Family Services Practice	last offered 201910
SW 480AQ	FASD and Child Welfare	last offered 202020
SW 480AR	Social Work and the Environment: Theory and Practice	last offered 201620
SW 480AT	Practice with Refugee Children	last offered 201930
SW 482	International Themes in SW & Social Welfare	last offered 201920
SW 484	Community Practice Project *Co-requisite SW 444 already historical	

Rationale:

None of these courses are core courses, and will not impact the Bachelor of Social Work or other degree programs. Most of the courses have not offered in over 5 years, and the ones that have were replaced with a more modern version.

End of Report from the Faculty of Social Work

4.7. Registrar's Office

Item for Information

Revision to the Parchment Name and Duplicate Parchment Request regulations on page 69 of the 2023-2024 Undergraduate Calendar.

Name on Parchment

Parchments are printed with the full legal name of the graduate, as recorded in the University's student information system at the time of graduation. ~~Students are required to provide proof to the Registrar's Office in support of any request for correction or change of name. For more information about legal name and name change and supporting documentation refer to the UR Policy website and/or the Change of Name form.~~

Duplicates may be produced on payment of the appropriate fees. All parchments issued on the MyCreds™ system will be in the full legal name of the student.

Duplicate Parchment Request

Graduates may request a duplicate parchment in the following circumstances. In all cases the word "duplicate" will appear in the bottom right hand corner of the parchment. The production of duplicate parchments will be subject to payment of the appropriate fee.

1. Their parchment is lost, stolen, or damaged.
2. They would like to have a parchment with a shortened version of their legal name. For example Sue instead of Susan, or the first initial S. with a middle name.
3. They would like to have a parchment with their Indigenous Traditional Name.
4. They have not yet changed their name legally and are using a first and/or middle name other than their legal first and/or middle name.
5. They have undergone a legal name change since the original parchment was issued.

Process to Request a Duplicate Parchment

Graduates may submit the Duplicate Parchment Request form and fee through the Registrar's Office Online Store. Note, students who have undergone a legal name change will be required to submit a Change of Legal Name Form.

End of Report from the Registrar's Office

5. Adjournment

I. Registrar's Undergraduate Academic Programming Questionnaire

PROGRAM INFORMATION

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

Communication Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year): 202420

Expected Start Date (Month/Year): 202430

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

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

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

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

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

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

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

We are the only degree-granting journalism program in Saskatchewan

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

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

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

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

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

N/A

III. STRATEGIC CONSIDERATIONS (CCAM)

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

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

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

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

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

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

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

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

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

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

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

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

n/a

IV. Program Plan

1. What are the program admission requirements?

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

2. Insert the proposed curriculum here.

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

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

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

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Mass Communication: Theory and Practice	JRN 330	X		202420

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

Total credit requirements are 120.0 credit hours.

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

N/A

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

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

7. How will students be recruited to the program?

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

8. What is the expected 5-year enrolment?

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

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

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

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

___ Online

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

___ Video-conferenced or distributed.

Please provide details.

N/A

N/A

V. Needs and Costs of the Program (CCB)

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

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

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

N/A

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

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

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

N/A

5. Proposed budget and revenue from the Program.

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

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

There will no additional library holdings that are required.

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

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

VI. Faculty/Department/Academic Unit Contact Person

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

VII. Approvals

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

I. PROGRAM INFORMATION

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

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

Credential Name (if different from Program Name):

Baccalaureate: Bachelor of Arts in Indigenous Journalism and Communication Arts

After Degree: Bachelor of Indigenous Journalism and Communication Arts

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

Indigenous Communication and Fine Arts, First Nations University of Canada

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

Expected Start Date (Month/Year): Fall 2024

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. STRATEGIC CONSIDERATIONS (CCAM)

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

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

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

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

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

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

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

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

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

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

III. Program Plan

1. What are the program admission requirements?

First Nations University of Canada entrance requirements.

2. Insert the proposed curriculum here.

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

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

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

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

After-Degree: Bachelor of Indigenous Journalism and Communication Arts

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

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

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

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

New and under development course descriptions area attached as appendices.

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

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

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

None

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

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

7. How will students be recruited to the program?

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

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

8. What is the expected 5 year enrolment?

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

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

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

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

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

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

INCA 100 – Intro to Indigenous Communication Arts

INCA 283 – History of Indigenous Media

INCA 291AA – Writing for Print and Online Audiences

INCA 291AC – Community Radio I

INCA 284 – Indigenous Media Management

INCA 391AC – Community Radio II

IV. Needs and Costs of the Program (CCB)

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

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

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

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

First Nations University of Canada

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

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

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

No specialized needs. We will use our existing classroom technology for connecting with remote students.

5. Proposed budget and revenue from the Program.

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

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

With new hire at assistant professor level

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

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

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

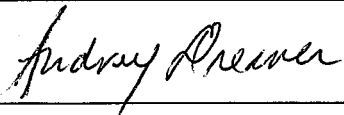
7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

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

V. Faculty/Department/Academic Unit Contact Person

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

VI. Approvals

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

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

ATTACHMENT: Course descriptions

UNDER DEVELOPMENT

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

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

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

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

2023-2024 CALENDAR

NEW

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

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

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

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

PRE-EXISTING

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

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

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

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

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

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

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

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

social media platforms.

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

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

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

MARKET STUDY – DEGREE PROGRAM IN INDIGENOUS JOURNALISM AND COMMUNICATION ARTS

SUMMARY

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

- Student demand
- Community demand
- Employer demand

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

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

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

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

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

STUDENT DEMAND

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

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

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

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

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

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

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

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

COMMUNITY DEMAND

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

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

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

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

The degree program will build on this foundation by:

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

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

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

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

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

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

EMPLOYER DEMAND

Survey responses

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

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

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

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

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

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

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

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

Employment postings review

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

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

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

Examples of other opportunities include:

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

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

Examples included:

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

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

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

MediaJobs Canada's lengthy list included:

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

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

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

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

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

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

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

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

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

CONCLUSION

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

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

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

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

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

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

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



FIRST NATIONS UNIVERSITY OF CANADA

Business Case

Indigenous Communications
and Fine Arts

Submitted By: Shannon Avison
Date: November 2023

Executive Summary

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

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

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

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

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

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

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

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

The Strategic Context

Strategic Environment - Organizational Overview

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

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

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

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

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

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

Problem/Opportunity Statement

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

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

Business Need

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

Outcomes: Benefit to the University

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

The Costs: Financial Implications

Below are projected new expenses for the following options:

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

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

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

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

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

*Salary based on current URFA-FNUiv collective agreement

New program revenues

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

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

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

Cost recovery

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

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

GLOBAL BUDGET IMPACT

Program expenses projection – Option A

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

*presumes 1.5% annual inflationary increase

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

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

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

Detailed revenue calculations

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

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

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

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

Risks to the University & Implications of No Action

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

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

Implementation Plan

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

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

windspeaker media

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

March 10, 2023

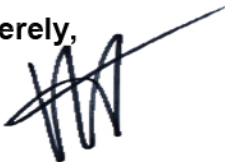
To whom it may concern:,

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

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

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

Sincerely,



Bert Crowfoot,
AMMSA CEO





**World's First
National Indigenous
Broadcaster**

APTN
339 Portage Avenue
Winnipeg, Manitoba
R3B 2C3

Toll-Free
1-888-278-8862

Email
info@aptn.ca

March 15, 2023,

Dear Colleagues,

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

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

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

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

May I point you to these reasons:

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



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



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

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

Miigwech,

Cheryl McKenzie

Executive Director of News & Current Affairs

Email: cmckenzie@aptn.ca

Cell: (204) 479-1830





March 9, 2023

Kerry Benjoe

Regina, SK

Dear Colleague,

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

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

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

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

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

Very truly yours,

Kerry Benjoe, Editor EFN

March 13, 2023

RE: INCA JOURNALISM DEGREE PROGRAM

To whom it may concern,

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

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

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

Sincerely,



Mervin Brass
Senior Managing Director
CBC North



MISSINIPI BROADCASTING CORPORATION

Saskatchewan Aboriginal Communications

February 7, 2023

Dear Colleagues;

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

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

Sincerely,



Deborah A. Charles
Chief Executive Officer

/dac

BROADCAST CENTRE

Box 1529 La Ronge, Saskatchewan S0J 1L0 Telephone: (306) 425-4003 Fax: (306) 425-3123 www.mbcradio.com

September 13, 2023

To Whom it May Concern:

Re: FNUniv Indigenous Journalism and Communication Arts

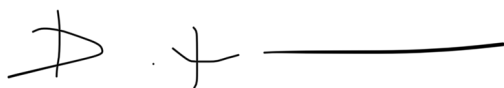
I am writing in support of the expansion of the above-named program from a two-year diploma to a four-year Bachelor program, developed from an indigenous perspective, and delivered out of the First Nations University of Canada.

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

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

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

Respectfully;



Dan Florizone
Executive-in-Residence



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

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

September 15, 2023

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

To Whom it May Concern,

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

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

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

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

.../2

Canada 

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

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

Sincerely,

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

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



CITY OF REGINA

Office of the Mayor

September 14, 2023

To Whom it May Concern,

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

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

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

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

Sincerely,

Sandra Masters
Mayor of Regina

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name:

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

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

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

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

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

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

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

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

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

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

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

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

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

Registrar’s Undergraduate Academic Programming Questionnaire

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

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

III. STRATEGIC CONSIDERATIONS (CCAM)

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

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

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

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

Develop:

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

Internationalization:

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

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

N/A

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

N/A

Registrar’s Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

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

2. Insert the proposed curriculum here.

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

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

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

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

Registrar's Undergraduate Academic Programming Questionnaire

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

30

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

No

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

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

7. How will students be recruited to the program?

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

8. What is the expected 5 year enrolment?

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

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

Through the MAP Student Program Centre.

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

- Online
- At a distance (in a specific community for example)
- Video-conferenced or distributed.

Please provide details.

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

Registrar's Undergraduate Academic Programming Questionnaire

V. Needs and Costs of the Program (CCB)

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

None

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

N/A

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

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

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

No

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

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

Registrar's Undergraduate Academic Programming Questionnaire

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

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

No cost to the MAP Faculty.



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

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

VI. Faculty/Department/Academic Unit Contact Person

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

VII. Approvals

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

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

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

Type of Program:

	Certificate
	Diploma
x	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

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

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

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

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

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

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

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

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

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

Registrar's Undergraduate Academic Programming Questionnaire

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

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

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

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

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

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

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

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

Commitment to Student Success:

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

Commitment to Our Communities:

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

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

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

Strategic focus area 1: Discovery

Students will develop specialized skills across a range of technologies used in a variety of industries involving Creative Technologies, knowledge of the interdisciplinary intersection of art and design, and hands-on experience creating a capstone project in Creative Technologies. This program will enhance supportive technologies for research and teaching. There will be Engagement with varied disciplines at the University to apply skills in interdisciplinary, multidisciplinary, and transdisciplinary projects as well as enhance supportive tech for research and teaching.

Strategic focus area 3: Well-being and Belonging

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

Strategic focus area 5: Identity and Impact

The BFA in Creative Technologies will provide a more comprehensive, distinctive, and unique program in Saskatchewan and the western provinces while complementing other existing programs at the U of R. Graduates will be highly sought out by a wide variety of industries for their skills as creative and critical thinkers who are able to combine imagination and innovation in their practice. Graduates will be better prepared for a pathway to graduate schools focusing on Interdisciplinary art practices and engagement with ongoing and emerging relationships between art and technology, as well as applications within the creative industries.

Registrar's Undergraduate Academic Programming Questionnaire

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

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

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

N/A

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

N/A

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

The admission requirements are no different than any of our other programs within Creative Technologies. This program requires a minimum 65% average.

2. Insert the proposed curriculum here.

Registrar's Undergraduate Academic Programming Questionnaire

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	ACAD 100, ENGL 100 OR ENGL 110	6
Strategies for Success	MAP 001	0
Indigenous Issues in the Arts Decolonization and the Arts	MAP 202 OR MAP 209	3
	ANY ART, ARTH, MAP, FILM, INA, INAH, MU	9
Culture and Society	Any one in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.	3
Research Skills and Methodology	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.	3
Natural and Social Science	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology; any Science courses, including MATH.	6
Elective Requirements		
	Six open electives	18
Major Requirements (if applicable)		
Intro to Creative Technologies	CTCH 110	3
Creative Technologies Processes	CTCH 111	3
Intro to Audio Tools	CTCH 112	3
Intro to Digital Studio Tools	CTCH 113	3
Intro to Film Production	FILM 200	3
Intro to Media and Communication	CTCH 203	3
Intro to Creative Coding	CTCH 204	3
Programming and Problem Solving	CS 110	3
People-Centred Design	ENSE 271	3

Registrar's Undergraduate Academic Programming Questionnaire

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

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

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

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

Registrar's Undergraduate Academic Programming Questionnaire

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

120 credits, including professional placement or work experience.

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

No

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

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

7. How will students be recruited to the program?

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

8. What is the expected 5 year enrolment?

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

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

Through the MAP Student Program Centre

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

- Online
- At a distance (in a specific community for example)
- Video-conferenced or distributed.

Please provide details.

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

Registrar's Undergraduate Academic Programming Questionnaire

V. Needs and Costs of the Program (CCB)

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

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

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

No new resources are required.

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

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

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

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

No, there is no need for off-site delivery.

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

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

Registrar's Undergraduate Academic Programming Questionnaire

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

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

No cost to the MAP Faculty.

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

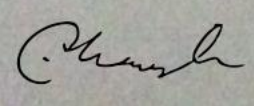

Specialized spaces already exist as part of the suite of studios and labs in Media, Art and Performance, for example IMP Labs, Maker Space, ED 242 Recording Space, Film Production Studios, Printmaking Studio, Digital Photography Studio, UDML, Theatre, Music Studios, Costume Shop and Set Design

No new resources are required.

VI. Faculty/Department/Academic Unit Contact Person

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

VII. Approvals

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