

AGENDA



University
of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 20 November 2025
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 26 November 2025

A meeting of Executive of Council is scheduled for 26 November 2025, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who chose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of 22 October 2025 – *Circulated with the Agenda***
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Report from Committees of Council**
 - 6.1 Consent Items, Appendix I, pp. 2-17
 - 6.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix II, pp. 18-19
 - 6.3 Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 20-77
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 7.1.1 Faculty of Graduate Studies and Research
 - 7.1.2 Centre for Continuing Education
 - 7.2 Correction of Error to Previously Approved Graduate List – *Distributed Confidentially*
 - 7.2.1 Faculty of Education
8. **Other Business**
9. **Reports from Faculties, Academic Units, and Federated Colleges**
10. **Adjournment**

UNIVERSITY OF REGINA
Executive of Council

Subject: Consent Items

Item(s) for Decision:

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

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

1.1 Faculty of Science

1.1.1 Program Revision – Doctor of Philosophy (PhD) in Computer Science (after MSc)

MOTION: That the Doctor of Philosophy (PhD) in Computer Science (after MSc) be revised, effective 202610.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/computer-science.html#fact_2_1		Proposed	
Doctor of Philosophy (PhD) in Computer Science (after MSc)		Doctor of Philosophy (PhD) in Computer Science (after MSc)	
After an MSc in Computer Science, the PhD program consists of at least 9 credit hours of course work and 51 credit hours of research resulting in the presentation of a substantial thesis. In addition, the student is required to give two non -credit CS seminar presentations. Successful completion of the PhD course requires a minimum of three (3) full years.		After a M.Sc. in Computer Science, the Ph.D. program consists of at least 9 credit hours of course work and 51 credit hours of research resulting in the presentation of a substantial thesis. In addition, the student is required to give two zero credit hour CS seminar presentations and pass CS 905 within the first 36 credit hours in the program . Successful completion of the Ph.D. program requires a minimum of three (3) full years.	
CS 8xx	3 credit hours	CS 8xx	3 credit hours
CS 8xx	3 credit hours	CS 8xx	3 credit hours
CS 8xx	3 credit hours	CS 8xx	3 credit hours
CS 900	0 credit hours	CS 900	0 credit hours
CS 900	0 credit hours	CS 900	0 credit hours
CS 901	51 credit hours	CS 900	0 credit hours
		CS 905	0 credit hours
		CS 901	51 credit hours
TOTAL	60 credit hours	TOTAL	60 credit hours

<p>Note: A minimum of 9 credit hours of course work are required, and course selection must adhere to the following conditions:</p> <ol style="list-style-type: none"> 1) Courses must be chosen in consultation with the supervisor or co-supervisors 2) Only one course may be taught by the supervisor or co-supervisor 3) Only one course may be a directed reading 	<p>Note: A minimum of 9 credit hours of course work are required, and course selection must adhere to the following conditions:</p> <ol style="list-style-type: none"> 1) Courses must be chosen in consultation with the supervisor or co-supervisors 2) Only one course may be taught by the supervisor or co-supervisor 3) Only one course may be a directed reading
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Rationale:

Adding CS 905 to the Doctor of Philosophy (PhD) program will formalize the requirement within the program, as well as provide a mechanism to handle a failed examination. This course provides an early assessment of a student's suitability for the PhD program.

(end of Motion)

2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1 Faculty of Education and Faculty of Media, Art, and Performance

2.1.1 Program Revision – Music Education Minors and Second Music Education Minors

MOTION: That the Secondary Music Education Minors and Music Education Minors Course List be revised, effective 202620.

(per p. 183 of 2025-2026 UG Calendar)

Music Education Minors

Note: Music Minors cannot be taken with a Music major.

Instrumental Music Education Minor

MUTH 221 *Entrance exam required

MUPE 342

EMUS 377 (Curriculum course)

Three 3.0 credit hour courses, or a combination of 2.0 credit hour course + 1.0 credit hour ensemble from the list below. Total credit hours equal 9.0. *Note: Credit will not be given for 1.0 credit hour ensemble alone, must be combined with a 2.0 credit hour course.*

Choral Music Education Minor

MUTH 221 *Entrance exam required

MUPE 283

EMUS 366 (Curriculum course)

Three 3.0 credit hour courses, or a combination of 2.0 credit hour course + 1.0 credit hour ensemble from the list below. Total credit hours equal 9.0. *Note: Credit will not be given for 1.0 credit hour ensemble alone, must be combined with a 2.0 credit hour course.*

General Music / Creative Technologies Music Education Minor

MU 101 or MUTH 221*Entrance exam required (MUTH 221 preferred)

~~CTCH 202~~ [CTCH 112](#)

EMUS 202 (Curriculum course)

Three 3.0 credit hour courses, or a combination of 2.0 credit hour course + 1.0 credit hour ensemble from the list below. Total credit hours equal 9.0. *Note: Credit will not be given for 1.0 credit hour ensemble alone, must be combined with a 2.0 credit hour course.*

Music Education Minors Course List

3.0 credit hour courses

EMUS 202, EMUS 320, EMUS 366, EMUS 377, MU 204, MU 205, MU 319, [MU 399AB](#), MUTH 211, MUTH 222, MUHI 202, MUHI 203, MUPE 283, MUPE 342, MUPE 348, [MUPE 381](#), MUPE 382, [MUTQ 285](#), MUTQ 286, MUTQ 288, CTCH 201, ~~CTCH 202~~, CTCH 205, ~~THDS 365AD~~, [CTCH 206](#), [CTCH 218](#), [CTCH 321](#) or another approved course

2.0 credit hour courses

MUTQ 281, MUTQ 283, [MUTQ 284](#), ~~MUTQ 285~~, MUTQ 287, or another approved course

1.0 credit hour ensembles

MUEN 101, MUEN 103, MUEN 105, MUEN 107, MUEN 109, ~~MUEN 121~~, MUEN 131, MUEN 135, or another approved ensemble

Rationale:

These changes align with course offering changes from the Faculty of Media, Arts and Performance. CTCH 202, THDS 365AD, and MUEN 121 are no longer offered. MUTQ 285 may now be taken for 3.0 credit hours instead of 2.0 credit hours. MU 399AB, MUPE 381, CTCH 206, CTCH 218, CTCH 321, MUTQ 284 and MUEN 109 have been added to provide students with additional course options.

(end of Motion)

2.2 Faculty of Arts and First Nations University of Canada**2.2.1 Program Revision – Minor in Linguistics**

MOTION: That the Minor in Linguistics be revised, effective 202620.

as per p.125 in the 2025-26 Undergraduate Calendar

Minor in Linguistics

Current Linguistics Minor		Revised Linguistics Minor	
Credit Hours	Linguistics Minor Required Courses	Credit Hours	Linguistics Minor Required Courses

3.0	One of LING 100, ENGL 260 , or FRN 236 or any Indigenous Language course numbered 206. Only one of these courses may be included in the linguistics minor.	3.0	One of LING 100 or FRN 236 or any Indigenous Language course numbered 206. Only one of these courses may be included in the linguistics minor.
3.0	LING 220 or LING 230	3.0	ILR 100
6.0	Two of LING 210-213	3.0	ILR 101 or LING 220
6.0	Two additional LING courses (which may include those listed as "Other Courses in Linguistics")	3.0	LING 210
18.0	Total: 65.00% GPA required	3.0	LING 211, LING 212, or LING 213
		3.0	LING 270 or LING 280
		3.0	LING 325 or LING 327
		21.0	Total: 65.00% GPA required

Notes: Because linguists concern themselves with the structure of language (rather than with learning to speak a language), most courses in linguistics do not require fluency in any second or third language, unless stated in the prerequisites. ~~All linguistics majors are nonetheless encouraged to enroll in language courses beyond the basic BA degree language requirement.~~

~~Linguistics students are encouraged to take:~~

- ~~• Courses in multimedia studies (e.g. Indigenous Communications Arts);~~
- ~~• LING 210 before taking LING 211 or any courses in historical linguistics; and~~
- ~~• LING 211 before taking LING 213.~~

~~For the minor, the specified additional courses in linguistics may include the following courses offered by various departments.~~

~~The descriptions of each should be read carefully for any prerequisites.~~

Other Courses in Linguistics

~~ANTH 202 — Anthropology of Language~~
~~CLAS 110 Greek and Latin Elements in English~~
~~CREE 206 Cree Linguistics~~
~~DAK 206 Dakota Linguistics~~
~~DENE 206 Dene Linguistics~~
~~EFIL 150 Introduction to Teaching French~~
~~EISL 225 Acquisition of English as a Second Language~~
~~ELNG 326 Teaching English as a Second Language~~
~~ENGL 360 History of the English Language~~
~~ENGL 367 Gender and Language~~
~~ENIL 225 Indigenous Language Arts~~
~~ENIL 325 Bilingual/Bicultural Language Processes~~
~~ELNG 316 Language Awareness~~
~~FRN 330AA ZZ — Étude de sujets varies sur la linguistique en contexte~~
~~FRN 430AA ZZ — Étude avancée de sujets varies en linguistique française en contexte~~
~~NAK 206 Nakota Linguistics~~
~~PSYC 270 Human Information Processing~~
~~PSYC 374 Psycholinguistics~~
~~NISH 206 Anihšināpēmowin Linguistics~~
~~WGST 367 — Gender and Language~~

Rationale:

In recognition of the International Decade of Indigenous Languages, and in conjunction with the more extensive changes being proposed towards establishment of a full degree in Indigenous Language Reclamation, we are proposing changes to the Linguistics Minor to continue our program evolution to better address the Calls to Action of the Truth and Reconciliation Commission. The new program still

includes many of our core Linguistics (LING 100, INDL 206, LING 210, LING 211, LING 220), but augments these with our flagstone course on Indigenous Languages and the newly establish ILR 101, along with courses in Language and Society (LING 270), Language Documentation (LING 280), First Language Acquisition (LING 325), and Second Language Learning (LING 327).

(end of Motion)

2.3 Faculty of Engineering and Applied Science

2.3.1 Program Revision – Industrial Systems Engineering Program

MOTION: That ENIN 440 be replaced with ENIN 458 in the Industrial Systems Engineering Program, effective 202620.

Rationale:

Based on feedback from the Industrial Systems Engineering (ISE) Advisory Board, substantial revisions are needed to update the current ENIN 440 course content. To address this, a new core course, ENIN 458, has been introduced in term 7 to replace ENIN 440 in the new ISE curriculum. ENIN 440 will continue as a core course until the implementation of the new ISE curriculum. During the transition period, students will receive credit for either ENIN 440 or ENIN 458.

Accreditation implications: There are no accreditation implications as the AU count remains unchanged. The replacement of ENIN 440 with ENIN 458 does not eliminate any content required by the Canadian Engineering Qualifications Board (CEQB) accreditation criteria.

(end of Motion)

2.3.2 Program Revisions – Faculty of Engineering and Applied Science Cooperative Education and Internship Program

MOTION: To revise the Co-operative Education and Internship Program in the Faculty of Engineering and Applied Science section in the Undergraduate, effective 202620.

Admission

To apply for admission to the Co-operative Education program in the Faculty of Engineering, a student must:

- be registered ~~in at least twelve credit hours~~ as a full-time student in a Systems Engineering program in the Faculty of Engineering and Applied Science;
- have completed or been given credit for no less than ~~27~~ 42 and no more than 63 credit hours towards the Systems Engineering degree. ~~(Students are expected to have successfully completed the first three~~ four ~~terms of the Systems Engineering program before going on a first work term);~~

- have a [TGPA and](#) PGPA of at least 60.00%; and
- have completed or been given credit for ENGL 100, ENGG 123, and ENGG 100.

Rationale:

The current admission criteria require students to be registered in 12 credit hours. This requirement is not aligned with the university's full-time credit hours requirement of 9 credit hours. The current admission criteria were based on the completion of terms 1 and 2 (which is 30 credit hours) with the allowance for one elective being outstanding. The approved term 4 changes requires that the minimum credit hours are updated to reflect the completion of 3 terms (45 credit hours) with the allowance for one elective being outstanding. All Co-op programs have a minimum GPA requirement; this minimum varies by programs and Universities. A term GPA less than 60% places the student at risk of being on academic probation at the end of the next term. It is strongly recommended that students maintain good academic standing as a prerequisite to joining the Co-op and Internship program, since the primary and mandatory focus of the student's program is academic studies. This is in line with the Progress rules that states that "students must maintain a PGPA and TGPA (in the most recent term completed) of at least 60.00% in order to be eligible for a work term."

Sequencing

Work terms and study terms are sequenced over a total period of four years and eight months as shown below. There are ~~four~~ [three](#) required work terms and nine study terms. [Students will be permitted to take an optional 4th work term, if their program sequence allows](#) (see below and the Faculty's Academic Programs section).

Fall	Winter	Spring	Fall	Winter	Spring	Fall
1	2		3	4	Work term	5
Winter	Spring	Fall	Winter	Spring	Fall	Winter
Work term	6	Work term	7	Optional Work term	8	9

Rationale:

Co-op education programs are required to be 30% of the total academic program. As per CEWIL rules "the time spent doing practical paid work must be at least 25 - 30% of the time spent in academic study. CEWIL also states the same requirements for internship. The Faculty of Engineering currently allows **Internship** students to receive the designation after 3 work terms (12 months) or 4 work terms (16 months).

Our BAsC programs are 9 terms in length; 30% equates to 2.7, rounded up to 3 work terms. It is important to note that other faculties at the University of Regina have moved to 3 mandatory work terms to obtain the co-op designation with optional 4th and 5th work terms. Currently the Faculty of Business requires students to complete 3 work terms with an optional 4th work term, Computer Science requires students to complete 3 work terms with an optional 4th or 5th term.

Allowing students to obtain a co-op designation after 3 work terms will increase the number of students who graduate with Co-op designation and an overall better student experience. For example, current

students who have completed only 3 work terms due to multiple reasons (a slow job market, insufficient time to complete 4th work term due to sequencing) would receive the designation which they have duly earned according to CEWIL rules. Future students would consider 3 work terms as more attractive and more economical as they will save the fees for the 4th term. Future students who would like to complete a 4th term would be given the option to do so. CEWIL rules:

<https://cewilcanada.ca/CEWIL/Resources/Employer-Community-Partners/Employer-Tool-Kit-Folder/Co-operative-Education.aspx?WebsiteKey=70188082-f13b-461c-8c8d-74e0e6c01c18>.

As per p. 221 of the 2025-26 Undergraduate Calendar

Co-operative Education Internship Program

Academic Rules

1. Applications to the Co-operative Internship program in the Faculty of Engineering and Applied Science are due six months before the intended placement, as listed in the Undergraduate Calendar. To apply for admission, a student must:
 - be registered ~~in at least twelve credit hours~~ as a full-time student in a Systems Engineering Program in the Faculty of Engineering;
 - have completed or been given credit for no less than 72 and no more than 102 credit hours towards the Systems Engineering degree. Students ~~have to~~ must have successfully completed academic Terms 1, 2, 3, 4, 5, 6, and 7 of the Systems Engineering program before the internship placement;
 - have a TGPA and PGPA of at least 60.00%;
 - have withdrawn from the Co-operative Education program, if previously admitted. Students who have completed more than one work term are not eligible for the Co-operative Internship program; and
 - have demonstrated fluency, written and oral, in both English and the language of employment in their desired country of internship.
2. Acceptance into the Co-operative Internship program does not ensure work placement.
3. The parchment and transcript of each student who successfully completes the minimum of these consecutive internship terms required for Co-operative Internship will include “Internship” designation.

Note: If students fail an Engineering Co-op Work Term, students are ineligible to continue with either the Co-operative Education Program or the Co-operative Internship Program. For further information, please contact the Director, Co-op Work Study Programs.

Rationale:

The current admission criteria require students to be registered in 12 credit hours. This requirement is not aligned with the university’s full-time credit hours requirement of 9 credit hours. All Co-op and internship programs have a minimum GPA requirement; this minimum varies by programs and Universities. A term GPA less than 60% places the student at risk of being on academic probation at the end of the next term. It is strongly recommended that students maintain good academic standing as a prerequisite to joining the Co-op and Internship program, since the primary and mandatory focus of the student’s program is academic studies. This is in line with the Progress rules that states that “students must maintain a PGPA and TGPA (in the most recent term completed) of at least 60.00% in order to be eligible for a work term.”

(end of Motion)

2.3.3 Program Revision – Manufacturing Engineering Minor

MOTION: That the Manufacturing Engineering Minor be revised, effective 202620.

Credit hours	Manufacturing Engineering Minor Required Courses
15.0	Five of: ENIN 349, ENIN 350 , ENIN 370, ENIN 444, ENIN 445, ENIN 463 , ENGG 411, ENIN 448 , ENEL 462 or ENEL 463

Rationale:

Students have more course options. ENIN 349 and ENIN 350 are both core courses in the ISE curriculum, but students can only apply one of them toward their minor. In recent years, ISE has introduced additional electives related to manufacturing. These updates are based on the new ISE curriculum, giving students a wider range of course options.

(end of Motion)

2.3.4 Program Revision – Industrial Systems Engineering Program

MOTION: That program revisions be made in the Industrial Systems Engineering Program, effective 202720.

1. ENIN 349 moves to term 7 and technical elective to term 8
2. ENIN 433 changes from core course to technical elective
3. ENIN 444 changes from core course to technical elective
4. The number of technical elective courses increases from two to four.

As per p. 228 of the 2025-2026 Undergraduate Calendar

Credit hours	BASc in Industrial Systems Engineering Required Courses
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG 100
3.0	PHYS 109
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 123
3.0	ENGL 100
3.0	MATH 111
3.0	ENGG 140

Credit hours	BASc in Industrial Systems Engineering Required Courses
Term 3 (Fall)	
3.0	ENEL 280
3.0	ENEV 223
3.0	ENGG 141
3.0	MATH 217
3.0	*Natural Science Elective
Term 4 (Winter)	
3.0	ENIN 233
3.0	ENIN 241
3.0	MATH 213
3.0	STAT 289
3.0	CHEM 105
Term 5 (Fall)	
3.0	*Social Science and Humanities or *Natural Science Elective
3.0	ENEV 261
3.0	ENGG 330
3.0	ENIN 331
3.0	ENIN 343
Term 6 (Spring/Summer)	
3.0	BUS 260
3.0	ECON 201
3.0	ENEL 361
3.0	ENIN 253
3.0	ENIN 350
Term 7 (Winter)	
3.0	ENIN 355
3.0	ENIN 430
3.0	ENIN 458
3.0	ENIN 453
3.0	*Approved Elective ENIN 349
Term 8 (Fall)	
3.0	BUS 250, BUS 285, or BUS 302
3.0	ENGG 303
3.0	ENIN 340
3.0	ENIN 349 *Technical elective
1.0	ENIN 400
3.0	ENIN 444 *Technical elective
Term 9 (Winter)	
3.0	*Social Science and Humanities or *Natural Science Elective
3.0	ENGG 401
3.0	ENIN 413

Credit hours	BASc in Industrial Systems Engineering Required Courses
3.0	ENIN 433 * Technical elective
3.0	* Approved Elective * Technical elective
136.0	TOTAL
*Approved Electives: Choose two: ENEL 462 ENEL 463, ENGG 411, ENIN 370, ENIN 445, ENIN 448, ENIN 455, ENIN 456, ENIN 457, ENIN 463, offered as follows: ENIN 370: Winter Term ENIN 445 and ENIN 456: Winter term in even-numbered years ENIN 448 and ENIN 455: Winter term in odd-numbered years.	
*Social Sciences and Humanities Elective: choose one Faculty of Arts or La Cité course.	
*Natural Science Elective (choose two): from ASTR, BIOC, BIOL, CHEM (CHEM 100 not permitted), ESC, and PHYS.	

Rationale:

To improve the curriculum, the ISE program has increased the number of technical elective courses from two to four in the updated ISE curriculum.

These four electives will be offered in Term 8 (two courses) and Term 9 (two courses), providing upper-level students with greater flexibility in course selection and helping them complete their program on time. Additionally, the expanded elective offerings will aid in balancing the workload of lab instructors.

Accreditation implications: The course content will be updated to meet the required AU count for accreditation.

(end of Motion)

2.4 Faculty of Media, Art, and Performance

2.4.1 Program Revision – Certificate in Visual Communication Design

MOTION: That the Certificate in Visual Communication and Design be revised, effective 202620.

Credit Hours	Certificate in Visual Communication Design Required Courses
0.0	MAP 001
3.0	CTCH/DES 110
3.0	CTCH/DES 111
3.0	CTCH/DES 112 113
3.0	CTCH 203
3.0	CTCH/DES 213
3.0	CTCH/DES 215

Credit Hours	Certificate in Visual Communication Design Required Courses
6.0	Two CTCH/DES 200-level courses
6.0	Two CTCH/DES 300-level courses
30.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

CTCH/DES 113 Introduction to Digital Tools was the intended course for this certificate, not CTCH/DES 112 Introduction to Audio Tools.

(end of Motion)

2.4.2 Program Revision – Certificate in User Experience Design

MOTION: That the Certificate in User Experience Design be revised, effective 202620.

Credit Hours	Certificate in User Experience Design Required Courses
0.0	MAP 001
3.0	CTCH/DES 110
3.0	CTCH/DES 111
3.0	CTCH 203 <u>CTCH/DES 112 or 113</u>
3.0	CTCH/DES 219
6.0	Two CTCH/DES 200-level and/or ENSE 271
6.0	Two of CTCH/DES 306, 312, or 315
3.0	CTCH/DES 313
3.0	CTCH/DES 316
30.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

CTCH/DES 112 Introduction to Audio Tools or CTCH/DES 113 Introduction to Digital Tools were the intended course options for this certificate, not CTCH 203.

(end of Motion)

2.4.3 Program Revision – Bachelor of Design

MOTION: That the Bachelor of Design be revised, effective 202620.

Bachelor of Design

Credit Hours	Bachelor of Design Required Courses
60.0	Block transfer credits
0.0	MAP 001
Critical Competencies – 18 credit hours	
Communication in Writing	
3.0	ACAD 100 or ENGL 110
Culture and Society	
3.0	MAP 202 or MAP 209*
3.0	Any course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences	
3.0	Any course in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, and SOST; any Science courses, including MATH.
Research Skills and Methodologies	
6.0	CTCH 203 and CTCH 303 These two course cannot be counted in another area of the program.
Major Requirements – 42 credit hours	
3.0	CTCH/DES 207 217
3.0	CTCH/DES 209
15.0	Five of any of the following courses: CTCH 201 CTCH/DES 213 CTCH/DES 215 CTCH/DES 216 CTCH/DES 218 CTCH/DES 219 CTCH/DES 221 CTCH/DES 222 CTCH 223/CS 207 DES 200-level

Credit Hours	Bachelor of Design Required Courses
15.0	Five of any of the following courses: CTCH 301 CTCH/DES 302 CTCH/DES 306 CTCH/DES 307 CTCH/DES 311 CTCH/DES 312 CTCH/DES 313 CTCH/DES 314 CTCH/DES 315 CTCH/DES 316 CTCH/DES 317 CTCH/DES 300- or 400-level
3.0	DES 498 From Prototype to Portfolio
3.0	DES 499 Capstone Project
120.0	Total: 65.00% PGPA and 60.00% UGPA required
<p><u>*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a critical competency elective, once the Culture and Society requirements are met.</u></p> <p><u>**Students entering from the University of Regina Diploma in Creative Technologies or the Diploma in Computer Science cannot repeat courses already taken as part of the diplomas.</u></p>	

Rationale:

CTCH/DES 217 Writing for Digital Platforms was the intended course in the Bachelor of Design program, not CTCH/DES 207.

(end of Motion)

2.4.4 Program Revision – Minor in Creative Technologies

MOTION: To revise the Minor in Creative Technologies, effective 202620.

Credit hours	Minor in Creative Technologies Required Courses
3.0	CTCH 110
3.0 6.0	Two of CTCH 111, CTCH 112, or CTCH 113
6.0	<u>Any two CTCH 200-level courses *</u>
3.0	<u>Any CTCH 300- level course *</u>
3.0	CTCH 203
3.0	CTCH 204
6.0	Two of CTCH 301, 302, 306, 307, 311, 312, 313

Credit hours	Minor in Creative Technologies Required Courses
18.0	Total – GPA 65.00% required
<u>*Students should note the prerequisites needed for the CTCH 200-level and CTCH 300-level courses and choose courses accordingly.</u>	

Rationale:

This revision incorporates the new courses added within the CTCH & DES programs and provides greater flexibility for students pursuing degrees outside of the Faculty of MAP to complete the minor.

(end of Motion)

2.4.5 Program Revision – Minor in Pop Culture

MOTION: To revise the minor in Pop Culture, effective 202620.

Credit hours	Minor in Pop Culture Required Courses
3.0	MAP 101
3.0	CTCH 203, MAP 102, or MAP 212
3.0	Two 200-level MAP courses <u>MAP 209 or THTR 313</u>
3.0	Two 300-level approved electives in ARTH, CTCH STUDIES, FILM studies, MAP, MUHI or THST* <u>CTCH 205</u>
3.0	<u>MU 319</u>
3.0	<u>MAP 2XX or 3XX</u>
18.0	Total – 65.00% GPA Required
	*Approved Electives include: ARTH 313, ARTH 314, CTCH 304, CTCH 305, FILM 345, FILM 253, FILM 254, FILM 256, FILM 480 AO, MAP 201, MAP 203, MAP 204, MAP 205, MAP 206, MAP 207, MAP 301, MAP 302, MAP 303, MU 204, MU 205, MU 319, THAC 361, THAC 363, THDS 303, THEA 215AA, and THST 380

Rationale:

These changes will refine the minor and include courses that are frequently offered.

(end of Motion)

ITEM(S) FOR INFORMATION

1. NEW COURSES

1.1 Faculty of Arts, Department of Psychology (effective 202610)

PSYC 821 – Social Perspectives in Forensic Psychology

This course features the application of selected social psychological phenomena to forensic contexts (e.g., criminality, legal decision-making, eyewitnesses, interview techniques).

Clinical MA students must receive permission of the Director of Clinical Training to register.

*Note: Students may receive credit for one of PSYC 890AS or PSYC 821

1.2 Faculty of Engineering and Applied Science (effective 202620)

ENGG 603 – Co-op Placement Work Term 3

The third one semester co-op placement for Graduate Students in the Faculty of Engineering and Applied Science. To register, a student must be in good standing and enrolled in a Master's program in the Faculty of Engineering and Applied Science. This course can only be taken as part of a 12 month co-op placement.

1.3 Faculty of Science, Department of Computer Science (effective 202610)

CS 905 – PhD Research Proposal (0)

PhD students are required to submit and defend a written research proposal for their thesis research before completing 36 credit hours in the program (typically between 18 and 24 months after starting). The proposal will be reviewed by the supervisory committee, and the student will be examined during the defense. The defense will consist of an oral presentation by the student, followed by two rounds of questioning from the supervisory committee members. This course is a requirement for all PhD students in Computer Science.

2. COURSE REPLACEMENTS

2.1 Faculty of Engineering and Applied Science (effective 202620)

Current	Proposed
<p>ENSE 885BD Cloud Computing & Applications (3)</p> <p>This course covers the concepts, technologies and platforms to develop foundations for cloud computing. The course will introduce the students to topics, such as Cloud resource management, Serverless applications, Cloud storage & databases, Big data analytics, Cloud security, Cloud application monitoring and benchmarking and Cloud for industry, healthcare and education.</p>	<p>ENSE 875 Cloud Computing & Applications (3)</p> <p>This course covers the concepts, technologies and platforms to develop foundations for cloud computing. The course will introduce the students to topics, such as Cloud resource management, Serverless applications, Cloud storage & databases, Big data analytics, Cloud security, Cloud application monitoring and benchmarking and Cloud for industry, healthcare and education.</p> <p>*Note: Students may receive credit for one of ENSE 885BD or ENSE 875.</p>
<p>ENSE 885BG Responsible and Applied AI (3)</p> <p>This course explores the application of AI techniques in real-world scenarios, focusing on autonomous decision-making and ethical considerations. Students will study AI-driven autonomy while addressing key challenges such as bias, transparency, accountability, and regulatory frameworks. The course also highlights AI's transformative</p>	<p>ENSE 861 Responsible and Applied AI (3)</p> <p>This course explores the application of AI techniques in real-world scenarios, focusing on autonomous decision-making and ethical considerations. Students will study AI-driven autonomy while addressing key challenges such as bias, transparency, accountability, and regulatory frameworks. The course also highlights AI's transformative</p>

impact across industries, including critical infrastructure, intelligence systems, and cybersecurity. This course also offers hands-on projects and case studies, helping students develop the skills to design, implement, and deploy AI solutions responsibly.	impact across industries, including critical infrastructure, intelligence systems, and cybersecurity. This course also offers hands-on projects and case studies, helping students develop the skills to design, implement, and deploy AI solutions responsibly. <i>*Note: Students may receive credit for one of ENSE 885BG or ENSE 861.</i>
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3. ADDITIONAL ITEMS

3.1 Faculty of Arts, Aging Studies

The Faculty of Arts approved the following motion, which was shared with CCFGSR for information:

That the Faculty of Arts become the home faculty for the MA/MSc in Aging Studies program pursuant to the terms of the Memorandum of Understanding (MOU) signed between Arts and the Faculties of Kinesiology and Health Studies, Nursing, and Social Work, effective 202610.

Rationale:

On December 4, 2024, RAGS approved a motion to make Arts the administrative and academic home for the MA/MSc in Aging Studies program (which is currently the only graduate program housed inside the Faculty of Graduate Studies and Research (FGSR)) pending the negotiation and signing of an MOU outlining the continued partnership supporting the program between Arts, KHS, Nursing and Social Work. The MOU has now been signed and is also attached. Arts is the logical place to house the program as most of the entrants into it come from Arts undergraduate programs and Arts faculty members have served as the program coordinator. The MOU commits the partners to continue to collaborate to ensure the appropriate courses are offered by each of the faculties to allow students to complete their studies in a reasonable time frame as well as to assisting in financing the stipend paid to the program coordinator under the terms of the URFA collective agreement. It also serves to end Aging Studies status as an 'orphan' inside FGSR and formally confirms Nursing as a partner faculty for the first time even though they have been actively involved in supporting the program for many years. The program will be overseen by the program coordinator appointed by the Dean of Arts and administratively supported by the Graduate Administrative Assistant in Arts.

3.2 Faculty of Graduate Studies and Research

A previously passed CCFGSR motion (December 18, 2024, CCFGSR meeting; January 22, 2025, Executive of Council meeting) created ART 903 but this and the existing MAP 903 were not added to the list of registrations that would meet the requirement for full-time registration as intended. The current motion adds these two courses as a bullet item under the Graduate Calendar's Registration Status section of the Registration Regulations. The new bullet reads:

- Registration in ART 903, MAP 903

4. BUSINESS ARISING FROM PREVIOUS CCFGSR MINUTES

4.1 September 11, 2025, CCFGSR Meeting: Item 9.4. Faculty of Graduate Studies and Research – Motion 4: Graduate Calendar Addition

After the meeting, it was realized that a word was missing in bullet 4 of the heading “Additional Comments on the Structure of Committees:”. The word “required” in the second sentence was added before the motion was forwarded to Executive of Council for approval.

Individuals from other universities, or from external agencies or groups with specialized knowledge of the research field, may be invited to serve on the Committee. However, no more than one **required** committee member can be an adjunct member of FGSR. FGSR accreditation is required for all committee members.

4.2 March 12, 2025, CCFGSR Meeting: Item 9.7. Johnson Shoyama Graduate School of Public Policy – Motion 1: Embedded certificate options (March 26, 2025, Executive of Council Meeting – Report from CCFGSR, Item(s) for Decision, 3.1 Master of Public Administration Program – Embedded Certificate Options)

On October 14, 2025, it was brought to FGSR’s attention that this JSGS motion to create embedded certificates was withdrawn at the March 26, 2025, Executive of Council meeting. As the motion to allow embedded certificate options was never approved by Executive of Council, this information was immediately removed from JSGS’s Program Page of the Graduate Calendar.

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF GRADUATE STUDIES AND RESEARCH

1.1 Graduate Calendar Revision – Registration Regulations

MOTION: That the Registration Regulations section of the Graduate Calendar be revised to include the registration restrictions for those students appealing an academic action, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html	Proposed
Course Requirements [...] <p>Graduate students may obtain permission to audit courses. Auditing students may attend lectures, but may otherwise participate in classes only to the extent permitted by the instructor. The deadline for students to change from credit to audit or audit to credit is the add/drop deadline. One course maximum per term may be requested.</p>	Course Requirements [...] <p>Graduate students may obtain permission to audit courses. Auditing students may attend lectures, but may otherwise participate in classes only to the extent permitted by the instructor. The deadline for students to change from credit to audit or audit to credit is the add/drop deadline. One course maximum per term may be requested.</p> <p><i>Registration While Appealing an Academic Action</i></p> <p><i>Students who have been notified of an academic action of Required to Discontinue (RTD) from the University are not permitted to remain in classes during the appeal process. Course registrations may be cancelled by FGSR. At the discretion of the student's academic unit and FGSR, a student who is registered in a co-operative education work term that has already begun may be permitted to complete the work term before beginning the period of discontinuance.</i></p>
https://www.uregina.ca/graduate-studies-research/graduate-calendar/uni-policies-procedures.html#aca	
Academic Appeals (other than grades) Any decisions about continuation in a program are subject to the normal process of appeal which, in the first instance, would be directed to the Dean of the FGSR. If the appellant is not satisfied with the outcome of the Dean's review, a formal appeal at the Faculty level, or at the University level, whichever applies, may be requested as the next course of action. There is an Appeals Guide for students making appeals	Academic Appeals (other than grades) Any decisions about continuation in a program are subject to the normal process of appeal which, in the first instance, would be directed to the Dean of the FGSR. If the appellant is not satisfied with the outcome of the Dean's review, a formal appeal at the Faculty level, or at the University level, whichever applies, may be requested as the next course of action. There is an Appeals Guide for students making appeals

to the Department and/or Faculty of Graduate Studies and Research.	to the Line Faculty and/or Faculty of Graduate Studies and Research. <i>Registration restrictions apply for those students undergoing an academic appeal as outlined in the Registration While Appealing and Academic Action.</i>
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Rationale:

This Graduate Calendar update helps us align with the Undergraduate Calendar by clarifying registration restrictions for students who are appealing an academic action.

(end of Motion)

2. FACULTY OF SCIENCE

2.1 Program Discontinuation – Master’s of Health Information Management

<p>MOTION: That the Master’s of Health Information Management (MHIM) be discontinued, effective 202610.</p>
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Rationale:

Admission to this program was suspended in 202010, and due to a lack of demand and resources in the Department of Computer Science, this program was transferred to JSGS. With this motion, the MHIM will be formally discontinued as a graduate program offered by the Department of Computer Science and it will continue to be offered in JSGS, where it is successful.

(end of Motion)

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF ARTS AND FIRST NATIONS UNIVERSITY OF CANADA

1.1 New Program – Bachelor of Arts in Indigenous Language Reclamation, Diploma in Indigenous Language Reclamation, and Certificate in Indigenous Language Reclamation

MOTION: To create the Bachelor of Arts in Indigenous Language Reclamation, Diploma in Indigenous Language Reclamation, and Certificate in Indigenous Language Reclamation, effective 202620.

Certificate in Indigenous Language Reclamation (CILR)

Credit Hours	Certificate in Indigenous Language Reclamation Required Courses
3.0	ILR 100
3.0	INDG 100 or INAH 100
3.0	INDL 100 or LING 100
3.0	INDL 101 or LING 220
3.0	ILR 101
3.0	ILR 200
3.0	ILR 250 or INHS 250
3.0	INDL 240AA-ZZ, INDL 241 or INDL 242
3.0	LING 280
3.0	ILR 270
30.0	Total: 65.00% PGPA and 60.00% UGPA required

Diploma in Indigenous Language Reclamation (DILR)

Credit Hours	Diploma in Indigenous Language Reclamation Required Courses
Language Requirements	
15.0	Any five courses in the same Indigenous Language from the following: CREE, DAK, DENE, NAK, NISH, INDL (excluding INDL 240AA-ZZ, INDL 241, INDL 242), or LING 100, LING 220, LING 210, LING 211, and LING 213
Required Courses	
3.0	ENGL 100
3.0	ILR 100
3.0	INDG 100 or INAH 100
3.0	ILR 101
3.0	ILR 200
3.0	ILR 250 or INHS 250
3.0	INDL 240AA-ZZ, INDL 241, or INDL 242

3.0	LING 280
3.0	IRL 270
Education Requirements (may require on campus attendance)	
3.0	EIND 100
3.0	EIND 116
3.0	EPSY 205
3.0	EINL 225
3.0	EINL 325 or LING 327
3.0	LING 325
3.0	EINL 335
3.0	EINL 450
66.0	Total: 65.00% PGPA and 60.00% UGPA required

Bachelor of Arts in Indigenous Language Reclamation (BILR)

Credit Hours	Bachelor of Arts in Indigenous Language Reclamation Major Required Courses
Major Requirements	
Section A: Indigenous Language Reclamation	
3.0	ILR 100
3.0	ILR 101
3.0	ILR 200
3.0	ILR 230
9.0	Three courses from the following: ILR 240 or INHS 250, ILR 230, ILR 270, LING 270
3.0	LING 280
3.0	INDL 240AA-ZZ, INDL 241, or INDL 242
3.0	LING 325 or LING 327
3.0	ILR 300
3.0	ILR 480
3.0	Any ADMN 335AA-ZZ
6.0	Two 400-level ILR courses
Section B: Languages Requirements	
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, RLST 184 and 284, or RLST 188 and 288 *It is highly encouraged to take an Indigenous Language
12.0	Four additional language courses chosen from CREE, DAK, DENE, NAK, NISH, INDL at the 200-level or higher, or four from the following LING courses: LING 100, LING 210, LING 211, LING 212, LING 213, or LING 220
63.0	Subtotal: 65.00% Major GPA required
Arts Core Requirements	
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, and 100- or 200-level MATH course, SOST 201, or 100- or 200-level STAT course
Requirement met in major	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 Science course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST

Requirement met in major	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, ESC, 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 161, RLST 184 and 284, or RLST 188 and 288
18.0	Subtotal
Open Electives	
39.0	Thirteen Open Electives. Recommended Courses: INCA 100, INAH 100, INDG 262, EIND 100, EIND 116, EPSY 205, EINL 225, EINL 325 and EINL 335
120.0	Total: 60.00% PGPA and UGPA required

Rationale:

First Nations University of Canada's vision is to be a university that "....aspires to have a transformative impact by bridging our ceremonies, traditional knowledge, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and success of all students, First Nations communities, and Canada." While its mission statement is "to enhance the quality of life and to preserve, protect and interpret the history, language, culture, and artistic heritage of First nations." (First Nations University of Canada).

First Nations University of Canada has demonstrated a steadfast commitment to fulfilling its mission and vision. Through their dedicated efforts, they have strived to align their actions with their stated goals. By prioritizing the needs and aspirations of Indigenous communities, the university has worked tirelessly to create an inclusive and culturally sensitive learning environment. They have continually sought to uphold Indigenous knowledge, traditions, and practices, while providing quality education and empowering future leaders.

The Indigenous Languages and Linguistics unit has historically offered three-degree programs: B.A. in Cree Literacy, B.A. in Saulteaux (recently renamed Anihšīnāpēmowin) and a B.A. in Linguistics. Additionally, the program offers Certificate in Indigenous Languages I and II, a First Nations Instructor Certificate (FNLIC) program and an Indigenous Language Guardianship program. However, the programs have not provided the knowledge and skills to communities who seek ways to reclaim their own language. First Nation communities continue to experience language shift with the passing of elderly fluent speakers and generations of young people and children who cannot speak their own Indigenous languages (Statistics Canada, 2023), while many do not have the knowledge or skills to respond to these challenges and changes. Statistics Canada (2023) also reports that there are more second language learners and there is evidence of a growing interest in language and cultural revitalization. First Nations University of Canada, as an Indigenous post-secondary, has the unique opportunity to respond and assist in these efforts through this program.

Positioned as a decolonial intervention, language reclamation surpasses the concept of language revitalization by expanding its scope beyond language itself. Instead, it aims to recognize and address the social factors and power dynamics that contribute to language shift. Language reclamation starts by acknowledging the unique histories and requirements of the community involved. (Leonard, 2019) An approach with this framework will allow the program to work from a communities' overall needs.

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

(end of Motion)

2. FACULTY OF BUSINESS ADMINISTRATION AND FIRST NATIONS UNIVERSITY OF CANADA

2.1 New Program – Certificate in Indigenous Business Communications

MOTION: To create the Certificate in Indigenous Business Communications, effective 202620.

Credit Hours	Certificate in Indigenous Business Communications Required Courses
3.0	ADMN/BUS 205
3.0	INCA 210
3.0	ADMN 245
3.0	ADMN 345
3.0	ADMN 444
15.0	Total 60.00% UGPA; PGPA 65.00%

Rationale:

Building on the successful expansion of FNUUniv's Indigenous Journalism and Communications program, which includes several Indigenous Administration courses, this certificate would serve to support Indigenous Business and Public Administration students, Indigenous Journalism and Communications Arts students, and UofR Faculty of Business Administration students. Indigenous communications and public relations university programs are essential in Canada as they empower Indigenous peoples to shape and share their own stories, perspectives, and cultural narratives, both within their communities and in the broader public sphere. These programs cultivate skilled professionals who can engage in effective, culturally informed communication and bridge the gaps between Indigenous and non-Indigenous Canadians, while promoting accurate representation and advancing reconciliation. The Certificate in Indigenous Business and Public Administration Communications would create significant value for both students and the university community. It will:

- Enhance employability and leadership.
- Advance Indigenous representation in business and public administration.
- Meet modern workplace demands.
- Support economic development and reconciliation.
- Align with student and community needs.

This certificate will empower graduates to employ culturally grounded methods in both Indigenous and non-Indigenous workplaces where they can advocate, lead, and innovate in today's interconnected public administration and business spaces.

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

(end of Motion)

3. FACULTY OF ENGINEERING AND APPLIED SCIENCE

3.1 Program Revision – Elective Focus Areas for the Industrial Systems Engineering Program

MOTION: To create three elective focus areas within the Industrial Systems Engineering program: Management, Manufacturing, and Process, effective 202720.

Engineering Management focus	Manufacturing focus	Process focus
ENIN 433 Risk Assessment & Decision Analysis	ENIN 370 Intro to Mechatronics	ENIN 455 Energy Systems
ENIN 448 Facilities Planning and Design	ENIN 444 Computer-Aided Engineering	ENIN 456 Process Unit Operations and Design
ENIN 460 Operations Research	ENIN 445 Computer Integrated Manufacturing	ENIN 457 Reaction Engineering and Reactor Design
ENIN 461 Operations and Supply Chain Management	ENIN 463 Heating, Ventilating & Air conditioning Systems	ENIN 463 Heating, Ventilating & Air conditioning Systems

Rationale:

To improve the curriculum, the ISE program has increased the number of technical elective courses from two to four in the updated ISE curriculum. This change enhances alignment with other engineering programs at the University of Regina and similar institutions, fostering consistency across disciplines.

Additionally, it provides upper-level students with greater flexibility in course selection, helping them complete their program on time. The expanded elective offerings also contribute to balancing the workload of lab instructors while supporting the effective delivery of graduate courses.

Accreditation implications: There are no accreditation implications as the total program AU count remains same.

Industrial Systems Engineering elective changes, effective 202720.

***Approved Electives:**
~~Choose two: ENEL 462-ENEL 463, ENGG 411, ENIN 370, ENIN 445, ENIN 448, ENIN 455, ENIN 456, ENIN 457, ENIN 463, offered as follows:~~
 ENIN 370: Winter Term
 ENIN 445 and ENIN 456: Winter term in even-numbered years- ENIN 448 and ENIN 455: Winter term in odd-numbered years.
***Social Sciences and Humanities Elective:** choose one Faculty of Arts or La Cité course.

~~*Natural Science Elective (choose two):~~ astronomy, biology, chemistry, geology, and physics. (CHEM 100 not permitted)

***Choose any four technical electives**

All electives listed may not be offered every term.

Engineering Management focus	Manufacturing focus	Process focus
ENIN 433	ENIN 370	ENIN 455
ENIN 448	ENIN 444	ENIN 456
ENIN 460	ENIN 445	ENIN 457
ENIN 461	ENIN 463	ENIN 463
Additional technical elective choice: ENGG 411		
Choose one Social Science/Humanities Elective: Any Faculty of Arts course or La Cité course		
Choose two Natural Science Electives: Astronomy, Biology, Biochemistry, ESC, Physics, Chemistry (CHEM 100 <u>not</u> permitted)		

(end of Motion)

3.2 New Minor – Engineering Management

MOTION: To create the Engineering Management Minor in the Industrial Systems Engineering Program, effective 202720.

Credit hours	Engineering Management Minor Required Courses
15.0	Five of: ENIN 430, ENIN 433, ENIN 448, ENIN 460, ENIN 461, ENGG 411, ENEV 435
15.0	Total

Rationale:

The new ISE curriculum will include three elective focus areas: Engineering Management, Manufacturing, and Process. The minor programs for Manufacturing and Process have already been created and recently updated. We are developing this minor for the Engineering Management focus area.

(end of Motion)

4. FACULTY OF MEDIA, ART, AND PERFORMANCE

4.1 Admission Suspension – Bachelor of Arts in Pop Culture

MOTION: To suspend admissions to the Bachelor of Arts in Pop Culture, effective 202620, and make the program historical, effective 203020.

Credit Hours	BA in Pop Culture Required Courses
0.0	MAP 001
Critical Competencies – 24 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100, or 110
Culture and Society	
6.0	Any two courses 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	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology; any Science courses, including MATH.
Research Skills and Methodology	
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, 303, 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.
Major Requirements – 57 Credit hours 65.00% GPA required in major	
3.0	One of ANTH 240, 241 AA-ZZ, 243 AA-ZZ, or 313
3.0	CTCH 203
3.0	MAP 101
12.0	Four 200-level MAP courses
3.0	MAP 202 or MAP 209*
3.0	MAP 102 or 212
12.0	Four 300-level MAP courses
6.0	Two 200-level approved courses in ARTH, CTCH studies, FILM studies, MUHI, or THST
6.0	Two 300-level approved courses in ARTH, CTCH studies, FILM studies, MAP, MUHI, THST, or other
6.0	Two 400-level approved courses in ARTH, CTCH studies, FILM studies, MAP, MUHI, or THST
*Approved Electives include: ARTH 313, ARTH 314, CTCH 304, CTCH 305, FILM 345, FILM 253, FILM 254, FILM 256, FILM 480 AO, MAP 201, MAP 203, MAP 204, MAP 205, MAP 206, MAP 207, MAP 301, MAP 302, MAP 303, MU 204,	

Credit Hours	BA in Pop Culture Required Courses
MU 205, MU 319, THAC 361, THAC 363, THDS 303, THEA 215AA, and THST 380	
MAP Electives	
12.0	Four MAP Electives outside the major (not to be chosen from the list of approved courses above)
Open Electives – 30 credit hours	
30.0	Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

We are unable to offer the courses that the major requires frequently enough. Students currently declared in this program will have until April 30th, 2028, to complete their program requirements. There are currently 3 active students in this program.

(end of Motion)

4.2 Program Discontinuation – Minor in Canadian Identities and the Minor in Community Social Engagement

MOTION: To discontinue the minor in Canadian Identities and the minor in Community and Social Engagement, effective immediately.

Credit hours	Minor in Canadian Identities Required Courses
3.0	ARTH 324, or ARTH 340
3.0	FILM 345
3.0	MAP 202 or MAP 209
3.0	MUHI 305
3.0	THST 380
3.0	One Approved Elective from: CTCH 205, ENGL 310/312/313/314/315, INAH 202, MAP 102, MAP 205, MAP 212
18.0	Total – 65.00% GPA Required

Credit hours	Minor in Community and Social Engagement Required Courses
3.0	CTCH 203
3.0	Approved Elective*
3.0	Approved Elective*
3.0	MAP 399 AA –ZZ
3.0	MAP 399 AA-ZZ
3.0	MAP 499 AA-ZZ (Professional Placement)
18.0	Total – 65.00% GPA Required

Credit hours	Minor in Community and Social Engagement Required Courses
*Approved Electives include: MAP 300 AM, MAP 300 AO THEA 215 AB THEA 315 AA, THEA 315 AB	

Rationale:

These minors have not had student enrolment for several years. Since there are currently no students active in either minor, discontinuing them immediately will not negatively impact any students.

(end of Motion)

4.3 New Program – Certificate in Video Game Design

MOTION: To create the Certificate in Video Game Design, effective 202620.
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Credit hours	Certificate in Video Game Design
0.0	MAP 001
3.0	CTCH/DES 110
3.0	CTCH/DES 111
3.0	CTCH/DES 112
3.0	CTCH/DES 113
3.0	CTCH/DES 204
3.0	CTCH/DES 216
3.0	CTCH/DES 219
3.0	CTCH /DES 224
6.0	Two of CTCH/DES 312, 306, 313, 314
30.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

This certificate supports the development of Video Game Design, one area of the new Design Program and enhances the Creative Technologies program offerings. The Certificate in Video Game Design also foregrounds an area of Creative Technologies and Design that is attractive to Computer Science students, System Software Engineering students, and creative industries professionals. Some of the courses in this certificate can be applied to the Bachelor of Design program.

For more information, see Attachment C for the Registrar's Academic Programming Questionnaire.

(end of Motion)

Registrar's Undergraduate Academic Programming Questionnaire

Registrar's Undergraduate Academic Programming Questionnaire**I. PROGRAM INFORMATION****Program Name:** Certificate in Indigenous Language Reclamation**Type of Program:**

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):**Faculty(ies)/School(s)/Department(s):** Indigenous Languages and Linguistics**Expected Proposal Submission Date** (Month/Year): November 2024**Expected Start Date** (Month/Year): September 2025**II. RATIONALE (CCAM)**

1. Describe the rationale/need for this program.

First Nations University of Canada's vision is to be a university that "...aspires to have a transformative impact by bridging our ceremonies, traditional knowledge, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and success of all students, First Nations communities, and Canada." While its mission statement is "to enhance the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First nations." (First Nations University of Canada).

First Nations University of Canada has demonstrated a steadfast commitment to fulfilling its mission and vision. Through their dedicated efforts, they have strived to align their actions with their stated goals. By prioritizing the needs and aspirations of Indigenous communities, the university has worked tirelessly to create an inclusive and culturally sensitive learning environment. They have continually sought to uphold Indigenous knowledge, traditions, and practices, while providing quality education and empowering future leaders.

The Indigenous Languages and Linguistics unit has historically offered three-degree programs: B.A. in Cree Literacy, B.A. in Saulteaux (recently renamed Anihšīnāpēmowin) and a B.A. in Linguistics. Additionally, the program offers certificates in Indigenous Languages I and II, a First Nations Language Instructors Certificate (FNLIC) program and an Indigenous Language Guardianship program. However, the programs have not provided the knowledge and skills to communities who seek ways to reclaim their own languages. First Nation communities continue to experience language shift with the passing of elderly fluent speakers and generations of young people and children who cannot speak their own Indigenous languages (Statistics Canada, 2023), while many do not have the knowledge or skills to respond to these challenges and changes. Statistics Canada (2023) also reports that there are more second language learners and there is evidence of a growing interest in language and cultural revitalization. First Nations University of Canada, as an Indigenous post-secondary, has the unique opportunity to respond and assist in these efforts through this program.

Positioned as a decolonial intervention, language reclamation surpasses the concept of language revitalization by expanding its scope beyond language itself. Instead, it aims to recognize and address the social factors and power dynamics that contribute to language shift. Language reclamation starts by acknowledging the unique histories and requirements of the community involved. (Leonard, 2019) An approach with this framework will allow the program to work from a communities' overall needs.

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

The program aims to educate and empower future language leaders, equipping them with the necessary knowledge and skills to support the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities. Although the First Nations University of Canada has three campuses, the program will be delivered remotely to ensure accessibility to a broader audience. This remote delivery method allows students who are unable to relocate from their communities, including those in different provinces, to participate in the program and benefit from its offerings.

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

Currently, no programs in language revitalization or reclamation exist in the province of Saskatchewan. There are three programs found in Canada that have a comparable program.

The University of Victoria has led the language revitalization movement for decades, as a result they have developed certificate, diploma, degree, and graduate programs in Indigenous Language Revitalization in partnership with linguistics and education. Most of these programs are B.C. specific with program delivery options to B.C. communities. However, graduate programs are attended by students across Canada.

In 2021, the University of Winnipeg launched a three-year language revitalization program in partnership with education, anthropology and linguistics. Their program does not mention course delivery types.

Yellowhead Tribal College in Edmonton, Alberta offers a three-year language revitalization program, there is a strong emphasis on learning one of the following Indigenous languages in Alberta: Cree, Stoney Nakoda, Anishinaabe/Ojibwe. Program delivery type is vague.

In addition to serving the needs of our own Saskatchewan languages, the advantage of the new Indigenous Language Reclamation program is that it can support any Indigenous language through transfer credits or through the linguistics option courses. The linguistics courses will help students study their own Indigenous languages.

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

The program is designed for Indigenous students, communities, and allies. Earning a certificate in language reclamation can offer several significant benefits including:

Language Preservation and Revitalization: The Indigenous language reclamation programs will provide students with the skills, knowledge, and tools to work towards the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities.

Community Empowerment: Language is an essential part of cultural identity and self-determination. Graduates of language reclamation programs can empower their communities by helping to reclaim and revitalize Indigenous languages and practices within communities. By working with community members, schools, organizations, and governments, they can develop language programs, curriculum materials, and language-learning initiatives that benefit their communities and future generations.

Career Opportunities: A language reclamation certificate, diploma and degree can open various career paths. Graduates will be able to find employment in fields such as language education, curriculum development, language preservation organizations, cultural centers, Indigenous governance, community development, and research.

Personal Connection and Fulfillment: For students with ancestral ties to Indigenous languages, studying language reclamation can be personally rewarding and meaningful. It allows them to reconnect with their identities, gain a deeper understanding of their roots, and contribute to the revitalization of their language. This personal connection and fulfillment can have a positive impact on students' overall well-being and sense of purpose.

It is important to note that the benefits of a language reclamation certificate go beyond individual advantages because there will be benefits of reclamation, revitalization, and resurgence of Indigenous languages and practices in communities which will be empowering.

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

This program does not duplicate any existing program.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?
Indigenous Languages and Linguistics Strategic Plan:

"No culture can survive without the retention of its language."

The main goal of our Indigenous Languages and Linguistics programs within the Arts Faculty is to strengthen First Nations' identity by ensuring the survival of the Indigenous languages of Saskatchewan and the whole of Canada. We aim to instill in our students a sense of pride in the knowledge and use of First Nations languages in their own lives, in their families, in their chosen fields, and in their communities. In cooperation with the professional programs at First Nations University, most especially the Indigenous Education and the Indigenous Languages and Linguistics programs, we seek to contribute to the training of qualified Indigenous Language reclamation practitioners and professionals who can thus further that main goal.

By pursuing a certificate, diploma or degree in language reclamation, students will become advocates for language preservation, cultural revitalization, and community empowerment. They will gain the knowledge, skills, and passion necessary to actively contribute to the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities, thus supporting the strategic plan's goal of ensuring the survival of Indigenous languages for First Nations communities.

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

Offering a certificate in Language Reclamation supports the University in a variety of ways:

Addressing Calls to Action: In many countries, including Canada, there have been calls to action to support Indigenous language revitalization. The most notable example is the Truth and Reconciliation Commission of Canada's Calls to Action and the International Decade of Indigenous Languages (IDIL 2022-2032) by UNESCO. By offering the Indigenous language reclamation program, First Nations University of Canada demonstrates an ongoing commitment to addressing these calls to action.

Research and scholarship: The Indigenous Languages and Linguistics faculty, graduates and communities involved can contribute to the academic field through research projects, language documentation, linguistic studies, and cultural revitalization studies. Their insights and findings can inform broader language reclamation efforts and contribute to the body of knowledge surrounding Indigenous languages and their significance.

Collaboration and partnerships: These collaborations create opportunities for collective action, resource sharing, and knowledge exchange. By working together, stakeholders can develop innovative approaches to language reclamation, access funding opportunities, and enhance the impact of their efforts.

Enhancing the University's Reputation: Offering a program in Indigenous language reclamation contributes to the First Nations University of Canada's reputation as an institution that values and supports Indigenous cultures, languages, and knowledge. It demonstrates the university's commitment to inclusive education and social responsibility. This can attract students, researchers, and faculty who are interested in Indigenous studies, language reclamation, and related fields, further enhancing the university's academic standing.

In summary, the programs in Indigenous language reclamation support the First Nations University of Canada by aligning with its commitment to Indigenous engagement, contributing to language reclamation efforts, addressing calls to action, meeting community needs, creating unique academic opportunities, and enhancing the university's reputation.

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

Some strategic considerations for this program include cultural sensitivity and respect. Respect for Indigenous cultures and communities is paramount. Understanding the history of colonization, cultural genocide, and ongoing challenges faced by Indigenous people is essential. Language documentation and preservation. Language reclamation involves documenting language for future generations therefore language documentation methods will be important for creating resources and teaching materials. Sustainability. Language reclamation efforts should be sustainable in the long-term. The program aims to achieve this goal by building capacity within Indigenous communities, training ILR practitioners, and integrating Indigenous language reclamation into broader community development initiatives to help ensure the continuity of language reclamation efforts. Evaluation and monitoring. Regularly evaluating and monitoring the impact of language reclamation efforts is essential for assessing effectiveness and adjusting as necessary. This involves collecting data on language proficiency, usage, attitudes within communities and using feedback to inform future strategies.

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

To date, the Indigenous Languages and Linguistics Faculty have met with Dr. Lorna Williams, Dr. Belinda Daniels, Dr. Andrea Sterzuk, Russ Fayant, Christi Belcourt, Dr. Wesley Leonard, and other notable leaders in Language reclamation, who emphasize that this is a priority need for Indigenous communities across Canada and beyond. We extended a request for letters of support from Dr. Belinda Daniels, Dr. Andrea Sterzuk and Russ Fayant, they are appended. [See Appendix 5B.](#)

IV. PROGRAM PLAN

1. What are the program admission requirements?

High School Diploma: Applicants typically need to have a high school diploma, or an equivalent qualification recognized by the university.

English Language Proficiency: If the primary language of instruction during high school was not English, students may be required to demonstrate English language proficiency. This is usually done through standardized tests such as the TOEFL or IELTS.

Supporting Documents: In addition to meeting the academic requirements, students may need to submit supporting documents such as transcripts, letters of recommendation, a personal statement, or a resume as part of the application process.

The University of Regina recognizes Prior Learning Assessment and Recognition (PLAR) to assess and evaluate students' prior learning experiences and knowledge that may be equivalent to university-level learning. PLAR can be used in the admission process to assess whether an applicant has met the

learning outcomes and competencies required for admission to a specific program or to determine if an applicant is eligible for advanced standing or course credits.

2. Insert the proposed curriculum here.

Credit Hours	Certificate in Indigenous Language Reclamation Required Courses
0.0	ARTS 099 or CCE 099
3.0	ILR 100
3.0	INDG 100 or INAH 100
3.0	INDL 100 or LING 100
3.0	INDL 101 or LING 220
3.0	ILR 101
3.0	ILR 200
3.0	ILR 250 or INHS 250
3.0	INDL 240, INDL 241 or INDL 242
3.0	LING 280
3.0	ILR 270
30.0	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
Introduction to Indigenous Languages	ILR 100	X		202520
Approaches to Indigenous Language Reclamation	ILR 101	X		202520
Leadership in Indigenous Language Reclamation	ILR 200	X		202520
Media and Communication in Language Reclamation	ILR 230	X		202520
Language as Medicine: Indigenous Language Reclamation for Wellness	ILR 250	X		202520
Indigenous Language Reclamation: Art as a method to reclaim Indigenous languages	ILR 270	X		202520

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

See Appendix 3.

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

Total credit requirements are 30.0 credit hours. Students will need to complete either ARTS 099 or CCE 099.

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?

The First Nations University of Canada (FNUUniv) primarily serves Indigenous students in Canada. It is a unique institution that emphasizes Indigenous knowledge, cultures, languages, and values in its curriculum and programs. The university's primary source of students are Indigenous communities and students from across Canada who are seeking post-secondary education.

7. How will students be recruited to the program?

The Indigenous Languages and Linguistics faculty will define the target audience. They will be high school graduates and older adults. Some will reside in communities, and some will relocate to one of the

campus sites to take courses. Their interests will include language, language and cultural revitalization, community development and leadership.

The Indigenous Languages and Linguistics faculty will clearly communicate the unique benefits and advantages of our university program. We will highlight what sets it apart from other programs and emphasize how it can help students achieve their goals and aspirations.

The marketing team (with guidance from the Indigenous Languages and Linguistics faculty) at First Nations University of Canada will build a strong online presence. It will have detailed information about the courses, course delivery options, faculty, career prospects and other opportunities.

The recruitment team at First Nations University of Canada will attend educational fairs and events. In these events, the marketing team (with guidance from the Indigenous Languages and Linguistics faculty) will create informational packages about the program.

The recruitment team at First Nations University of Canada will collaborate with high schools and community organizations to promote our program. There will be presentations, workshops and informational sessions to students and counselors to raise awareness and generate interest about the program. The program coordinator will attend presentations and workshops when and if invited.

The recruitment team at First Nations University of Canada will connect with high school counselors in Indigenous communities and offer them resources and materials they can share with their students. The government of Saskatchewan awarded an entrance scholarship offered to students who take the program. This information will be added to the website and promotional materials.

Finally, the Indigenous Languages and Linguistics program coordinator will work with the marketing team to track and analyze data.

8. What is the expected 5-year enrolment?

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
10 – 12	12 – 13	13 – 14	14 – 16	16 – 18+

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

As with any other university programs, once accepted students will be assigned to an academic advisor in one of the three campuses.

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:

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

Please provide details:

The Indigenous Language Reclamation programs at the First Nations University of Canada aims to make its classes accessible to a wider audience, including students from Saskatchewan, across Canada, and even internationally. To achieve this, the program will utilize remote classes through technologies such as Zoom. These remote classes will allow students to participate in courses from their own locations without needing to be physically present on campus. By offering remote classes, the First Nations University of Canada can overcome geographic barriers and reach a broader population of students who are interested in Indigenous language reclamation.

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?

One additional faculty member has been hired to assist in the delivery of the new program. This additional resource is a result from one retired associate faculty member and one who is on 50% leave.

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

N/A

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

There are currently six faculty members (Andrea Custer, Tammy Ratt, Arok Wolvengrey, Lorena Cote, Denise Kennedy, and Darian Agecoutay) in the Indigenous language and linguistics unit with expertise in either Indigenous languages, education, or linguistics. Some of these faculty members will be redirected to teach some of the courses in the new program. By utilizing existing faculty members who already possess knowledge and experience in Indigenous languages, education, or linguistics, First Nations University of Canada can ensure that the program is delivered by qualified faculty members who understand the specific needs and goals of language reclamation.

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?

There are no specialized needs for off-site delivery.

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	39,000	46,000	-7,00
2	47,268	46,460	808
3	55,697	46,925	8,773
4	64,291	47,394	16,897
5	73,050	47,868	25,183
5 Year Total	279,306.00	234,647.00	44,661

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

There will be no additional library holdings that are required.

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

VI. FACULTY/DEPARTMENT/ACADEMIC UNIT CONTACT PERSON

Contact Person(s)	Email	Telephone
Andrea Custer	acuster@firstnationsuniversity.ca	306-765-3333 ext. 7140
Arok Wolvengrey	awolvengrey@firstnationsuniversity.ca	
Lynn Cote	lcote@firstnationsuniversity.ca	
Denise Kennedy	dkennedy@firstnationsuniversity.ca	
Darian Agecoutay	dagecoutay@firstnationsuniversity.ca	
Tammy Ratt	tratt@firstnationsuniversity.ca	

VII. APPROVALS

	Signature (if required)	Date
Department Head/Program Director	Tammy Ratt	Sep. 30, 2024
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Diploma in Indigenous Language Reclamation

Type of Program:

	Certificate
X	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Indigenous Languages and Linguistics

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

Expected Start Date (Month/Year): September 2025

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

First Nations University of Canada's vision is to be a university that "...aspires to have a transformative impact by bridging our ceremonies, traditional knowledge, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and success of all students, First Nations communities, and Canada." While its mission statement is "to enhance the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First nations." (First Nations University of Canada).

First Nations University of Canada has demonstrated a steadfast commitment to fulfilling its mission and vision. Through their dedicated efforts, they have strived to align their actions with their stated goals. By prioritizing the needs and aspirations of Indigenous communities, the university has worked tirelessly to create an inclusive and culturally sensitive learning environment. They have continually sought to uphold Indigenous knowledge, traditions, and practices, while providing quality education and empowering future leaders.

The Indigenous Languages and Linguistics unit has historically offered three-degree programs: B.A. in Cree Literacy, B.A. in Saulteaux (recently renamed Anihšīnāpēmowin) and a B.A. in Linguistics. Additionally, the program offers certificates in Indigenous Languages I and II, a First Nations Language Instructors Certificate (FNLIC) program and an Indigenous Language Guardianship program. However, the programs have not provided the knowledge and skills to communities who seek ways to reclaim their own languages. First Nation communities continue to experience language shift with the passing of elderly fluent speakers and generations of young people and children who cannot speak their own Indigenous languages (Statistics Canada, 2023), while many do not have the knowledge or skills to respond to these challenges and changes. Statistics Canada (2023) also reports that there are more second language learners and there is evidence of a growing interest in language and cultural revitalization. First Nations University of Canada, as an Indigenous post-secondary, has the unique opportunity to respond and assist in these efforts through this program.

Positioned as a decolonial intervention, language reclamation surpasses the concept of language revitalization by expanding its scope beyond language itself. Instead, it aims to recognize and address the social factors and power dynamics that contribute to language shift. Language reclamation starts by acknowledging the unique histories and requirements of the community involved. (Leonard, 2019) An approach with this framework will allow the program to work from a communities' overall needs.

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

The program aims to educate and empower future language leaders, equipping them with the necessary knowledge and skills to support the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities. Although the First Nations University of Canada has three campuses, the program will be delivered remotely to ensure accessibility to a broader audience. This remote delivery method allows students who are unable to relocate from their communities, including those in different provinces, to participate in the program and benefit from its offerings.

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

Currently, no programs in language revitalization or reclamation exist in the province of Saskatchewan. There are three programs found in Canada that have a comparable program.

The university of Victoria has led the language revitalization movement for decades, as a result they have developed certificate, diploma, degree, and graduate programs in Indigenous Language Revitalization in partnership with linguistics and education. Most of these programs are B.C. specific with program delivery options to B.C. communities. However, graduate programs are attended by students across Canada.

In 2021, the University of Winnipeg launched a three-year language revitalization program in partnership with education, anthropology and linguistics. Their program does not mention course delivery types.

Yellowhead Tribal College in Edmonton, Alberta offers a three-year language revitalization program, there is a strong emphasis on learning one of the following Indigenous languages in Alberta: Cree, Stoney Nakoda, Anishinaabe/Ojibwe. Program delivery type is vague.

In addition to serving the needs of our own Saskatchewan languages, the advantage of the new Indigenous Language Reclamation program is that it can support any Indigenous language through transfer credits or through the linguistics option courses. The linguistics courses will help students study their own Indigenous languages.

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

Language Preservation and Revitalization: The Indigenous language reclamation programs will provide students with the skills, knowledge, and tools to work towards the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities.

Community Empowerment: Language is an essential part of cultural identity and self-determination. Graduates of language reclamation programs can empower their communities by helping to reclaim and revitalize of Indigenous languages and practices within communities. By working with community members, schools, organizations, and governments, they can develop language programs, curriculum materials, and language-learning initiatives that benefit their communities and future generations.

Career Opportunities: A language reclamation certificate, diploma and degree can open various career paths. Graduates will be able to find employment in fields such as language education, curriculum development, language preservation organizations, cultural centers, Indigenous governance, community development, and research.

Personal Connection and Fulfillment: For students with ancestral ties to Indigenous languages, studying language reclamation can be personally rewarding and meaningful. It allows them to reconnect with their identities, gain a deeper understanding of their roots, and contribute to the revitalization of their language.

This personal connection and fulfillment can have a positive impact on students' overall well-being and sense of purpose.

It is important to note that the benefits of a language reclamation certificate go beyond individual advantages because there will be benefits of reclamation, revitalization, and resurgence of Indigenous languages and practices in communities which will be empowering.

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.

The program does not duplicate any existing programs.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?
Indigenous Languages and Linguistics Strategic Plan:

"No culture can survive without the retention of its language."

The main goal of our Indigenous Languages and Linguistics programs within the Arts Faculty is to strengthen First Nations' identity by ensuring the survival of the Indigenous languages of Saskatchewan and the whole of Canada. We aim to instill in our students a sense of pride in the knowledge and use of First Nations languages in their own lives, in their families, in their chosen fields, and in their communities.

In cooperation with the professional programs at First Nations University, most especially the Indigenous Education and the Indigenous Languages and Linguistics programs, we seek to contribute to the training of qualified Indigenous Language reclamation practitioners and professionals who can thus further that main goal.

By pursuing a certificate, diploma or degree in language reclamation, students will become advocates for language preservation, cultural revitalization, and community empowerment. They will gain the knowledge, skills, and passion necessary to actively contribute to the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities, thus supporting the strategic plan's goal of ensuring the survival of Indigenous languages for First Nations communities.

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

Offering a certificate, diploma and certificate in Language Reclamation supports the University in a variety of ways:

Addressing Calls to Action: In many countries, including Canada, there have been calls to action to support Indigenous language revitalization. The most notable example is the Truth and Reconciliation Commission of Canada's Calls to Action and the International Decade of Indigenous Languages (IDIL 2022-2032) by UNESCO. By offering the Indigenous language reclamation program, First Nations University of Canada demonstrates an ongoing commitment to addressing these calls to action.

Research and scholarship: The Indigenous Languages and Linguistics faculty, graduates and communities involved can contribute to the academic field through research projects, language documentation, linguistic studies, and cultural revitalization studies. Their insights and findings can inform broader language reclamation efforts and contribute to the body of knowledge surrounding Indigenous languages and their significance.

Collaboration and partnerships: These collaborations create opportunities for collective action, resource sharing, and knowledge exchange. By working together, stakeholders can develop innovative approaches to language reclamation, access funding opportunities, and enhance the impact of their efforts.

Enhancing the University's Reputation: Offering a program in Indigenous language reclamation contributes to the First Nations University of Canada's reputation as an institution that values and supports Indigenous cultures, languages, and knowledge. It demonstrates the university's commitment to inclusive education and social responsibility. This can attract students, researchers, and faculty who are interested in Indigenous studies, language reclamation, and related fields, further enhancing the university's academic standing.

In summary, the programs in Indigenous language reclamation support the First Nations University of Canada by aligning with its commitment to Indigenous engagement, contributing to language reclamation efforts, addressing calls to action, meeting community needs, creating unique academic opportunities, and enhancing the university's reputation.

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

Some strategic considerations for this program include cultural sensitivity and respect. Respect for Indigenous cultures and communities is paramount. Understanding the history of colonization, cultural genocide, and ongoing challenges faced by Indigenous people is essential. Language documentation and preservation. Language reclamation involves documenting language for future generations therefore language documentation methods will be important for creating resources and teaching materials. Sustainability. Language reclamation efforts should be sustainable in the long-term. The program aims to achieve this goal by building capacity within Indigenous communities, training ILR practitioners, and integrating Indigenous language reclamation into broader community development initiatives to help ensure the continuity of language reclamation efforts. Evaluation and monitoring. Regularly evaluating and monitoring the impact of language reclamation efforts is essential for assessing effectiveness and adjusting as necessary. This involves collecting data on language proficiency, usage, attitudes within communities and using feedback to inform future strategies

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

To date, the Indigenous Languages and Linguistics Faculty have met with Dr. Lorna Williams, Dr. Belinda Daniels, Dr. Andrea Sterzuk, Russ Fayant, Christi Belcourt, Dr. Wesley Leonard, and other notable leaders in Language reclamation, who emphasize that this is a priority need for Indigenous communities across Canada and beyond. We extended a request for letters of support from Dr. Belinda Daniels, Dr. Andrea Sterzuk and Russ Fayant, they are appended. [See Appendix 5B.](#)

IV. PROGRAM PLAN

1. What are the program admission requirements?

High School Diploma: Applicants typically need to have a high school diploma, or an equivalent qualification recognized by the university.

English Language Proficiency: If the primary language of instruction during high school was not English, students may be required to demonstrate English language proficiency. This is usually done through standardized tests such as the TOEFL or IELTS.

Supporting Documents: In addition to meeting the academic requirements, students may need to submit supporting documents such as transcripts, letters of recommendation, a personal statement, or a resume as part of the application process.

The University of Regina recognizes Prior Learning Assessment and Recognition (PLAR) to assess and evaluate students' prior learning experiences and knowledge that may be equivalent to university-level learning. PLAR can be used in the admission process to assess whether an applicant has met the

learning outcomes and competencies required for admission to a specific program or to determine if an applicant is eligible for advanced standing or course credits.

2. Insert the proposed curriculum here.

Credit Hours	Diploma in Indigenous Language Reclamation
Language Requirements	
15.0	Any five courses in the same Indigenous Language from the following: CREE, DAK, DENE, NAK, NISH, INDL (excluding INDL 240, INDL 241, INDL 242), or LING 100, LING 220, LING 210, LING 211, and LING 213
Required Courses	
0.0	ARTS 099 or CCE 099
3.0	ENGL 100
3.0	ILR 100
3.0	INDG 100 or INAH 100
3.0	ILR 101
3.0	ILR 200
3.0	ILR 250 or INHS 250
3.0	INDL 240, INDL 241, or INDL 242
3.0	LING 280
3.0	IRL 270
Education Requirements (may require on campus attendance)	
3.0	EIND 100
3.0	EIND 101
3.0	EPSY 205
3.0	EINL 225
3.0	EINL 325 or LING 327
3.0	LING 325
3.0	EINL 335
3.0	EINL 450
66.0	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
Introduction to Indigenous Languages	ILR 100	X		202520
Approaches to Indigenous Language Reclamation	ILR 101	X		202520
Leadership in Indigenous Language Reclamation	ILR 200	X		202520
Media and Communication in Language Reclamation	ILR 230	X		202520
Language as Medicine: Indigenous Language Reclamation for Wellness	ILR 250	X		202520
Indigenous Language Reclamation: Art as a method to reclaim Indigenous languages	ILR 270	X		202520

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

See [Appendix 3](#).

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

Total credit requirements is 66.0 credit hours.

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?

The First Nations University of Canada (FNUUniv) primarily serves Indigenous students in Canada. It is a unique institution that emphasizes Indigenous knowledge, cultures, languages, and values in its curriculum and programs. The university's primary source of students are Indigenous communities and students from across Canada who are seeking post-secondary education.

7. How will students be recruited to the program?

The Indigenous Languages and Linguistics faculty will define the target audience. They will be high school graduates and older adults. Some will reside in communities, and some will relocate to one of the campus sites to take courses. Their interests will include language, language and cultural revitalization, community development and leadership.

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Finally, the Indigenous Languages and Linguistics program coordinator will work with the marketing team to track and analyze data.

8. What is the expected 5-year enrolment?

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
10 – 12	12 – 13	13 – 14	14 – 16	16 – 18+

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

As with any other university program, once accepted students will be assigned to an academic advisor in one of three campuses.

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:

X	Online
	At a distance (in a specific community for example)

	Video-conferenced or distributed
--	----------------------------------

Please provide details:

V. NEEDS AND COSTS OF THE PROGRAM (CCB)

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

One additional faculty member has been hired to assist in the delivery of the new program. This additional resource is a result from one retired associate faculty member and one who is on 50% leave.

- What is the budget source of the new resources?

N/A

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

There are currently six faculty members (Andrea Custer, Tammy Ratt, Arok Wolvengrey, Lorena Cote, Denise Kennedy, and Darian Agecoutay) in the Indigenous language and linguistics unit with expertise in either Indigenous languages, education, or linguistics. Some of these faculty members will be redirected to teach some of the courses in the new program. By utilizing existing faculty members who already possess knowledge and experience in Indigenous languages, education, or linguistics, First Nations University of Canada can ensure that the program is delivered by qualified faculty members who understand the specific needs and goals of language reclamation.

- 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?

There are no specialized needs for off-site delivery.

- Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	39,000	46,000	-7,000
2	47,268	46,460	808
3	55,697	46,925	8,773
4	64,291	47,394	16,897
5	73,050	47,868	25,1830
5 Year Total	279,306.00	234,647.00	44,661

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

There will be no additional library holdings that are required.

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

No.

VI. FACULTY/DEPARTMENT/ACADEMIC UNIT CONTACT PERSON

Contact Person(s)	Email	Telephone
Andrea Custer	acuster@firstnationsuniversity.ca	306-765-3333 ext. 7140
Arok Wolvengrey	awolvengrey@firstnationsuniversity.ca	
Lynn Cote	lcote@firstnationsuniversity.ca	
Denise Kennedy	dkennedy@firstnationsuniversity.ca	
Darian Agecoutay	dagecoutay@firstnationsuniversity.ca	

Tammy Ratt	tratt@firstnationsuniversity.ca	
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VII. APPROVALS

	Signature (if required)	Date
Department Head/Program Director	Tammy Ratt	Sep. 30, 2024
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

VIII. PROGRAM INFORMATION

Program Name: Bachelor of Arts in Indigenous Language Reclamation

Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Indigenous Languages and Linguistics

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

Expected Start Date (Month/Year): September 2025

I. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

First Nations University of Canada's vision is to be a university that "...aspires to have a transformative impact by bridging our ceremonies, traditional knowledge, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and success of all students, First Nations communities, and Canada." While its mission statement is "to enhance the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First nations." (First Nations University of Canada).

First Nations University of Canada has demonstrated a steadfast commitment to fulfilling its mission and vision. Through their dedicated efforts, they have strived to align their actions with their stated goals. By prioritizing the needs and aspirations of Indigenous communities, the university has worked tirelessly to create an inclusive and culturally sensitive learning environment. They have continually sought to uphold Indigenous knowledge, traditions, and practices, while providing quality education and empowering future leaders.

The Indigenous Languages and Linguistics unit has historically offered three-degree programs: B.A. in Cree Literacy, B.A. in Saulteaux (recently renamed Anihšīnāpēmowin) and a B.A. in Linguistics. Additionally, the program offers certificates in Indigenous Languages I and II, a First Nations Language Instructors Certificate (FNLIC) program and an Indigenous Language Guardianship program. However, the programs have not provided the knowledge and skills to communities who seek ways to reclaim their own languages. First Nation communities continue to experience language shift with the passing of elderly fluent speakers and generations of young people and children who cannot speak their own Indigenous languages (Statistics Canada, 2023), while many do not have the knowledge or skills to respond to these challenges and changes. Statistics Canada (2023) also reports that there are more second language learners and there is evidence of a growing interest in language and cultural revitalization. First Nations University of Canada, as an Indigenous post-secondary, has the unique opportunity to respond and assist in these efforts through this program.

Positioned as a decolonial intervention, language reclamation surpasses the concept of language revitalization by expanding its scope beyond language itself. Instead, it aims to recognize and address the social factors and power dynamics that contribute to language shift. Language reclamation starts by acknowledging the unique histories and requirements of the community involved. (Leonard, 2019) An approach with this framework will allow the program to work from a communities' overall needs.

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

The program aims to educate and empower future language leaders, equipping them with the necessary knowledge and skills to support the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities. Although the First Nations University of Canada has three campuses, the program will be delivered remotely to ensure accessibility to a broader audience. This remote delivery method allows students who are unable to relocate from their communities, including those in different provinces, to participate in the program and benefit from its offerings.

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

Currently, no programs in language revitalization or reclamation exist in the province of Saskatchewan. There are three programs found in Canada that have a comparable program.

The university of Victoria has led the language revitalization movement for decades, as a result they have developed certificate, diploma, degree, and graduate programs in Indigenous Language Revitalization in partnership with linguistics and education. Most of these programs are B.C. specific with program delivery options to B.C. communities. However, graduate programs are attended by students across Canada.

In 2021, the University of Winnipeg launched a three-year language revitalization program in partnership with education, anthropology and linguistics. Their program does not mention course delivery types.

Yellowhead Tribal College in Edmonton, Alberta offers a three-year language revitalization program, there is a strong emphasis on learning one of the following Indigenous languages in Alberta: Cree, Stoney Nakoda, Anisihinaabe/Ojibwe. Program delivery type is vague.

In addition to serving the needs of our own Saskatchewan languages, the advantage of the new Indigenous Language Reclamation program is that it can support any Indigenous language through transfer credits or through the linguistics option courses. The linguistics courses will help students study their own Indigenous languages.

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

Language Preservation and Revitalization: The Indigenous language reclamation programs will provide students with the skills, knowledge, and tools to work towards the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities.

Community Empowerment: Language is an essential part of cultural identity and self-determination. Graduates of language reclamation programs can empower their communities by helping to reclaim and revitalize of Indigenous languages and practices within communities. By working with community members, schools, organizations, and governments, they can develop language programs, curriculum materials, and language-learning initiatives that benefit their communities and future generations.

Career Opportunities: A language reclamation certificate, diploma and degree can open various career paths. Graduates will be able to find employment in fields such as language education, curriculum development, language preservation organizations, cultural centers, Indigenous governance, community development, and research.

Personal Connection and Fulfillment: For students with ancestral ties to Indigenous languages, studying language reclamation can be personally rewarding and meaningful. It allows them to reconnect with their identities, gain a deeper understanding of their roots, and contribute to the revitalization of their language. This personal connection and fulfillment can have a positive impact on students' overall well-being and sense of purpose.

It is important to note that the benefits of a language reclamation certificate go beyond individual advantages because there will be benefits of reclamation, revitalization, and resurgence of Indigenous languages and practices in communities which will be empowering.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters

from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.
This program does not duplicate any existing programs.

II. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?
Indigenous Languages and Linguistics Strategic Plan:

"No culture can survive without the retention of its language."

The main goal of our Indigenous Languages and Linguistics programs within the Arts Faculty is to strengthen First Nations' identity by ensuring the survival of the Indigenous languages of Saskatchewan and the whole of Canada. We aim to instill in our students a sense of pride in the knowledge and use of First Nations languages in their own lives, in their families, in their chosen fields, and in their communities. In cooperation with the professional programs at First Nations University, most especially the Indigenous Education and the Indigenous Languages and Linguistics programs, we seek to contribute to the training of qualified Indigenous Language reclamation practitioners and professionals who can thus further that main goal.

By pursuing a bachelor's degree in language reclamation, students will become advocates for language preservation, cultural revitalization, and community empowerment. They will gain the knowledge, skills, and passion necessary to actively contribute to the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities, thus supporting the strategic plan's goal of ensuring the survival of Indigenous languages for First Nations communities.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?
Offering a Bachelor's degree in Language Reclamation supports the University in a variety of ways:

Addressing Calls to Action: In many countries, including Canada, there have been calls to action to support Indigenous language revitalization. The most notable example is the Truth and Reconciliation Commission of Canada's Calls to Action and the International Decade of Indigenous Languages (IDIL 2022-2032) by UNESCO. By offering the Indigenous language reclamation program, First Nations University of Canada demonstrates an ongoing commitment to addressing these calls to action.

Research and scholarship: The Indigenous Languages and Linguistics faculty, graduates and communities involved can contribute to the academic field through research projects, language documentation, linguistic studies, and cultural revitalization studies. Their insights and findings can inform broader language reclamation efforts and contribute to the body of knowledge surrounding Indigenous languages and their significance.

Collaboration and partnerships: These collaborations create opportunities for collective action, resource sharing, and knowledge exchange. By working together, stakeholders can develop innovative approaches to language reclamation, access funding opportunities, and enhance the impact of their efforts.

Enhancing the University's Reputation: Offering a program in Indigenous language reclamation contributes to the First Nations University of Canada's reputation as an institution that values and supports Indigenous cultures, languages, and knowledge. It demonstrates the university's commitment to inclusive education and social responsibility. This can attract students, researchers, and faculty who are interested in Indigenous studies, language reclamation, and related fields, further enhancing the university's academic standing.

In summary, the programs in Indigenous language reclamation support the First Nations University of Canada by aligning with its commitment to Indigenous engagement, contributing to language reclamation efforts, addressing calls to action, meeting community needs, creating unique academic opportunities, and enhancing the university's reputation.

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

Some strategic considerations for this program include cultural sensitivity and respect. Respect for Indigenous cultures and communities is paramount. Understanding the history of colonization, cultural genocide, and ongoing challenges faced by Indigenous people is essential. Language documentation and preservation. Language reclamation involves documenting language for future generations therefore language documentation methods will be important for creating resources and teaching materials. Sustainability. Language reclamation efforts should be sustainable in the long-term. The program aims to achieve this goal by building capacity within Indigenous communities, training ILR practitioners, and integrating Indigenous language reclamation into broader community development initiatives to help ensure the continuity of language reclamation efforts. Evaluation and monitoring. Regularly evaluating and monitoring the impact of language reclamation efforts is essential for assessing effectiveness and adjusting as necessary. This involves collecting data on language proficiency, usage, attitudes within communities and using feedback to inform future strategies.

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

To date, the Indigenous Languages and Linguistics Faculty have met with Dr. Lorna Williams, Dr. Belinda Daniels, Dr. Andrea Sterzuk, Russ Fayant, Christi Belcourt, Dr. Wesley Leonard, and other notable leaders in Language reclamation, who emphasize that this is a priority need for Indigenous communities across Canada and beyond. We extended a request for letters of support from Dr. Belinda Daniels, Dr. Andrea Sterzuk and Russ Fayant, they are appended. [See Appendix 5B.](#)

III. PROGRAM PLAN

1. What are the program admission requirements?

High School Diploma: Applicants typically need to have a high school diploma, or an equivalent qualification recognized by the university.

English Language Proficiency: If the primary language of instruction during high school was not English, students may be required to demonstrate English language proficiency. This is usually done through standardized tests such as the TOEFL or IELTS.

Supporting Documents: In addition to meeting the academic requirements, students may need to submit supporting documents such as transcripts, letters of recommendation, a personal statement, or a resume as part of the application process.

The University of Regina recognizes Prior Learning Assessment and Recognition (PLAR) to assess and evaluate students' prior learning experiences and knowledge that may be equivalent to university-level learning. PLAR can be used in the admission process to assess whether an applicant has met the learning outcomes and competencies required for admission to a specific program or to determine if an applicant is eligible for advanced standing or course credits.

2. Insert the proposed curriculum here.

Credit Hours	Bachelor of Arts in Indigenous Language Reclamation Major Required Courses
Major Requirements	
Section A: Indigenous Language Reclamation	
3.0	ILR 100
3.0	ILR 101
3.0	ILR 200
3.0	ILR 230
9.0	Three courses from the following: ILR 240 or INHS 250, ILR 230, ILR 270, LING 270
3.0	LING 280
3.0	INDL 240, INDL 241, or INDL 242
3.0	LING 325 or LING 327
3.0	ILR 300
3.0	ILR 380

3.0	ADMN 335 or ILR 335
6.0	Two 400-level ILR courses
Section B: Languages Requirements	
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, RLST 184 and 284, or RLST 188 and 288 *It is highly encouraged to take an Indigenous Language
12.0	Four additional language courses chosen from CREE, DAK, DENE, NAK, NISH, INDL at the 200-level or higher, or four from the following LING courses: LING 100, LING 210, LING 211, LING 212, LING 213, or LING 220
63.0	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, and 100- or 200-level MATH course, SOST 201, or 100- or 200-level STAT course
Requirement met in major	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 Science course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCL, PSYC, SOC or SOST
Requirement met in major	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
Requirement met in major	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, RLST 184 and 284, or RLST 188 and 288
18.0	Subtotal
Open Electives	
33.0	Eleven Open Electives. Recommended Courses: INCA 100, INAH 100, INDG 262, EIND 100, EIND 101, EPSY 205, EINL 225, EINL 325 and EINL 335
120.0	Total: 60.00% PGPA and 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
Introduction to Indigenous Languages	ILR 100	X		202520
Approaches to Indigenous Language Reclamation	ILR 101	X		202520
Leadership in Indigenous Language Reclamation	ILR 200	X		202520
Media and Communication in Language Reclamation	ILR 230	X		202520
Language as Medicine: Indigenous Language Reclamation for Wellness	ILR 250	X		202520
Indigenous Language Reclamation: Art as a method to reclaim Indigenous languages	ILR 270	X		202520
Language Activism and Leadership	ILR 300	X		202520
Indigenous Language and Land Stewardship	ILR 400	X		202520
Indigenous Language Reclamation Practicum	ILR 480	X		202520

Indigenous Language Reclamation Field Experience	ILR 485	X		202520
Selected Topics in Indigenous Language Reclamation – an AA-ZZ series	ILR 490	X		202520

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

See Appendix 3.

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

Total credit requirements is 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?

The First Nations University of Canada (FNUUniv) primarily serves Indigenous students in Canada. It is a unique institution that emphasizes Indigenous knowledge, cultures, languages, and values in its curriculum and programs. The university's primary source of students are Indigenous communities and students from across Canada who are seeking post-secondary education.

7. How will students be recruited to the program?

The Indigenous Languages and Linguistics faculty will define the target audience. They will be high school graduates and older adults. Some will reside in communities, and some will relocate to one of the campus sites to take courses. Their interests will include language, language and cultural revitalization, community development and leadership.

The Indigenous Languages and Linguistics faculty will clearly communicate the unique benefits and advantages of our university program. We will highlight what sets it apart from other programs and emphasize how it can help students achieve their goals and aspirations.

The marketing team (with guidance from the Indigenous Languages and Linguistics faculty) at First Nations University of Canada will build a strong online presence. It will have detailed information about the courses, course delivery options, faculty, career prospects and other opportunities.

The recruitment team at First Nations University of Canada will attend educational fairs and events. In these events, the marketing team (with guidance from the Indigenous Languages and Linguistics faculty) will create informational packages about the program.

The recruitment team at First Nations University of Canada will collaborate with high schools and community organizations to promote our program. There will be presentations, workshops and informational sessions to students and counselors to raise awareness and generate interest about the program. The program coordinator will attend presentations and workshops when and if invited.

The recruitment team at First Nations University of Canada will connect with high school counselors in Indigenous communities and offer them resources and materials they can share with their students. The government of Saskatchewan awarded an entrance scholarship offered to students who take the program. This information will be added to the website and promotional materials.

Finally, the Indigenous Languages and Linguistics program coordinator will work with the marketing team to track and analyze data.

8. What is the expected 5-year enrolment?

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
10 – 12	12 – 13	13 – 14	14 – 16	16 – 18+

9. How will prospective students and current students receive academic advising?
As with any other university programs, once accepted students will be assigned to an academic advisor.
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:

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

Please provide details:

The Indigenous Language Reclamation programs at the First Nations University of Canada aims to make its classes accessible to a wider audience, including students from Saskatchewan, across Canada, and even internationally. To achieve this, the program will utilize remote classes through technologies such as Zoom. These remote classes will allow students to participate in courses from their own locations without needing to be physically present on campus.

By offering remote classes, the First Nations University of Canada can overcome geographic barriers and reach a broader population of students who are interested in Indigenous language reclamation.

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?

One additional faculty member has been hired to assist in the delivery of the new program. This additional resource is a result from one retired associate faculty member and one who is on 50% leave.

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

N/A

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

There are currently six faculty members (Andrea Custer, Tammy Ratt, Arok Wolvengrey, Lorena Cote, Denise Kennedy, and Darian Agecoutay) in the Indigenous language and linguistics unit with expertise in either Indigenous languages, education, or linguistics. Some of these faculty members will be redirected to teach some of the courses in the new program. By utilizing existing faculty members who already possess knowledge and experience in Indigenous languages, education, or linguistics, First Nations University of Canada can ensure that the program is delivered by qualified faculty members who understand the specific needs and goals of language reclamation.

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?

There are no specialized needs for off-site delivery.

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	39,000	46,000	-7,000
2	47,268	46,460	808
3	55,697	46,925	8,773
4	64,291	47,394	16,897
5	73,050	47,868	25,183
5 Year Total	279,306.00	234,647.00	44,661

6. What additional Library holdings are required and what is the cost?
There will be no additional library holdings that are required.

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.
No.

V. FACULTY/DEPARTMENT/ACADEMIC UNIT CONTACT PERSON

Contact Person(s)	Email	Telephone
Andrea Custer	acuster@firstnationsuniversity.ca	306-765-3333 ext. 7140
Arok Wolvengrey	awolvengrey@firstnationsuniversity.ca	
Lynn Cote	lcote@firstnationsuniversity.ca	
Denise Kennedy	dkennedy@firstnationsuniversity.ca	
Darian Agecoutay	dagecoutay@firstnationsuniversity.ca	
Tammy Ratt	tratt@firstnationsuniversity.ca	

VI. APPROVALS

	Signature (if required)	Date
Department Head/Program Director	Tammy Ratt	Sep. 30, 2024
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Appendix 1B. Community Support Programs



MEMORANDUM

Date: April 1, 2024

Re: Letter of support for the Certificate of Indigenous Languages Reclamation (CILR) Program

I am writing to express my support for the Certificate of Indigenous Language Reclamation (CILR) program within the Department of Indigenous Languages and Linguistics at First Nations University of Canada. The CILR program aims to educate and empower future language leaders to support the reclamation, revitalization, and resurgence of Indigenous languages and practices within communities.

Having had the privilege of meeting with faculty members in the Department of Indigenous Languages and Linguistics as they worked on developing this program, I have witnessed firsthand their dedication and passion for Indigenous languages. Their commitment to creating a program that serves the needs of Indigenous communities is truly commendable.

Furthermore, the decision to deliver the program remotely speaks volumes about the university's commitment to accessibility and inclusivity. By removing geographical barriers, the CILR program ensures that individuals from diverse backgrounds, including those in remote communities and different provinces, can participate and benefit from its offerings. This approach not only fosters greater participation but also ensures that the knowledge and skills imparted by the program reach those who need it most.

I have full confidence that the CILR program will make a profound impact, nurturing a new generation of language champions who will lead the way in revitalizing Indigenous languages.

With warm regards,

A handwritten signature in black ink, appearing to read "Andrea Sterzuk".

Andrea Sterzuk
Associate Vice President Research
University of Regina



**SASKATCHEWAN URBAN NATIVE
TEACHER EDUCATION PROGRAM
GDI-SUNTEP**

COLLEGE WEST 227, UNIVERSITY OF REGINA
3737 WASCANA PARKWAY
REGINA, SK S4S 0A2
PH: 306 347-4110 FAX 306 347-4119



April 1st, 2024

To Whom It May Concern:

Please accept the following letter in support of a Certificate of Indigenous Language Reclamation offering at First Nations University of Canada. Such a program would allow language activists in these territories to be supported in practical and theoretical ways to protect, revitalize and reclaim the first languages of Saskatchewan.

There is a lack of professional ILR programming in Saskatchewan's linguistic landscape. What does exist is piecemeal, short-term and lacking in opportunities to build and transmit fluency. These existing programs do not provide enough time, resources or skill development to reclaim an indigenous language let alone how to learn how to become a teacher of an Indigenous language. The survival of our languages depends on robust reclamation efforts, but those efforts are diminished in the long-term if the tools to create a community of speakers with which to share our languages are not available.

Traditionally, we have depended on our Elders and knowledge keepers who are speakers of our languages to share them with our communities. However, increasingly, there are limited numbers of these speakers. A CILR program would help to fill a gap vacated by our speakers who have passed on, but more importantly would assist in a scaling up of language reclamation efforts. Participating scholars would act as catalyst teachers for revival in both urban and rural contexts; the ultimate goal being to move Indigenous languages from the margins, to the mainstream to take their rightful positions as the natural languages of this territory.

From a Michif perspective, a certificate program in ILR would be invaluable. Currently in the whole of Canada, there are less than 300 fluent speakers of the Michif language. Almost all of these remaining speakers are of an advanced age. I have personally experienced the loss of three of my language mentors in the past five years. There is an immediate and urgent need for reclamation actions, as distance, age and circumstance don't always allow for meaningful interactions with our language speaking Elders. For those language activists who are working hard on fluency and linguistic pedagogies, an ILR certificate program is vital for the sharing of strategies, theories and practices which have proven effective across Indigenous linguistic landscapes.

As a Michif language learner and teacher, I wholeheartedly support the creation of a certificate program in ILR. Such programs currently exist in other territories like British Columbia and Ontario, but not in Saskatchewan. Creation of the CILR program would support language activists to work with and revitalize their home languages without the burden of having to study far from our home communities where our remaining speakers reside. As a nurturer of experts in cultural, historical, and epistemological studies, it is natural extension and even a necessity for First Nations University of Canada to become a leader in Indigenous languages revitalization. The most effective and legitimate way of accomplishing this goal is the development of a CILR program.

Sincerely,

Russell Fayant, M.Ed
SUNTEP Regina

Registrar's Undergraduate Academic Programming Questionnaire for Certificate in Indigenous Business Communications

I. PROGRAM INFORMATION

Program Name: **Certificate in Indigenous Business Communications**

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): **Certificate in Indigenous Business Communications**

Faculty(ies)/School(s)/Department(s): **FNUniv's Indigenous Business and Public Administration, Faculty of Business Administration**

Expected Proposal Submission Date (Month/Year): **September/Oct 2025**

Expected Start Date (Month/Year): **May 2026**

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Building on the successful expansion of FNUniv's Indigenous Journalism and Communications program, which includes several Indigenous Administration courses, this certificate would serve to support Indigenous Business and Public Administration students, Indigenous Journalism and Communications Arts students, and UofR Faculty of Business Administration students. Indigenous communications and public relations university programs are important in Canada because they empower Indigenous peoples to shape and share their own stories, perspectives, and cultural narratives, both within their communities and in the broader public sphere. These programs foster skilled professionals who can engage in effective, culturally-informed

communication and bridge gaps between Indigenous and non-Indigenous Canadians, while also promoting accurate representation and advancing reconciliation. This Certificate in Indigenous Business Communications would create significant value for both students and the university community. This certificate would empower graduates to employ culturally-grounded methods in both Indigenous and non-Indigenous workplaces where they can advocate, lead, and innovate in today's interconnected public administration and business spaces.

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

The key objectives and goals will be to:

- Enhance employability and leadership.
- Advance Indigenous representation in business and public administration.
- Meet modern workplace demands.
- Support economic development and reconciliation.
- Align with student and community needs.

Some classes will be delivered in-person, some will be delivered online, and some will be delivered through hybrid methods.

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

There are several business communications certificates in Canada that are largely offered through the continuing education centres of universities. This Certificate will be offered to Administration and Business Administration students at FNU and the UofR so that they can graduate with an additional designation and area of specialization. This Certificate is also the only one in Canada focused on Indigenous Business Communications.

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

- Enhance the employability and leadership of UofR students.
- Advance Indigenous representation in business and public administration.
- Create more culturally-informed communication skills amongst UofR students.
- Create a better understanding of the communication needs of Indigenous organizations and how to bridge the gaps between Indigenous and non-Indigenous Canadians, while also promoting accurate representation and advancing reconciliation.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be

consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This program does not duplicate or overlap with existing University programming in any way.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

This program aligns well with [FNUniv's strategic plan](#). It meets the needs not only of our students, but also of the Indigenous communities and organizations we are here to serve. An Indigenous communication certificate aligns with FNUniv's strategic plan by advancing its focus on students, enhancing its Indigenous identity, supporting reconciliation, and providing students with strong intercultural communication skills and understanding of Indigenous contexts that will foster respectful and effective engagement in Indigenous contexts for students of all backgrounds.

Alignment with FNUniv's Strategic Plan

Focus on Students as a Strategic Priority: FNUniv's strategic plan identifies students and the university's unique Indigenous identity as key priorities. The plan emphasizes high-quality post-secondary education within an institution reflecting Indigenous peoples' goals, values, and beliefs, with students at the center of its mission.

Promotion of Indigenous Worldview and Identity: The university incorporates Indigenous worldview in its strategic planning and aims to highlight its unique Indigenous identity in all institutional actions. A certificate in Indigenous business communication would support this by fostering cultural competency, respectful engagement, and effective communication within and beyond Indigenous communities.

Support for Reconciliation and TRC Calls to Action: An Indigenous communication certificate would help bridge gaps in understanding and cultivate more inclusive relationships, both for Indigenous and non-Indigenous students.

Alignment with Mission: According to their strategic plan, FNUniv's mission includes enhancing the quality of life and preserving, protecting, and interpreting First Nations history, language, culture, and artistic heritage. A communication certificate would equip students with tools to responsibly and effectively share and represent Indigenous histories and perspectives in various fields.

Expanding Knowledge for the Benefit of Society: The university strives to provide educational opportunities to all students interested in Indigenous leadership as well as changing and improving Canadian society. Skills gained in Indigenous communication would be valuable for leadership roles, advocacy, media, and public engagement.

Alignment with Hill and Levene Schools of Business' Strategic Plan

Commitment to Reconciliation and Indigenization: Directly advances the plan's commitment to truth and reconciliation by embedding Indigenous perspectives, histories, and ways of knowing into academic programming. Supports the strategic goal of increasing Indigenous student success and representation across programs.

Enhancing Student Success and Employability: Equips students with culturally grounded communication skills that enhance leadership capacity and workplace readiness. Aligns with the plan's emphasis on preparing graduates for meaningful careers through experiential and career-focused programming.

Innovation in Teaching and Learning: Responds to student and community needs by offering a unique program not available elsewhere in Canada. Delivers flexible learning through in-person, online, and hybrid formats, consistent with the plan's focus on accessibility and innovative delivery methods.

Community and Industry Engagement: Strengthens ties with Indigenous organizations, businesses, and public sector partners by creating graduates prepared to bridge communication gaps. Reinforces the plan's goal of positioning the University as a hub for community-connected learning and knowledge-sharing.

National and Institutional Leadership: Positions the University of Regina and FNUiv as leaders in Indigenous communications education, with the only certificate of its kind in Canada. Demonstrates thought leadership in reconciliation-focused education, aligning with the plan's vision of national impact.

Advancing Equity, Diversity, Inclusion, and Belonging: Creates space for Indigenous voices in business and public administration contexts. Advances equity and inclusion by empowering students to challenge stereotypes and promote accurate representation.

Program Fit and Benefits

Career-Ready Skills: A certificate program in Indigenous business communications would help students prepare for work in culturally diverse workplaces, community leadership, media, education, and government initiatives requiring strong intercultural communication skills and understanding of Indigenous contexts.

Pathways and Advancement: Certificate credits could be recognized toward degree programs at FNUiv and the UofR, supporting lifelong learning and career advancement for both degree- and non-degree-seeking students.

Cultural Competency and Relationship-Building: The skills gained from such a program would contribute to better engagement, authentic relationship-building, and strategic frameworks for working collaboratively with Indigenous communities.

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

The Certificate supports the UofR's vision and objectives in the following ways:

- 1) Provides a clear academic pathway for both Indigenous and non-Indigenous students to acquire communication skills relevant to Indigenous contexts.
- 2) Equips graduates for work in media, education, government, and community organizations where cultural communication and reconciliation are priorities.
- 3) Fosters culturally affirming and inclusive learning environments and increases knowledge and awareness of Indigenous perspectives.
- 4) Supports institutional goals to implement TRC recommendations and reinforces the university's commitments articulated in both its overarching strategic plan and dedicated Indigenous Engagement plan.

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

It meets market demand. Enhances the employability and leadership of UofR students.

- Advances Indigenous representation in business and public administration.
- Creates more culturally-informed communication skills amongst UofR students.
- Creates a better understanding of the communication needs of Indigenous organizations and how to bridge the gaps between Indigenous and non-Indigenous Canadians, while also promoting accurate representation and advancing reconciliation.

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

Yes – it meets the needs of Nations, Indigenous organizations and communities, and non-Indigenous organizations as well.

It empowers Indigenous communities by training students to communicate their perspectives, advocate for their interests, and preserve histories and cultural traditions.

Builds Indigenous leadership and capacity through improved communication, enhanced self-governance, and stronger collaborations.

Promotes cultural competency and reconciliation among non-Indigenous people, fostering better understanding and respectful engagement with Indigenous communities.

Fosters inclusive and effective cross-cultural dialogue, allowing organizations and governments to collaborate more successfully and serve all populations equitably.

Improves media representation and advocacy for Indigenous issues, informing the public and reducing stereotypes through accurate storytelling.

Supports capacity building, preparing graduates for leadership, public service, and community work that benefits Indigenous and non-Indigenous communities alike.

IV. Program Plan

1. What are the program admission requirements?

Students must be admitted through the University of Regina.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
	ADMN/BUS 205	3
	INCA 210	3
	ADMN 245	3
	ADMN 345	3
	ADMN 445	3
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

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
Capstone Course	ADMN 445	X		

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

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

- 15 credits
- No other conditions than those outlined above.

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?

- FNUUniv's Indigenous Business and Public Administration Program
- FNUUniv's Indigenous Journalism and Communication Arts Program
- UofR's Faculty of Business Administration
- UofR and FNUUniv Arts Students

7. How will students be recruited to the program?

- FNUUniv's Student Success Services
- UofR Recruitment Office
- UofR's Faculty of Business Administration
- Online marketing efforts through the FNUUniv and UofR

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
15	20	25	30	35

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

- Advising will be received through FNUUniv's Student Success Services and advisors in the Faculty of Business Administration.

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:

X Online

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

X Video-conferenced or distributed.

Please provide details.

This Certificate will consist of in-person, online, and video-conferenced courses. There is the possibility that the Certificate could be delivered through FNUniv's community based programs as well.

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?

No new faculty and resources are needed at the moment.

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?

We will be utilizing already existing courses and might need a sessional for the capstone course if Dr. Fiddler-Potter is not able to teach it.

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 are required.

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	81,129.75	8,235	72,894.75
2	108,173	8,235	99,938
3	135,216.25	8,235	126,981.25
4	162,259.5	8,235	154,024.5
5	189,302.75	8,235	181,067.75
5 Year Total	676,081.25	41,175.00	634,906.25

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

No additional Library holdings.


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

No specialized classrooms, lab, or space needs.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Bettina Schneider	bschneider@fnuniv.ca	306-596-5950

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		September 14, 2025
Departmental/Program Council		
Faculty Council		October 03, 2025
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

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 Video Game Design

Faculty(ies)/School(s)/Department(s): MAP, CTCH & DES

Expected Proposal Submission Date (Month/Year): 04-2025

Expected Start Date (Month/Year): 05-2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This certificate is part of the ongoing development of the new Design program, and will serve as a recruitment tool and feeder for the Creative Technologies and Design programs. As explained when we established the new Design degree, there is demand for a Design degree as evidenced by the environmental scans provided by the Office of Institutional Research, showing demand for graduate with Design credentials in the workforce as well as growth in sectors and industries related to Design in Saskatchewan. Additionally, graduation statistics from Saskatchewan Polytechnic show that there are many Design Diploma graduates in Saskatchewan every year. **Video Game Design is one area that has been popular in Creative Technologies and Design, with CTCH & DES students, as well as students in Computer Science and Software Systems Engineering programs.**

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

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Registrar's Undergraduate Academic Programming Questionnaire

The key objective of this certificate is to create Video Game Design researchers and creative practitioners that have the skills to address the needs of their communities and to discover new ways of thinking about Video Game Design.

Students will be able to complete the certification, and add this to another degree or diploma.

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

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

There are no certificates in Video Game Design that can be stand alone or added to a degree in Saskatchewan. The University of Regina Design program is unique because of its focus on research, Design theory, and practice combined. UofR's Design program offers flexibility in that the general design degree and the proposed certifications allow students to study theory of design within a wide variety of interdisciplinary, hands-on, creation-based courses before working on a capstone project in a range of Design options. This certificate fills a major gap in training within the province.

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

This certificate will provide students, including international students, with an opportunity for laddering or stacking credentials. This certificate will also provide students outside of CTCH & DES an opportunity to take Design courses as electives, and add possibly a concentration to their degree. Our current CTCH courses are very popular as electives and Design will likely follow suit.

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

This certificate is developed as one of four certificates focusing on different and unique aspects of Design, especially in relation to industry. This certificate is a combination of CTCH and DES courses. Some of these courses are cross-listed with Design courses. Other CTCH courses will serve as approved electives. Creative Technologies and Design is a unit that supports all of the programming with courses, faculty, and resources. This certificate consists of only one additional new course, whereas all the rest of the courses are already being offered across programs. By

Registrar's Undergraduate Academic Programming Questionnaire

combining these courses into a certificate, students will benefit in training specifically for Video Game Design.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The Media, Art, and Performance Faculty provides an extraordinary and energized teaching, learning and research environment in media, art, and performance. Invention, innovation, and rigorous inquiry make us an outstanding study and research destination. It is indeed *Where Makers Meet*. MAP mission statement: To inspire excellence within an inclusive, supportive, and interdisciplinary environment. MAP provides support for students to become champions of the arts: as makers, scholars, educators, innovators, patrons, and community or industry leaders. Our faculty, students, and alumni endeavor to disseminate and share their professional expertise locally, regionally, nationally, and internationally. This certificate supports the Faculty's mission as it will be an accessible credential that will provide students with an interdisciplinary, hands-on experience that will prepare graduates for both the creativity needed for careers involving creative technologies and design and to become champions of the arts in their careers.

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

This certificate 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 design, knowledge of the interdisciplinary intersection of art and design, and hands-on experience creating a capstone project in design.

Strategic focus area 3: Well-being and Belonging

Registrar's Undergraduate Academic Programming Questionnaire

Students will consider the needs of diverse communities in their Design work, regularly focusing on the user experience, interaction design, and identifying and reducing barriers within that experience.

Strategic focus area 5: Identity and Impact

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

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

Creative Technologies and Design overlap with the traditional fine arts streams in MAP and growth in CTCH & DES could support all of the areas in MAP. There are many ways in which this program could expand to include other partners within the university.

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

An environmental scan prepared by the U of R Office of Institutional Research is attached. Further, this certificate also supports the new MOU established by CTCH & DES with Sask Interactive.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

For admission to this certificate program students must meet the regular admission requirements for the Faculty of Media, Art, and Performance and with a minimum 65.00% PGPA graduating average and 60% UGPA.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	MAP 001	0
Intro to Creative Technologies	DES/CTCH 110	3
Creative Technologies Processes	DES/CTCH 111	3
Intro to Audio Tools	DES/CTCH 112	3
Intro to Digital Tools	DES/CTCH 113	3
Intro to Creative Coding	DES/CTCH 204	3
3D Animation: Art, Social Media	DES/CTCH 216	3
Playing Video Games	DES/CTCH 224	3
Game Design Audio	DES/CTCH 219	3
2 of the following: Intro to Computer Games and VR Digital Storytelling and Interactive Media Augmented Reality 3D Animation Design: Story, Character, Motion	2 of the following CTCH/DES 312, 306, 313, 314	6
Total Credits		30

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
Playing Video Games	CTCH/DES 224	X		Fall 2025

Registrar's Undergraduate Academic Programming Questionnaire

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

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

30 credits

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?

- graduates of Design Diploma programs in SK and neighbouring provinces;
- graduates of Computer Science and Creative Technologies Diploma programs from the U of R;
- students in CTCH & DES BA, BFA
- students in other programs that wish to add a certification
- Students who have been working in industry and want to upgrade or build more credentials;
- International students (first through a U of R diploma in Computer Science or Creative Technologies).

7. How will students be recruited to the program?

Registrar's Undergraduate Academic Programming Questionnaire

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

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	5	8	10	12* note that some of these will be concurrent program students counted in their primary program

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

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.

The courses will be offered in varying modalities, in person, online and remote

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?

This certification will not need additional resources. CTCH & DES faculty will be able to offer this 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?

Most of these courses are already part of the regular load for CTCH & DES faculty, with additional support from sessional instructors. There is only one new course and it has been assigned to a CTCH & DES faculty member.

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?

CTCH/DES 110, CTCH/DES 112, CTCH/DES 113, CTCH 203, CTCH/DES 216 have all been developed for online delivery.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$166,000	0	\$166,000
2	\$256,400	0	\$256,400
3	\$298,800	0	\$298,800
4	\$332,000	\$10,000	\$323,000
5	\$422,400	\$20,000	\$412,400
5 Year Total	\$1,474,600	\$30,000	\$1444600

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

No additional library holdings will be needed.	
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7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

The program will require increased access to specialized classrooms that are currently required for delivery of CTCH/DES courses. (i.e. MAP spaces: the Maker Space, IMP Lab, ED 242, etc.)

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Susan Johnston	MAP.AD.UG@uregina.ca	306-585-5565

Registrar's Undergraduate Academic Programming Questionnaire

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		