

AGENDA



University
of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 22 January 2026
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 28 January 2026

A meeting of Executive of Council is scheduled for 28 January 2026, 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 26 November 2026 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
 - 5.1 2026-2027 Executive of Council Meeting Schedule, *For Information*, Appendix I, p. 3
6. **Report from Committees of Council**
 - 6.1 Consent Items, Appendix II, pp. 4-36
 - 6.2 Joint Report - Council Committee on the Faculty of Graduate Studies and Research and the Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 37-49
 - 6.3 Council Committee on the Faculty of Graduate Studies and Research, Appendix IV, pp. 50-53
 - 6.4 Council Committee on Undergraduate Admissions and Studies, Appendix V, pp. 54-219
 - 6.5 Council Committee on Research, Appendix VI, pp. 220-235
 - 6.6 Joint Committee of Senate and Council on Ceremonies, Appendix VII, pp. 236-238
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Engineering and Applied Science
 - 7.1.5 Faculty of Graduate Studies and Research
 - 7.1.6 Faculty of Kinesiology and Health Studies
 - 7.1.7 Faculty of Media, Art, and Performance
 - 7.1.8 Faculty of Nursing
 - 7.1.9 Faculty of Science
 - 7.1.10 Faculty of Social Work
 - 7.1.11 La Cité universitaire francophone
 - 7.1.12 Centre for Continuing Education

AGENDA



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8. Other Business
9. Reports from Faculties, Academic Units, and Federated Colleges
10. Adjournment

EXECUTIVE OF COUNCIL MEETING SCHEDULE

Executive of Council Meetings 2026-2027

All meetings are from 2:30-4:30 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

Meeting Dates

Wednesday, September 23, 2026
Wednesday, October 28, 2026
Wednesday, November 25, 2025
Wednesday, January 27, 2027
Wednesday, February 24, 2027
Wednesday, March 24, 2027
Wednesday, April 28, 2027
Wednesday, May 26, 2027
Wednesday, June 23, 2027

Deadline for Agenda Items

Friday, September 11, 2026
Friday, October 16, 2026
Friday, November 13, 2026
Friday, January 15, 2027
Friday, February 12, 2027
Friday, March 12, 2027
Friday, April 16, 2027
Friday, May 14, 2027
Friday, June 11, 2027

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 Business Administration

1.1.1 Program Revision – Executive Master of Business Administration (EMBA) in Executive Management (Project)

MOTION: That the Executive Master of Business Administration (EMBA) in Executive Management (Project) program be revised, effective 2022/20.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_5		Proposed	
Executive Master of Business Administration (EMBA) in Executive Management (project)		Executive Master of Business Administration (EMBA) in Executive Management (project)	
EMBA 800	3 credit hours	EMBA 800	3 credit hours
EMBA 805	3 credit hours	EMBA 805	3 credit hours
EMBA 810	2 credit hours	EMBA 810	2 credit hours
EMBA 815 or EMBA 816	2 credit hours	EMBA 816	2 credit hours
EMBA 825	2 credit hours	EMBA 817	2 credit hours
EMBA 820	2 credit hours	EMBA 820	2 credit hours
EMBA 830	2 credit hours	EMBA 830	2 credit hours
EMBA 835	2 credit hours	EMBA 835	2 credit hours
EMBA 840	2 credit hours	EMBA 840	2 credit hours
EMBA 845	2 credit hours	EMBA 845	2 credit hours
EMBA 850	2 credit hours	EMBA 850	2 credit hours
EMBA 855	2 credit hours	EMBA 855	2 credit hours
EMBA 860	2 credit hours	EMBA 860	2 credit hours
EMBA 865	2 credit hours	EMBA 865	2 credit hours
EMBA 900 or EMBA 900 and EMBA 870		EMBA 900 or EMBA 900 and EMBA 870	
(each Worth 3 cr. hrs)	6 credit hours	(each Worth 3 cr. hrs)	6 credit hours

TOTAL	36 credit hours	TOTAL	36 credit hours
There will be two one-week courses; one takes place in August (EMBA 800), another takes place in June (EMBA 805). There are three semesters of study (Fall, Winter, Fall) in which participants take four courses per semester. Participants are required to complete either a 6 credit hour Research Paper (EMBA 900) OR a 3 credit hour Research Paper (EMBA 900) plus EMBA 870 International Study Course. The Executive MBA program is a cohort-based program, so all participants take the same courses at the same time over a 16-month period of time.		There will be two one-week courses; one takes place in August (EMBA 800), another takes place in June (EMBA 805). There are three semesters of study (Fall, Winter, Fall) in which participants take four courses per semester. Participants are required to complete either a 6 credit hour Capstone Research Project (EMBA 900) OR a 3 credit hour Capstone Research Project (EMBA 900) plus EMBA 870 International Study Course. The Executive MBA program is a cohort-based program, so all participants take the same courses at the same time over a 16-month period of time.	

Rationale:

The requirement of the Executive MBA program is being changed to include EMBA 817 - Entrepreneurship and Innovation and instead of EMBA 825 – Change Management. Change management principles are covered in EMBA 800 – Management as a System and EMBA 805 – Perspectives in Leadership. This change will remove some of the overlap we currently have in those courses and will introduce students to the concept of entrepreneurship which we emphasize in our marketing, but we currently do not cover. EMBA 815 is also being removed from the program requirements as this course has been inactive since 2008.

(end of Motion)

1.1.2 Embedded Certificate Options – Master of Administration (MAdmin) in Leadership and Master of Human Resource Management (MHRM)

MOTION: To allow graduate students the option to take an embedded certificate in conjunction with their Master of Administration in Leadership (Course, Project, and Co-op) degree program and Master of Human Resource Management (Course and Co-op) degree program. The following certificates are permitted to be embedded, effective 202620.

Certificate	Master's Program
Graduate Certificate in Equity, Diversity, Inclusion and Indigenization	Master of Administration in Leadership (course based)
Graduate Certificate in Equity, Diversity, Inclusion and Indigenization	Master of Administration in Leadership (project based)
Graduate Certificate in Equity, Diversity, Inclusion and Indigenization	Master of Administration in Leadership (co-op based)
Graduate Certificate in Equity, Diversity, Inclusion and Indigenization	Master of Human Resource Management (course based)
Graduate Certificate in Equity, Diversity, Inclusion and Indigenization	Master of Human Resource Management (co-op based)

Current	Proposed
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/education.html#fact_4_2	
Master of Education (MEd) in Educational Psychology (practicum option 2)	Master of Education (MEd) in Educational Psychology (practicum option 2)
ED 800**	ED 800**
3 credit hours	3 credit hours
EPSY 820	EPSY 820
3 credit hours	3 credit hours
EPSY 824	EPSY 824
3 credit hours	3 credit hours
EPSY 829	EPSY 829
3 credit hours	3 credit hours
EPSY 830 or 831	EPSY 830 or 831
3 credit hours	3 credit hours
EPSY 832	EPSY 832
3 credit hours	3 credit hours
EPSY 838 or EPSY 839	EPSY 838 or EPSY 839
3 credit hours	3 credit hours
EPSY 8xx*	EPSY 8xx*
3 credit hours	3 credit hours
Elective 8xx*	Elective 8xx*
3 credit hours	3 credit hours
ED 902	ED 904***
3 credit hours	3 credit hours
TOTAL	TOTAL
30 credit hours	30 credit hours
*Electives selected with the approval of the thesis supervisor.	*Electives in the practicum route must be selected with the approval of the practicum supervisor.
**Approved Research Methods courses include (but not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.	**Approved Research Methods courses include (but not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

	*** Although 3.0 credit hours are attached to this Practicum, the actual number of practicum hours will generally range between 300 and 400 hours.
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Rationale:

The Canadian Counselling and Psychotherapy Association (CCPA) now requires their members to complete a practicum course including case conferencing to meet certification requirements. Students cannot receive credit for both ED 902 and ED 904.

(end of Motion)

1.3 Faculty of Graduate Studies and Research

1.3.1 Graduate Calendar Revision – Registration Status

<p>MOTION: That the registration status section of the Graduate Calendar be updated effective 202620 to show GRST 601, GRST 602 and GRST 603 are full-time co-op work term courses.</p>
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Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#reg	Proposed
Registration Status A student's status will be determined as follows: Full-time: [...] <ul style="list-style-type: none"> registration in any Co-operative Education/Work Term course (ARTS 601, 602; CS 601, 602, 603; ENGG 601, 602; SCI 601, 602; GBUS 801, 802, 803; MBA 801, 802, 803); [...]	Registration Status A student's status will be determined as follows: Full-time: [...] <ul style="list-style-type: none"> registration in any Co-operative Education/Work Term course (ARTS 601, 602; CS 601, 602, 603; ENGG 601, 602; SCI 601, 602; GBUS 801, 802, 803; MBA 801, 802, 803, GRST 601, GRST 602, GRST 603); [...]

Rationale:

GRST 601, 602, 603 are graduate co-op work term courses. They represent full-time registration for those registered in them.

(end of Motion)

1.3.2 Graduate Calendar Revision – Registration Regulations

MOTION: To update the Registration Regulations section of the Graduate Calendar, effective immediately.

Current	Proposed
https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html	
<p>General Regulations It is the student's responsibility to be familiar with the registration requirements in order to remain in good standing.</p> <p>[...]</p> <p>16. A student must be registered in the term in which the thesis, project, practicum, or exhibition is examined. Students who are program complete must register in GRST 995AA (full-time) or GRST 995AB (part-time) as appropriate.</p> <p>[...]</p>	<p>General Regulations It is the student's responsibility to be familiar with the registration requirements in order to remain in good standing.</p> <p>[...]</p> <p>16. A student must be registered in the term in which the thesis, project, practicum, or exhibition is examined. <i>Students must register in all remaining credit hours in their program during this term.</i> Students who are program complete must register in GRST 995AA (full-time) or GRST 995AB (part-time) as appropriate.</p> <p>[...]</p>

Rationale:

This graduate calendar update provides clarity on registration during the term in which students defend. This is to notify students that regardless of remaining credit hours, they must register in all of them in the term in which their thesis, project, practicum or exhibition is examined. Students who have completed their formal credit hours will instead register in Maintenance of Candidacy.

(end of Motion)

1.3.3 Graduate Calendar Revisions – General Revisions to the Graduate Calendar

MOTION: That the Graduate Calendar be updated to reflect the changes outlined below, effective immediately.

Rationale:

This Graduate Calendar update fixes spelling errors and ensures language is gender neutral, concise and accurate. Changes include:

- Removal of governance information. This information was outdated and can be found on the U of R website. This is not something that the Undergraduate calendar includes.
- For Student Services, much of the information was outdated. Instead of trying to keep this section updated, links were provided to each service. This way, students can find up-to-date information on each service they are interested in.
- In Graduation and Convocation Requirements, the hoods section was updated based on what the Registrar's Office has noted on their site for consistency.
- Other:
 - More concise and clear language
 - Gender-neutral language
 - Fixing spelling mistakes and grammar errors
 - Update outdated information
 - Alignment with Undergraduate Calendar
 - Grading system was updated with information that mirrors the Undergraduate Calendar

(end of Motion)

1.4 Faculty of Science

1.4.1 Program Revision – Doctor of Philosophy (PhD) in Biochemistry

MOTION: That the description for the PhD program in Biochemistry, along with the program templates for the PhD in Biochemistry (after MSc) and the PhD in Biochemistry (after BSc) be revised, effective 202620.

Current	Proposed
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/biochem.html#fact_2_1	
<p>Doctor of Philosophy (PhD) in Biochemistry</p> <p>The Doctorate program may be entered in one of three ways:</p> <ul style="list-style-type: none"> • Entrance after a completed MSc • Entrance after a completed BSc • Transfer from our MSc program (See FGSR Calendar/Program Changes and Program Transfers) <p>The Doctorate program consists of the following minimum credit-hour requirements listed below. In addition, it is mandatory for all students to:</p> <ul style="list-style-type: none"> • Attend all department seminars each semester they are on campus • Present two department seminars and three progress reports on their research 	<p>Doctor of Philosophy (PhD) in Biochemistry</p> <p>The Doctorate program may be entered in one of three ways:</p> <ul style="list-style-type: none"> • Entrance after a completed MSc • Entrance after a completed BSc • Transfer from our MSc program (See FGSR Calendar/Program Changes and Program Transfers) <p>The Doctorate program consists of the following minimum credit-hour requirements listed below. In addition, it is mandatory for all students to:</p> <ul style="list-style-type: none"> • Attend all department seminars each semester they are on campus

<ul style="list-style-type: none"> Complete and defend a research thesis 	<ul style="list-style-type: none"> Present two department seminars and two satisfactory advisory committee progress reports on their research Complete and defend a research thesis
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Doctor of Philosophy (PhD) in Biochemistry (after MSc)

Current	Proposed
BIO C 800* 3 or 0 credit hours BIO C 801 3 credit hours BIO C 8xx** 3 credit hours BIO C 8xx** 3 credit hours BIO C 901* 48 or 51 credit hours Total 60 credit hours	BIO C 800* 3 or 0 credit hours BIO C 801 3 credit hours BIO C 8xx** 3 credit hours BIO C 8xx** 3 credit hours BIO C 901* 48 or 51 credit hours BIO C 902*** 0 credit hours Total 60 credit hours
<p>*A student may be granted an exemption from CHEM 800 by the Department Head if the student can show that he/she has successfully completed an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of CHEM 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p>	<p>*A student may be granted an exemption from BIO C 800 by the Department Head if the student demonstrates the successful completion of an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of BIO C 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p> <p>*** Must be completed by the end of the third semester of the program. The Department Head, in consultation with the supervisor, can provide permission to delay until the end of the 6th semester. PhD students must pass this course. Grading is Pass/Fail.</p>

Doctor of Philosophy (PhD) in Biochemistry (after BSc)

Current	Proposed
BIO C 800* 3 or 0 credit hours BIO C 801 3 credit hours BIO C 8xx** 3 credit hours BIO C 8xx** 3 credit hours BIO C 8xx** 3 credit hours BIO C 901* 75 or 78 credit hours Total 90 credit hours	BIO C 800* 3 or 0 credit hours BIO C 801 3 credit hours BIO C 8xx** 3 credit hours BIO C 8xx** 3 credit hours BIO C 8xx** 3 credit hours BIO C 901* 75 or 78 credit hours BIO C 902*** 0 credit hours Total 90 credit hours
<p>*A student may be granted an exemption from CHEM 800 by the Department Head if the student can show that he/she has successfully completed an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of CHEM 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p>	<p>*A student may be granted an exemption from BIO C 800 by the Department Head if the student demonstrates the successful completion of an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of BIO C 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p> <p>*** Must be completed by the end of the third semester of the program. The Department Head, in</p>

	<i>consultation with the supervisor, can provide permission to delay until the end of the 6th semester. PhD students must pass this course. Grading is Pass/Fail.</i>
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Rationale:

Adding BIOC 902 to the Ph.D. program (after MSc and after BSc) will formalize the requirement in the program. This course provides an early assessment of a student's suitability for the PhD program. BIOC 902 will replace one of the three progress reports, hence the proposed change to reduce the number of required progress reports from three to two. Minor alterations have also been made to ensure gender-neutral language and correct a typographical error (CHEM 800 → BIOC 800).

This change is effective for only new students entering the program in or after, the 202620 term. All current students will remain in the previous program.

(end of Motion)

1.4.2 Program Revision – Doctor of Philosophy (PhD) in Chemistry

MOTION: That the description for the PhD program in Chemistry, along with the program templates for the PhD in Chemistry (after MSc) and the PhD in Chemistry (after BSc) be revised, effective 202620.

Current	Proposed
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/chemistry.html#fact_2_1	
Doctor of Philosophy (PhD) in Chemistry The Doctorate program may be entered in one of three ways: <ul style="list-style-type: none"> • Entrance after a completed MSc • Entrance after a completed BSc • Transfer from our MSc program (See FGSR Calendar/Program Changes and Program Transfers) The Doctorate program consists of the following minimum credit-hour requirements listed below. In addition, it is mandatory for all students to: <ul style="list-style-type: none"> • Attend all department seminars each semester they are on campus • Present two department seminars and three progress reports on their research • Complete and defend a research thesis 	Doctor of Philosophy (PhD) in Chemistry The Doctorate program may be entered in one of three ways: <ul style="list-style-type: none"> • Entrance after a completed MSc • Entrance after a completed BSc • Transfer from our MSc program (See FGSR Calendar/Program Changes and Program Transfers) The Doctorate program consists of the following minimum credit-hour requirements listed below. In addition, it is mandatory for all students to: <ul style="list-style-type: none"> • Attend all department seminars each semester they are on campus

	<ul style="list-style-type: none"> Present two department seminars and two satisfactory advisory committee progress reports on their research Complete and defend a research thesis
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Doctor of Philosophy (PhD) in Chemistry (after MSc)

Current	Proposed
CHEM 800* 3 or 0 credit hours	CHEM 800* 3 or 0 credit hours
CHEM 801 3 credit hours	CHEM 801 3 credit hours
CHEM 8xx** 3 credit hours	CHEM 8xx** 3 credit hours
CHEM 8xx** 3 credit hours	CHEM 8xx** 3 credit hours
CHEM 901* 48 or 51 credit hours	CHEM 901* 48 or 51 credit hours
Total 60 credit hours	CHEM 902*** 0 credit hours
<p>*A student may be granted an exemption from CHEM 800 by the Department Head if the student can show that he/she has successfully completed an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of CHEM 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p>	<p>*A student may be granted an exemption from CHEM 800 by the Department Head if the student demonstrates the successful completion of an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of CHEM 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p> <p>*** Must be completed by the end of the third semester of the program. The Department Head, in consultation with the supervisor, can provide permission to delay until the end of the 6th semester. PhD students must pass this course. Grading is Pass/Fail.</p>

Doctor of Philosophy (PhD) in Chemistry (after BSc)

Current	Proposed
CHEM 800* 3 or 0 credit hours	CHEM 800* 3 or 0 credit hours
CHEM 801 3 credit hours	CHEM 801 3 credit hours
CHEM 8xx** 3 credit hours	CHEM 8xx** 3 credit hours
CHEM 8xx** 3 credit hours	CHEM 8xx** 3 credit hours
CHEM 8xx** 3 credit hours	CHEM 8xx** 3 credit hours
CHEM 901* 75 or 78 credit hours	CHEM 901* 75 or 78 credit hours
Total 90 credit hours	CHEM 902*** 0 credit hours
<p>*A student may be granted an exemption from CHEM 800 by the Department Head if the student can show that he/she has successfully completed an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of CHEM 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p>	<p>*A student may be granted an exemption from CHEM 800 by the Department Head if the student demonstrates the successful completion of an equivalent course. If granted the exemption, the student would be expected to complete an additional three credit hours of CHEM 901.</p> <p>**Courses from outside of a student's discipline may be substituted with the permission of the Department Head.</p> <p>*** Must be completed by the end of the third semester of the program. The Department Head, in consultation with the supervisor, can provide permission to delay until the end of the 6th semester. PhD students must pass this course. Grading is Pass/Fail.</p>

Rationale:

Adding CHEM 902 to the Ph.D. program (after MSc and after BSc) will formalize this requirement in the program. This course provides an early assessment of a student's suitability for the PhD program. CHEM 902 will replace one of the three progress reports, hence the proposed change to reduce the number of required progress reports from three to two. Minor alterations have also been made to ensure gender-neutral language.

This change is effective for only new students entering the program in or after, the 202620 term. All current students will remain in the previous program.

(end of Motion)

1.5 Johnson Shoyama Graduate School of Public Policy

1.5.1 Graduate Calendar Revision – Registration Status

MOTION: That JSGS 897 AA-ZZ be included in the Full-time listing in the Registration Status of the calendar, effective 202620.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#reg	Proposed
Registration Status A student's status will be determined as follows: Full-time: [...] <ul style="list-style-type: none"> registration in any JSGS internship course (JSGS 850AA-ZZ); [...]	Registration Status A student's status will be determined as follows: Full-time: [...] <ul style="list-style-type: none"> registration in any JSGS internship course (JSGS 850AA-ZZ or JSGS 897AA-ZZ); [...]

Rationale:

Updates the calendar to match the status of JSGS 850 AA-ZZ and allow students to continue to be full time while on an internship.

(end of Motion)

1.5.2 Embedded Certificate Option – Master of Public Administration (MPA)

MOTION: To allow graduate students the option to take an embedded certificate in conjunction with their Master of Public Administration (MPA) degree program. The following certificates are permitted to be embedded, effective immediately.

Certificate	Master's Program
Indigenous Nation-Building	MPA in Public Administration (course) MPA (Internship)
Social Economy, Cooperatives and the Nonprofit Sector	MPA in Public Administration (course) MPA (Internship)

Rationale:

The Faculty of Graduate Studies and Research recently passed a motion to add embedded certificates to the Graduate Credential Framework. On many occasions, JSGS students have expressed interest in earning additional credentials in Indigenous Nation-Building and Social Economy, Cooperatives and the Nonprofit Sector while doing their Master of Public Administration (MPA) degrees. Allowing our graduate students to earn an embedded certificate while also completing their MPA degree program meets current student demand.

(end of Motion)

2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1 Faculty of Arts, Faculty of Science, and Faculty of Media, Art and Performance

2.1.1 Program Revision – Bachelor of Arts and Science

MOTION: To revise the Bachelor of Arts and Science program, effective 202620.

Credit Hours	Bachelor of Arts and Science Required Courses
0.0	Strategies for Success: One of: ARTS 099 , MAP 001 or equivalent
Combined Major Requirements	
3.0	Communications and Literacy: One of: ACAD 100, RDWT 120, ENGL 100, or equivalent
3.0	Numeracy: One of: MATH 102, MATH 103 or MATH 110
18.0	Sciences: Any six courses from the following: ACSC, ASTR, BIOL, BIOC, CHEM, CS, ESC, ENVS, GES (odd-numbered courses), MATH, PHYS or STAT*
18.0	Liberal and Creative Arts: Any six courses from the following: AHCS, ANTH, ARTH, ART, CATH, CHIN, CLAS, CREE, CTCH, DAK, DENE, DES, ECON, EMCH , ENGL, FILM, FRN, GER, GES (even-numbered courses), HIST, HMH, HS, HUM, IDS, ILP, INA, INAH, INCA, INDG, INDL, INHS, IS, JAPN, JRN, JS, LING,

	MAP, MU including applied music lesson in the MU series, MUEN, MUHI, MUTH, NAK , NISH, NSLI, PAST, PHIL, PPE, PSCI, PSYC, RLST, SOC, SOST, THTR, WGST*
42.0	Subtotal: 65.00% PGPA required
Open Electives	
48.0	16 elective courses
90.0	Total: 65.00% PGPA and 60.00% UGPA required
<p>Note 1: Must have three courses in Indigenous Studies or Indigenous Knowledge in the above choices from ENVS 100, ENVS 200, INAH 100, INAH 202, and any INA, INCA, INDG, ILR, INHS, INSW or Indigenous language (CREE, DAK, DENE, EMCH, NAK, NISH).</p> <p>Note 2: No more than 14 courses may be taken at the 100-level</p> <p>*Note 3: At least three courses must be taken at the 300- or 400-level, including at least one in each of the Sciences, and Liberal and Creative Arts major requirement.</p>	

Rationale:

Michif (EMCH) and Nakota (NAK) are not currently listed as options in the Liberal and Creative Arts course options but are recognized as accepted by the three faculties offering the program.

Having a list of Indigenous Knowledge courses will help guide students regarding which classes they can use to meet the three courses in Indigenous Studies or Indigenous Knowledge requirement for the program. The Faculties of Arts, MAP, and Science have already been accepting these courses, this motion will formalize the practice by updating the calendar so students can view their options.

(end of Motion)

2.2 Faculty of Arts

2.2.1 Program Revision – Certificate in Canadian Studies

MOTION: To revise the Certificate in Canadian Studies, effective 202620.

Certificate in Canadian Studies

Credit Hours	Certificate in Canadian Studies Required Courses
6.0	History: Two courses from the following: HIST 113, HIST 200, HIST 201, HIST 202
6.0	Indigenous Knowledge: Two courses from the following: INDG 100 and any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS, INDG (except INDG 100 and 104)
6.0	Social Science: Two courses from the following: ECON 237, GES 210, PHIL 335CH/435CH, PSCI 230, PSCI 337, SOC 203
3.0	Culture and Identity: One course from the following: ARTH 324, ARTH 340, ENGL 214, FILM 345, HIST 209 , HIST 330, PHIL 290AT
21.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

Adding HIST 209 to the Certificate in Canadian Studies fills a crucial gap in the Culture and Identity stream by centering migration as a formative force in Canada's past and present. By situating

immigration histories alongside Indigenous histories of dispossession and resilience, it ensures that students grapple with the intersecting forces through which Canadian identity has been constructed, contested, and reimagined.

(end of Motion)

2.2.3 Program Revision – Certificate in International Studies

MOTION: To revise the Certificate in International Studies, effective 202620.

Certificate in International Studies

Credit Hours	Certificate in International Studies
0.0	ARTS 099
3.0	IS 100
<u>3.0</u>	<u>IS 220</u>
<u>3.0</u>	<u>IS 240</u>
6.0	Two IS 200-level courses
12.0	Four 300- or 400-level IS courses (IS 391 does not fulfill this requirement)
9.0	Three additional courses from the International Studies Approved Elective Course List
30.0	65.00% PGPA and 60.00% UGPA required

Rationale:

The change to require IS 220 and IS 240 is consistent with a proposed change to the major requirements in IS. The change ensures adequate breadth for Certificate students by requiring introductory courses in the program's two areas of concentration.

(end of Motion)

2.2.4 Program Revision – Certificate in Political and International Governance

MOTION: To revise the Certificate in Political and International Governance, effective 202620.

Certificate in Political and International Governance

Credit Hours	Certificate in Political and International Governance Required Courses
0.0	ARTS 099
3.0	PSCI 100
3.0	IS 100
3.0	PSCI 230
6.0	Two of: PSCI 210, 220, 240; IS 210 , 220, 230 , 240, <u>260</u>
15.0	Five of: IS 300 , 301, 302, 303, <u>304, 315</u> , 390AA-ZZ*; PSCI 312, 321, 323, 326, 331, 334, 336, 337, 338, 340, 341, 342, 343, 344, 347, 350, 361, 390AA-ZZ*
*Department Head approval required to use IS/PSCI 390AA-ZZ courses for the Certificate.	

Credit Hours	Certificate in Political and International Governance Required Courses
30.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

These changes reflect proposed changes to IS course offerings. IS 210 and 230 (inactive) are removed and IS 260 (new) is introduced. IS 300 (inactive) has been replaced by IS 304 (new).

(end of Motion)

2.2.5 Program Revision – Minor in International Studies

MOTION: That the Minor in International Studies be revised, effective 202620.
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Minors in International Studies

Students may choose ~~one~~ of five minors: Minor in International Studies; or Minor in International Affairs; or Minor in International Development; or Minor in European Studies; or Minor in Asian Studies. The requirements are as follows:

Minor in International Studies

Credit Hours	Minor in International Studies Required Courses
3.0	IS 100
<u>3.0</u>	<u>IS 220</u>
<u>3.0</u>	<u>IS 240</u>
6.0	Two IS 200-level courses. (No more than one can be an IS 2900AA-ZZ course.)
9.0	Three IS 300-level or IS 400-level courses. (Only two of these can be an IS 390AA-ZZ or IS 490AA-ZZ courses. IS 391 does not meet this requirement.)
18.0	Total: 65.00% PGPA required

Rationale:

The change to require IS 220 and IS 240 is consistent with a proposed change to the major requirements in IS. The change ensures adequate breadth for Minor students by requiring introductory courses in the program's two areas of concentration.

(end of Motion)

2.2.6 Program Revision – International Studies Approved Elective Lists

MOTION: That the International Studies Approved Elective Lists be revised, effective 202620.

International Studies Approved Elective Course Lists

This is the list of approved electives for the following concentrations within International Studies:

International Affairs Concentration

~~There are three sets of approved electives for the International Affairs concentration: (a) Global Economic Relations, (b) Global Political and Security Relations, and (c) Global Cultural Relations:~~

Complete seven courses from the International Affairs list. Approved Electives chosen must include courses from a minimum of three disciplines, including at least one INDG course, and not counting IS and PSCI.

~~a) Global Economic Relations~~

- ~~• IS 200, 220, 303, 420~~
- ~~• ECON 211, 231, 234, 311, 341, 342~~
- ~~• GES 222, 232, 316~~
- ~~• JS 310~~
- ~~• PSCI 343, 344, 470~~
- ~~• SOC 201~~

~~b) Global Political and Security Relations~~

- ~~• IS 300, 301, 302~~
- ~~• GES 330~~
- ~~• HIST 235, 277, 275, 278, 286, 303, 316, 332, 348, 356, 376, 381, 382, 383~~
- ~~• INDG 200, 227, 400~~
- ~~• JS 431~~
- ~~• PSCI 326, 340, 341, 347, 442, 443~~

~~c) Global Cultural Relations~~

- ~~• ANTH 237, 302, 310~~
- ~~• HIST 352, 450, 474~~
- ~~• INDG 232, 238~~
- ~~• RLST 203, 207, 209, 211, 241, 311, 313, 322, 334, 341, 363~~

- Any IS course (IS 391 cannot be used; permission of the Department Head required for IS 390AA-ZZ courses)
- Any CHIN, FRN, GER, JAPN, or SPAN course at the 200-, 300-, or 400-level
- ANTH 310
- CRIM 412, 431
- ECON 211, 234, 274, 341, 342
- GES 222, 316
- HIST 278, 348, 356, 390DH, 390DJ
- INDG 200, 222AD, 236, 300
- PSCI 220, 340, 341, 347, 353, 381, 425, 434, 442, 443, 472
- RLST 275, 290AJ, 322, 390AZ
- SOC 230, 314, 355
- WGST 421

International Development Concentration

~~There are two sets of approved electives for the International Development concentration: (a) Themes in International Development and (b) World Regions and Development.~~

Complete seven courses from the International Development list. Approved electives chosen must include courses from a minimum of three disciplines, including at least one INDG course, and not counting IS and PSCI.

- Any IS course (IS 391 cannot be used; permission of the Department Head required for IS 390AA-ZZ courses)
- Any CHIN, FRN, GER, JAPN, or SPAN course at the 200-, 300-, or 400-level
- ANTH 310, 313
- CRIM 412, 431
- ECON 234, 274, 311, 341, 364
- GES 222, 232, 316, 396AI

- [HIST 290AN, 348, 390AX, 390DJ](#)
- [INDG 200, 222AD, 236, 300, 358, 440](#)
- [PSCI 220, 340, 341, 347, 381, 417, 442, 461, 472](#)
- [RLST 275, 290AJ, 290AN, 390AZ](#)
- [SOC 230, 333, 355](#)
- [WGST 207, 301, 421](#)

Themes in International Development

- ~~IS 200, 240, 300, 301, 302, 303, 440~~
- ~~ECON 273, 311, 364~~
- ~~GES 222, 232, 316, 328~~
- ~~INDG 236~~
- ~~JS 381, 383, 412~~
- ~~PHIL 282~~
- ~~PSCI 340, 343, 344, 470~~
- ~~SOC 201, 230, 314, 355, 460~~
- ~~WGST 300, 421~~

World Regions and Development

- ~~ANTH 230, 233, 239, 247, 248~~
- ~~HIST 250, 348, 356, 450~~
- ~~INDG 224, 234, 300~~
- ~~IS 210, 410~~
- ~~PSCI 220, 323, 326~~

Global Indigenous Issues

- ~~INDG 200, 224, 232, 234, 236, 300, 400~~
- ~~WGST 300~~

European Studies

- ~~ANTH 237~~
- ~~ARTH 212, 213, 214~~
- ~~GES 414~~
- ~~HIST 115, 224, 225, 226, 265, 266, 270, 272, 275, 277, 278, 286, 370, 371, 373, 374, 376, 378, 381, 467, 472, 474, 478~~
- ~~IS 230, 430~~
- ~~PSCI 220~~
- ~~RLST 322~~

Asian Studies

- ~~ANTH 230, 233~~
- ~~ARTH 270, 370, 371, 375~~
- ~~HIST 250, 255, 256, 352, 356, 450~~
- ~~IS 210, 410~~
- ~~PSCI 323, 326~~
- ~~RLST 203, 207, 209, 211, 303, 311, 313, 363~~

Students should check printed or web listings (www.uregina.ca/arts/politics-international-studies/courses/index.html) or may consult with the International Studies Coordinator [Department Head](#) to determine if other ~~Selected Topics~~ courses can be considered ~~are~~ approved electives.

Rationale:

The proposed changes would see IS move from three blocks of thematic sets for each Concentration, to a new model of a single set of courses for each of the two Concentrations. The list of courses for each Concentration was updated based on a review of course descriptions plus conversations with Heads

about which course can expect to be offered regularly in their departments. This change aims to streamline the IS program and give more flexibility to students in choosing their Approved Electives courses. Breadth and interdisciplinarity is encouraged by requiring students to take Approved Electives in at least three disciplines outside of the PAIS department.

(end of Motion)

2.3 Faculty of Science

2.3.1 Undergraduate Calendar Revision – Faculty Appeal Procedures

MOTION: That the Faculty of Science “Faculty Appeal Procedures” be revised, effective 202620.

University of Regina 2025-2026 Undergraduate Calendar pg. 294 (pg. 296 online version)

Students who have been required to discontinue (RTD) may appeal in writing to the Associate Dean (~~Academic~~ [\(Student Affairs\)](#) of the Faculty of Science. ~~Appeals will be considered by the Faculty of Science Student Appeals Committee which has academic representation from each department in the faculty as well as from the three federated colleges and is chaired by one of these academic members. The student will be notified of the meeting and will be invited to attend to speak to the appeal. The student will be notified in writing of the decision of the Committee.~~ [Appeals must be made in writing within ten business days of notification of the academic action and are to include an explanation of extenuating circumstances. Supporting documents, such as a medical certificate, must accompany the appeal. Appeals meeting the criteria of extenuating circumstances with supporting documentation will be considered by the Faculty of Science Appeals Committee.](#)

Rationale:

The revision to the Faculty of Science “Appeal Procedures” aims to provide better clarity to students about the appeals process. Students often feel they should meet with the committee, regardless of their reason to appeal.

(end of Motion)

2.3.2 Undergraduate Calendar Revision – Academic Recovery Program

MOTION: To update the requirements for students who successfully complete the Academic Recovery Program in the Undergraduate Calendar, effective 202620.

University of Regina 2025-2026 Undergraduate Calendar pg. 295 (pg. 297 online version)

The Academic Recovery Program (ARP) is a skills development program offered by the Student Success Centre (SSC) for students who are experiencing difficulties in their studies. Acceptance to the ARP is through application to SSC and approval by the SSC Intake Advisor and the Faculty of Science. A student who has an MW or RTD status and has been accepted to the ARP will have their MW or RTD status put on hold until the ARP has been successfully completed.

Upon completion of the ARP, the Faculty of Science will reassess the MW or RTD status, which may or may not result in a change of status. In the Faculty of Science, students who have a UGPA of less than 55% will not be approved for the ARP.

All rulings of probation or discontinuance may be appealed in writing to the Faculty; see the Other Faculty Regulations section.

After successful completion of ARP, students must meet with a Science Academic Advisor to review course planning and grades, enroll in a maximum of three courses, and complete a free tutoring program as recommended by a Science Academic Advisor following each term until their GPA reaches 65%.

Rationale:

We have seen students who take classes after completing the Academic Recovery Program often take a class load and select classes that do not set them up to succeed. We will work with the Global Learning Centre to follow the student's progress and meeting with the Advisors will ensure that the student is on track.

(end of Motion)

2.3.3 Program Revision – Minor in Indigenous Knowledge and Science

MOTION: To revise the Minor in Indigenous Knowledge and Science, effective 202620.

University of Regina 2025-2026 Undergraduate Calendar pg. 303 (pg. 305 online version)

Credit Hours	Minor in Indigenous Knowledge and Science Course Requirements
3.0	CHEM 101
3.0	ENVS 100 or ENVS 200
3.0	INDG 100
3.0	Indigenous Language 100-level
12.0 <u>9.0</u>	Four <u>Three</u> approved electives from lists A and B (at least one (1) elective course must be from List A)
24.0 <u>21.0</u>	Subtotal

Rationale:

With four approved electives, the minor does not ladder into the Diploma in General Science.

(end of Motion)

2.3.4 Program Revision – Bachelor of Science in Mathematics, Bachelor of Science Honours in Mathematics, Bachelor of Science with Major in Applied Mathematics and Statistics, Bachelor of Science Combined Major in Statistics and Economics, Certificate in Statistics, Bachelor of Science in Actuarial Science

MOTION: To change the requirement for CS 110 to “One of CS 110, CS 165 or STAT 165” and change the requirement for STAT 251 to STAT 251 or MATH 251 in the following programs, effective 202620

- BSc in Mathematics
- BSc Honours in Mathematics
- BSc with Major in Applied Mathematics and Statistics
- BSc Combined Major in Statistics and Economics
- Certificate in Statistics
- BSc in Actuarial Science

Credit hours	BSc in Mathematics Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221
3.0	MATH 222
3.0	MATH 223
3.0	MATH 305
3.0	MATH 312
3.0	MATH 313
3.0	STAT 160
3.0	MATH 300- or 400-level
3.0	MATH 300- or 400-level
3.0	MATH 251 or STAT 251
3.0	MATH or STAT above 250 or ACSC any level
3.0	One of CS 110, CS 165 or STAT 165
51.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
15.0	Five Science electives
12.0	Four Science, Arts, La Cité, or Media, Art, and Performance electives
18.0	Six Open electives
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Credit hours	BSc Honours in Mathematics Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221
3.0	MATH 222
3.0	MATH 223
3.0	MATH 305
3.0	MATH 312
3.0	MATH 313
3.0	MATH 323
3.0	MATH 251 or STAT 251
21.0	Seven MATH 200-, 300-, or 400-level courses
0.0	MATH 497
0.0	MATH 498
3.0	MATH 400-level
3.0	MATH 400-level
3.0	One of CS 110, CS 165 or STAT 165
3.0	STAT 160
72.0	Subtotal: Major Requirements 75.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
9.0	Three Science electives
15.0	Five Open electives
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Credit hours	BSc in Applied Mathematics and Statistics Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213

Credit hours	BSc in Applied Mathematics and Statistics Required Courses
3.0	MATH 217
3.0	MATH 221
3.0	MATH 312
3.0	MATH 381
3.0	STAT 160 or 200
3.0	STAT 251 or MATH 251
3.0	STAT 252
3.0	STAT 354
3.0	STAT 300- or 400-level
3.0	STAT 300- or 400-level
3.0	STAT 300- or 400-level
3.0	MATH 300- or 400-level, or STAT 300- or 400-level
3.0	MATH 300- or 400-level, or STAT 300- or 400-level
3.0	MATH 300- or 400-level, or STAT 300- or 400-level
3.0	MATH 400-level or STAT 400-level
3.0	One of CS 110, CS 165 or STAT 165
3.0	CS 261 or MATH 261
63.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
9.0	Three Science electives
6.0	Two Science, Arts, La Cité, or Media, Art, and Performance electives
18.0	Six Open electives
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Credit hours	BSc Combined Major in Statistics and Economics Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	STAT 160, 200, or 289
3.0	STAT 251 or MATH 251
3.0	STAT 252
3.0	STAT 351

Credit hours	BSc Combined Major in Statistics and Economics Required Courses
3.0	STAT 354
3.0	STAT 300-or 400-level
3.0	STAT 300-or 400-level
3.0	STAT 300-or 400-level
3.0	MATH 200-, 300- or 400-level; STAT 200-, 300-or 400-level; or ACSC any level
3.0	ECON 201
3.0	ECON 202
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
3.0	ECON 424
3.0	ECON any level
3.0	One of CS 110, CS 165 or STAT 165
72.0	Subtotal: 65.00% major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
18.0	Six Science electives
6.0	Two Open electives
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Please note that ECON 424 was added by the Department of Economics in March 2025. Previously, it was “ECON any level.”

Credit hours	Certificate in Statistics Required Courses
3.0	One of CS 110, CS 165 or STAT 165
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	STAT 160
3.0	STAT 251 or MATH 251
3.0	STAT 252
3.0	STAT 354
3.0	STAT 300- or 400-level
3.0	STAT 300- or 400-level

Credit hours	Certificate in Statistics Required Courses
30.0	Total 65.00% PGPA and 60.00% UGPA required
Note: Due to the prerequisite structure of the Certificate in Statistics, completion of the listed courses will require a minimum of four terms	

Credit hours	BSc in Actuarial Science Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	CS 261 or MATH 261
3.0	STAT 160 or 200
3.0	STAT 251 or MATH 251
3.0	STAT 252
3.0	STAT 351
3.0	STAT 354
3.0	MATH, STAT, or ACSC 300- or 400-level
3.0	ACSC 116 or MATH 116
3.0	ACSC 216 or MATH 216
3.0	ACSC 217 or STAT 217
3.0	ACSC 316 or MATH 316 or STAT 316
3.0	ACSC 317 or STAT 317
3.0	ACSC 318 or STAT 318
3.0	ACSC 417
3.0	ACSC 418 or STAT 418
3.0	ACSC 419
3.0	ACSC 456 or STAT 456
3.0	ECON 201
3.0	ECON 202
3.0	BUS 285
3.0	BUS 395
3.0	One of CS 110, CS 165 or STAT 165
78.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
9.0	Three Science electives (Not ACSC)
3.0	One Science, Arts, La Cité, or Media, Art, and

Credit hours	BSc in Actuarial Science Required Courses
	Performance elective
12.0	Four Open electives
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

CS 165 and STAT 165 are cross-listed introductory programming courses using Python developed for our Data Science program. CS 110 is an introductory programming course which feeds into more advanced Computer Science courses. These courses cover programming topics at the same level, but with different programming languages. This change will provide more flexibility to students who do not want to take more Computer Science courses.

Additional Rationale for the BSc in Actuarial Science: The courses ACSC 316, MATH 316, STAT 316 are cross listed and are the same course.

Note: The Department of Economics has been consulted and approved the change for the combined program.

Note: Programs not covered include Combined Computer Science and Mathematics and Statistics, both BSc and BSc Honours. This is because these programs both require higher level computer science courses and students need to have the CS 110 prerequisite.

(end of Motion)

2.3.5 Program Revision – Bachelor of Science in Biochemistry, Bachelor of Science Honours in Biochemistry, Bachelor of Science in Chemistry, Bachelor of Science Honours in Chemistry, Bachelor of Science in Chemical Technology

MOTION: That CS 165 (Introduction to Programming with Python) be added as a course option in the following programs, effective 202520.

CS 110 ~~or~~ 115, or 165

- BSc in Biochemistry
- BSc Honours in Biochemistry
- BSc in Chemistry
- BSc Honours in Chemistry

CS 110 or 165

- BSc in Chemical Technology

Rationale:

CS 165 and STAT 165 are cross-listed introductory programming courses using Python developed for our Data Science program. CS 110 is an introductory programming course which feeds into more advanced Computer Science courses. These courses cover programming topics at the same level, but with different programming languages. This change will provide more flexibility to students who do not want to take more Computer Science courses.

(end of Motion)

ITEM(S) FOR INFORMATION

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

NEW COURSES

Faculty of Business Administration (effective 202720)

EMBA 817 Entrepreneurship and Innovation (2)

This course introduces the principles, tools, and leadership approaches central to creating, evaluating, and advancing new ventures and innovation initiatives. Students will get an understanding of topics such as entrepreneurial thinking, opportunity recognition, business model design, and innovation management across both emerging and established organizations. Course applies analytical, creative, and evidence-based methods to design value propositions, assess market potential, and develop viable implementation strategies. Such strategies include managerial attention, behavioural analysis, social capital resource management, establishment of legitimacy, and entrepreneur-to-CEO transitions.

Faculty of Education (effective 202630)

ED 904 Practicum Route 2 with Case Conferencing

A field-based study under the direction of a professional associate (field) and a faculty member followed by the completion of an integrative report or theory-related paper. Registration can be repeated. Students will be required to attend seminars which include group supervision, case conceptualization, discussion and/or demonstration of counselling approaches. Students cannot receive credit for both ED 902 and ED 904.

Faculty of Graduate Studies and Research (effective 202620)

GRST 601 Graduate Work Term 1

This is a one semester graduate work experience placement for graduate students.

GRST 602 Graduate Work Term 2

This is a one semester graduate work experience placement for graduate students.

GRST 603 Graduate Work Term 3

This is a one semester graduate work experience placement for graduate students.

Faculty of Science, Department of Chemistry and Biochemistry (effective 202620)

BIOC 902 PhD Research Proposal

PhD students are required to submit and defend a written research proposal for their thesis research before completing 18 credit hours in the program (typically before the end of their third semester in the PhD program or from their transfer from the MSc to PhD program). The Department Head in consultation with the supervisor can provide permission to delay this course up to the 6th semester. The proposal will be reviewed by the advisory committee, and

the student will be examined during the defense. The defense will consist of an oral presentation by the student, followed by questioning from the advisory committee members. The defense will be chaired by The Department Head or a coordinator (assigned by the Dept. Head). In all cases, the coordinator should not be a member of the student's graduate advisory committee. This course is a requirement for all PhD students in Biochemistry; all PhD students must pass this course to continue in the program.

CHEM 902 PhD Research Proposal

PhD students are required to submit and defend a written research proposal for their thesis research before completing 18 credit hours in the program (typically before the end of their third semester in the PhD program or from their transfer from the MSc to PhD program). The Department Head in consultation with the supervisor can provide permission to delay this course up to the 6th semester. The proposal will be reviewed by the advisory committee, and the student will be examined during the defense. The defense will consist of an oral presentation by the student, followed by questioning from the advisory committee members. The defense will be chaired by The Department Head or a coordinator (assigned by the Dept. Head). In all cases, the coordinator should not be a member of the student's graduate advisory committee. This course is a requirement for all PhD students in Chemistry; all PhD students must pass this course to continue in the program.

Johnson Shoyama Graduate School of Public Policy (effective 202620)

JSGS 897AA-ZZ Executive Internship Extension (0)

The JSGS internship program is a competitive process open to students in the MPA program who have completed at least 50 percent of their program and have little or no relevant experience in the Canadian public sector. Students will be exposed to the skills used by managers at senior levels in the public sector and will perform a variety of tasks. The course is used to extend an internship beyond a four-month term.

COURSE CHANGES

Faculty of Business Administration (effective 202620)

Current	Proposed
EMBA 900 Research Paper Under the guidance of an advisor, a student analyzes a significant organizational problem using an evidence-based approach. It is a project guided by scholarly research but grounded in practice intended to generate better informed organizational decisions.	EMBA 900 <i>Capstone</i> Research <i>Project</i> Under the guidance of an advisor, a student analyzes a significant organizational problem using an evidence-based approach. It is a project guided by scholarly research but grounded in practice intended to generate better informed organizational decisions.

Faculty of Nursing (effective 202710)

Current	Proposed
<p>MNUR 800 Foundations for Advanced Practice Nursing</p> <p>The course reviews the domains of advanced practice nurse roles in Canada. An examination of the historical, philosophical, sociopolitical and economic influences develops the foundation for practice. Factors that affect role implementation and innovative models that utilize the advanced practice nurse role in primary health care are investigated.</p>	<p>MNUR 800 Advanced Practice Nursing and Leadership</p> <p>The course <i>provides a critical examination</i> of advanced practice nursing in Canada. The historical, philosophical, sociopolitical, <i>legislative</i>, and economic <i>factors that impact individuals, communities, and the healthcare system are examined. Challenges and opportunities related to implementing roles, developing leadership, and advocating for strategies that influence healthy public policy are examined. Prerequisite: Program Admission</i></p>
<p>MNUR 801 Research for Nurse Practitioners</p> <p>Evidence informed methods used in clinical practice by advanced practice nurses are examined. Critically appraise and apply research, best practice guidelines and theory relevant to advanced nursing practice. Students will develop a research question addressing an identified gap related to advanced practice nursing.</p> <p>Prerequisite: Program Admission</p>	<p>MNUR 801 Research for Nurse Practitioners</p> <p><i>This course builds capacity for evidence-informed research in advanced practice nursing. Students explore collaborative inquiry, apply valid methodologies, and translate findings to influence policy, standards, and system-level changes. Emphasis is placed on Indigenous principles of research and knowledge systems and the translation of findings to influence policy, standards, and system-level changes, including practice improvements, in meaningful ways. Prerequisite: Program Admission</i></p>
<p>MNUR 802 Advanced Health Assessment and Diagnostic Reasoning</p> <p>Phases of clinical judgment and various diagnostic reasoning models are explored in the context of direct patient care. Health maintenance concepts and diagnostic reasoning skills are developed. The mandatory one-week on-campus residency is designed to develop and evaluate health assessment and diagnostic reasoning skills.</p> <p>***Prerequisite: MNUR 800 & MNUR 803.***</p> <p>*Note: Whilst enrolled, the student will engage in 16 hours of clinical practice. Additionally, a one-week mandatory residency in Regina is held at the</p>	<p>MNUR 802 Advanced Health Assessment and Diagnostic Reasoning</p> <p><i>The diagnostic reasoning process is introduced in the context of client care, with emphasis on developing advanced health assessment, diagnostic, and clinical decision-making skills. This course requires a practice education experience. Prerequisite: MNUR 800 and MNUR 803</i></p>

end of this course. The residency will account for 39 lab hours.*	
<p>MNUR 803 Advanced Pathophysiology and Pharmacology I</p> <p>Pathophysiology of common acute and chronic disorders across the lifespan informs therapeutic decisions including pharmacotherapeutic principles, professional, ethical, regulatory and practical aspects of prescribing. Cellular biology, immunity and the central nervous system will provide a foundation for the study of disease and therapeutics in other body systems.***Prerequisite: MNUR 800 (Courses can be taken concurrently).***</p>	<p>MNUR 803 Advanced Pathophysiology and Pharmacology I</p> <p><i>Cellular biology provides a foundation for the study of disease.</i> Pathophysiology of acute and chronic disorders across the lifespan informs pharmacotherapeutic decisions as well as professional, ethical, regulatory, and practical aspects of prescribing. Prerequisite: MNUR 800 (Courses can be taken concurrently).</p>
<p>MNUR 805 Advanced Pathophysiology and Pharmacology II</p> <p>Building on the content from MNUR 803, pathophysiology of common disorders across the lifespan informs health assessments and pharmacotherapeutic decisions in nursing practitioner practice. Analysis of the functioning of body systems provides a foundation for the study of disease and pharmacotherapeutics.***Prerequisites: MNUR 802 and MNUR 803*** *Note: Whilst enrolled, the student will engage in 114 hours of clinical practice.***</p>	<p>MNUR 805 Advanced Pathophysiology and Pharmacology II</p> <p><i>Expanding</i> on the content from MNUR 803, pathophysiology of disorders across the lifespan informs health assessments and pharmacotherapeutic decisions. <i>Practice education experience focuses on developing robust communication, assessment, diagnostic, prescribing, and care planning skills while adhering to ethical and legal standards relevant to the nurse practitioner role. This course requires a practice education experience.</i> Prerequisites: MNUR 802 and MNUR 803</p>
<p>MNUR 806 Health and Illness across the Lifespan I</p> <p>A broad knowledge base is integrated with critical appraisal for determining diagnoses and patient needs. Appropriate selection from a range of evidence-informed non-pharmacological and pharmacological interventions restores or maintains functional, physiological and mental stability to achieve optimal health. Conception, prenatal, postnatal care and family health care are emphasized.***Prerequisite: MNUR 805***</p>	<p>MNUR 806 Health and Illness Across the Lifespan I</p> <p><i>Learners build competency in reproductive and pediatric health, emphasizing preconception, prenatal, and postnatal care, including acute and chronic pediatric conditions. Learners apply evidence-informed practice and clinical reasoning, integrating ethical, client centered approaches and interprofessional collaboration to promote holistic care. Developmental science, family systems theory, and social determinants of health are emphasized. This course requires a practice education experience.</i> Prerequisite: MNUR 805</p>
<p>MNUR 807 Health and Illness across the Lifespan II</p> <p>A broad knowledge base is integrated with critical appraisal for determining diagnoses and patient needs. Appropriate selection from a range of</p>	<p>MNUR 807 Health and Illness Across the Lifespan II</p> <p><i>This course further develops clinical reasoning by applying evidence-based approaches in the diagnosis and management of acute and</i></p>

<p>evidence-informed non-pharmacological and pharmacological interventions restores or maintains functional, physiological and mental stability to achieve optimal health. Gender and episodic care are emphasized. ***Prerequisite: MNUR 805***</p>	<p><i>episodic conditions in adults. Emphasis is placed on evidence-informed approaches to trauma-informed and gender-specific care, therapeutic counselling, cultural safety, and diversity. Students explore virtual health technologies while upholding privacy, ethical standards, and adapting to diverse, evolving healthcare environments. This course requires a practice education experience.</i> Prerequisite: MNUR 805</p>
<p>MNUR 808 Health and Illness across the Lifespan III</p> <p>A broad knowledge base is integrated with critical appraisal for determining diagnoses and patient needs. Appropriate selection from a range of evidence-informed non-pharmacological and pharmacological interventions restores or maintains functional, physiological and mental stability to achieve optimal health. Healthy aging and chronic care management are emphasized. ***Prerequisite: MNUR 805***</p>	<p>MNUR 808 Health and Illness Across the Lifespan III</p> <p><i>Pathophysiological mechanisms of diseases in older adults and clients with chronic conditions are analyzed. Existing comorbidities, clinical evidence, and client preferences guide individualized treatment regimens. Practice education emphasizes initiating and/or modifying management plans (including end-of-life care), supporting care transitions, discharge planning, and continuity of care through collaboration, advocacy, and resource allocation. This course requires a practice education experience.</i> Prerequisite: MNUR 805</p>
<p>MNUR 810 Transition to Advanced Nursing Practice II</p> <p>Advanced nursing practice concepts are integrated into a consolidated clinical practice experience. Autonomy, accountability, decision-making, and critical analysis of organizational and system issues that influence advanced nursing practice are demonstrated. Knowledge translation of a piece of scholarly work completed during the program is facilitated. ***Prerequisite: All other CNPP course (30 credit hours).*** *Note: While enrolled, the student will engage in 182 hours of practice education experience.*</p>	<p>MNUR 810 Transition to Advanced Nursing Practice II</p> <p><i>This course consolidates nurse practitioner competencies through the integration of theory, evidence-informed practice, scholarship, and knowledge translation. Emphasis is placed on clinical decision-making, ethical practice, autonomy, accountability, and interprofessional collaboration. Learners demonstrate advanced nursing practice by critically analyzing organizational and system-level issues to optimize client outcomes and address community and population health needs. This course requires a practice education experience.</i> Prerequisite: All other CNPP courses (30 credit hours)</p>

Faculty of Science, Departments of Computer Science, and Physics (effective 202620)

Current	Proposed
CS 825 Image Processing	CS 825 <i>Computer Vision</i>

Image models; image transformations; enhancement and restoration techniques; image segmentation; feature extractions and higher level descriptions. Prior to registering in this course, students should have a background in image processing, and numerical and symbolic computing comparable to the senior undergraduate level.	<i>This course covers theory and practice of digital image processing. Topics include fundamentals of visual perception, image formation, representation, and encoding, compression, morphological processing, harmonic analysis, neural networks, feature detection, segmentation, and pattern classification. Graduate students will review and apply computer vision literature toward a research project.</i>
PHYS 900 – Seminar Graduate students enrolled in this course will present a 50 minute seminar to the Department of Physics. The subject of the seminar will be decided in consultation with student's supervisor.	PHYS 900 – Seminar Graduate students <i>are required to attend all departmental seminars for every semester in which they are registered.</i> <i>Registration in this class is optional. When enrolled, students must present a 50 minute physics seminar, the subject of which will be decided in consultation with the student's supervisor. Grading is Pass/Fail.</i>

Johnson Shoyama Graduate School of Public Policy (effective 202620)

Current	Proposed
<p>JSGS 850AA-ZZ Selected Executive Internships</p> <p>This internship is for students who have completed at least 50% of their program, including the core program courses, and have little or no experience in the public sector. Students will be exposed to the skills used by manager at senior levels in the public sector and will perform a variety of tasks.</p>	<p>JSGS 850AA-ZZ Selected Executive Internships</p> <p>This <i>JSGS</i> internship <i>program</i> is <i>a competitive process open to students in the MPA program</i> who have completed at least 50 <i>percent</i> of their program, and have little or no <i>relevant</i> experience in the <i>Canadian</i> public sector. Students will be exposed to the skills used by <i>management</i> at senior levels in the public sector and will perform a variety of tasks.</p>

COURSE INACTIVATION

Faculty of Business Administration (effective 202720)

That EMBA 825 be inactivated (archived).

INFORMATION ITEMS

Faculty of Science, Department of Physics

Based on a motion passed that passed at [Executive of Council March 24, 2021](#) (and [Senate June 9, 2021](#)), we have updated the program templates for the PhD in Physics (after MSc), PhD in Physics (after BSc), and the MSc in Physics (thesis) to include a note about PHYS 900 being optional and how taking it affects the credit hours for PHYS 901. The notes added below each program template ([here](#)) are:

Doctor of Philosophy (PhD) in Physics (after MSc)

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/physics.html#fact_2_1

Note: PHYS 900 is optional and may be taken up to two times. The number of PHYS 901 hours required will be reduced by 1 credit hour for each time PHYS 900 is completed.

Doctor of Philosophy (PhD) in Physics (after BSc)

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/physics.html#fact_2

Note: PHYS 900 is optional and may be taken up to two times. The number of PHYS 901 hours required will be reduced by 1 credit hour for each time PHYS 900 is completed.

Master of Science (MSc) in Physics (thesis)

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/physics.html#fact_2_2

Note: PHYS 900 is optional. Students choosing to complete it will receive 1 credit hour for doing so, reducing the number of PHYS 901 hours required by one credit hour.

While the original motion never included adding a note to the program templates, the rationale made it clear what the intention was. From the original rationale: "... As at present, some students may take PHYS 900 and others may choose to not take it and instead make up for it with more thesis research (PHYS 901) credits. ..." Adding these notes below each Physics program template provides clarity.

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

Registrar's Office

The Registrar's office is submitting the following item for information.

The Academic Schedule for 2026-2027 required amendments to the list of dates below. These amendments support tuition and fee assessment, class scheduling, and are beneficial to students allowing additional time to drop classes.

Tuition and Fee Payment Dates

Due date for tuition and fee payment – Part of Term 7 – ~~2-Jul-25~~ to ~~2-Jul-26~~

End of penalty-free payment period – Part of Term 7 – ~~31-Jul-23~~ to ~~31-Jul-26~~

Due date for tuition and fee payment – Part of Term 1 – ~~31-Aug-26~~ to ~~1-Sep-26~~

End of penalty-free payment period – Part of Term 1 – ~~28-Sep-26~~ to ~~29-Sep-26~~

Class Add/Drop Dates

End of course-add period – Part of Term 7 – ~~8-Jul-25~~ to ~~8-Jul-26~~

End of no-record drop period – Part of Term 7 – ~~8-Jul-25~~ to ~~8-Jul-26~~

End of course-add period – Part of Term 1 – ~~14-Sep-26~~ to ~~15-Sep-26~~

End of no-record drop period – Part of Term 1 – ~~14-Sep-26~~ to ~~15-Sep-26~~

Tuition and Fee Refund Dates

End of 100% refund period – Part of Term 7 – ~~8-Jul-25~~ to ~~8-Jul-26~~

End of 50% refund period – Part of Term 7 – ~~15-Jul-25~~ to ~~15-Jul-26~~

End of 100% refund period – Part of Term 1 – ~~14-Sep-26~~ to ~~15-Sep-26~~

End of 50% refund period – Part of Term 1 – ~~28-Sep-26~~ to ~~29-Sep-26~~

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. Faculty of Business Administration

1.1 Faculty of Business Administration Name Change

MOTION: To change the name of the Faculty of Business Administration to the Hill Levene School of Business, effective 202620.
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Rationale:

For several years, the Faculty of Business Administration has informally been referred to as the Hill and Levene Schools of Business, though its official name remains Faculty of Business Administration. The use of an informal name that results in stakeholder confusion, lack of unity, negative impacts on identity and affinity, and impedes our ability to elevate our brand. It is proposed that we unify our name under a single banner: **Hill Levene School of Business**, which will foster inclusivity and pride, streamline communications, improve recruitment and reputation, increase visual strength, and boost engagement and loyalty.

The program names and course codes will not change with the name change. All University of Regina webpages, including the undergraduate and graduate calendar, will be updated appropriately.

This motion and supporting documentation has been reviewed and approved by the Council Committee on Academic Mission (CCAM) and Council Committee on Budget (CCB).

For more information and background on the change of name, please see **ATTACHMENT A**.

(end of Motion)

Renaming the *Faculty of Business Administration* to the *Hill Levene School of Business*

1. Motion Context

1.1 Background

For nearly twenty years, the Faculty of Business Administration, a single academic unit, has operated under a dual identity:

- **Formal, institutional name:** *Faculty of Business Administration with undergraduate programs named “Paul J. Hill School of Business” and graduate programs named “Kenneth Levene Graduate School of Business”*.
 - Examples of usage: Student files, University directories, contracts, Senate bylaws
- **Informal, widely-used name:** *Hill and Levene Schools of Business* (reflecting the donor-branded undergraduate and graduate units).
 - Examples of usage: Anywhere displaying a logo; on website; in accreditation documents

The following provides information on each named donor and the general nature of their gifts:

- **2005:** The **Kenneth Levene Graduate School of Business** was established through a major philanthropic contribution by Dr. Kenneth Levene, a distinguished business leader whose gift catalyzed the expansion, professionalization, and visibility of graduate management education at the University of Regina. Levene’s support has been directed toward elevating the quality and reach of our MBA and professional graduate programs, strengthening executive education, supporting student financial awards, and enhancing the graduate student experience. His investment helped create the identity and infrastructure (in particular, staff) for the University’s graduate business portfolio, enabling program growth, industry partnership development, and national recognition of the Levene brand as a leader in graduate management studies. The use and management of the donation by Dr. Levene is overseen by the Dean, with support from University Advancement. You can read more [here](#).
- **2007:** The **Paul J. Hill School of Business** is named in recognition of a transformational gift from Canadian business leader Paul J. Hill, whose investment established and strengthened the undergraduate identity of business education at the University of Regina. Hill’s support has been directed toward enhancing undergraduate excellence through initiatives such as student success and experiential learning activities, case competition development, community and industry engagement, and program enrichment. His donation also established strategic partnerships (such as with the Richard Ivey School of Business). His contribution has enabled the Faculty to build a strong, practice-oriented undergraduate environment known for leadership development and employer-connected learning. This donor legacy, recognized in the Hill School of Business name, continues to shape the profile and competitiveness of our undergraduate programs. The use and management of the donation by Dr. Hill is overseen by the Dean, with support from University Advancement. You can learn more [here](#).

Both Drs. Levene and Hill continue to be champions of our programs. While they do not hold any influence on the operations or direction of the Schools, they meet several times each year with

University representatives, including the President, the Provost, the Dean, and the Executive Director of University Advancement, to learn about innovations and to provide advice. The Executive Director of University Advancement is the primary point of contact for these donors. Both donors are aware of our efforts to rename our academic unit and are supportive. There is no additional donor dollars attached to this name change motion, and this name change does not preclude any future donors from coming forward to negotiate a donation with naming rights.

The prominence and recognition of the Hill and Levene names have not only endured, they have grown. Over time, the informal name, Hill and Levene Schools of Business, has become the dominant identity among:

- Students
- Alumni
- Employers
- Donors
- Community partners
- External reviewers
- Prospective faculty and staff

Despite this, the formal University name has remained unchanged, creating persistent confusion and fragmentation across stakeholder groups and communication channels.

1.2 Brand Challenges

Brand challenges created by the dual-identity structure and “Schools” terminology:

1. **Stakeholder confusion:** Many audiences do not understand whether “Hill and Levene” and the “Faculty of Business Administration” are the same entity.
2. **Fragmented identity:** Undergraduate programs (“Hill”) and graduate programs (“Levene”) appear disconnected, weakening collective identity and internal cohesion.
3. **National misalignment:** We are the *only* business school in Canada using the plural “Schools,” making our naming structure an anomaly in the Canadian landscape.
4. **Reputational impact:** Conflicting names diminish clarity in rankings, accreditation documents, employer partnerships, and student recruitment.
5. **Operational inefficiency:** Staff, faculty, and marketing teams must maintain and explain multiple identities, complicating signage, digital platforms, and recruitment materials.
6. **Prospective student confusion:** Applicants—particularly international students—struggle to discern whether “Hill,” “Levene,” and the “Faculty of Business Administration” represent one school or several different units.

We also have a wealth of anecdotal feedback from external representatives (business community members, Deans and academic staff members of other Canadian business schools), sharing that the current dual naming structure is confusing and an outlier in the business school space.

1.3 Opportunity in a Unified Name: Hill Levene School of Business

Across Canada, virtually all named business schools follow a **unified School of Business model**, including (see Exhibit A for environmental scan of all Canadian business schools):

Rotman School of Management (University of Toronto)	In 1997, the Faculty of Management was renamed the Joseph L. Rotman School of Management after a gift by Joseph L. Rotman.
Schulich School of Business (York University)	In 1990s, the business school at York University, previously known as the Faculty of Administrative Studie (founded 1966), was renamed the Schulich School of Business after a major gift by Seymour Schulich.
Smith School of Business (Queen's University)	The business school at Queen's University was formerly Queen's School of Business; in 2015, it was renamed the Stephen J.R. Smith School of Business following a gift from Stephen J.R. Smith.
Haskayne School of Business (University of Calgary)	The Haskayne School of Business at University of Calgary was originally founded in 1967 as the Faculty of Business, renamed the Haskayne School of Business in 2002 in honour of Richard F. Haskayne following a gift.
DeGroote School of Business (McMaster University)	In 1992, the Faculty of Business was renamed DeGroote School of Business, in recognition of major philanthropic support from Michael G. DeGroote.
Telfer School of Management (Ottawa)	In 2007, the Faculty of Administration (French: Faculté d'administration) at the University of Ottawa was renamed the Telfer School of Management in 2007, in honour of alumnus Ian Telfer (MBA 1976) who made a major donation.
Gustavson School of Business (University of Victoria)	The business school at University of Victoria is named the Peter B. Gustavson School of Business in recognition of donor Gerald Gustavson. Before being renamed, the unit was known as the Faculty of Business.

Our proposed name, *Hill Levene School of Business*, aligns with this national convention and corrects our outlier status. It also preserves and elevates both donor legacies.

1.4 Effect on named programs: "Hill" and "Levene"

The proposed renaming to the Hill Levene School of Business does not change the long-standing identities of our academic programs. The Paul J. Hill School of Business (undergraduate) and the Kenneth Levene Graduate School of Business (graduate) will continue exactly as they do now, retaining their names, branding, and program portfolios. Instead of being under the umbrella of Faculty of Business Administration, the two levels of programming will be under the umbrella name of Hill Levene School of Business. The new overarching name simply provides a clearer, unified connection between these two program streams and their academic home.

When will we use Hill Levene School of Business?

- This will be the dominant name used to identify the academic unit as a whole.
- Used in all formal University communications that reference the business academic unit (e.g., Senate, Council and sub-committees, strategic documents).
- Used to identify faculty members internally and externally (in intellectual contributions, in media, etc).
- Used to identify staff members internally and externally (in intellectual contributions, in media, etc).
- Used on the University website and all digital and print materials describing the academic unit.

- Used in external-facing communications where the identity of the full business school is relevant (e.g., media releases, accreditation documents, rankings submissions, partnership agreements (including articulation, institutional partnerships)).
- Used in presentations, recruitment materials, employer engagement, and advancement activities that speak to the School as a whole.
- Used in signage, wayfinding, directories, and official listings that refer to the academic unit rather than individual program streams.
- Used when communicating about initiatives or events involving both undergraduate and graduate programs.
- Used when describing faculty-wide achievements, research output, community engagement, or strategic priorities.

When will we use Hill School of Business (or Hill)?

- Undergraduate students will continue to be known as Hill students.
- Hill will continue to identify all undergraduate offerings (e.g., BBA, diplomas, Hill experience, Hill Legacy, case competitions (including Hill JDC West), Hill BSS, alumni).
- Sub-section in our School's website for describing Hill-related activities.

When will we use Levene Graduate School of Business (or Levene)?

- Levene will continue to identify all graduate programs (MBA, MHRM, M.Admin Leadership, MSc in Org Studies, LGSA, teams for case competitions, alumni).
- Graduate students will continue to be known as Levene students.
- Sub-section in our School's website for describing Levene-related activities.

All program names, admissions processes, curricula, credentials, and parchments¹ remain **unchanged**.

In short, the Hill Levene School of Business clarifies institutional identity while preserving the distinct Hill and Levene program brands. This mirrors the approach used by Canadian peer institutions with donor-named business schools and maintains both donor legacies, continuity for students, and a clear academic identity.

1.5 Why the change now?

Several factors make this the right moment for harmonizing our identity:

- **Longstanding brand challenges** now pose strategic disadvantages in recruitment and reputation.
- **Donors Hill and Levene** have expressed strong support for a unified name, reinforcing donor alignment.
- **Advancement and communications staff** have identified the current structure as a barrier to clarity and external positioning.
- **AACSB accreditation cycles** emphasize clarity, consistency, and strategic cohesion across units—this change supports those aims.

¹ Hill Levene will be the awarding faculty for undergraduate programs and for FNUUniv business students. For graduate programs, FGSR will continue to be the awarding faculty. The parchment for undergraduates and graduates does not denote the academic unit, but it does denote the program, so the parchment will not change as a result of this proposed name change.

- **Faculty Council unanimously approved** the motion after reviewing evidence, comparators, and stakeholder feedback.

In short, the change is an opportunity to resolve a long-standing structural issue, align with national standards, strengthen our institutional reputation, and honour donor legacies, all while making a lateral shift that has no quality, academic, or governance implications.

2. Faculty vs. School

2.1 Relation to University of Regina Act and Senate Bylaws

A review conducted with the Governance Office confirms:

1. The [University of Regina Act](#) contains very limited guidance with respect to the powers of faculties, with the exception of Section 82, which speaks instead to the powers of deans:

There shall be a dean of each faculty of the university who shall be appointed by the board, who shall be the chief executive officer of the faculty, and who shall, subject to the authority of the president, have general supervision over and direction of the work of the faculty, and of the teaching and training of the students of his faculty.

The University has not interpreted Section 82 to limit the creation of units other than faculties, whether academic or non-academic, to enable it to deliver on its mission. The University has also not interpreted Section 82 to limit the title ‘dean’ to lead only a faculty and has provided the title of ‘dean’ to heads of non-faculty academic units.

2. The [Senate Bylaws](#) provide the following definition of a faculty:

“Faculty” means a unit that has a focus of several closely related academic disciplines. A Faculty usually, but not always, comprises two or more Departments and/or programs and is led by a Dean. The current Faculties are Arts, Business Administration, Education, Engineering and Applied Science, Media, Art, and Performance, Graduate Studies and Research, Kinesiology and Health Studies, Nursing, Science and Social Work.

Section 6.1 of the Senate Bylaws lay out the responsibilities of a faculty in detail. These responsibilities would remain intact upon approval of the change in name to Hill Levene School of Business.

The Chief Governance Officer has advised that, following Senate approval, the Senate Bylaws would be updated to remove Faculty of Business Administration in the list of approved faculties and replace it with the Hill Levene School of Business.

In sum, we find no provision in key policies that precludes the requested name change. We have concluded that the proposed change is therefore fully compliant and governance-neutral.

2.2 Lateral shift: No change to governance, quality, academics, or reporting

The shift from Faculty of Business Administration to Hill Levene School of Business is a lateral, nomenclatural change with no implications for:

- Senate authority
- Academic program approvals
- Credential governance
- Reporting relationships
- Budget authority
- Collective agreements
- Faculty Criteria Document
- Faculty Council authority or mandate

With this name change, business **graduate students** remain FGSR students:

- Consultations with Dr. Aziz Douai, and FGSR leadership confirm support for the name change, agreeing that graduate students continue to be FGSR students and the proposed change has no effect on graduate credentialing, governance, or admissions processes.

2.3 Lateral shift: Reputational effects

Although governance-neutral, the proposed change carries significant reputational benefits, strengthening our external identity, brand clarity, and competitive position.

Across Canada, the “School of Business” designation is the standard for named business units. Institutions that renamed their business schools following major donor support, such as Rotman (Toronto), Schulich (York), and Haskayne (Calgary), all adopted this model, typically transitioning from Faculties of Business/Management to a unified School designation. These shifts, though lateral in governance, consistently improved brand recognition, stakeholder understanding, and national and international visibility.

Adopting the Hill Levene School of Business provides similar advantages:

- Alignment with national norms: Positions us within the established Canadian convention and eliminates our current outlier status as the only business unit using “Schools” in the plural.
- Clarified brand identity: Resolves long-standing confusion between “Hill,” “Levene,” and the “Faculty of Business Administration,” improving recognition among students, employers, partners, and accrediting bodies.
- Strengthened donor visibility: Honors both donors equally, mirroring national peers whose donor identities define their schools.
- Improved external competitiveness: Enhances clarity in rankings, recruitment, partnerships, and accreditation documentation, better reflecting how we already present ourselves.
- Recruitment advantages: Aligns with what domestic and international students expect—a unified School of Business structure—reducing ambiguity during the admissions process.
- Internal cohesion: Reinforces unity across undergraduate and graduate programs, now fragmented under the plural “Schools.”

In short, while the renaming is lateral, the reputational gains are substantive. The unified name strengthens alignment with Canadian norms, improves clarity, elevates donor recognition, reduces confusion, and enhances our competitive position.

3. Motion Approval Process and Associated Consultations

3.1 Summary of Approval Bodies for Motion

The Motion to rename the Faculty of Business Administration to Hill Levene School of Business relates to University policy [GOV-020-005 Naming Buildings, Facilities and Academic Units](#).

After consulting the University's Chief Governance Office, it was agreed that the Motion should be presented and voted upon by the following (in this order):

- Faculty Council of Faculty of Business Administration (complete)
- CCAM
- CCUAS, CCB, and CCFGSR
- Executive of Council
- Senate

3.1 Faculty of Business Administration Faculty Council

The proposal was reviewed in depth and followed the Faculty's internal governance processes:

- Sept. 19, 2025 – Faculty & Staff Meeting: Presentation of branding challenges, national comparators, consultation with donors, and rationale for unifying the name. Special guests included University Advancement (to speak to donor perspective) and University Marketing and Communications (to speak to branding and reputation). Discussion was strongly supportive. Points and questions included:
 - Question on how the two named donors felt about the change (Dean and University Advancement responded that they are in favour).
 - Alumni and current employees voiced strong support.
 - New faculty hires also voiced strong support, sharing that they found it difficult to understand our structure.
 - A senior faculty member shared: "Its about time".
 - Two marketing faculty members shared advice on how to best establish a new logo with the new name.
- Oct. 3, 2025 – Faculty Council Meeting: Motion brought forward by the Associate Dean, Faculty & Research. Motion passed unanimously with no discussion.

3.2 Additional Consultations

In addition to internal faculty consultations and University committees, consultation are ongoing and have been extensive, involving:

- Dr. David Gregory, Interim Provost and Vice President, Academic
- Glenys Sylvestre, Chief Governance Officer

- Dr. Aziz Douai, Dean, FGSR
- Dr. Carrie LaVallie, Vice-President, Academic (Interim), First Nations University of Canada
- Marc Butikofer, Executive Director, University Advancement
- Linsay Rabyj, Executive Director, Communications and Marketing
- Amanda Swystun, Director, Marketing & Digital Communications
- Danni Kenzle, Interim Associate Vice President, Human Resources
- Brett Waytuck, Dean, University Libraries and Archives
- Dr. Anna Hughes, Executive Director, Strategic Enrolment Management and Registrar
- Dr. Monika Çule, Chair, CCB & Dept. Head, Economics
- Art Exner, Associate Vice-President (Information Services)

We also have collected anecdotal feedback from members of our business community and Deans and academic staff members of Canadian business schools.

4. Implications for Accreditation (AACSB, Association to Advance Collegiate Schools of Business)

The proposed renaming to the Hill Levene School of Business has no negative impact on our path toward **initial AACSB accreditation**. AACSB does not prescribe whether a business unit must be called a Faculty or a School; what matters is clarity of mission, governance, strategic direction, and academic integrity, all of which remain unchanged under the proposed name.

In fact, the change offers a strategic advantage. Nearly all AACSB-accredited Canadian business schools, including Rotman, Schulich, Smith, Haskayne, DeGroote, Telfer, and Gustavson, use the “School of Business/Management” designation, even when their internal governance is faculty-equivalent. Aligning with this widespread convention strengthens our external positioning and avoids presenting as an outlier during peer review.

For our upcoming Self-Evaluation Report (SER), a unified School name improves clarity by resolving the long-standing fragmentation between “Hill,” “Levene,” and the “Faculty of Business Administration.” This supports a more cohesive narrative of mission, identity, and strategic integration, key elements the peer review team will evaluate.

5. Resource Implications and Phased Budget Planning

5.1 Financial costs

Costs have been organized into three intentional phases to minimize disruption and spread expenditures across fiscal periods. Across the three phases, we estimate the **financial cost to total \$14,650**.

Phase I: Replace marketing assets with new name, including pop-up banners, tables clothes, etc.

- Estimated cost = \$3,500

Phase II: Replace signs within unit footprint, trophy case, office placards.

- Estimated cost = \$3,650

Phase III: Outdoor and wayfinding signage through the University.

- Estimated cost = \$7,500

5.2 Other resource implications

The renaming will require coordinated operational work across several units of the University, primarily involving staff time rather than new financial commitments. This will require **substantial staff time**, and this is recognized by the Faculty of Business Administration.

Marketing and Communications and IT services, among others, will need to update websites, program pages, directories, forms, templates, and other digital assets. Back-office university systems, including Banner, Slate, HR systems, UR Self-Service, and financial reporting platforms, will require updating to reflect the new School name in organizational codes, program listings, workflows, and employee- and student-facing interfaces. Additional adjustments will be required across external platforms such as accreditation portals, government listings, partnership documents, and employer engagement materials.

Consultations with these groups are in progress.

To reduce workload intensity, updates can be sequenced over a planned transition period. Many materials (e.g., forms, templates, signage) can be updated as part of regular replacement cycles, minimizing the need for immediate, large-scale changes.

Exhibit A: Environmental Scan of Canadian Business Schools

School		Faculty / Department	
Named	Unnamed	Named	Unnamed
Acadia University - Fred C. Manning School of Business	MacEwan University - School of Business	McGill University – Desautels Faculty of Management	Algoma University - Faculty of Business and Economics
Bishop's University - Williams School of Business	Trent University - School of Business	UPEI - McDougall Faculty of Business	Athabasca University - Faculty of Business
Brock University – The Goodman School of Business	University of Alberta – Alberta School of Business		Concordia University of Edmonton - Faculty of Management
Cape Breton University - Shannon School of Business	University of Sherbrooke - School of Business		Dalhousie University - Faculty of Management
Carleton University - Sprott School of Business	University of Waterloo - School of Accounting and Finance		Lakehead University – Faculty of Business Administration
Concordia University – John Molson School of Business	UQAM - School of Management		Laurentian University - Faculty of Management
Dalhousie University – Rowe School of Business			Laval – Faculty of Business Administration
Guelph – Gordon S. Lang School of Business and Economics			Memorial University – Faculty of Business Administration
Kwantlen Polytechnic University - Melville School of Business			Mount Allison University - Faculty of Business and Social Sciences
McMaster University – Degroote School of Business			Mount Saint Vincent University - Faculty of Professional and Graduate Studies
Mount Royal University - Bissett School of Business			Nipissing University - Faculty of Education and Professional Studies
Queen's University – Smith School of Business			Ontario Tech - Faculty of Business and Information Technology
Saint Mary's University - Sobey School of Business			Université de Montréal – HEC Montréal – Department of Management
Simon Fraser University – Beedie School of Business			University of British Columbia - Okanagan - Faculty of Management
St. Francis Xavier University - Gerald Schwartz School of Business			University of Fraser Valley – Faculty of Business and Computing
The King's University - Leder School of Business			University of Moncton - Faculty of Business
Thompson Rivers University - Bob Gaglardi School of Business and Economics			University of New Brunswick – Faculty of Business (Fredn) / Faculty of Management (SJ)
Toronto Metropolitan University – Ted Rogers School of Management			University of Northern British Columbia - Faculty of Business and Economics
UBC - Sauder School of Business			University of the Fraser Valley - Faculty of Business and Computing
University of British Columbia – Sauder School of Business			University of Winnipeg – Faculty of Business and Economics
University of Calgary – Haskayne School of Business			
University of Lethbridge – Dhillon School of Business			
University of Manitoba – Asper School of Business			
University of Ottawa – Telfer School of Management			
University of Saskatchewan – Edwards School of Business			
University of Toronto – Rotman School of Management			
University of Victoria – Gustavson School of Business			
Western University – Ivey Business School			
Wilfred Laurier University – Lazaridis School of Business and Economics			
Windsor University – Odette School of Business			
York University - Schulich School of Business			



COUNCIL COMMITTEE ON ACADEMIC MISSION

3737 Wascana Parkway
Regina, Saskatchewan, Canada S4S 0A2
<http://www.uregina.ca/president/governance/council/CCAM.html>

Erin Oldford, Dean, Faculty of Business Administration
Hill and Levene School of Business

Dear Dr. Oldford

December 10, 2025

Re: Response and Follow-Up from Faculty of Business Administration Motion to CCAM's Letter

Thank you for attending CCAM's meeting on December 9, 2025, and for presenting both orally and in writing your response to the questions CCAM has outlined in its letter to you dated October 24, 2025, regarding the Motion to *Rename the Faculty of Business Administration to the Hill Levene School of Business*.

Both your oral presentation and the submitted **Addendum to the Motion** to *Rename the Faculty of Business Administration to the Hill Levene School of Business* satisfactorily addressed all CCAM's questions.

Therefore, on behalf of CCAM, I have the pleasure to inform you that CCAM members unanimously **voted affirmatively and approved the motion** to rename the *Faculty of Business Administration to the Hill Levene School of Business*.

CCAM wishes you and your faculty, under the rebranded name, all the best.

Submitted on behalf of CCAM

Respectfully,

A handwritten signature in black ink, appearing to be "E. Arries-Kleyenstuber".

Ebin Arries-Kleyenstuber
Chair, CCAM



COUNCIL COMMITTEE ON BUDGET

Date: Monday January 12, 2026

Present: Saman Azadbakht, Janine Brown (via Zoom), Monika Çule, Dianne Ford, david Gregory, Tom McIntosh, Dale Storie, Robert Thomas, Chris Yost.

M/S – Thomas / Azadbakht

To change the name of the Faculty of Business Administration to Hill Levene School of Business.
Effective 202620.

**UNANIMOUS
CARRIED**

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF ARTS

1.1 Program Discontinuation – Master of Arts in Clinical Psychology and Master of Arts in Experimental and Applied Psychology

MOTION: To discontinue the previously suspended Master of Arts in Clinical Psychology program and the Master of Arts in Experimental and Applied Psychology, effective 202620.

Rationale:

These Master of Arts programs have been suspended since 2020. Officially discontinuing these programs completes the change from Master of Arts to Master of Science in both graduate programs in Psychology.

All but one student chose to switch from the Master of Arts to the Master of Science Programs. The one Master of Arts student who did not switch completed their program and so, there are no current students in the Master of Arts programs.

(end of Motion)

1.2 Department Name Change – Department of Justice Studies to Department of Criminology

MOTION: To change the Department of Justice Studies to the Department of Criminology in the Graduate Calendar, effective 202620.

Rationale:

The Department of Justice Studies is rebranding to the Department of Criminology, effective May 1 2026. This name change has been approved by all other levels of university governance with the exception of FGSR.

The Department of Justice Studies had its graduate programs suspended starting in 202030 due to a deficit in faculty complement and supervisory capacity. The Department has completed a period of faculty renewal and growth to eight full-time members as of July 1, 2025, and is reviewing its graduate

programs for a possible return of admissions with minor adjustments or a complete suspension of its current graduate programs no later than 202730 with that deadline set recently by FGSR. The Department of Criminology is not asking for the names of the existing graduate programs to be changed from “MA in Justice Studies”, and “MA in Police Studies”, nor is it asking for the course designations to be changed from “JS”. The Department of Criminology wishes to keep those brands as is until it completes its graduate program review. The Department is working with one prospective graduate student for an interdisciplinary MA, jointly with the Department of Psychology, and does not wish to make any changes to the existing programs and course designations.

(end of Motion)

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 Admission Requirement Revision – English Language Proficiency Requirements

MOTION: To update the TOEFL iBT scores in the English Language Proficiency Requirements, effective immediately.

Current

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen>

General Admission Requirements

[...]

3. English Proficiency Tests. International applicants, except those who attended universities where the language of instruction was English, must submit proof of English proficiency, usually in the form of recognized tests with the exception of applications to French language programs in La Cité universitaire francophone. The most common is [TOEFL \(Test of English as a Foreign Language\)](#). Applicants must have a TOEFL score of at least 80 Internet-based, except as noted below. FGSR accepts the following tests:

	CAEL	TOEFL iBT	Academic IELTS	PTE	MET	U of R ESL	Duolingo
FGSR Minimum	70	20 each band	6.5 overall, 6.0 each	59	54	EAP 100/101	125 overall, 120 each for Speaking, Writing, and Reading, 115 for Listening
JSGS	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	59	EAP 100/101	125 overall, 120 each for Speaking, Writing, and Reading, 115 for Listening
Film Studies & Film Production	75	23 each band	7.0 overall, 7.0 each	65	59	n/a	130 overall, 130 each for Speaking, Writing, and Reading, 125 for Listening
English	80	25 each band	7.5 overall, 7.5 each	68	59	n/a	130 overall, 130 each for Speaking, Writing, and Reading, 125 for Listening

Proposed

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen>

General Admission Requirements

[...]

3. English Proficiency Tests. International applicants, except those who attended universities where the language of instruction was English, must submit proof of English proficiency, usually in the form of recognized tests with the exception of applications to French language programs in La Cité universitaire francophone. The most common is [TOEFL \(Test of English as a Foreign Language\)](#). Applicants must have a TOEFL score of at least **4** Internet-based, except as noted below. FGSR accepts the following tests:

	CAEL	TOEFL iBT	Academic IELTS	PTE	MET	U of R ESL	Duolingo
FGSR Minimum	70	4 each band	6.5 overall, 6.0 each	59	54	EAP 100/101	125 overall, 120 each for Speaking, Writing, and Reading, 115 for Listening
JSGS	70	4.5 overall, 4 each band	6.5 overall, 6.0 each	63 overall, 59 each	59	EAP 100/101	125 overall, 120 each for Speaking, Writing, and Reading, 115 for Listening
Film Studies & Film Production	75	4.5 each band	7.0 overall, 7.0 each	65	59	n/a	130 overall, 130 each for Speaking, Writing, and Reading, 125 for Listening
English	80	5 each band	7.5 overall, 7.5 each	68	59	n/a	130 overall, 130 each for Speaking, Writing, and Reading, 125 for Listening

Rationale:

The TOEFL iBT scores will be updated on January 21, 2026. TOEFL is moving to a 1-6 scale in 0.5 increments, aligned with the Common European Framework of Reference for Languages (CEFR) levels. Using materials provided by TOEFL, our previous required scores were translated into the new bands to uphold current ELP standards. The translation was completed by means of an extensive analysis of our current ELP scores and their equivalencies with the previous TOEFL scores, and IELTS benchmarks.

The below table converts the current TOEFL scores to the new TOEFL scores.

Current TOEFL Score Requirement (0-120)	Recommended TOEFL Score Requirement (1-6)
100	5
90	4.5
80	4
70	3.5

Additional information about the updates can be found here:

<https://www.ets.org/toefl/institutions/ibt/score-scale-update.html>

(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, FACULTY OF KINESIOLOGY AND HEALTH STUDIES, AND FIRST NATIONS UNIVERSITY OF CANADA

1.1 Program Graduate Point Average Revision – Certificate in Health Studies and Diploma in Health Studies

MOTION: To revise the program grade point average (PGPA) requirement for the Certificate in Health Studies and the Diploma in Health Studies, effective 202620.

The program grade point average for both the Certificate and Diploma in Health Studies will be revised to 60.00% from 65.00%.

Rationale:

This change will assist students with completion of the credential in a timely manner, as well as assist with managing the course demands of the programs in the event students are required to repeat classes. The degree will still require a 65.0% PGPA, and should students choose to ladder their credential into the degree they will have the ability to increase their average, if needed.

(end of Motion)

1.2 Program Revision – Certificate in Health Studies

MOTION: To revise the Certificate in Health Studies, effective 202620.

Credit Hours	Certificate in Health Studies Required Courses
3.0	One of: ACAD 100, KHSR 101, RDWT 120, or ENGL 100
3.0	KIN 170/ KIN 171
3.0	INHS 100
3.0	INHS 101
3.0	HS 200
3.0	PSYC 101 or PSYC 102
3.0	SOST 201, STAT 100, or STAT 160
3.0	KIN 162 , KIN 260, KIN 261 , KIN 262 , KIN 267 , BIOL 110 , BIOL 111 , BIOL 100, BIOL 101 , or BIOL 140

Credit Hours	Certificate in Health Studies Required Courses
6.0	<p>Two courses from: Section B (Research Methods) ECON 224, 321, INDG 280, 281, 282, 380, PSYC 305, SOST 306, 307, STAT 200, WGST 220; or Section C (Indigenous Health Studies) INHS 200, 300; or Section D (Health and Society) ANTH 343, ECON 253, 353, ENGL 271, MAP 301, HIST 271, KIN 278, KIN 205, 370, SOC 222, 288, PHIL 273, 276, WGST 301; or Section G (Approved Electives) ANTH 343, BIOL 100, 101, ECON 353, EHE 258, ENHS 101, 110, 250, 380, 430, 320, 321, HS 281AA ZZ, 381AA ZZ, 481AA ZZ, INHS 250, 350, 450, KIN 180, 260, 267, 268, 269, 275, 240, 278, 370, 378, 478, PSCI 439, PSYC 255, 333, 356, SOC 207, SW 412, 416, 417, 477 (ISW 377), WGST 202, 301</p> <p>Two courses from: ANTH 343; ANTH 100; BIOL 100, 101, BIOL 110, BIOL 111, 140; ECON 224, 253, 321, 353; EHE 258; ENGL 271; ENHS 101, 110, 250, 320, 380, 430; HIST 271; HMMH 170, HMMH 270; INDG 100, 280, 281, 282, 380; INHS 100, 101, 200, 210, 250, 300, 350, 450, KIN 180, 205, 220, 240, 260, 261, 262, 267, 268, 269, 275, 278, 370, 378, 478; MAP 301; KHSR 105; PHIL 273, 276; PSCI 439; PSYC 204, 101, 102, 255, 305, 333, 356; RLST 230, SOC 100, SOC 207, 222, 288, 299; SOST 201, 203, 306, 307; STAT 100, 160, 200; SW 412, 416, 417; WGST 100, WGST 202, 220, 301</p>
3.0	Open Elective (any level course)
3.0	Open Elective (200-level course or higher)
30.0	Total

Rationale:

The changes reflect updates to course options, reasonable access for a 30 credit hours credential, and provide additional flexibility which will assist students as well as academic units in managing the increase in course demands and bottlenecks currently faced within the program.

(end of Motion)

1.3 Program Revision – Diploma in Health Studies

MOTION: To revise the Diploma in Health Studies, effective 202620.

Credit Hours	Diploma in Health Studies Required Courses
3.0	<u>One of: ACAD 100, KHSR 101, RDWT 120, or ENGL 100</u>
3.0	<u>One of: INDG 100, KHSR 105, any Indigenous Language course, SOC 214, WGST 207</u>
6.0	Two courses from: <u>KIN 162</u> , KIN 260, <u>KIN 261, KIN 262</u> , KIN 267, <u>KIN 268</u> , BIOL 100, BIOL 101, <u>BIOL 110, BIOL 111</u> , BIOL 140
3.0	PSYC 101
3.0	PSYC 102
3.0	<u>One of: ANTH 100, SOC 100, WGST 100</u>
3.0	KIN 170
3.0	One of: STAT 100, STAT 160, or SOST 201
3.0	One of: <u>KHSR 290</u> , SOST 203 or PSYC 204

Credit Hours	Diploma in Health Studies Required Courses
3.0	INHS 100
3.0	INHS 101
3.0	INHS 210
3.0	HS 200
3.0	HS 300
9.0	<p>Three courses from:</p> <p>Section B (Research Methods) ECON 224, 321, INDG 280, 281, 282, 380, PSYC 305, SOST 306, 307, STAT 200, WGST 220; or</p> <p>Section C (Indigenous Health Studies) INHS 200, 300; or</p> <p>Section D (Health and Society) ANTH 343, ECON 253, 353, ENGL 271, MAP 301, HIST 271, KIN 278, KIN 205, 370, SOC 222, 288, PHIL 273, 276, WGST 301; or</p> <p>Section G (Approved Electives) ANTH 343, BIOL 100, 101, ECON 353, EHE 258, ENHS 101, 110, 250, 380, 430, 320, 321, HS 281AA ZZ, 381AA ZZ, 481AA ZZ, INHS 250, 350, 450, KIN 180, 260, 267, 268, 269, 275, 240, 278, 370, 378, 478, PSCI 439, PSYC 255, 333, 356, SOC 207, SW 412, 416, 417, 477 (ISW 377), WGST 202, 301</p> <p>ANTH 343; BIOL 100, 101, BIOL 110, BIOL 111, 140; ECON 224, 253, 321, 353; EHE 258; ENGL 271; ENHS 101, 110, 250, 320, 380, 430; HIST 271;HMH 170, 270, 360, 370, INDG 100, 280, 281, 282, 380; INHS 100, 101, 200, 210, 250, 300, 350, 450; KIN 162, KIN 180, 205, 220, 240, 260, 261, 262, 267, 268, 269, 275, 278, 370, 378, 478; MAP 301; KHSR 105; PHIL 273, 276; PSCI 439; PSYC 204, 255, 305, 333, 356; RLST 230, SOC 207, 222, 288, 299; SOST 201, 203, 306, 307; STAT 100, 160, 200; SW 412, 416, 417; WGST 100, WGST 202, 220, 301</p>
3.0	Two One Open Elective: (100-level or higher)
6.0	Two Open Electives (200-level or higher)
60.0	Total credit hours 60.00% PGPA and 65.00% UGPA

Rationale:

The changes reflect updates to course options and provide additional flexibility which will assist students as well as academic units in managing the increase in course demands and bottlenecks currently faced within the program.

(end of Motion)

1.4 Program Revision – Bachelor of Health Studies

MOTION: To revise the Bachelor of Health Studies, effective 202620.

Credit hours	Bachelor of Health Studies Required Courses
Section A: Basic and Breadth Courses	
3.0	ENGL 100
3.0	One of: INDG 100, KHSR 105, any Indigenous Language course, SOC 214, WGST 207
6.0	Two of: BIOL 100, BIOL 101, BIOL 110, BIOL 111 , BIOL 140, KIN 162 , KIN 260, KIN 261, KIN 262 , KIN 267, KIN 268
3.0	PSYC 101
3.0	PSYC 102
3.0	One of: ANTH 100, SOC 100, WGST 100
3.0	KIN 170 or KIN 171
24.0	Subtotal
Section B: Research Methods	
3.0	STAT 100, STAT 160 or SOST 201
3.0	KIN 220 KHSR 290 , SOST 203 or PSYC 204
6.0	Two courses from: ECON 224, ECON 321, INDG 280, INDG 281, INDG 282, INDG 380, KHSR 390 , PSYC 305 , SOST 306, SOST 307, STAT 200, WGST 220 305
12.0	Subtotal
Section C: Indigenous Health Courses	
3.0	INHS 100
3.0	INHS 101
3.0	INHS 200
3.0	INHS 210
3.0	INHS 300
15.0	Subtotal
Section D: Health and Society	
6.0	Two courses from: ANTH 343, ECON 253, ECON 353, ENGL 271, MAP 301 , HIST 271, KIN 278 178 , KIN KHRS 205, KIN 370, SOC 222, SOC 288, PHIL 273, PHIL 276, WGST 301
6.0	Subtotal
Section E: Health Studies	
3.0	HS 200
3.0	HS 300
3.0	HS 301
3.0	HS 400
12.0	Subtotal
Section F: Field Experience	
9.0	HS 448
6.0	HS 450
15.0	Subtotal
Section G: Approved Electives	

Credit hours	Bachelor of Health Studies Required Courses
12.0	Four courses from: ANTH 343, BIOL 100, BIOL 101, BIOL 110 , BIOL 111 , ECON 353, EHE 258 , ENHS 101 , ENHS 110 , ENHS 320 , ENHS 321 , ENHS 250 , ENHS 380 , ENHS 430 , HMH 170 , 270 , 360 , 370 , HS 281-AA-ZZ , HS 381-AA-ZZ , HS 481-AA-ZZ , INDG 100, INHS 250, INHS 350, INHS 450, KIN 162 , 180, KIN 260, KIN 261 , KIN 262 , KIN 267, KIN 268, KIN 269, KIN 275, KIN 240, KIN 278, KIN 370, KIN 378, KIN 478 , PSCI 439 , PSYC 255, PSYC 333, PSYC 356, RLST 230 , SOC 207, SOC 288 , SOC 299 , SW 412 , SW 416 , SW 417 , SW 477 (INSW 377) , WGST 202, WGST 301
12.0	Subtotal
Section H: Open Electives	
24.0	Eight Open Electives
24.0	Subtotal
Non-Credit Requirements	
0.0	KHS 300 (Pre-Fieldwork Seminar)
0.0	Computer Application lab (credit with CS 100 or BUS 007/ ADMN 007)
120.0	Total PGPA 65.00% and UGPA 65.00%
Note: A maximum of 48 credit hours of 100-level courses is permitted in the BHS.	

Rationale:

The proposed changes clean up course options (deleting historical courses, adding new course options, etc.) and incorporates additional changes made at the certificate and diploma level.

(end of Motion)

2. FACULTY OF ARTS

2.1 New Program – Bachelor of Arts Honours in Philosophy, Politics, and Economics

MOTION: To create a Bachelor of Arts Honours in Philosophy, Politics, and Economics, effective 202620.

Bachelor of Arts Honours in Philosophy, Politics, and Economics

Credit Hours	BA Honours in Philosophy, Politics, and Economics Required Courses
Combined Major Requirements	
3.0	PHIL 100
3.0	PHIL 150
12.0	Four 200-level or higher PHIL courses with at least one course in each of the three areas (History of Philosophy, Problems of Philosophy, and Value Theory). At least two courses must be at the 300- or 400-level*
3.0	One 400-level PHIL course*
3.0	PSCI 100

Credit Hours	BA Honours in Philosophy, Politics, and Economics Required Courses
3.0	PSCI 230
3.0	One of PSCI 210, 220, 240
6.0	Two 300-level PSCI courses
3.0	One 300- or 400-level PSCI course
3.0	One 400-level PSCI course
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	One 200-level or higher ECON course**
6.0	Two 300- or 400-level ECON courses**
3.0	One 400-level ECON course
3.0	200-level PPE foundations course
3.0	400-level PPE capstone course
3.0	PPE 499
*The 300- and/or 400-level PHIL course(s) must be chosen from those listed in the areas of history of philosophy, problems of philosophy, and value theory.	
**The 300-level ECON course(s) must be chosen to complete prerequisites for the 400-level ECON course.	
72.0	Subtotal: 75.00% major GPA required
Arts Core Requirements	
3.0	ENGL 100 Critical Reading and Writing I
3.0	INDG 100 Introduction to Indigenous Studies
Requirement met in major	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
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 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
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
21.0	Subtotal
Open Electives	
27.0	9 open electives
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Admission Requirements

Same as other BA Honours programs, please consult p. 99 of the 2025-2026 Undergraduate Calendar.

Rationale:

In the past a few PPE undergraduate students have shown interest in the possibility of pursuing an honours PPE degree. The proposed program would provide such select few students with the opportunity to complete the Honours program. The Honours program may also strengthen interest in the current BA and raise the profile of the U of R's PPE program in general. The new program will allow students to complete in-depth research for their honours project and thus, specialize around a topic of interest. In addition, the Honours program will provide choice for PPE students with an interest in pursuing professional programs or interdisciplinary Master programs to do so with a BA Honours designation which signals a higher academic achievement.

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

(end of Motion)

2.2 Program Revision – Bachelor of Arts in International Studies and Bachelor of Arts Honours in International Studies

MOTION: To revise the Bachelor of Arts and the Bachelor of Arts Honours in International Studies, effective 202620.

International Studies Program

General Information

The International Studies degree is an interdisciplinary program that aims to provide students with the necessary intellectual tools to study the relationships between the local, regional, international, and global levels on the one hand, and the complex connections and interactions between society, culture, politics, economics, and the environment on the other hand. ~~This blending of international and regional studies is a unique aspect of the International Studies degree not found in other international or area studies program.~~ The International Studies Degree provides students with skills to understand global processes and structures that connect and affect countries and regions of the world. It also enables students to situate different regions in the broader context of global issues.

BA in International Studies

The BA in International Studies is a 120-credit-hour degree. In addition to the Arts core requirements, students must complete the major requirements which include: ~~(1) the International Studies core requirements; (2) the International Studies language requirements; and (3) and~~ either the International Affairs concentration or the International Development concentration. The remaining courses are open electives. As part of their open electives, students should plan to complete the prerequisite for the senior courses they wish to take in their major. A maximum of 48 credit hours of courses at the 100-level is permitted.

Credit Hours	BA in International Studies Required Courses
Section A: Arts Core Requirements	
0.0	ARTS 099 Academic Integrity
3.0	ENGL 100 Critical Reading and Writing I

Credit Hours	BA in International Studies Required Courses
3.0	INDG 100 Introductory to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
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
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
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 6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
18.0 24.0	Subtotal
Note: Additional core requirement may also be covered in some concentrations depending on the student's course selection. For detailed information about the core requirements, refer to the Arts Core Requirement Summary .	
Section B: International Studies Core requirements	
3.0	IS 100
3.0	IS 220
3.0	IS 240
3.0	PSCI 240
3.0	HIST 116 or HIST 150
9.0	At least three IS 300-level courses, excluding IS 391. Only one of these can be an IS 390AA-ZZ course.
3.0	At least one 400-level IS course, excluding IS 498 and IS 499. (This cannot be IS 420 for those in International Development or IS 440 for those in International Affairs.)
3.0	SOST 203
Section C: International Studies Language requirements	
12.0	Four courses in the same language other than English. Note: Students must consult with the Coordinator to ensure their language choices fit the requirements of their concentration.
Section C D : one of International Development Studies Concentration OR International Affairs Concentration	
33.0 30.0	Subtotal: Concentration requirements (see below for concentration required courses)
69.0 60.0	Subtotal (Sections B, and C, and D : 65.00% major GPA required)
Section D E : Open Electives	
33.0 36.0	11 12 Open electives
120.0	Total: 60.00% PGPA and UGPA required

International Affairs Concentration

Credit Hours	BA International Studies, International Affairs Concentration Required Courses
Section C D: International Affairs Concentration	
3.0	IS 240
6.0	Two of PSCI 347, PSCI 390AR, PSCI 442, CRIM 431, ECON 341
3.0	IS 440
<u>21.0</u>	<u>Seven approved electives, in at least three different disciplines, from the International Affairs course list. (Refer to the Approved Electives Course List.)</u>
9.0	Three approved electives from the Global Economic Relations course list. (Refer to the Approved Electives Course List.)
15.0	Five approved electives, in at least two different disciplines, from the Global Political and Security Relations course list. (Refer to the Approved Electives Course List.)
3.0	One approved elective from the Global Cultural Relations course list. (Refer to the Approved Electives Course List.)
33.0 <u>30.0</u>	Subtotal: International Affairs Concentration
*At least one approved elective must be from the Global Indigenous Issues approve elective list. This requirement can be met in any one of these subsections: Global Economic Relations; Global Political and Security Relations; or Global Cultural Relations. (Refer to the Approved Electives Course List.)	

International Development Concentration

Credit Hours	BA International Studies, International Development Concentration Required Courses
Section C D: Development Studies Concentration	
3.0	IS 220
3.0	IS 420
3.0	ECON 211
3.0	One of ECON 311, GES 316, PSCI 344, <u>or</u> PSCI 381 <u>470</u> , <u>or</u> SOC 314
<u>21.0</u>	<u>Seven approved electives, in at least three different disciplines, from the International Development course list. (Refer to the Approved Electives Course List.)</u>
15.0	Five approved electives, in at least two different disciplines, from the Themes in International Development course list. (Refer to the Approved Electives Course List.)
6.0	Two approved electives from the World Regions and Development Course List. (Refer to the III. Approved Electives Course List.)
33.0 <u>30.0</u>	Subtotal: International Affairs Concentration
*At least one approved elective must be from the Global Indigenous Issues approve elective list. This requirement can be met in any one of these subsections: Global Economic Relations; Global Political and Security Relations; or Global Cultural Relations. (Refer to the Approved Electives Course List.)	

BA Honours International Studies

The BA Honours in International Studies is a 120-credit-hour degree. In addition to the Arts core requirements, students must complete the major requirements which include: ~~(1)~~ the International Studies core requirements; ~~(2)~~ the International Studies language requirements; and ~~(3)~~ and either the International Affairs honours concentration or the International Development honours concentration. The remaining courses are open electives. As part of their open electives, students should plan to complete the prerequisites for the senior courses they wish to take in their major. A maximum of 48 credit hours of courses at the 100-level is permitted. Refer to the Table of Admission and

Residency Requirements for the admission criteria to honours programs. The requirements of the International Affairs honours concentration and the International Development honours concentration follow this template.

Credit Hours	BA Honours in International Studies Required Courses
Section A: 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
Requirement met in major	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
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
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
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 6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
15.0 <u>21.0</u>	Subtotal
Note: Additional core requirement may also be covered in some concentrations depending on the student's course selection. For detailed information about the core requirements, refer to the Arts Core Requirement Summary .	
Section B: International Studies Core requirements	
3.0	IS 100
<u>3.0</u>	<u>IS 220</u>
<u>3.0</u>	<u>IS 240</u>
3.0	PSCI 240
3.0	HIST 116 or HIST 150
9.0	At least three IS 300-level courses, excluding IS 391. Only one of these can be an IS 390AA-ZZ course.
3.0	At least one 400-level IS course, excluding IS 498 and IS 499. (This cannot be IS 420 for those in International Development or IS 440 for those in International Affairs.)
3.0	SOST 203
Section C: International Studies Language requirements	
12.0	Four courses in the same language other than English. Note: Students must consult with the Coordinator to ensure their language choices fit the requirements of their concentration.
Section C <u>D</u> : one of International Affairs Honours Concentration OR International Development Honours Concentration	
42.0 <u>39.0</u>	Subtotal: Concentration requirements (see below for concentration required courses)
78.0 <u>69.0</u>	Subtotal (Sections B, <u>and C</u> , and D : 75.00% major GPA required)
Section <u>D</u> E : Open Electives	

Credit Hours	BA Honours in International Studies Required Courses
27.0 <u>30.0</u>	Nine <u>Ten</u> Open electives
120.0	Total: 70.00% PGPA and 60.00% UGPA required

International Affairs Honours Concentration

Credit Hours	BA Honours International Studies, International Affairs Concentration Required Courses
Section <u>C</u> D : International Affairs Honours Concentration	
3.0	IS-240
3.0	IS 440
3.0	IS 498
3.0	IS 499
<u>6.0</u>	<u>Two of PSCI 347, PSCI 390AR, PSCI 442, CRIM 431, ECON 341</u>
3.0	SOST 201
<u>21.0</u>	<u>Seven approved electives, in at least three different disciplines, from the International Affairs course list. (Refer to the Approved Electives Course List.)</u>
9.0	Three approved electives from the Global Economic Relations course list. (Refer to the Approved Electives Course List.)
15.0	Five approved electives, in at least two different disciplines, from the Global Political and Security Relations course list. (Refer to the Approved Electives Course List.)
3.0	One approved elective from the Global Cultural Relations course list. (Refer to the Approved Electives Course List.)
42.0 <u>39.0</u>	Subtotal: International Affairs Honours Concentration
*At least one approved elective must be from the Global Indigenous Issues approve elective list. This requirement can be met in any one of these subsections: Global Economic Relations; Global Political and Security Relations; or Global Cultural Relations. (Refer to the Approved Electives Course List.)	

International Development Honours Concentration

Credit Hours	BA Honours International Studies, International Development Concentration Required Courses
Section <u>C</u> D : International Development Honours Concentration	
3.0	IS-220
3.0	IS 420
3.0	IS 498
3.0	IS 499
3.0	SOST 201
3.0	ECON 211
3.0	One of ECON 311, GES 316, PSCI 344, <u>or</u> PSCI <u>381</u> 470 , <u>or</u> SOC 314
<u>21.0</u>	<u>Seven approved electives, in at least three different disciplines, from the International Development course list. (Refer to the Approved Electives Course List.)</u>
15.0	Five approved electives, in at least two different disciplines, from the Themes in International Development course list. (Refer to the Approved Electives Course List.)
6.0	Two approved electives from the World Regions and Development Course List. (Refer to the III. Approved Electives Course List.)

42.0 <u>39.0</u>	Subtotal: International Affairs Concentration
*At least one approved elective must be from the Global Indigenous Issues approve elective list. This requirement can be met in any one of these subsections: Global Economic Relations; Global Political and Security Relations; or Global Cultural Relations. (Refer to the Approved Electives Course List.)	

Rationale:

Proposed changes to the International Studies (IS) program resulted from a curriculum mapping process that the Centre for Teaching and Learning facilitated with the Department of Politics and International Studies in 2025. Requirements for the BA and BA Honours have been altered in four ways.

First, we propose to remove the requirement to complete four courses in a language other than English, reducing the number to two courses. This aligns the IS program with the Faculty of Arts standards and responds to the shortage of language course offers.

Second, we propose to alter the structure of the Approved Electives list to no longer contain thematic sets. Where IS Approved Electives for the International Affairs (IA) and International Development (ID) Concentrations were previously organized into three sets each, there is now one single set for each Concentration.

Third, we propose to require all IS majors to take the 200-level courses introducing both Concentrations (International Affairs [IS 240] and International Development [IS 220]). Previously, students only took the 200-level course associated with their own Concentration. This change aims to improve students' breadth of knowledge in the program and assist them in choosing their declared Concentration within the program.

Finally, the required courses for the IA and ID Concentrations have been changed to each follow the same structure: a requirement to take two courses from an interdisciplinary set of courses closely aligned with the Concentration's themes, and a requirement to take seven Approved Electives. Overall, we aim to make the IS program easier to navigate and complete for its students, as well as more attractive to potential majors.

(end of Motion)

3. FACULTY OF BUSINESS ADMINISTRATION

3.1 Undergraduate Calendar Revision – Stale Dated Courses

MOTION: To revise the Faculty of Business Administration's Stale-Dated Courses regulation for undergraduate courses in the Undergraduate Calendar, effective 202620.

Stale-Dated Courses

Students who are admitted or re-admitted to the Faculty of Business Administration and have completed courses in their program more than 10 years previously, or 5 years previously for accounting courses, may be required to update their knowledge by repeating or taking additional courses toward their program. This condition applies to ~~any and all~~ previous University of Regina BUS courses or awarded transfer credits from previous institutions.

Any exceptions to the stale-date rules will be evaluated on a case-by-case basis [and may apply to BUS courses and other electives in the program](#). These decisions will be made by the Office of the Associate Dean (Undergraduate Programs). Please consult with your program advisor.

Rationale:

We are seeking to clarify the rules for stale-dating in the undergraduate calendar to ensure they are as clear as possible for students and staff at the University of Regina. This revised language has been developed in consultation with the Registrar's Office.

(end of Motion)

4. FACULTY OF EDUCATION

4.1 New Program – Four-Year Elementary Northern Saskatchewan Indigenous Teacher Education Program (NSITEP)

MOTION: To create the Four-Year Elementary Northern Saskatchewan Indigenous Teacher Education Program (NSITEP), effective 202620.

Four-Year Elementary BEd NSITEP Program (120 Credit Hours)		
Year 1 - Term 1 (Fall)	Term 2 (Winter)	Term 3 (Spring)
ECS 101 (3) *INDG 100 (3) *KACT 139 (3) *THTR 100 (3)	ECS 102 (3) *ENGL 100 (3) *CREE 100 (3) *BIOL 140 (3)	*EMCH 100 (3) *MATH 101 (3)
Year 2 - Term 4	Term 5	Term 6
ECE 200 (3) ECS 203 (3) ELBP 215 (1.5) and ELBP 225 (1.5) *INDG 221 (3) *INDG 258 (3)	EAE 201 (3) ELNG 200 (3) EIND 205 or EMTH 425 (3) *INDG 201 (3) *JS 351 (3)	*INDG 235 (3) ERDG 310 (3)
Year 3 -Term 7 (note 1) Pre- internship	Term 8 (note 1) Pre- internship	Term 9
ECCU 400 (3) ELNG 310 (3) EPE 310 (3) EMTH 310 (3) ESCI 310 (3)	ECS 305 (3) ECS 401 (3) EPSY 322 or 400 (3) ESST 310 (3)	ECS 495 (3) EOE 224 (3)
Year 4 - Term 10		Term 11
EFLD 405 (internship) (15)		ECS 310 or EDTC 300 (3) EHE 310 (3)
<p>* Non-education elective refers to academic course work to meet Teacher Certification. Notes:</p> <p>1. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development.</p>		

Rationale:

NSITEP has run a version of our elementary program for a number of years. Creating a new program that is unique to NSITEP honours the specific Indigenous and land-based offerings that infuse their work. It will also allow more flexibility so that NSITEP can make program changes that better reflect the needs of northern learners.

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

(end of Motion)

4.2 New Program – Two-Year Elementary Northern Saskatchewan Indigenous Teacher Education Program (NSITEP)

MOTION: To create the Two-Year Elementary Northern Saskatchewan Indigenous Teacher Education Program, effective 202820.

Two-Year Elementary BEd After-Degree (BEAD) NSITEP Program (60 Credit Hours)		
Year 1 Term 1 (Fall) (note 1) Pre-internship	Term 2 (Winter) (note 1) Pre-internship	Term 3
ECCU 400 (3) ELNG 310 (3) EPE 310 (3) EMTH 310 (3) ESCI 310 (3)	ECS 305 (3) ECS 401 (3) EPSY 322 or 400 (3) ESST 310 (3)	ECS 495 (3) ERDG 310 (3)
Year 2 -Term 4	Term 5	
EFLD 405 (internship) (15)	ECS 310 (3) EHE 310 (3) EDTC 300 (3) INDG 100-300 level (3) (note 2)	
Notes: 1: Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development . 2: If this requirement has been met in the first degree students may choose an open elective.		

Rationale:

An after-degree program will allow NSITEP to serve potential students who already hold an approved degree. Creating a new after-degree program that is unique to NSITEP honours the specific Indigenous and land-based offerings that infuse their work. It will also allow more flexibility so that NSITEP can make program changes that better reflect the needs of northern learners.

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

(end of Motion)

5. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

5.1 Program Revision – Bachelor of Sport and Recreation Studies, Sport and Recreation Management Major and Therapeutic Recreation Major

MOTION: To revise the Bachelor of Sport and Recreation Studies, Sport and Recreation Management Major and Therapeutic Recreation Major programs, effective 202620.

Bachelor of Sport and Recreation Studies (BSRS)

Students must choose a major from Sport and Recreation Management or Therapeutic Recreation.

Credit Hours	Bachelor of Sport and Recreation Studies Required Courses
Core Requirements	
0.0	KHS 099 (Must be completed in the first term)
3.0	KIN 105
3.0	KIN 110
3.0	KIN 115
3.0	KIN 170
3.0	KIN 220
3.0	KIN 420
3.0	SRS 105
3.0	SRS 110
3.0	SRS 115
3.0	SRS 120
3.0	SRS 215
3.0	SRS 220
3.0	SRS 320
3.0	THRC 200
3.0	One of KIN 101 or ENGL 100
3.0	One of SOST 201, STAT 100 or STAT 160
3.0	One of PHIL 270, PHIL 272, PHIL 273, PHIL 276, or KIN 205
0.00	KHS 100 (exempt if credit received for KHS 101)
0.00	KHS 300
15.0	Five Electives (may include max. two activity-based courses from KHS 131, KHS 132, KHS 135, KHS 231, KHS 232, KHS 233)
9.0	KHS 400
6.0	KHS 405
81.0	Subtotal

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

Credit Hours	Therapeutic Recreation Major Required Courses
Major Required	
3.0	PSYC 101
3.0	PSYC 102
3.0	PSYC 230
3.0	PSYC 333
3.0	SRS 241
3.0	KIN 260
3.0	KIN 267
3.0	THRC 245
3.0	THRC 300
3.0	THRC 447
Major Electives	
6.0	Two course from: THRC 240, THRC 342, THRC 344, or THRC 346
3.0	Choose one of: KIN 180 or PSYC 210
39.0	Subtotal

Revised Core and Majors templates

Credit Hours	Bachelor of Sport and Recreation Studies Required Courses
Core Courses	
0.0	KHSR 100 (must be completed first term registered in Faculty)
0.0	KHSR 300
3.0	One of: KHSR 101 (KIN 101), ACAD 100, ENGL 100

Credit Hours	Bachelor of Sport and Recreation Studies Required Courses
3.0	KHSR 150
3.0	One of: KHSR 205 (KIN 205), PHIL 270, PHIL 272, PHIL 273, PHIL 276,
3.0	One of: KHSR 105 (KIN 105), INDG 100, SOC 214
3.0	KHSR 110 (KIN 110)
3.0	KHSR 215 (KIN 115) or KHSR 216 ***Note: Therapeutic Recreation students can substitute with PSYC 101
3.0	KHSR 130 (KIN/SRS 241) or SRS 231 (KIN/SRS 120)
3.0	One of: STAT 100, STAT 160, SOST 201
3.0	KHSR 290 (KIN 220)
3.0	One of: KHSR 200 (KIN 420), SOC 211, SOC 212, SOC 208, PHIL 245
30.0	Open Electives (no more than 6 credit hours can be KACT courses; minimum 12 credit hours 200-level or higher)
Fieldwork	
9.0	KHSR 400
6.0	KHSR 405
75.0	Subtotal
Major in Sport and Recreation Management Courses	
3.0	SRS 110
3.0	SRS 115
3.0	SRS 220
3.0	SRM 105 (SRS 105)
3.0	SRM 254
3.0	SRM 330 (SRS 230)
3.0	SRM 340 (SRS 340)
3.0	SRM 400
3.0	SRM 440 (SRS 440)
3.0	ECON 100
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
3.0	Choose any SRM course
45.0	Subtotal 65.00% Major GPA required
120.0	Total 60.00% PGPA and 60.00% UGPA required
Note: BSRS core courses are as follows: SRM 105/THRC 305 SRS 110 SRS 115 SRS 220	

Credit Hours	Bachelor of Sport and Recreation Studies Required Courses
Core Courses	
0.0	KHSR 100 (must be completed first term registered in Faculty)
0.0	KHSR 300
3.0	One of: KHSR 101 (KIN 101), ACAD 100, ENGL 100
3.0	KHSR 150
3.0	One of: KHSR 205 (KIN 205), PHIL 270, PHIL 272, PHIL 273, PHIL 276,
3.0	One of: KHSR 105 (KIN 105), INDG 100, SOC 214
3.0	KHSR 110 (KIN 110)
3.0	KHSR 215 (KIN 115) or KHSR 216 ***Note: Therapeutic Recreation students can substitute with PSYC 101
3.0	KHSR 130 (KIN/SRS 241) or SRS 231 (KIN/SRS 120)
3.0	One of: STAT 100, STAT 160, SOST 201
3.0	KHSR 290 (KIN 220)
3.0	One of: KHSR 200 (KIN 420), SOC 211, SOC 212, SOC 208, PHIL 245
30.0	Open Electives (no more than 6 credit hours can be KACT courses; minimum 12 credit hours 200-level or higher)
Fieldwork	
9.0	KHSR 400
6.0	KHSR 405
75.0	Subtotal
Major in Therapeutic Recreation Courses	
3.0	HS 316 or PSYC 333
3.0	KIN 162
3.0	KIN 180 or PSYC 210
3.0	SRS 110
3.0	SRS 115
3.0	SRS 220
3.0	SRS 231
3.0	THRC 200
3.0	THRC 245
3.0	THRC 300
3.0	THRC 305
3.0	THRC 343
3.0	THRC 447
6.0	Two of: THRC 240, THRC 345, THRC 346
45.0	Subtotal 65.00% Major GPA required
120.0	Total 60.00% PGPA and 60.00% UGPA required
Note: BSRS core courses are as follows: SRM 105/THRC 305 SRS 110 SRS 115 SRS 220	

Rationale:

Following the faculty review, and the implementation of curriculum mapping, the changes in the Bachelor of Sport and Recreation Studies aligns with changes already made to the Bachelor of Kinesiology, helping to achieve the identified core graduate attributes defined by the Faculty. Changes to the Sport and Recreation Management and Therapeutic Recreation majors strengthen students' foundational knowledge and align with accreditation/certification pathways for students in the respective majors.

(end of Motion)

5.2 Program Revision – Bachelor of Sport and Recreation Studies Internship and Sport and Recreation Management Internship Major

MOTION: To revise the Bachelor of Sport and Recreation Studies Internship and Sport and Recreation Management Internship Major, effective 202620.

Credit Hours	Bachelor of Sports and Recreation Studies Internship Required Courses
Core Requirements	
0.0	KHS 099 (Must be completed in the first term)
3.0	KIN 105
3.0	KIN 110
3.0	KIN 115
3.0	KIN 170
3.0	KIN 220
3.0	KIN 420
3.0	SRS 105
3.0	SRS 110
3.0	SRS 115
3.0	SRS 120
3.0	SRS 215
3.0	SRS 220
3.0	SRS 320
3.0	THRC 200
3.0	One of KIN 101 or ENGL 100
3.0	One of SOST 201, STAT 100 or STAT 160
3.0	One of PHIL 270, PHIL 272, PHIL 273, PHIL 276, or KIN 205
0.00	KHS 100 (exempt if credit received for KHS 101)
0.00	KHS 300

0.00	KHS-001
0.00	KHS-002
0.00	KHS-003 (if completing 12-month internship)
	Seven Electives (may include max. two activity-based courses from KHS 131, KHS 132, KHS
72.0	Subtotal

Credit Hours	Sports and Recreation Management Internship Major Required Courses
Major Required	
3.0	SRS 130
3.0	SRS 230
3.0	SRS 340
3.0	SRS 440
3.0	SRS 450
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
3.0	ECON 100 (or ECON 201)
3.0	ECON 238
Major Elective	
	Choose five courses from: SRS 132, SRS 133, SRS 360, SRS 351, SRS 460, SRS 465 (KHS 443), BUS 205, BUS
48.0	Subtotal

Revised Core and Major

Credit Hours	Bachelor of Sports and Recreation Studies Internship Required Courses
Core Courses	
0.0	KHSR 100 (must be completed first term registered in Faculty)
0.0	KHSR 300
3.0	One of: KHSR 101 (KIN 101), ENGL 100, ACAD 100
3.0	KHSR 150
3.0	One of: KHSR 205 (KIN 205), PHIL 270, PHIL 272, PHIL 273, PHIL 276,
3.0	One of: KHSR 105 (KIN 105), INDG 100, SOC 214
3.0	KHSR 110 (KIN 110)
3.0	One of: KHSR 215 (KIN 115) or KHSR 216 ***Note: Therapeutic Recreation students can substitute with PSYC 101
3.0	KHSR 130 (KIN/SRS 241) or SRS 231 (KIN/SRS 120)
3.0	One of: STAT 100, STAT 160, SOST 201
3.0	KHSR 290 (KIN 220)
3.0	One of: KHSR 200 (KIN 420), SOC 211, SOC 212, SOC 208, PHIL 245

Credit Hours	Bachelor of Sports and Recreation Studies Internship Required Courses
36.0	Open Electives (no more than 6 credit hours can be KACT courses; minimum 12 credit hours 200-level or higher)
Internship Courses	
0.0	KHSR 011
0.0	KHSR 012
0.0	KHSR 013 (if applicable)
66.0	Subtotal
Sport and Recreation Management Internship (SRMI) Major Courses	
3.0	SRS 110
3.0	SRS 115
3.0	SRS 220
3.0	SRM 105 (SRS 105)
3.0	SRM 254
3.0	SRM 330 (SRS 230)
3.0	SRM 340 (SRS 340)
3.0	SRM 400
3.0	SRM 440 (SRS 440)
3.0	ECON 100
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 285
6.0	Choose any two SRM courses
6.0	Choose any two SRM or BUS courses
54.0	Subtotal 65.00% Major GPA required
120.0	Total 60.00% PGPA and 60.00% UGPA required
Note: BSRS core courses are as follows: SRM 105/THRC 305 SRS 110 SRS 115 SRS 220	

Rationale:

These changes incorporate the Bachelor of Sport and Recreation Studies degree changes and replaces Fieldwork (KHSR 400/405) with 15-credit hours of courses, distributed between Open Electives (increased by 6 credit hours to 36 credit hours total) and in the major (increased by 9 credit hours).

(end of Motion)

5.3 Program Revision – Bachelor of Kinesiology

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

Credit Hours	Core Required Courses
0.0	KHSR 100 (must be completed first term registered in Faculty)
<u>0.0</u>	<u>KHSR 300</u>
3.0	One of: KHSR 101, ACAD 100, ENGL 100, or EAP 100 and EAP 101 ** lowest grade will be used in Open Electives
3.0	KHSR 150
3.0	One of: KHSR 205 (KIN 205), PHIL 270, PHIL 272, PHIL 273, PHIL 276
3.0	One of: KHSR 105 (KIN 105), INDG 100, SOC 214
3.0	KHSR 110 (KIN 110)
3.0	One of: KHSR 215 (KIN 115) or KHSR 216
3.0	One of: KHSR 130 (KIN 241) or KIN 231 (KIN 120)
3.0	One of: STAT 100, STAT 160, SOST 201
3.0	KHSR 290 (KIN 220)
3.0	One of: KHSR 200 (KIN 420), SOC 211, SOC 212, SOC 208, PHIL 245
30.0	Open Electives (no more than 6 credit hours can be KACT courses; minimum 12 credit hours 200 level or higher)
Fieldwork	
9.0	KHSR 400
6.0	KHSR 405
75.0	Subtotal

Rationale:

KHSR 300 was inadvertently missed in the revised BKin core template for the BKin changes that were approved by Senate October 17, 2025. While KHSR 300 is a prerequisite for KHSR 400 and KHSR 405, and therefore would have to be completed regardless of this change, it will help students in their planning to ensure that they see the requirement within their degree audit.

At the January Council Committee on Undergraduate Admissions and Studies (CCUAS) meeting, the Committee recommended removal of EAP courses in the Bachelor of Kinesiology degree programs, consistent with other Kinesiology and Health Studies program revisions (certificates, diplomas, and degrees) considered by the Committee at that same meeting.

(end of Motion)

5.4 Program Revision – Bachelor of Sport and Recreation Studies Internship/Bachelor Business Administration Conjoint Program

MOTION: To revise the Bachelor of Sport and Recreation Studies Internship/Bachelor of Business Administration Conjoint program, effective 202620.

Credit hours	BBA/BSRS-SRMI Conjoint Program Required Courses
3.0	BUS 100
3.0	BUS 205
3.0	BUS 210
3.0	BUS 250
3.0	BUS 260
3.0	BUS 275
3.0	BUS 285
3.0	BUS 288
3.0	BUS 290
3.0	BUS 306
3.0	BUS 307
3.0	BUS 375
3.0	BUS 400
3.0	NEW BUS 4XX/ SRS 450 SRM 430 (cross listed)
6.0	Two of: BUS 312, 317, 414
12.0	Four BUS/ADMN electives
3.0	KIN 105 KHSR 105 (KIN 105) , INDG 100 or SOC 214 *
3.0	KIN 110 KHSR 110 (KIN 110)
3.0	KIN 115 KHSR 215 (KIN 115)
3.0	KIN 170
3.0	KHSR 150
3.0	KIN 220 KHSR 290 (KIN 220)
3.0	KIN 420 KHSR 200 (KIN 420) , SOC 211 , SOC 212 , SOC 208 or PHIL 245 *
3.0	SRS SRM 105
3.0	SRS 110
3.0	SRS 115
3.0	SRS 120 KHSR 130 (SRS 241) or SRS 231 (SRS 120)
3.0	SRS 130
3.0	SRS 215
3.0	SRM 254
3.0	SRS 220
3.0	SRS 230 SRM 330
3.0	SRS 320
3.0	SRM 400
3.0	SRS 440 SRM 440
3.0	THRC 200
6.0	Two SRM Courses

Credit hours	BBA/BSRS-SRMI Conjoint Program Required Courses
3.0	CS 100 or 110
3.0	ECON 201
3.0	ECON 202
3.0	ECON 238
3.0	ENGL 100
3.0	MATH 103 or 110
3.0	STAT 100
3.0	Open Elective
9.0	Three introductory courses selected from Humanities/Social Sciences
9.0	Three courses beyond the introductory level in Computer Science, Mathematics and Statistics, and/or Humanities/Social Sciences
Non-credit requirements	
0.0	BUS 007
0.0	BUS 009
<u>0.0</u>	<u>KHSR 011</u>
<u>0.0</u>	<u>KHSR 012</u>
<u>0.0</u>	<u>KHSR 013 (if applicable)</u>
0.0	<u>KHSR 100</u>
0.0	<u>KHSR 300</u>
150.0	Total Credit hours 65.00% PGPA and 60.00% UGPA required
*NOTE: Courses outside of the KHSR requirement chosen in these two options can be used in the 'Three introductory courses selected from Humanities/Social Sciences' or the 'Three courses beyond the introductory level in...' sections. This will result in students having additional open electives available to fulfill the program requirements.	

Rationale:

These revisions are based on the updates to the Bachelor of Sport and Recreation Studies, Sport and Recreation Management Internship. These changes do not affect the Bachelor of Business Administration requirements. These revisions must be approved in time for the February Senate meeting to take effect in 202620 in order to prevent any potential negative impacts on the students in the program.

(end of Motion)

5.5 New Program – Micro-Credential in Sport Media Production

MOTION: To create the Micro-credential in Sport Media Production, effective 202620.

Admission Requirements:

The Micro-credential in Sport Media Production is not a direct entry option for students. To be considered for the Micro-credential in Sport Media Production, students must complete an application.

Graduation Requirements:

To complete the Micro-credential in Sport Media Production, students must complete all program requirements with a minimum program grade point average (PGPA) of 65.00%

Program Requirements:**Micro-credential in Sports Media Production**

Credit Hours	Micro-credential in Sports Media Production Required Courses
3.0	SRM 252 – Sports Media Production
3.0	CTCH 211 – Digital Studio Tools
1.0	KHSR 051 (Creative Media Practicum I)
1.0	KHSR 052 (Creative Media Practicum II)
1.0	KHSR 053 (Creative Media Practicum III)
0.0	Set Safety & Protocol Training*
9.0	Total 65.00% PGPA and 60.00% UGPA required

*Set Safety & Protocol Training course must be completed as part of SRM 252. This is a two-part online course delivered by Sask Polytech with no admission requirements and a course fee of \$84.22 (before tax). Officially recognized by the Saskatchewan Media Production Industry Association (SMPIA).

This note will be included in the registration information as well as in the calendar.

Rationale:

Like the new Micro-credential in Athletic Therapy, the creation of this micro-credential allows formal recognition for students who spend a significant amount of time with the Creative Media Team supporting the University, the Faculty of KHSR and Varsity & Club Sport. It will allow for additional promotion of the opportunities within digital media production on campus. Creation of CMT practicums formalizes expectations currently in practice (i.e. MAP 499 – Professional Placement) and does not require any additional resources.

(end of Motion)

5.6 New Program – Micro-credential in Kinesiology, Health, Sport, and Recreation Internship

MOTION: To create the Micro-credential in Kinesiology, Health, Sport, and Recreation Internship, effective 202620.

Admission Requirements:

Completion of an undergraduate degree related to the internship opportunity. Admission is competitive; not all students who apply will be accepted.

Graduation Requirements:

Successful completion of three 1.0-credit internship courses.

Program Requirements:

Credit Hours	Micro-credential in Kinesiology, Health, Sport, and Recreation Internship
1.0	KHSR 001
1.0	KHSR 002
1.0	KHSR 003
3.0	Total credit hours
Note: All three internship terms must be completed in order to meet graduation requirements.	

This micro-credential includes a significant experiential learning component and will culminate in formal recognition of a paid work experience and recognize a commitment to continued learning. A certificate of completion will be presented provided students pass all requirements of the internship.

Also, there will be a notation on their transcript. By noting this micro-credential on the transcript, graduates are recognized for their specialized knowledge and hands-on experience. Completing this internship further distinguishes them in a competitive job market.

Admission Process:

1. Students must apply to the Faculty of Kinesiology and Health Studies to be considered for the internship. An undergraduate degree in the area being assigned for the internship is required.
2. The Faculty of Kinesiology and Health Studies will determine if the applicant is suitable for the internship. If approved, KHS notifies Enrolment Services to admit the student.

(end of Motion)

5.7 New Program – Indigenous Sexual and Reproductive Health Support Worker Certificate

MOTION: To create the Indigenous Sexual and Reproductive Health Support Worker Certificate, effective 202620.

Indigenous Sexual and Reproductive Health Support Worker Certificate

Credit Hours	Required Courses
3.0	INHS 100
3.0	INHS 130
3.0	INHS 135
6.0	INHS 139
3.0	INHS 200*
18.0	Total 60.00% PGPA and 65.00% UGPA required

*Taken concurrently with INHS 100 with permission. INHS 200 is a course on Indigenous Health concepts taught by an Kêhtê-ayak. The majority of students taking this program live in Indigenous communities and will be familiar with the content. This course might be eligible for PLAR.

Admission Requirements

Students apply to be admitted to the Indigenous Sexual and Reproductive Health Support Worker Certificate through the Indigenous Health program, First Nations University of Canada. Students may apply right out of high school with a minimum of 70% average and are required to meet the additional requirements listed under the undergraduate programs admission requirements from Canadian high schools section of the Calendar. Universities or Colleges Applicants who have attended another recognized university or college to be considered for admission on the basis of post-secondary studies, applicants must have attempted 24 credit hours or more of approved post-secondary courses with a minimum UGPA of 60.00%. Students who have completed less than the required number of credits at the post-secondary level will be admitted based on high school admission criteria and must provide an official high school transcript, unless they are over 21 years of age and qualify for Mature Admission. Applicants in unsatisfactory standing at their last institution may have to petition for admission. Mature admission may be granted to applicants for admission who have completed fewer than 24 credit hours of approved post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the term begins.

Rationale:

The intent is to provide training in the area of local and place-based Indigenous practices in Sexual and Reproductive Health for people and families in First Nations communities within the province of Saskatchewan; and to work with primary care services to include aspects of land-based Sexual and Reproductive Health into western health practice. This program will deliver an Indigenous Sexual and Reproductive Health Support Worker certificate that would include 18-credits and could be delivered online or through synchronized delivery to rural and northern communities. All courses will be developed collaboratively with Indigenous Kêhtê-ayak and Knowledge Keepers from various First Nations communities.

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

(end of Motion)

5.8 New Program – Indigenous End-of-Life Support Worker Certificate

MOTION: To create the Indigenous End-of-Life Support Worker Certificate Program, effective 202620.

Indigenous End of Life Support Worker Certificate

Credit Hours	Required Courses
3.0	INHS 100
3.0	INHS 200*
3.0	INHS 170
3.0	INHS 175
6.0	INHS 179
18.0	Total 60.00% PGPA and 60.00% UGPA required

*Taken concurrently with INHS 100 with permission. INHS 200 is a course on Indigenous Health concepts taught by an Kêhtê-ayak. The majority of students taking this program live in Indigenous communities and will be familiar with the content. This course might be eligible for PLAR.

Admission Requirements

Students apply to be admitted to the Indigenous End-of-Life Support Worker Certificate through the Indigenous Health program, First Nations University of Canada. Students may apply right out of high school with a minimum of 70% average and are required to meet the additional requirements listed under the undergraduate programs admission requirements from Canadian high schools section of the Calendar. Universities or Colleges Applicants who have attended another recognized university or college to be considered for admission on the basis of post-secondary studies, applicants must have attempted 24 credit hours or more of approved post-secondary courses with a minimum UGPA of 60%. Students who have completed less than the required number of credits at the post-secondary level will be admitted based on high school admission criteria and must provide an official high school transcript, unless they are over 21 years of age and qualify for Mature Admission. Applicants in unsatisfactory standing at their last institution may have to petition for admission. Mature admission may be granted to applicants for admission who have completed fewer than 24 credit hours of approved post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the term begins.

Rationale:

The intent is to provide training in the area of local and place-based Indigenous practices in end of life care for people and families in First Nations communities within the province of Saskatchewan; and to work with primary care services to include aspects of land-based end of life care into western health practice. This program will deliver an Indigenous End of Life Care Support Worker certificate that would include 18-credits and could be delivered online or through synchronized delivery to rural and northern communities . All courses will be developed collaboratively with Indigenous Kêhtê-ayak and Knowledge Keepers from various First Nations communities.

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

(end of Motion)

6. La Cité universitaire francophone

6.1 New Program – Certificate in Translation/ Certificat en traduction

MOTION: To create the Certificate in Translation/ Certificat en traduction, effective 202630.

Admission Requirements/ Conditions d'admission

Students who are registered for or have completed a FRN 300-level course are admissible to the program. Otherwise, a language placement test or permission of the program head is required.

Les étudiants qui sont inscrits ou qui ont complété un cours de niveau FRN 300 sont admissibles au programme. Si non, un test de placement ou la permission du chef du programme est requis.

Certificate in Translation

Credit hours	Certificate in Translation Required Courses
3.0	FRN 250AH Introduction to Translation
3.0	FRN 350AG General Translation
3.0	FRN 350AH Introduction to Terminology
3.0	FRN 450AG CAT Tools for Translators
6.0	Any two of the following language courses: <ul style="list-style-type: none"> • FRN 236 The Structure of Modern French • FRN 330AB Varieties of Canadian French • FRN 352 Critical Reading and Writing I • FRN 301 Achievement II
18.0	Total 65.00% PGPA and 60.00% UGPA required

Certificat en traduction

Heures-crédits	Cours exigés pour le Certificat en traduction
3.0	FRN 250AH Initiation à la traduction
3.0	FRN 350AG Traduction générale
3.0	FRN 350AH Initiation à la terminologie
3.0	FRN 450AG Les outils de TAO au service de traducteurs
6.0	2 des cours de langue suivants : <ul style="list-style-type: none"> • FRN 236 Structure du français moderne • FRN 330AB Variétés du français canadien • FRN 352 Lecture et écriture critiques I • FRN 301 Épanouissement II
18.0	MPC de 65.00% et UGPA 60.00% exigée

Justification/Rationale:

À l'heure actuelle, il existe une mineure en traduction, mais celle-ci n'est accessible qu'aux étudiants inscrits au baccalauréat du PÉFI. La création du certificat en traduction permettra aux étudiants de l'Université de Regina de suivre ce certificat conjointement avec leur programme ou comme titre de compétence autonome. Elle permettra également d'établir des partenariats avec d'autres établissements francophones, dont les étudiants ont déjà manifesté de l'intérêt pour étudier la traduction à l'Université de Regina. Le certificat soutiendra aussi les employés des organismes communautaires francophones en situation minoritaire qui sont appelés à traduire des documents entre le français et l'anglais.

Currently, there is a minor in translation, but this minor is only accessible to those students in the FFIS bachelor program. The creation of the Certificate in Translation will allow U of R students to take the certificate concurrently or as a stand alone credential. It will also allow for partnerships with other francophone institutions, whose students have already expressed an interest in studying translation at the UofR. The Certificate will also support employees in Francophone minority community organizations who are called on to translate materials between French and English.

The minor, which is identical in content to the proposed certificate program, is currently under review for possible suspension following the recommendation of CCUAS.

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

(end of Motion)

6.2 Undergraduate Calendar Revision – Stale-Dated Courses

MOTION: That the stale-dated courses regulations in the Undergraduate Calendar for La Cité universitaire francophone be revised, effective 202620.

MOTION : Que le règlement sur les cours périmés du calendrier de premier cycle de La Cité universitaire francophone soit révisé, effective 202620.

(EN p. 363 in the 2025-26 Undergraduate Calendar)

Stale-dated Courses

Students who are admitted or re-admitted to La Cité, having completed courses in their proposed major more than ~~10~~ **8** years ago, may be required to update their knowledge by repeating or taking additional courses in their major. These decisions are made by the recommendation of the head of the department offering the major or program. The earlier attempt at any passed courses that must be repeated under this regulation can be counted for elective credit.

(FR p. 371 in the 2025-26 Undergraduate Calendar)

Cours Obsolètes

Tout étudiant, admis ou réadmis à La Cité et ayant terminé des cours de son éventuelle majeure il y a plus de ~~dix (10)~~ **huit (8)** ans, peut avoir à remettre ses connaissances à jour en reprenant des cours ou en prenant des cours supplémentaires pour sa majeure. Tout cours réussi qui doit être repris en vertu de ce règlement peut compter comme crédit facultatif.

Justification/Rationale:

Harmoniser la politique de La Cité avec celle de la Faculté d'éducation et ainsi éviter des complications dans le "Degree Audit" pour les étudiants inscrits au programme BA-BED.

To harmonize La Cité's regulation with that of the Faculty of Education and thus avoid complications in the Degree Audit for students enrolled in the BA-BED program.

(end of Motion)

6.3 Program Suspension – Certificat en français langue seconde (CFLS)

MOTION: That the Certificat en français langue seconde (CFLS) be suspended, effective immediately.

MOTION: Que le Certificat en français langue seconde (CFLS) soit suspendu, avec effet immédiat.

Justification/Rationale:

Le CFLS n'est pas actuellement offert. Bien que La Cité n'offre pas le CFLS en septembre 2026, le programme est en cours de révision et de mise à jour afin de proposer une option durable et améliorée pour l'inscription et l'enregistrement à l'avenir.

The CFLS is not currently being offered. While La Cité is not teaching CFLS in September 2026, the program is being reviewed/updated to provide a sustainable and improved program option for enrolment and registration in the future.

(end of Motion)

7. FACULTY OF NURSING

7.1 Program Revision – Bachelor of Science in Nursing

MOTION: That the Bachelor of Science in Nursing (BScN) program be revised, effective 202620.

Bachelor of Science in Nursing (BScN)

Credit hours	Bachelor of Science in Nursing (BScN) Required Courses
3.0	CNUR 100
3.0	CNUR 101
3.0	CNUR 102
3.0	CNUR 103
3.0	CNUR 106
3.0	CNUR 107
3.0	CNUR 201
3.0	CNUR 202
3.0	CNUR 203
3.0	CNUR 204
3.0	CNUR 205
3.0	CNUR 206
3.0	CNUR 209
<u>3.0</u>	<u>CNUR 221</u>
<u>3.0</u>	<u>CNUR 222</u>
<u>3.0</u>	<u>CNUR 223</u>
<u>3.0</u>	<u>CNUR 224</u>
3.0	CNUR 300
3.0	CNUR 301
6.0	CNUR 302
6.0	CNUR 303
6.0	CNUR 304
6.0	CNUR 305
3.0	CNUR 400
6.0	CNUR 401
3.0	CNUR 402
6.0	CNUR 403
6.0	CNUR 404
93.0	Subtotal: 65.00% GPA required
3.0	BIOL 110 or KIN 261
3.0	BIOL 111 or KIN 262
3.0	BIOL 222
3.0	ENGL 100
3.0	INHS 100

Credit hours	Bachelor of Science in Nursing (BScN) Required Courses
3.0	STAT 100
9.0	Three Open Electives
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

At the February 2025 Senate meeting, program revisions to the Bachelor of Science in Nursing (BScN) program were approved. These revisions were made following a review of the 13 year-old program and included changes that reflected trends in nursing education, feedback from accreditation and program approvals, and feedback from faculty and students. These program changes were to be implemented in 202620.

Upon further consultation with regulatory bodies, the Saskatchewan Health Authority (SHA) and budgetary implications, revisions to the BScN program will not be as extensive as previously approved.

Revisions are reflected in the program template provided above and will continue to be effective 202620.

(end of Motion)

7.2 Program Revision – Bachelor of Science in Nursing Bilingual Option

MOTION: That the Bachelor of Science in Nursing (BScN) Bilingual Option program be revised, effective 202620.

Bachelor of Science in Nursing (BScN) Bilingual Option

Credit hours	BScN Bilingual Option Required Courses
3.0	CNUR 100
3.0	CNUR 101
3.0	CNUR 102
3.0	CNUR 103
3.0	CNUR 106
3.0	CNUR 107
3.0	CNUR 201
3.0	CNUR 202
3.0	CNUR 203

Credit hours	BScN Bilingual Option Required Courses
3.0	CNUR 204
3.0	CNUR 205
3.0	CNUR 206
3.0	CNUR 209
<u>3.0</u>	<u>CNUR 221</u>
<u>3.0</u>	<u>CNUR 222</u>
<u>3.0</u>	<u>CNUR 223</u>
<u>3.0</u>	<u>CNUR 224</u>
3.0	CNUR 300
3.0	CNUR 301
6.0	CNUR 302
6.0	CNUR 303
6.0	CNUR 304
6.0	CNUR 305
3.0	CNUR 400
6.0	CNUR 401
3.0	CNUR 402
6.0	CNUR 403
6.0	CNUR 404
93.0	Subtotal: 65.00% GPA required
42 credit hours of CNUR courses must be completed in French	
3.0	BIOL 110 or KIN 261
3.0	BIOL 111 or KIN 262
3.0	BIOL 222
3.0	FRN 352 (FR)
3.0	INDG 100 (FR)
3.0	STAT 100 (FR)
3.0	FRN 340AI Directed Elective (FR)
6.0	Two Open Electives (FR)
120.0	Total: 65.00% PGPA and 60.00% UGPA required
(FR) denotes courses delivered in French	
*Theory provided in English; clinical provided in French	

Rationale:

At the February 2025 Senate meeting, program revisions to the Bachelor of Science in Nursing (BScN) Bilingual Option program were approved. These revisions were made following a review of the 13 year-old program and included changes that reflected trends in nursing education, feedback from accreditation and program approvals, and feedback from faculty and students. These program changes were to be implemented in 2026/20.

Upon further consultation with regulatory bodies, the Saskatchewan Health Authority (SHA) and

budgetary implications, revisions to the BScN program will not be as extensive as previously approved. Revisions are reflected in the program template provided and will continue to be effective 202620.

(end of Motion)

7.3 Program Revision – Registered Psychiatric Nursing (RPN) to Bachelor of Science in Nursing (BScN)

MOTION: That the Registered Psychiatric Nursing to Bachelor of Science in Nursing program be revised, effective 202720.

Registered Psychiatric Nursing (RPN) to Bachelor of Science in Nursing (BScN)

Credit hours	RPN to BScN Required Courses
3.0	CNUR 203
3.0	CNUR 204
<u>3.0</u>	<u>CNUR 221</u>
<u>3.0</u>	<u>CNUR 222</u>
<u>3.0</u>	<u>CNUR 223</u>
<u>3.0</u>	<u>CNUR 224</u>
3.0	CNUR 205
3.0	CNUR 206
3.0	CNUR 209
3.0	CNUR 301
6.0	CNUR 302
6.0	CNUR 303
6.0	CNUR 305
3.0	CNUR 400
6.0	CNUR 401
3.0	CNUR 402
6.0	CNUR 403
6.0	CNUR 404
60.0	Subtotal: 65.00% GPA required
3.0	BIOL 222
3.0	INHS 100
3.0	STAT 100
3.0	ENGL 100
3.0	Open Elective

Credit hours	RPN to BScN Required Courses
15.0	Subtotal
45.0	Previously completed approved psychiatric nursing program with current RPNAS licensure
120.00	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

At the February 2025 Senate meeting, the Registered Psychiatric Nursing to Bachelor of Science in Nursing pathway was created, effective 202720. Since that approval, revisions to the Bachelor of Science in Nursing program have been proposed, as such the above revisions bring the Registered Psychiatric Nursing to Bachelor of Science in Nursing program in alignment with the Bachelor of Science in Nursing program.

The program will continue to be effective 202720.

(end of Motion)

7.4 Program Revision – Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BScN)

MOTION: That the Licensed Practical Nurse to Bachelor Science in Nursing program be revised, effective 202720.

Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BScN)

Credit hours	LPN to BScN Required Courses
3.0	CNUR 201
3.0	CNUR 203
3.0	CNUR 204
3.0	CNUR 206
3.0	CNUR 209
<u>3.0</u>	<u>CNUR 223</u>
<u>3.0</u>	<u>CNUR 224</u>
3.0	CNUR 300
3.0	CNUR 301
6.0	CNUR 302
6.0	CNUR 303
6.0	CNUR 304
6.0	CNUR 305

Credit hours	LPN to BScN Required Courses
3.0	CNUR 400
6.0	CNUR 401
3.0	CNUR 402
6.0	CNUR 403
6.0	CNUR 404
69.0	Subtotal: 65% GPA required
3.0	BIOL 222
3.0	INHS 100
3.0	STAT 100
3.0	ENGL 100
3.0	Open Elective
15.0	Subtotal
36.0	Previously completed approved practical nursing program
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

The Licensed Practical Nursing to Bachelor of Science in Nursing program is being revised to bring the changes in alignment with the Bachelor of Science in Nursing program.

(end of Motion)

8. FACULTY OF SCIENCE**8.1 Admission Requirement Revision – Faculty of Science Admission, Re-admission, and Transfer Regulation**

MOTION: To revise the Faculty of Science “Admission, Re-Admission, and Transfer” regulation in the Undergraduate Calendar, effective 202620.

2025-2026 University of Regina Undergraduate Calendar pg. 292 (pg. 294 online version)

Admission, Re-admission, and Transfer

~~Please refer to the Undergraduate Admissions section for University policies on Admission, Re-admission, and Transfer.~~

[Students admitted, re-admitted, or transferred into the Faculty must meet program requirements as indicated in the undergraduate calendar in effect at the time of the admission, re-admission, or transfer \(subject to further program changes\). See the Undergraduate Admissions section.](#)

Rationale:

This update allows us to specify program requirements for admissions, re-admissions, and transfers, because different programs have different entrance requirements.

(end of Motion)

8.2 Admission Requirement Revision – Faculty of Science Restriction on Transfer Regulation

MOTION: To revise the Faculty of Science Restrictions on Transfer” regulation in the Undergraduate Calendar, effective 202620.

2025-2026 University of Regina Undergraduate Calendar pg. 292 (pg. 294 online version)

Restrictions on Transfer

~~Applicants for transfer to the Faculty of Science from another faculty or another post-secondary institution must meet the High School Admission criteria of the Faculty of Science (see Admissions section, minimum average of 70.00%), or have completed 15 credit hours as listed in the Admissions section.~~

[To transfer into the Faculty of Science from another faculty or another post-secondary institution, applicants must meet the Faculty of Science’s high school admission requirements \(with a minimum average of 70.00%\) or have completed 15 credit hours as listed in the Undergraduate Admissions section.](#)

[Applicants seeking transfer into a Department of Computer Science program must meet the program grade point average requirements listed in the undergraduate calendar in effect at the time of admission, readmission, or transfer. They must also have completed and earned a minimum grade of 65.00% in CS 110 and a passing grade in MATH 110. See the Undergraduate Admissions section for more details.](#)

Students who have failed more than 15.0 credit hours are not eligible for transfer to the Faculty of Science except by permission of the Associate Dean (Academic).

Applicants who have failed a core requirement of the Faculty of Science (CS 110, MATH 110, ENGL 100, or ENGL 110), after the maximum number of repeat attempts are not admissible except by permission of the Associate Dean (Academic).

Rationale:

Students will often start in another program and then switch to Computer Science and then face difficulties with the coursework in their new program. The admissions requirements for Computer Science programs are higher than that of many other programs, and there are internal course requirements for proceeding through the program. This change is to ensure that students meet the

requirements of the program prior to transferring. This restriction has the potential to see more students succeed in a program that is best suited to their abilities.

(end of Motion)

8.3 Admission Requirement Revision – Faculty of Science Admission Requirements

MOTION: To revise the Faculty of Science admission requirements, effective 202620.

Rationale:

The changes ensure that all students seeking entry to the Computer Science Department have the requirements necessary to succeed in one of the Department's program.

Faculty	Non-Canadian High School Requirements	Additional Requirements
Science (U of R, Campion, Luther, or FNUniv)	<p>Minimum 70% average using the following courses:</p> <ul style="list-style-type: none">• One Language Arts course¹• Pre-Calculus• Two of Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics <p>Applicants must have at least one Science course requirement.</p> <p>*The admission average required for the Computer Science major may be higher than the minimum required for admission to the Faculty of Science, as enrolment limits may be required to ensure appropriate program delivery*</p>	<p>Science Qualifying</p> <p>Applicants who are missing one subject used for admission (providing they have a least one of the Science subjects) or have a high school admission average between 65.00% and 69.99% will be admitted as a Science Qualifying student with conditions placed on their admission. Computer Science does not accept qualifying students.</p> <p>Computer Science:</p> <p>The minimum average cut-off for admission to the Computer Science major will be set on an annual basis based on enrolment capacity. Until Spring/Summer 2025 the minimum average required is 70%. For the Fall 2025 intake and after, until further notice, the minimum average required will be 80%.</p> <p>Admission to Bachelor of Science in Computer Science, Business concentration is suspended as of September 2, 2025.</p> <p>Admission to Software Systems Development major is suspended as of September 2, 2025.</p>

Faculty	New Applicants or Current U of R Students with Less than 15 Credit Hours	University of Regina Internal Transfer Current and Returning Students	Additional Program Specific Admission Requirements
Science (U of R, Campion, Luther, or FNUniv)	<p>If applicants have attempted fewer than 15 credit hours, their admission will be based on high school admission requirements.</p> <p>Post-secondary applicants must also have successfully completed course work in math and sciences at either the post-secondary or secondary school level.</p> <p><u>*The admission average required for the Computer Science major may be higher than the minimum required for admission to the Faculty of Science, as enrolment limits may be required to ensure appropriate program delivery*</u></p>	<p>Applicants who have attempted 15 credit hours or more of approved post-secondary education must have a minimum AGPA of 65% on the most recent 30 credit hours of post-secondary courses attempted.</p> <p><u>For students seeking entrance into a program offered by the Department of Computer Science, they must have a minimum AGPA of 70.00% on the most recent 30 credit hours of post-secondary courses attempted and must have completed and earned a minimum grade of 65.00% in CS 110 and a passing grade in MATH 110.</u></p> <p>If applicants have attempted fewer than 15 credit hours, their admission will be based on high school admission requirements.</p> <p>Post-secondary applicants must also have successfully completed course work in math and sciences at either the post-secondary or secondary school level.</p>	<p>Applicants who have failed more than 15 credit hours of university courses are not admissible except by permission of the Faculty.</p> <p>Applicants who have failed a core requirement of the Faculty of Science (CS 110, Math 110, English 100 or 110) after the maximum number of repeat attempts are not admissible except by permission of the Faculty.</p> <p>Science Qualifying Program</p> <p>Applicants who have attempted 15 credit hours or more of approved post-secondary courses with an AGPA of 60- 64.99% (based on a maximum of their 30 most recent credit hours of approved courses) OR who have not completed the indicated course requirements may be admitted as a Science Qualifying student.</p> <p>In cases where the AGPA on the most recent 30 credit hours of approved courses is less than 60%, admission to the Science Qualifying program will be considered based on a minimum AGPA of 60% on all approved post-secondary courses.</p> <p>BSc in Chemical Technology</p> <p>Must also present the SIAST/SK Polytech Diploma in Chemical Technology with a 60% GPA.</p> <p>BSc in Environmental</p> <p>Biology Require a completed Diploma of Integrated Resource Management from Saskatchewan Polytechnic Diploma in Renewable Resource Management from Lethbridge College, Diploma in Wildlife and Fisheries Conservation from Lakeland College; or Diploma in Conservation and Restoration Ecology from Lakeland College with a minimum 60% graduating average and a passing grade in Pre-Calculus 30 or equivalent.</p> <p>Bachelor of Medical Radiation Technology</p> <p>Requires completion of a two-year Medical Radiation Technology Diploma Program in Canada that is recognized by the Canadian Association of Medical Radiation Technologists (such as the Medical Radiologic Technology Diploma from Saskatchewan Polytechnic) with a minimum 60% graduating average in addition to meeting the high school admission requirements for the Faculty of Science. Internationally Educated Medical Radiation Technologists with CAMRT certification will also be considered.</p> <p>Bachelor of Medical Laboratory Science</p> <p>Requires a completed Diploma in Medical Laboratory Technology from Saskatchewan Polytechnic with a minimum 60% graduating average and a passing grade in Pre-Calculus 30 or equivalent.</p>

Faculty	New Applicants or Current U of R Students with Less than 15 Credit Hours	University of Regina Internal Transfer Current and Returning Students	Additional Program Specific Admission Requirements
			<p>Diploma in General Science</p> <p>Students who have earned a previous degree in Science or Engineering at a Canadian post-secondary institution, or students who have completed the required courses while enrolled in a degree program at the University of Regina, will not be eligible for admissions into the General Science Diploma program.</p> <p>Diploma in Computer Science</p> <p>Applicants who have more than two years of studies in the areas of Computer Science, Computer Engineering, or a related discipline may not enroll in the Diploma of Computer Science, except with special permission of the Faculty.</p> <p>Certificate in the Foundations of Science</p> <p>Students who have earned a previous degree or two-year diploma in Science or Engineering at a Canadian post-secondary institution, or who have completed the requirements to graduate with a bachelor's degree (or higher) in Science or Engineering are not admissible to the Certificate in the Foundations of Science.</p> <p>Admission to Software Systems Development major is suspended as of September 2, 2025.</p> <p>Admission to Bachelor of Science in Computer Science, Business concentration is suspended as of September 2, 2025.</p>

(end of Motion)

8.4 New Program – Data Science Internship Program

MOTION: To create the Data Science Internship program, effective 202630.

Preamble: In recognition of the importance of experiential learning for Data Science students, and in response to increasing demand for industry-ready graduates, the Department of Mathematics and Statistics and the Department of Computer Science propose to establish an Internship Program for the Data Science program.

1. Eligibility:

- Students must be enrolled in the Bachelor of Science in Data Science program.
- Students are normally expected to have completed at least 90 credit hours (three full years) and at most 110 credit hours with a minimum Program GPA of 75% prior to beginning the internship.
- Students must apply for admission to the program through the Centre for Experiential and Service Learning (CESL) and meet all University of Regina internship requirements.

2. Structure and Duration:

- Students may complete a **12 month** or **16 month** internship experience, typically taken as three or four consecutive four-month work terms.
- Each work term will be recorded on the student's transcript through registration in a zero-credit, Pass/Fail internship course (e.g., **DATA 041–044**).

3. Academic and Reporting Requirements:

- Students must submit a written report at the end of each work term, to be evaluated by a faculty member in Mathematics and Statistics or Computer Science in consultation with the Faculty of Science.
- Employer evaluations will also form part of the assessment.
- Internship performance is recorded as *Pass* or *Fail* and does not affect the student's GPA.

4. Recognition:

- Students who successfully complete the Internship Program will have the designation **"Internship Program in Data Science"** recorded on both their transcript and degree parchment.

5. Administration:

- The Internship Program will be coordinated jointly by the Department of Mathematics and Statistics, Department of Computer Science, and CESL.
- CESL will be responsible for placement logistics, while the Departments will oversee academic oversight and reporting requirements.

Rationale:

The Internship Program will enhance student learning by integrating classroom theory with relevant work experience, improve career readiness for Data Science graduates, and build stronger connections

with employers. The structure mirrors the proven Actuarial Science Internship Program, ensuring consistency and quality across departmental experiential learning opportunities.

(end of Motion)

8.5 New Program – Certificate in Health and Medical Pre-Professional Sciences

MOTION: To create a certificate in Health and Medical Pre-Professional Sciences, effective 202620.

Credit hours	Certificate in Health and Medical Pre-Professional Sciences Required Courses
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104
3.0	CHEM 105
3.0	MATH 110
3.0	PHYS 109 or 111
3.0	STAT 160
21.0	Subtotal
3.0	ENGL 100
3.0	One of BIOL 224, BIOC 220, KIN 261, PSYC 101
3.0	Open elective
30.0	Total: 65.00% PGPA and 60.00% UGPA required
Note: It is recommended that pre-medical students use the open elective to fulfil the Indigenous Studies course requirements if required by medical school(s) of interest. Please refer to the medical school of interest regarding this requirement.	

Admission Requirements

The same as those for entry into Science (not computer science).

Rationale:

Some professional programs allow students entry before completing a BSc, whereas other students seeking to enter professional programs fail to meet the requirements. This program allows students to earn a credential for their efforts. The certificate ladders into a BSc.

Please see **Attachment G** for the Registrar's Undergraduate Programming Questionnaire.

(end of Motion)

8.6 Program Revision – Bachelor of Science in Data Science

MOTION: To revise the Bachelor of Science in Data Science, effective 202620.

2025-2026 University of Regina Undergraduate Calendar pg. 316 and 324

Credit hours	BSc in Data Science Required Courses
3.0	CS 110
3.0	CS 115
3.0	CS 165 or STAT 165
3.0	CS 210
3.0	CS 215
3.0	CS 220 (formerly CS 310)
3.0	CS 265
3.0	CS 280
3.0	CS 261 or MATH 261
3.0	CS 320
3.0	CS 321 (new course)
3.0	CS 340
3.0	CS 365
3.0	CS 375
3.0	CS 465
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 221
3.0	STAT 160
3.0	STAT 251 or MATH 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 354
3.0	STAT 418
9.0	Three MATH, STAT, or CS courses at 300-level or higher
3.0	CS 496 or STAT 496
84.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
9.0 12.0	Three Four Open electives
120.0	Total: 65.00% Program GPA required

Rationale:

As part of the CIPS accreditation process, the Department of Computer Science has undertaken a curriculum mapping exercise to identify changes needed to align our courses to the ACM/IEEE-CS/AAAI Computer Science Curriculum 2023 (<https://csed.acm.org>). The restructuring of core CS courses to align with this curriculum has resulted in changes to existing course numbers and prerequisites. The changes to the B.Sc. in Data Science reflect these course changes.

CS 215 (Web & Database Programming) has been renumbered to CS 285. However, there is a new prerequisite pathway to this course that does not align with the Data Science program. As a result, this course has been removed from this program.

CS 220 (Theoretical Foundations) is a re-numbering and re-naming of CS 310 (Discrete Computational Structures). Moving this course to the 200-level has allowed it to become a prerequisite for two other core courses in the Data Science program (CS 320 and CS 340), ensuring that students have been exposed to the theoretical foundations of Computer Science before proceeding to advanced courses.

CS 280 (Society, Ethics, and the Profession) will be updated to focus on issues associated specifically with Computer Science. While there are similar issues in Data Science, these topics are already covered in two other courses in this program: CS 365 and STAT/CS 496. As a result, this course has been removed from the program.

CS 321 (Machine Learning) is a new course. Previously, an introduction to machine learning was taught in CS 320 (Artificial Intelligence). Given the significant growth and importance of machine learning, it will now be its own course, with CS 320 as a prerequisite. As machine learning is an important aspect of Data Science, it has been added to this program.

The net result of these changes is that there is one less course required by the program. This has been moved to the Open Electives category to give students flexibility in customizing their Data Science degree.

(end of Motion)

8.7 Program Revision – Bachelor of Science and Bachelor of Science Honours Combined Major in Computer Science and Mathematics

MOTION: To revise the Bachelor of Science and Bachelor of Science Honours, Combined Major in Computer Science and Mathematics, effective 202620.

2025-2026 University of Regina Undergraduate Calendar pg. 315 and 325

Credit hours	BSc Combined Major in Computer Science and Mathematics Required Courses
3.0	CS 110

Credit hours	BSc Combined Major in Computer Science and Mathematics Required Courses
3.0	CS 115
3.0	CS 201
3.0	CS 210
3.0	CS 215 (removed course)
3.0	CS 220 (formerly CS 310)
3.0	CS 261 or MATH 261
3.0	CS 320
<u>3.0</u>	<u>CS 321</u> (new course)
3.0	CS 340
3.0	CS 361 or MATH 361
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221
3.0	MATH 222
3.0	MATH 223
3.0	MATH 305
3.0	MATH 312
3.0	MATH 327
3.0	STAT 160 or STAT 200
9.0	Three MATH or CS courses at 300-level or higher
75.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
21.0	Seven Open electives
120.0	Total: 65.00% Program GPA required

Credit hours	BSc Honours Combined Major in Computer Science and Mathematics Required Courses
3.0	CS 110
3.0	CS 115
3.0	CS 201
3.0	CS 210
3.0	CS 215 (removed course)
3.0	CS 220 (formerly CS 310)

Credit hours	BSc Honours Combined Major in Computer Science and Mathematics Required Courses
3.0	CS 261 or MATH 261
3.0	CS 320
3.0	CS 321 (new course)
3.0	CS 340
3.0	CS 361 or MATH 361
3.0	CS 412
0.0	Either the three CS Honours courses (CS 488, CS 498, and CS 499) or the two MATH honours courses (MATH 497 and MATH 498)
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221
3.0	MATH 222
3.0	MATH 223
3.0	MATH 305
3.0	MATH 312
3.0	MATH 313
3.0	MATH 327
3.0	STAT 160 or STAT 200
6.0	Two courses from: MATH 322, 323, 329, 427; CS 410, 411
6.0	Two courses from: MATH 301, 381, CS 350, or 461
90.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
6.0	Two Natural Science electives
6.0	Two Open electives
120.0	Total: 65.00% Program GPA required

Rationale:

As part of the CIPS accreditation process, the Department of Computer Science has undertaken a curriculum mapping exercise to identify changes needed to align our courses to the ACM/IEEE-CS/AAAI Computer Science Curriculum 2023 (<https://csed.acm.org>). The restructuring of core CS courses to align with this curriculum has resulted in the creation of new courses, as well as changes to existing course

numbers and prerequisites. The changes to the B.Sc. in Combined Major in Computer Science and Mathematics reflect these course changes.

CS 220 (Theoretical Foundations) is a re-numbering and re-naming of CS 310 (Discrete Computational Structures). Moving this course to the 200-level has allowed it to become a prerequisite for two other core courses in the Data Science program (CS 320 and CS 340), ensuring that students have been exposed to the theoretical foundations of Computer Science before proceeding to advanced courses.

CS 215 (Web & Database Programming) has been removed from this program, as it is not well aligned with the mathematical aspect of Computer Science. This makes space for a new course to be added to this program.

CS 321 (Machine Learning) is a new course. Previously, an introduction to machine learning was taught in CS 320 (Artificial Intelligence). Given the significant growth and importance of machine learning, it will now be its own course, with CS 320 as a prerequisite. As machine learning is an important aspect of many aspects of Computer Science, it has been added to this program.

The prerequisite structure has been streamlined to give students flexibility for customizing their degree to match their other interests.

(end of Motion)

9. FACULTY OF SOCIAL WORK

9.1 New Program – Bachelor of Social Work Bilingual Option

MOTION: To create the Bachelor of Social Work Bilingual Option program, effective 202630.

Admission Requirements

This program would be a direct entry program from high school, and students must meet the Domestic High School admission requirements or international student admission requirements. Applicants to the bilingual option must present proof of English and French proficiency through ELP requirements or the written test through La Cité. If a student has graduated from a Fransaskois high school or from a French immersion program, the French proof of proficiency will have been met. There will be one intake per year starting in the fall semesters. Students who wish to switch to the English BSW must apply through regular BSW application process. This is required for proper program planning until the program grows to offer a regular rotation of French language delivered courses.

Students in the bilingual option will follow a specific pathway to earn a bilingual French/English designation on their degree.

The current high school requirements are:

Applicants must achieve Saskatchewan Secondary Level or Adult 12 Standing and meet the specific requirements of their faculty as shown below:

* Successful completion of Français Fransaskois A30 or B30 or Français immersion 30 with a minimum grade of 70%, or completion of the La Cité online placement test and obtain the FRN level 201 or higher.

This will have to be updated/be included for the 2027 high school admission requirements.

Post Secondary Admission Requirements

Applicants who have attempted 15 or more credits hours of approved post-secondary education (by the application deadline) must meet the following criteria:

- Successful completion of the required high school courses or a post-secondary equivalent.
- A minimum 70% Application Grade Point Average (AGPA) on the last 30 credit hours of postsecondary studies presented.
- Student must also complete of Français Fransaskois A30 or B30 or Français immersion 30 with a minimum grade of 70%, or completion of the La Cité online placement test and obtain the FRN level 201 or higher.

Bachelor of Social Work Bilingual Option

The Bachelor of Social Work Bilingual Option program consists of 120 credit hours, including General University Studies (GUS) courses and Social Work (SW) courses. The GUS portion includes 57 credit hours (19 courses) as outlined in the University of Regina Calendar. Of these, 21 credit hours (37%) are electives. Students must also complete 63 credit hours of Social Work courses, including two practicums.

Students will complete 53% of their GUS credit hours in French, and will complete 52% of their SW credit hours in French

Students must also achieve a 60% UGPA, a 70% PGPA, and a 70% GPA on the social work studies section of the BSW program in order to graduate.

Students who wish to switch to the English BSW must apply through the formal BSW application process.

Credit Hours	BSW Bilingual Option Required Courses	Language
General University Studies		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	FRN 352	French
3.0	INDG 100	French
3.0	INDG 200-level or higher or FRN 371	
3.0	PSYC 101	
3.0	SOC 100	
6.0	Two SOC 200-level or higher courses	

Credit Hours	BSW Bilingual Option Required Courses	Language
3.0	WGST 100	
3.0	FRN 340AI	French
3.0	FRN 350AI	French
18.0	Six Open Electives. May include max 9 credit hours of SW/INSW courses	French
3.0	One Open Elective. May include max 9 credit hours of SW/INSW courses	
57.0	Total General University Studies credit hours	
Social Work Studies		
3.0	SW 100	French
3.0	SW 202	
3.0	SW 345	
3.0	SW 346	
3.0	SW 347	
3.0	SW 350	
3.0	SW 390	French
3.0	SW 405	
3.0	SW 451	
3.0	SW 460	
3.0	SW 469	
6.0	Two SW electives	French
3.0	One SW elective	
6.0	SW 348	French
15.0	SW 448	French
63.0	Total Social Work Studies credit hours	
120.0	TOTAL	

Rationale:

There is a need in Saskatchewan for bilingual Social Work professionals to serve the needs of Francophone clients. This will allow for the training of social work specialists who are not only able to intervene directly with Francophones and remote Francophone communities in a minority setting, but also to understand the reality of Saskatchewan's Francophone communities. The CASW Code of Ethics, Values and Guiding Principles Value 2 states that Social Workers uphold the principles of social justice related to the rights of individuals, families, groups, organizations, and communities to receive fair and equitable access to services, resources, and opportunities and to be free of oppression, racism, and discrimination. This includes the right of people to receive services in the French or English language and not through the services of a translator.

The key deliverables and/or goals of this proposed program are as follows:

1. Expand Access to Bilingual Social Work Education

Provide an additional pathway for Francophone and bilingual students to complete a Bachelor of Social Work (BSW) degree at the University of Regina. Address the limited access to French-language post-secondary social work education in Saskatchewan and Western Canada.

2. Develop Bilingual Professional Capacity

Prepare graduates to serve Francophone and bilingual communities in Saskatchewan and beyond. Strengthen French-language service delivery in alignment with the *French-language Services Policy (SK)*

and the *Official Languages Act (Canada)*. Support workforce development to meet labour shortages in bilingual social work positions across health, education, and justice sectors.

3. Support Equity, Diversity, and Inclusion

Advance the Faculty's and University's strategic commitments to social justice, equity, and inclusion. Reduce barriers to academic success by offering instruction, advising, and practicum placements in students' preferred official language.

4. Enhance Student Success and Experience

Promote academic achievement and retention through bilingual instruction and culturally responsive supports. Offer bilingual practicum opportunities within Francophone and bilingual agencies. Strengthen communication and professional skills in both French and English.

5. Promote Academic Innovation and Institutional Leadership

Position the University of Regina as a leader in bilingual professional education in Western Canada. Encourage bilingual curriculum development, team-teaching models, and bilingual research and publication opportunities. Create a foundation for future bilingual graduate programs or micro-credentials

Please see **Attachment H** for the Registrar's Undergraduate Programming Questionnaire.

(end of Motion)

9.2 New Program – Bachelor of Social Work After Degree

MOTION: To create the Bachelor of Social Work After Degree program, effective 202630.

Admission Requirements

Applicants must hold a 3- or 4-year Social Science degree, or another degree program with permission of the Associate Dean, from an approved/accredited Canadian post-secondary institution with a minimum graduating UGPA of 70%.

Applicants who do not have a 70% UGPA from their previous degree will complete the Pre-Social Work requirements and can apply to the full BSW Program.

Bachelor of Social Work – After-Degree

The Bachelor of Social Work After-Degree program consists of 60 credit hours that includes 39 credit hours of SW courses, and two practicums. SW 348 (Practicum I) is 6 credit hours, and SW 448 (Practicum II) is full time 15 credit hours.

Applicants must hold a 3- or 4-year Social Science (Psychology, Sociology, Human Justice, Women & Gender Studies, Education, etc.) degree from an approved/accredited Canadian post-secondary institution with a minimum graduating UGPA of 70%.

Credit Hours	BSW After-Degree required courses
3.0	SW 200
3.0	SW 345
3.0	SW 346
3.0	SW 347
3.0	SW 350
3.0	SW 390
3.0	SW 405
3.0	SW 451
3.0	SW 460
3.0	SW 469
9.0	Three SW electives
6.0	SW 348
15.0	SW 448
60.0	Total

Rationale:

The Bachelor of Social Work After Degree program will increase enrolment, streamline the path to graduation for students with related degrees, and align with similar offerings at other institutions. It allows degree-holding students to complete the BSW in two years and recognizes prior education. This approach supports academic efficiency, meets student demand for accelerated professional programs, and helps the faculty attract and retain strong candidates while maintaining program integrity.

The key deliverables and/or goals of this proposed program are as follows:

1. **Provide an accelerated pathway** for students who already hold a related undergraduate degree to complete the Bachelor of Social Work (BSW) in two years, supporting academic efficiency and faster progression to professional practice.
2. **Recognize prior learning and academic achievement** by allowing students to build upon existing social science education, reducing course duplication and overall program length.
3. **Increase accessibility** to social work education by creating a new entry point for learners with previous degrees, including those from underrepresented, northern, and mature student populations.
4. **Strengthen workforce development** by producing qualified social work professionals more efficiently to help meet labour market needs in Saskatchewan and across Canada.
5. **Enhance student success and engagement** by offering a program that is flexible, relevant, and aligned with students' academic and professional goals.
6. **Promote academic excellence and innovation** through a streamlined, high-quality program that mirrors other successful post-degree models within the University (e.g., Nursing, Education).
7. **Contribute to institutional growth and sustainability** by attracting new applicants, increasing

enrolment, and positioning the Faculty of Social Work as a leader in responsive and accessible professional education.

Please see **Attachment I** for the Registrar's Undergraduate Programming Questionnaire.

(end of Motion)

10. REGISTRAR'S OFFICE

10.1 Undergraduate Calendar Revision – Appeal of Grade

MOTION: To revise the Appeal of Grade section in the Undergraduate Calendar, effective 202620.

pp. 53-54 of the 2025-2026 Undergraduate Calendar

~~Appeal of Grade~~ Reassessment of Grade

Students have the right to ~~appeal~~ request a reassessment of any grade, including a grade in a practicum course. ~~An appeal-~~ A reassessment of grade can be made while the course is in progress for a specific piece of course work or when the course is finished. ~~An appeal-~~ A reassessment of grade can be procedural, or substantive as outlined below.

Deadline for Making an ~~Appeal of Grade~~ Reassessment of Grade

For both procedural and substantive ~~appeals~~ reassessments, students must submit their ~~request~~ appeal within 20 business days of receiving the grade for a piece of course work. In the case of ~~an appeal-~~ a reassessment of final grade, the ~~appeal~~ request must be made within 20 business days of the final grade being posted to their UR Self-Service account.

Deadline for Responding to ~~an Appeal of Grade-~~ a Reassessment of Grade

For both procedural and substantive ~~appeals~~ reassessments, the deadline for a faculty, federated college, or academic unit to respond is 20 business days. This includes ~~an appeal-~~ a request for reassessment on a piece of course work or ~~an appeal-~~ a reassessment of final grade- of final grade-

Potential ~~Appeal of Grade~~ Reassessment of Grade Outcomes

~~An appeal of grade-~~ A reassessment of grade has three potential outcomes:

- the grade remains the same;
- the grade is raised; or
- the grade is lowered.

Procedural ~~Appeal of Grade~~ Reassessment of Grade

A procedural ~~appeal of grade~~ reassessment of grade is initiated when a student believes that there has been a procedural error in the calculation of their grade.

Procedural ~~Appeal of Grade~~ Reassessment of Grade – Procedure

In these cases, the student will contact the instructor of the course and make a request for the calculation of their grade to be reviewed. The instructor will review the grading records and, if an error is found, the grade will be changed accordingly. A student who is unable to contact the instructor should contact the faculty, federated college, or academic unit offering the course so that it can be escalated to the appropriate faculty member for assistance. Grade changes will be submitted to the Registrar's Office. Grade changes at the graduate level are first submitted to the Faculty of Graduate Studies and Research for approval.

Substantive ~~Appeal of Grade~~ Reassessment of Grade

A substantive ~~appeal of grade~~ [reassessment of grade](#) is initiated when:

- a student believes a grade to course work was assigned on some basis other than academic achievement; or
- the published evaluation standards differ from the evaluation standards applied to the assigned grade.

The student must clearly state the reasons for initiating the ~~appeal~~ [reassessment](#).

Substantive ~~Appeal of Grade~~ [Reassessment of Grade](#) Procedure

A substantive ~~appeal of grade~~ [reassessment of grade](#) is initiated by the student through having an informal discussion of the grade with the course instructor. This informal discussion can help to facilitate misunderstandings about the grade as well as to help the student understand how the grade was determined.

Formal Submission

If a student is not satisfied with the outcome of the informal discussion, they may submit a formal ~~appeal~~ [reassessment](#) of grade to the Registrar's Office. The following must be submitted:

- a completed [Appeal of Grade Reassessment of Grade](#) form;
- a letter specifying the grounds for the appeal and the date of the
- informal discussion with the instructor;
- the original (graded) copy of the course work (students are responsible to retain original (graded) copies of their course work, including downloading copies of graded course work from UR courses). Drop off at the Registrar's Office, AH 210 or email course work to registrar@uregina.ca; and
- the required fee.

Initial Review

The Registrar's Office will:

- confirm all required documentation and that the required fee has been received; and
- forward the ~~appeal~~ [reassessment](#) to the designated individual within a faculty, federated college, or academic unit to coordinate the review.

Determination of Grounds

The designated individual within a faculty, federated college, or academic unit will:

- decline to proceed if the student has not established sufficient grounds; or proceed with the ~~appeal~~ [reassessment](#) if sufficient grounds have been established; and
- notify the student via their U of R email address of the status of their ~~appeal~~ [reassessment](#) (declined or proceeding).

Review of Course Work

On the determination of sufficient grounds, the designated individual within a faculty, federated college, or academic unit will coordinate a review of the course work with an instructor, or instructors, in the same discipline. This may result in one of the following outcomes:

- the grade remains the same; or
- the grade is increased; or
- the grade is lowered.

Note: When a reviewer in the same discipline is not available, the University has the right to coordinate the review with a faculty member of the same discipline through a university that is a Universities Canada member.

Notification of Outcome

The designated individual within a faculty, federated college, or academic unit will:

- notify the student of the outcome of ~~an appeal~~ [a reassessment](#) via their U of R email address; and
- notify the Registrar's Office of the outcome of ~~an appeal~~ [a reassessment](#); and

- submit a change of grade request to the Registrar's Office if the grade differs from the original grade. Grade changes at the graduate level are first submitted to the Faculty of Graduate Studies and Research for approval.

Grade Change and Refund of Fee

The Registrar's Office will:

- Process grade change requests.
- Initiate a refund of ~~appeal~~ reassessment of grade fee if the ~~appeal~~ reassessment is declined on the basis of insufficient grounds; or
- Initiate a refund of the ~~appeal~~ reassessment of grade fee if the grade is increased by more than 5% from the original grade.

The outcome of ~~an appeal~~ a reassessment of grade is final.

Rationale:

In consultation with the University Secretariat, the Registrar's Office is proposing this change to adopt more neutral language and to reduce student confusion associated with the use of the term "appeal". This revision will help differentiate the grade reassessment process from the appeal process overseen by the University

(end of Motion)

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: BA Honours in Philosophy, Politics and Economics

Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Arts / Philosophy & Classics; Politics and International Studies; Economics

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

Expected Start Date (Month/Year): September 2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

In the past a few PPE undergraduate students have shown interest in the possibility of pursuing an honours PPE degree. The proposed program would provide such select few students with the opportunity to complete the Honours program. In addition, the honours program may also strengthen interest in the current BA and raise the profile of the U of R's PPE program in general.

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

The key objectives of the honours program are:

- to allow students to complete in-depth research for their honours project, and so specialize around a topic of interest.
- to provide choice for PPE students with an interest in pursuing professional programs or interdisciplinary master programs to do so with a BA honours designation which signals a higher academic achievement.

Registrar's Undergraduate Academic Programming Questionnaire

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

There are a number of PPE [programs in Canada](#).

- Queen's honours program requires students to choose emphasis on one of the three disciplines, which is their core, and has PPE-specific courses at the 200, 300, and 400 levels; it does not have a final thesis/project.

- Western has a B.A. and a B.A. Honors Specialization in PPE, which requires that students choose Politics and Philosophy or Economics as their specialization. It requires one 200-level and one 400-level course.

Comparison: In these two cases, the 400-level course is a capstone and includes an independent research project, as well as a seminar. The proposed honours program at the U of R separates these two components to give more room and breadth to the independent research project. It will consequently be the only program in Canada to offer a standalone honours project course supervised by a faculty member in one of the disciplines. The research project may either build upon the 400-level course in one of the disciplines or further extend on the PPE capstone seminar and its learning.

- Mount Allison's honours program requires students to choose emphasis on one of the three disciplines, which is their core, and does not have a final thesis/project, or PPE-specific courses.

- UBC Okanagan offers a B.A. major and B.A. Honours through the Department of Economics, Philosophy, and Political Science (alongside the disciplinary B.A.s), as well as MA/MSc and PhD in PPE through interdisciplinary studies. The B.A. honours program requires students to choose emphasis on one of the three disciplines or in law, and does not have a final thesis/project, or PPE-specific courses.

Comparison: The U of R PPE Honours is different from the above two programs by including PPE-specific courses. These courses allow students to know each other, creating a cohort, and lead them to reflect explicitly on the multi-, inter-, and transdisciplinary of their learning (and to be led in this reflection by a professor).

Overall comparison: The proposed honours program is different from all other programs in Canada in that it does not strictly require students to focus on a specific stream. Instead, the PPE honours at the U of R provides flexibility for students to either pursue the honours project with a specific focus in one of the disciplines or undertake the research with an interdisciplinary focus. Thus, students may work under supervision of a single supervisor or multiple disciplinary supervisors to pursue their research interests. In any case, the honours project will have a faculty member from another discipline serve as a second reader to maintain some degree of interdisciplinarity. In addition, students have ample choice to complete the three disciplinary requirements in

Registrar's Undergraduate Academic Programming Questionnaire

a balanced way and take additional electives in one of the three disciplines as per their interests. Through its course of study, its seminars, and the honours project, the U of R program is designed to allow for more integration and multidisciplinary learning, rather than a focus on one discipline with learning in additional disciplines.

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

- Interdisciplinary training with more depth than BA degree
- Recognition for receiving higher grades
- Recognition for a wider number of courses
- Opportunity to specialize through the research attached to the honours project course

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

There is no duplication, since there is currently no similar option.
 There might be a negligible effect on potential Phil or PSci Honour students to opt for the PPE honours instead. Given programs requirements, this shift would need to occur in early years of the program. Overall, we view the opportunity for students to explore their interest and passions and pursue them as highly beneficial.
 Furthermore, these students will likely be supervised by the same faculty members who would have done so within the discipline.
 This application is being put forward by the departments of Philosophy and Classics, Politics and International Studies, and Economics, who are the only affected units.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

Art's vision of *Discovery* places much importance on interdisciplinarity, which is at the core of the PPE program. The honours program further deepens the interdisciplinary requirements. The honours project provides the option for students to take a strong interdisciplinary approach with multiple supervisors. Even in the case of a single disciplinary focus, the requirement of a second reader from a different discipline will ensure to some extent that students write for audiences in these disciplines.

Art's vision of *Well-Being and Belonging* includes the goal to create supports and spaces for collaboration between students, faculty, and staff. Such an interdisciplinary program adds a space for this kind of collaboration, which will be deeper and more concrete at the honours level.

Art's vision of *Impact and Identity* includes the goal of designing opportunities for students to move from undergraduate degrees to Master's degrees, which will become more open with the addition of the honours option.

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

Within *Discovery*, regarding the objective of *Excellence in Teaching and Research*, this program especially supports engagement with varied disciplines to apply skills in projects that are multidisciplinary (further studies within each discipline) as well as interdisciplinary and transdisciplinary (further studies with methods and frameworks as well as topics from all three disciplines).

Within *Discovery / Student Success*, this program furthers retention of students for the entire BA and the length of the PPE honours; and provide further opportunities to be career-ready through deeper and more integrated learning.

In relation to *Impact and Identity / Institutional Identity*, this program deepens the Faculty of Arts' engagement toward PPE and interdisciplinary studies, developing an area of strength, and allowing students to take pride in pursuing a program that allows them to pursue interdisciplinary graduate studies.

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

This honours program is an opportunity for the three constituent departments to collaborate further. It contributes to the promotion we can make for our departments and our faculty.

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

Registrar's Undergraduate Academic Programming Questionnaire

Graduates of the PPE program go on to work in various government and community organizations. The possibility of completing a honours project will help students develop their research skills, as well as specialization on topics that might be of use in their future work.

IV. Program Plan

1. What are the program admission requirements?

Same as other BA Honours programs, please consult p. 99 of the 2025-2026 Undergraduate Calendar.

2. Insert the proposed curriculum here.

Credit hours	BA Honours in Philosophy, Politics, and Economics Required Courses
Combined Major Requirements	
3.0	PHIL 100
3.0	PHIL 150
12.0	Four 200-level or higher PHIL courses with at least one course in each of the three areas (History of Philosophy, Problems of Philosophy, and Value Theory). At least two courses must be at the 300- or 400-level
3.0	One 400-level PHIL course
3.0	PSCI 100
3.0	PSCI 230
3.0	One of PSCI 210, 220, 240
6.0	Two courses in PSCI at the 300 level
3.0	One 300 or 400-level PSCI course
3.0	One 400-level PSCI course
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	One additional ECON course at the 200 level or higher

Registrar's Undergraduate Academic Programming Questionnaire

Credit hours	BA Honours in Philosophy, Politics, and Economics Required Courses
6.0	Two courses in ECON at the 300 or 400 level
3.0	One 400-level ECON course
3.0	200-level PPE foundations course
3.0	400-level PPE capstone course
3.0	PPE 499
<p>*The 300 and/or 400-level PHIL course(s) must be chosen from those listed in the areas of history of philosophy, problems of philosophy, and value theory.</p> <p>**The 300-level ECON courses must be chosen to complete prerequisites for the 400-level ECON course.</p>	
72.0	Subtotal: 75.00% 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
Requirement met in major	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
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
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the

Registrar's Undergraduate Academic Programming Questionnaire

Credit hours	BA Honours in Philosophy, Politics, and Economics Required Courses
	following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
21.0	Subtotal
Open Electives	
27.0	9 open electives
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Registrar's Undergraduate Academic Programming Questionnaire

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
Honours Project	PPE 499	X		202620

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?

Total credit requirement: 120.0

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

Same as other BA Honours requirements: 75.00% major GPA required; 70.00% PGPA and 60.00% UGPA required.

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

The current PPE program – as well as the same sources that currently lead students to join the PPE program.

7. How will students be recruited to the program?

Through word of mouth; through mentions in the courses; through explanation of the honours program in the PPE 200 and PPE 400 courses as well as in targeted courses in all three disciplines; through ongoing promotion of the program (posters, information sessions, targeted discussions with students, etc.).

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	2-3	2-4	2-4	2-4

Registrar's Undergraduate Academic Programming Questionnaire

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

Through Arts Students Services, and academic advising activities within PHIL, PAIS and ECON departments.

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

_____ Online

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

_____ Video-conferenced or distributed.

Please provide details.

N/A

V. Needs and Costs of the Program (CCB)

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

There are no additional resources needed. The lecture-based courses required for the Honours are already being offered for the PPE BA program or individual disciplines. PPE 499 will require faculty members in three departments to undertake supervision of honours theses on unpaid teaching overload basis.

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?

While it is additional workload, it will provide an opportunity for faculty to supervise honours theses and develop mentorship capacities and may support their research agenda.

Registrar's Undergraduate Academic Programming Questionnaire

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 such needs are anticipated.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
5 Year Total	0	0	0

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

None, as current holdings for the PPE program will be sufficient.

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

No specialized spaces will be needed.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Jérôme Melançon (Philosophy and Classics)	jerome.melancon@uregina.ca	#5243

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head (Philosophy and Classics)		July 7, 2025
Department Head (Politics and International Studies)	Simon Granovsky-Larsen	July 7, 2025
Department Head (Economics)	Monika Çule	July 7, 2025
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		December 9, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Northern Saskatchewan Indigenous Teacher Education Program

Type of Program: 4-yr Bachelors Degree

	Certificate
	Diploma
x	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): Bachelor of Education

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

Expected Proposal Submission Date (Month/Year): N/A

Expected Start Date (Month/Year): Fall 2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

NSITEP already offers a UofR Elementary Education degree through our partnership with the Gabriel Dumont Institute (GDI). This new articulation of the program is a chance to name and capture the unique ways that this degree plays out in Northern Saskatchewan.

NSITEP exists to meet the need to train Métis and First Nations teachers from northern Saskatchewan to help fill the teacher shortages in northern communities. Having a program with a focus on Indigenous education and land-based education and instructors who have a deep connection to their Indigenous culture or experience teaching in northern Saskatchewan provides necessary and relevant education for prospective teachers.

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

This program is unique as it offers many INDG courses and education electives. All the courses include Indigenous perspectives, pedagogy and localized instructors with many years of experience teaching in the north. Land based curricular and extra-curricular opportunities are plenty as the boreal forest, lakes and rivers surround our community. Prospective students will choose this program for the above reasons as

well as for the fact that the in-person programming is more centralized to their home communities, while still being connected to family and culture.

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

This program is similar to other GDI programs like SUNTEP Regina. Uniquely, this program is run through GDI in partnership with the Lac LaRonge Indian Band. NSITEP offers an in-person teacher education program to meet the needs of Indigenous and Northern learners and Indigenous and Northern communities.

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

Being able to pursue a degree within, or closer to your home community is a benefit to Northern learners. Moreover, the emphasis on land-based education and a focus on Indigenous ways of being and knowing provide a rich and culturally relevant education for Indigenous learners.

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 has no impact on current programs.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

At least two Faculty commitments are supported in this program:

1. We are committed to Truth and Reconciliation – “Create a respectful, culturally relevant, and responsive learning environment to support Indigenous students, staff and faculty.”
2. We are committed to community engagement – “Develop and support meaningful relationships between the Faculty of Education and the diverse communities within Saskatchewan, with a specific focus to work with the sovereign First Nations and Métis/Michif nation: Saskatchewan”

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

This program supports the University Strategic plan in a number of ways, most importantly through the Truth and Reconciliation area of focus. This area includes the objective to “**Provide Educational Opportunities and Experiences Across Saskatchewan**” - this objective specifically notes that, “many Indigenous communities are in northern and remote areas of the province, and students should not need to travel and relocate to urban areas. We will continue our expansion of community-based partnerships committed to education, ensuring all residents of Saskatchewan can access high-quality education.” The goals of this objective include:

Commit to continued and expanded Indigenous community connections to build relationships and collaboratively, strategically, and intentionally work together for the best interest of Indigenous students and their communities

Provide Educational Opportunities and Experiences Across Saskatchewan

Connections to communities outside of the City of Regina are crucial to our commitment as a provincial university. Many Indigenous communities are in northern and remote areas of the province, and students should not need to travel and relocate to urban areas. We will continue our expansion of community-based partnerships committed to education, ensuring all residents of Saskatchewan can access high-quality education

Build and strengthen relationships with First Nations University of Canada, Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, satellite campuses, and regional colleges

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

N/A

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

This program exists to meet the needs of the Métis and First Nations communities of Northern Saskatchewan.

IV. Program Plan

1. What are the program admission requirements?

Saskatchewan High School Diploma with a minimum GPA of 65%
--

2. Insert the proposed curriculum here.

Four-Year Elementary BEd NSITEP Program (120 Credit Hours)		
Year 1 - Term 1 (Fall)	Term 2 (Winter)	Term 3 (Spring)
ECS 101 (3) *INDG 100 (3) *KHS 139 (3) *THEA 100 (3)	ECS 102 (3) *ENGL 100 (3) *CREE 100 (3) *BIOL 140 (3)	*EMCH 100 (3) *MATH 101 (3)
Year 2 - Term 4	Term 5	Term 6
ECE 200 (3) ECS 203 (3) ELBP 215 (1.5) and ELBP 225 (1.5) *INDG 221 (3) *INDG 258 (3)	EAE 201 (3) ELNG 200 (3) EIND 205 or EMTH 425 (3) *INDG 201 (3) *INDG 208 (3)	*INDG 235 (3) ERDG 310 (3)
Year 3 -Term 7 (note 1) Pre-internship	Term 8 (note 1) Pre-internship	Term 9
ECCU 400 (3) ELNG 310 (3) EPE 310 (3) EMTH 310 (3) ESCI 310 (3)	ECS 305 (3) ECS 401 (3) EPSY 322 or 400 (3) ESST 310 (3)	ECS 495 (3) EOE 224 (3)
Year 4 - Term 10	Term 11	
EFLD 405 (internship) (15)	ECS 310 or EDTC 300 (3) EHE 310 (3)	

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

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

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

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

120 Credit Hours

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?

Students come from a variety of Northern communities around LaRonge, including various First Nations communities.

7. How will students be recruited to the program?

This program already has robust recognition across Northern Saskatchewan.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
26	26	26	26	

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

Students receive some advising through the work of on-site NSITEP staff. As well, students are supported by one of the program advisors that works in the Faculty of Education.

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.

This program is delivered on-site in buildings owned by the Lac LaRonge Indian band.

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

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?

None

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

N/A

5. Proposed budget and revenue from the Program.
This program is one of our community-based partnerships, run through GDI.

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

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

None

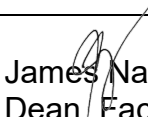
7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

N/A

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Michael Cappello	eduADUG@uregina.ca	(306)530-4606

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)	Michael Cappello	Oct, 2025
Departmental/Program Council	 James Nahachewsky, PhD Dean, Faculty of Education	Oct, 2025
Faculty Council		Nov, 2025
CCUAS		Dec, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

I. PROGRAM INFORMATION

Program Name: Northern Saskatchewan Indigenous Teacher Education Program

Type of Program: 2-yr After-Degree

	Certificate
	Diploma
	Baccalaureate
x	After Degree
	Other (specify):

Credential Name (if different from Program Name): Bachelor of Education, After-degree

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

Expected Proposal Submission Date (Month/Year): N/A

Expected Start Date (Month/Year): Fall 2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

NSITEP already offers a UofR Elementary Education after degree through our partnership with the Gabriel Dumont Institute (GDI). This new articulation of the program is a chance to name and capture the unique ways that this degree plays out in Northern Saskatchewan.

NSITEP exists to meet the need to train Métis and First Nations teachers from northern Saskatchewan to help fill the teacher shortages in northern communities and is designed for students who already hold a Bachelors degree to enter the teaching profession. Having a program with a focus on Indigenous education and land-based education and instructors who have a deep connection to their Indigenous culture or experience teaching in northern Saskatchewan provides necessary and relevant education for prospective teachers.

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

This program is unique as it offers many INDG courses and education electives. All the courses include Indigenous perspectives, pedagogy and localized instructors with many years of experience teaching in the north. Land based curricular and extra-curricular opportunities are plenty as the boreal forest, lakes and rivers surround our

community. Prospective students will choose this program for the above reasons as well as for the fact that the in-person programming is more centralized to their home communities, while still being connected to family and culture.

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

This program is similar to other GDI programs like SUNTEP Regina. Uniquely, this program is run through GDI in partnership with the Lac LaRonge Indian Band. NSITEP offers an in-person teacher education program to meet the needs of Indigenous and Northern learners and Indigenous and Northern communities.

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

Being able to pursue a degree within, or closer to your home community is a benefit to Northern learners. Moreover, the emphasis on land-based education and a focus on Indigenous ways of being and knowing provide a rich and culturally relevant education for Indigenous learners.

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 has no impact on current programs.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

At least two Faculty commitments are supported in this program:

1. We are committed to Truth and Reconciliation – "Create a respectful, culturally relevant, and responsive learning environment to support Indigenous students, staff and faculty."
2. We are committed to community engagement – "Develop and support meaningful relationships between the Faculty of Education and the diverse communities within Saskatchewan, with a specific focus to work with the sovereign First Nations and Métis/Michif nation: Saskatchewan"

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

This program supports the University Strategic plan in a number of ways, most importantly through the Truth and Reconciliation area of focus. This area includes the objective to “**Provide Educational Opportunities and Experiences Across Saskatchewan**” - this objective specifically notes that, “many Indigenous communities are in northern and remote areas of the province, and students should not need to travel and relocate to urban areas. We will continue our expansion of community-based partnerships committed to education, ensuring all residents of Saskatchewan can access high-quality education.” The goals of this objective include:

Commit to continued and expanded Indigenous community connections to build relationships and collaboratively, strategically, and intentionally work together for the best interest of Indigenous students and their communities

Provide Educational Opportunities and Experiences Across Saskatchewan

Connections to communities outside of the City of Regina are crucial to our commitment as a provincial university. Many Indigenous communities are in northern and remote areas of the province, and students should not need to travel and relocate to urban areas. We will continue our expansion of community-based partnerships committed to education, ensuring all residents of Saskatchewan can access high-quality education

Build and strengthen relationships with First Nations University of Canada, Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, satellite campuses, and regional colleges

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

N/A

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

This program exists to meet the needs of the Métis and First Nations communities of Northern Saskatchewan.

IV. Program Plan

1. What are the program admission requirements?

An approved first degree with a GPA of 65%
--

2. Insert the proposed curriculum here.

Two-Year Elementary BEd After Degree (BEAD) NSITEP Program (60 Credit Hours)		
Year 1 Term 1 (Fall) (note 1) Pre-internship	Term 2 (Winter) (note 1) Pre-internship	Term 3
ECCU 400 (3) ELNG 310 (3) EPE 310 (3) EMTH 310 (3) ESCI 310 (3)	ECS 305 (3) ECS 401 (3) EPSY 322 or 400 (3) ESST 310 (3)	ECS 495 (3) ERDG 310 (3)
Year 2 -Term 4	Term 5	
EFLD 405 (internship) (15)	ECS 310 (3) EHE 310 (3) EDTC 300 (3) INDG 100-300 level (3)	

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

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

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

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

60 Credit Hours

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?

Students come from a variety of Northern communities around LaRonge, including various First Nations communities.

7. How will students be recruited to the program?

This program already has robust recognition across Northern Saskatchewan.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
2	2	2	2	

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

Students receive some advising through the work of on-site NSITEP staff. As well, students are supported by one of the program advisors that works in the Faculty of Education.

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

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

_____ Video-conferenced or distributed.

Please provide details.

This program is delivered on-site in buildings owned by the Lac LaRonge Indian band.

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

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?

None

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

N/A

5. Proposed budget and revenue from the Program.
This program is one of our community-based partnerships, run through GDI. .

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

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

None


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

N/A

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Michael Cappello	eduADUG@uregina.ca	(306)530-4606

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)	Michael Cappello	Oct, 2025
Departmental/Program Council	 James Nahachewsky, PhD Dean, Faculty of Education	Oct, 2025
Faculty Council		Nov, 2025
CCUAS		Dec, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Indigenous Sexual and Reproductive Health Support Worker

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): Indigenous Reproductive Health Support Worker (IRSW)

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

Expected Proposal Submission Date (Month/Year): February/2025

Expected Start Date (Month/Year): January/2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Indigenous communities have long-standing teachings, practices and knowledges grounded in Indigenous ways of knowing related to the lifecycle that have existed since time immemorial. These teachings have ontological roots related to shared understandings about the value of all life and the interconnectedness of humans to one another and Mother Earth.

At the heart of the cycle of human life sits the woman, just as Mother Earth is at the core of all life. Around the woman is the family and extended family, circled in turn by clans or other groups of relations. These wide circles of relations form a nation. A circle of nations makes a cultural group or confederacy. Circles of all humanity are linked with circles of the physical and spiritual worlds that make the planet – © Nelson Education Ltd. 2004, 86–90.

Through the process of colonization and targeted policies, such as the implementation of residential schools which saw over 150,000 First Nations children forcefully removed from the families, communities and culture, these traditional teachings – transmitted through Indigenous languages – were undermined and in many cases, outlawed.

The impacts of colonialism on Indigenous communities are well-documented – lower socio-economic status, lower educational attainment rates, and poorer health outcomes (Gracey & King 2009; Health Canada 2011; Canada 2010). Indigenous researchers have articulated this

Registrar's Undergraduate Academic Programming Questionnaire

impact on cultural knowledges as “collective memory loss” (Monture-Angus 1995, 238). As a result, Indigenous communities are reasserting their traditional knowledges, languages, and rights to redress the impacts of colonization across all these areas, including the field of health.

Interrupting the harm of systemic racism and bias; recentering community and individual knowledge and power; building relationships based on trust; and improving the experience of pregnancy, birth, and postpartum care for Indigenous communities and 2SLGBTQI+ families are important and valuable goals for healthy communities. Additionally, reproductive and sexual health includes more than pregnancy and birth. It requires patients, families, and communities to be better supported when making healthy decisions and accessing culturally responsive care.

For some First Nations people, wanting to remain in or return to their community to die is very important, and an integral part of their plan for their final journey to the Spirit World. To make this possible, support and care are needed. In many First Nations communities, there are often people who provide this kind of care naturally, however, remaining in community to die isn't always an option – FNHA 2019.

Through the process of reclaiming cultural knowledges related to the pivotal points of the life cycle – such as birth, reproductive and sexual health, and end-of-life – Indigenous communities are literally breathing life back into our traditions and our peoples using a strengths-based approach.

Being more than “at risk” and “vulnerable” means that being Indigenous or a young person is not a “risk” or “vulnerability” factor all by itself. In fact, being ourselves can be empowering. What actually puts our lives “at risk” are things such as racism, colonialism, and not having access to culturally safe resources and supports – Native Youth Sexual Health Network 2022.

By building on the development of the IBSWC, First Nations University of Canada is in a unique and advantageous position to respond to the needs of Indigenous communities and other non- Indigenous students and interested professionals, by partnering with Indigenous Services Canada to create complementary programs related to reproductive health and end-of-life care for Indigenous communities.

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

Vision

The vision of the Wasakama: Make a Circle Project is to create learning opportunities to deliver holistic, culturally informed, strengths-based content which embody Saskatchewan Indigenous cultural knowledge related to the life cycle. The vision is to bring this learning into Indigenous communities, to create spaces for Indigenous ways of

Registrar's Undergraduate Academic Programming Questionnaire

knowing in the healthcare system, and to advocate for and create a community of knowledge and support by and for all Indigenous people anywhere on their educational journey.

Mission

The Wasakama: Make a Circle project's mission is to respond to requests from Saskatchewan Indigenous communities to provide learning in the areas of end-of-life care and sexual and reproductive health. Our aim is to provide this knowledge from trauma-and-violence informed and strengths-based lenses that is based on community engagement through face-to-face consultation. The purpose of these courses, programs, and micro-credentials is to provide accessible, dignified training that is grounded in Indigenous ways of knowing related to the lifecycle with a focus on reclaiming cultural knowledge, traditions, and practices.

Goals/Objectives

Short Term Goal

- To provide community-developed, strengths-based, trauma-and-violence informed courses and an academic certificate program to support Indigenous education in sexual and reproductive care

Long Term Goals

- To support the growth of the IBWC program at FNUUniv
- To contribute to the development of a Wasakama: Make a Circle diploma program through FNUUniv

Program Delivery

Similar to the Indigenous Birth Support Worke Certificate program, four classes will be offered face-to-face, remotely, or asynchronously during the academic year. The practicum course will be offered tentatively in the Spring term.

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

This program is unique and one of a kind in Canada. This program differs from other available Sexual & Reproductive Health courses by bringing Indigenous perspectives to the forefront. It is also the only course that was created in collaboration with Indigenous

Registrar's Undergraduate Academic Programming Questionnaire

communities at every point in the process. These courses utilize a Two-Spirit lens, for a fully integrated and inclusive information sharing process.

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

This program is offered through First Nations University of Canada. Students of First Nations University will be afforded opportunities to meet the vision and mission of the University by enhancing the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations. Students will acquire and expand its base of knowledge and understanding in the best interests of First Nations and for the benefit of society by providing opportunities for quality bi-lingual and bi-cultural education. This program also supports the TRC Calls to Action numbers 18-24, which is in alignment with the University of Regina's Strategic Plan.

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 is unique and does not overlap with any other existing University programming. There are some shared INHS courses with the existing IBWC program, but the IRHW is unique to the UofR and FNUniv.

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III. STRATEGIC CONSIDERATIONS (CCAM)

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

The goals of the Indigenous Health Program (INHS) are to provide health education that focusses on wholistic and Indigenous epistemologies to address the contemporary and emerging health issues faced by Indigenous people today and to work towards creating both social and health practices that support Indigenous peoples' wellbeing. The INHS program is a critical component of nursing, health studies, social work, education, community health representatives, and the general health workforce. In this way, the INHS classes are a way to meet the needs of Indigenous people that requires Indigenous leadership and direction to ensure learning and to foster professional environments that are free of racism, by incorporating assessment procedures and services that integrate cultural safety knowledge and skills. The INHS program addresses widespread structural reforms and a commitment to working with all partners to implement Indigenous-led solutions in health care education and service delivery.

INHS has been developed through consultation and collaboration with Indigenous communities in Saskatchewan, leaders of successful Indigenous health programs at other Canadian universities, and with other First Nations University departments and programs. Three main objectives of INHS are: 1) community engagement; 2) Indigenous student recruitment and retention and 3) Indigenous health curriculum development. The focus of INHS is to enhance and support current and future health professionals to deliver culturally safe and wholistic services.

Since the inception of INHS, ongoing consultation and collaboration with Kehte-ayak, Knowledge Keepers, Indigenous scholars and community members has been the pedagogical foundation of both faculty and curricula. Specifically, INHS has created space for innovative programming based on community members contemporary and emerging needs. As a result, new teaching collaborations with Kehte-ayak and Knowledge Keepers have been developed within all or most of the INHS courses. Additionally, INHS has developed relationships with community members outside of the university. This includes addictions research in Prince Albert, traditional maternal-child practice research within FHQTC, and collaborate on with First Nations and Inuit Health Branch - Indigenous Services Canada.

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In 2021 INHS began conversations with Indigenous Services Canada | Government of Canada, to develop a community-based birth support worker certificate that could be offered to potential students in northern and rural Indigenous communities. This program would primarily be offered at the Prince Albert (northern) campus to work with northern communities to develop their own birth support worker program. In much the same way, graduates of the Sexual and Reproductive Health Support Worker program would attain skills in community education, family and social dynamics, traditional health customs and practices in Indigenous world views. They would be able to provide workshops and teaching circles on various topics to the community and to allied professionals. Their main skill will be to educate and assist families and healthcare providers on sexual and reproductive health support as part of their care practice. This program would be an 18-course credit certificate offered through the First Nations University of Canada.

The intent is to provide training in the area of traditional Sexual and Reproductive Health for Indigenous clients and families in First Nations communities within the province of Saskatchewan and to work with primary care and community services to include aspects of traditional sexual and reproductive health support into western health practice.

This program is a grass roots-based program that INHS was called upon to develop and in turn supports the INHS plan to enhance and support current and future health professionals to deliver culturally safe and wholistic services.

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

This program supports FNU's vision of "a First Nations owned post-secondary institution that aspires to have transformative impact by bridging our ceremonies, 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" by offering graduates who will support local and land-based practices around sexual and reproductive health care. This program bridges a western sexual and reproductive process with traditional sexual and reproductive ceremonies, customs, language, and traditions. Traditional Indigenous methodologies, research, and pedagogy are centered in each course. Graduates will learn from Kehte-ayak and Knowledge Keepers and learn to advocate for an Indigenous sexual and reproductive practices process specific to the area they work within. This program was called upon by First Nations communities and FNU is responding to the call.

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

There are a number of studies and reports that suggest incorporating local and land-based sexual and reproductive health practices into health services for Indigenous clients will improve health and wellness for the community (See the TRC, 2015). Wholistic wellness practices lead to better long-term results, not just for the health system but also for Indigenous individuals, families, communities, and nations. Therefore, communities and allied health personnel require conceptual understanding of how these traditional practices may improve access, services, and cultural safety for both the clients and their families, but to the wider collective of health practitioners as well.

Therefore, the creation of a community support certificate has the potential to improve service provider understanding, adapting, and transforming western sexual and reproductive health practices into culturally relevant experiences for the client and community. Graduates of the certificate will act as a resource for other allied health services as a way to ensure the incorporation of holistic approaches are included within Indigenous, 2Spirit-centred sexual and reproductive care experiences.

A priority within INHS is to collaborate with Kehte-ayak and Knowledge Keepers to ensure place-based and contextual healing and wellness practices are integrated into all health courses. As the demand for understanding Indigenous practices in academic health pedagogy, local and land-based healing and wellness classes are becoming more important to Reconciliation initiatives across Canada. Therefore, the design and delivery of teaching culturally responsive sexual and reproductive health practice content also needs to be innovative and meaningful for both the student, the university, and the community.

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

Through an extensive community consultation process, the need for extending the scope of other supportive roles to include queer/2Spirit-centred Indigenous sexual and reproductive health services were repeatedly expressed.

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IV. Program Plan

1. What are the program admission requirements?

Students apply to be admitted to the Indigenous Sexual and Reproductive Health Support Worker Certificate through the Indigenous Health program, First Nations University of Canada. Students may apply right out of high school with a minimum of 70% average and are required to meet the additional requirements listed under the undergraduate programs admission requirements from Canadian high schools section of the Calendar. Universities or Colleges Applicants who have attended another recognized university or college to be considered for admission on the basis of post-secondary studies, applicants must have attempted 24 credit hours or more of approved post-secondary courses with a minimum UGPA of 60%. Students who have completed less than the required number of credits at the post-secondary level will be admitted based on high school admission criteria and must provide an official high school transcript, unless they are over 21 years of age and qualify for Mature Admission. Applicants in unsatisfactory standing at their last institution may have to petition for admission. Mature admission may be granted to applicants for admission who have completed fewer than 24 credit hours of approved post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the term begins.

2. Insert the proposed curriculum here.

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Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	INHS 100	3
Taken concurrently with INHS 100 with permission. See below.	INHS 200	3
	INHS 130	3
	INHS 135	3
	INHS 139	6
Elective Requirements		
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

*Rational is that INHS 200 is a course on Indigenous Health concepts taught by an Kehte-ayak. The majority of students taking this program live in Indigenous communities and will be familiar with the content. This course might be eligible for PLAR.

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
	INHS 130	x	x	January 2026
	INHS 135	x	x	January 2025
	INHS 139	x	x	January 2025

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?

18 credits
Students must successfully complete all course requirements.

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

There is an 60% overall program average required for this program.

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

The first cohort(s) of students for the program will be individuals from communities with hubs. After that, the students will come from a combination of FNUniv enrollments and interested community members.

7. How will students be recruited to the program?

Word of mouth, community consults, advertising, relationship with Indigenous Services Canada.

8. What is the expected 5 year enrolment?

Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
Fall 6 (community hubs)	Fall 20 (in person and remote)	Fall 20 (in person and remote)	Fall 30 (in person and remote)	Fall 40 (in person and remote)

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

Prospective students – Post-secondary coordinators, FNUniv Academic Advisors.
Current students - Program coordinator and Academic advisors.

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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.

This program would be an 18- credit Indigenous Sexual and Reproductive Health Care Support Worker certificate offered through the First Nations University of Canada. It will be implemented and piloted by community members from communities where remote learning hubs will be built using the Wasakama Project grant money. The program will then be delivered online or through synchronized delivery.

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?

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Costs to develop the program are partially covered through Indigenous Services Canada until April 2025. Starting July 2025, costs for faculty and staff include: Program Coordinator stipend \$7981.00 to continue developing the program and two sessional stipends at \$7891.00 each.

Cost for new faculty resources – \$23,943.00. The other courses will be taught by current INHS faculty.

What is the budget source of the new resources?

ISC is covering the costs to develop the courses. Faculty resources will be covered from INHS budget.

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

PPM, Reception, and IT may have a slight increased workload due to extra students onsite.

Library, Registrar, Student Success Services will have an increased workload due student need from the program. The student numbers for this program are small to start

2. 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?

The intention of this program is that it will be delivered on campus and remote. The Program Coordinator will work with faculty teaching the course to ensure courses or kept up to date and meet remote requirements. The Program liaison will work with communities to advise them of infrastructure needs for academic success. No extra costs are incurred.

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3. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	Fall - \$12,722.4 (6 students x 4 3-credit courses) Winter - \$10,020.6 (6 x 1 6-credit course)	Fall – 0 Witner -\$7981.00	
2	Fall - \$31,806.00 (20 part-time students x 4 3-credit courses) Winter - depends on need	Fall – 0 Witner -\$7981.00	
3	Fall - \$31,806.00 (20 part-time students x 4 3-credit courses)	Fall – 0 Witner -\$7981.00	
4	Winter - depends on need	Fall – 0 Witner -\$7981.00	
5	Fall - \$31,806.00 (20 part-time students x 4 3-credit courses)	Fall – 0 Witner -\$7981.00	
5 Year Total			

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

Additional library holdings are estimated at 5000.00. Most of the material will be accessible remotely.

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

The program will be housed out of Northern Campus in Prince Albert. The program will require one designated classroom and use of the Nursing Skills lab. Funding fitted one classroom to provide remote teaching. This classroom has been identified for the Wasakama project. IT and Remote support will be covered by the University.

Registrar's Undergraduate Academic Programming Questionnaire**VI. Faculty/Department/Academic Unit Contact Person**

Contact Person(s)	Email	Telephone
Carrie LaVallie	clavallie@fnuniv.ca	306-765-3333 ex 7505

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		December 9, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

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Appendix A: New and Under Development Course Descriptions

INHS 130 This course will explore the concepts of advocacy and allyship as they apply to working with clients in a healthcare setting, including Indigenous and queer perspectives. The material in this course has been co-created with Indigenous communities, organizations, Elders, and Knowledge Keepers throughout Saskatchewan. Students will experience through learning a combination of Indigenous ways of knowing, practical experience and theory.

INHS 135 This course offers a holistic and inclusive view of Indigenous sexual and reproductive health. It utilizes a strengths-based and trauma-informed lens to examine sexual and reproductive health issues and histories through Indigenous and queer communities. This course provides the foundation for providing Sexual & Reproductive Health Support. ***This course requires a pre or co-requisite with INHS 100 & INHS 200
* Must be enrolled in or taken/taking any of the programs through the Wasakama project.

INHS 139 provides learners with opportunities to integrate theory and practice in community in preparation for their role as Sexual and Reproductive Health Support Workers. Learners will participate, where possible, in practicum activities and observational experiences during their placement. Learners will practice in an Indigenous community, observe in a sexual health centre in Saskatchewan, and attend seminar meetings remotely throughout the course. Learners are expected to offer emotional and informational support to clients. Their role in the community is to revitalize or introduce trauma-informed sexual and reproductive health support.

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References

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- Health Canada. 2011. *A Statistical Profile on the Health of First Nations in Canada: Vital Statistics for Atlantic and Western Canada, 2001/2002*. Ottawa: Health Canada.
- Kainai Board of Education, Métis Nation of Alberta, Northland School Division and Tribal Chiefs Institute of Treaty Six. 2004. *Aboriginal Perspectives*. Toronto: Nelson Educators.
- First Nations Health Authority (FNHA). 2019. *Honouring the Final Journey to be with Ancestors: End of Life Guide*. Vancouver: FNHA. [events/news/honouring-the-final journey-to-be-with-ancestors-end-of-life-doula- support](https://www.fnha.ca/events/news/honouring-the-final-journey-to-be-with-ancestors-end-of-life-doula-support)
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- Monture-Angus, P. 1995. *Thunder in My Soul: A Mohawk Women Speaks*. Halifax: Fernwood Publishing.
- Native Youth Sexual Health Network. 2022. *What We Believe In*. Toronto: NYSHN. <https://www.nativeyouthsexualhealth.com/what-we-believe-in>

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Indigenous End-of-Life Support Worker

Type of Program:

x	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year): February/2025

Expected Start Date (Month/Year): January 2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Indigenous communities have long-standing teachings, practices and knowledges grounded in Indigenous ways of knowing related to the lifecycle that have existed since time immemorial. These teachings have ontological roots related to shared understandings about the value of all life and the interconnectedness of humans to one another and Mother Earth.

At the heart of the cycle of human life sits the woman, just as Mother Earth is at the core of all life. Around the woman is the family and extended family, circled in turn by clans or other groups of relations. These wide circles of relations form a nation. A circle of nations makes a cultural group or confederacy. Circles of all humanity are linked with circles of the physical and spiritual worlds that make the planet – © Nelson Education Ltd. 2004, 86–90.

Through the process of colonization and targeted policies, such as the implementation of residential schools which saw over 150,000 First Nations children forcefully removed from the families, communities and culture, these traditional teachings – transmitted through Indigenous languages – were undermined and in many cases, outlawed.

The impacts of colonialism on Indigenous communities are well-documented – lower socio-economic status, lower educational attainment rates, and poorer health outcomes (Gracey &

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King 2009; Health Canada 2011; Canada 2010). Indigenous researchers have articulated this impact on cultural knowledges as “collective memory loss” (Monture-Angus 1995, 238). As a result, Indigenous communities are reasserting their traditional knowledges, languages, and rights to redress the impacts of colonization across all these areas, including the field of health.

Interrupting the harm of systemic racism and bias; recentering community and individual knowledge and power; building relationships based on trust; and improving the experience of pregnancy, birth, and postpartum care for Indigenous communities and 2SLGBTQI+ families are important and valuable goals for healthy communities. Additionally, reproductive and sexual health includes more than pregnancy and birth. It requires patients, families, and communities to be better supported when making healthy decisions and accessing culturally responsive care.

For some First Nations people, wanting to remain in or return to their community to die is very important, and an integral part of their plan for their final journey to the Spirit World. To make this possible, support and care are needed. In many First Nations communities, there are often people who provide this kind of care naturally, however, remaining in community to die isn't always an option – FNHA 2019.

Through the process of reclaiming cultural knowledges related to the pivotal points of the life cycle – such as birth, reproductive and sexual health, and end-of-life – Indigenous communities are literally breathing life back into our traditions and our peoples using a strengths-based approach.

Being more than “at risk” and “vulnerable” means that being Indigenous or a young person is not a “risk” or “vulnerability” factor all by itself. In fact, being ourselves can be empowering. What actually puts our lives “at risk” are things such as racism, colonialism, and not having access to culturally safe resources and supports – Native Youth Sexual Health Network 202

By building on the development of the IBSWC, First Nations University of Canada is in a unique and advantageous position to respond to the needs of Indigenous communities and other non- Indigenous students and interested professionals, by partnering with Indigenous Services Canada to create complementary programs related to reproductive health and end-of-life care for Indigenous communities.

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

Vision

The vision of the Wasakama: Make a Circle Project is to create learning opportunities to deliver holistic, culturally informed, strengths-based content which embody

Registrar's Undergraduate Academic Programming Questionnaire

Saskatchewan Indigenous cultural knowledge related to the life cycle. The vision is to bring this learning into Indigenous communities, to create spaces for Indigenous ways of knowing in the healthcare system, and to advocate for and create a community of knowledge and support by and for all Indigenous people anywhere on their educational journey.

Mission

The Wasakama: Make a Circle Project's mission is to respond to requests from Saskatchewan Indigenous communities to provide learning in the areas of end-of-life care and sexual and reproductive health.

Our aim is to provide this knowledge from trauma-and-violence informed and strengths-based lenses that is based on community engagement through face-to-face consultation. The purpose of these courses, programs, and micro-credentials is to provide accessible, dignified training that is grounded in Indigenous ways of knowing related to the lifecycle with a focus on reclaiming cultural knowledge, traditions, and practices.

Goals/Objectives

Short Term Goal

- To provide community-developed, strengths-based, trauma-and-violence informed courses and an academic certificate programs to support Indigenous education in end-of-life care

Long Term Goal

- To support the growth of the IBWC program at FNUUniv
- To contribute to the development of a Wasakama: Make a Circle diploma program through FNUUniv

Program Delivery

Similar to the Indigenous Birth Support Worker Certificate program, four classes will be offered face-to-face, remotely, or asynchronously during the academic year. The practicum course will be offered tentatively in the spring term.

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

Registrar's Undergraduate Academic Programming Questionnaire

This program is unique and one-of-kind in Canada. There are informal trainings and self-learning taking place. However, a university credit based course with formal instruction has not been offered. This program differs from other available End-of-Life Doula courses by bringing Indigenous perspectives to the forefront. It is also the only course that was created in collaboration with Indigenous communities at every point in the process. These courses utilize a Two-Spirit lens, for a fully integrated and inclusive information sharing process.

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

This program is offered through First Nations University of Canada. Students of First Nations University will be afforded opportunities to meet the vision and mission of the University by enhancing the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations. Students will acquire and expand its base of knowledge and understanding in the best interests of First Nations and for the benefit of society by providing opportunities for quality bi-lingual and bi-cultural education. This program also supports the TRC Calls to Action numbers 18-24, which is in alignment with the University of Regina's Strategic Plan.

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 is unique and does not overlap with any other existing University programming. There are some shared INHS courses with the existing IBWC program, but the End-of-Life Support Worker is unique to the UofR and FNUUniv.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The goals of the Indigenous Health Program (INHS) are to provide health education that focusses on wholistic and Indigenous epistemologies to address the contemporary and emerging health issues faced by Indigenous people today and to work towards creating both social and health practices that support Indigenous peoples' wellbeing. The INHS program is a critical component of nursing, health studies, social work, education, community health representatives, and the general health workforce. In this way, the INHS classes are a way to meet the needs of Indigenous people that requires Indigenous leadership and direction to ensure learning and to foster professional environments that are free of racism, by incorporating assessment procedures and services that integrate cultural safety knowledge and skills. The INHS program addresses widespread structural reforms and a commitment to working with all partners to implement Indigenous-led solutions in health care education and service delivery.

INHS has been developed through consultation and collaboration with Indigenous communities in Saskatchewan, leaders of successful Indigenous health programs at other Canadian universities, and with other First Nations University departments and programs. Three main objectives of INHS are: 1) community engagement; 2) Indigenous student recruitment and retention and 3) Indigenous health curriculum development. The focus of INHS is to enhance and support current and future health professionals to deliver culturally safe and wholistic services. Since the inception of INHS, ongoing consultation and collaboration with Kehte-ayak, Knowledge Keepers, Indigenous scholars and community members has been the pedagogical foundation of both faculty and curricula. Specifically, INHS has created space for innovative programming based on community members contemporary and emerging needs. As a result, new teaching collaborations with Kehte-ayak and Knowledge Keepers have been developed within all or most of the INHS courses. Additionally, INHS has developed relationships with community members outside of the university. This includes addictions research in Prince Albert, traditional maternal-child practice research within FHQTC, and collaborate on with First Nations and Inuit Health Branch - Indigenous Services Canada.

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In 2021 INHS began conversations with Indigenous Services Canada | Government of Canada, to develop a community-based birth support worker certificate that could be offered to potential students in northern and rural Indigenous communities. This program would primarily be offered at the Prince Albert (northern) campus to work with northern communities to develop their own birth support worker program. In much the same way, graduates of the End-of-Life Care Support Worker program would attain skills in community education, family and social dynamics, traditional end-of-life care customs and practices and Indigenous health practices. They would be able to provide workshops and teaching circles on various topics to the community and to allied professionals. Their main skill will be to educate and assist families and healthcare providers on traditional end-of-life care as part of their care practice. This program would be an 18-course credit certificate offered through the First Nations University of Canada.

The intent is to provide training in the area of Traditional End-of-Life Care for Indigenous clients and families in First Nations communities within the province of Saskatchewan and to work with primary care services to include aspects of traditional end-of-life care into western health practice.

This program is a grass roots-based program that INHS was called upon to develop and in turn supports the INHS plan to enhance and support current and future health professionals to deliver culturally safe and wholistic services.

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

This program supports FNU's vision of "a First Nations owned post-secondary institution that aspires to have transformative impact by bridging our ceremonies, 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" by offering graduates who will support local and land-based practices around end-of-life care. This program bridges a western end-of-life process with traditional death ceremonies, customs, language, and traditions. Traditional Indigenous methodologies, research, and pedagogy are centered in each course. Graduates will learn from Kehte-ayak and Knowledge Keepers and learn to advocate for an Indigenous end-of-life practices process specific to the area they work within. This program was called upon by First Nations communities and FNU is responding to the call.

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

There are a number of studies and reports that suggest incorporating local and land-based end-of-life practices into health services for Indigenous clients will improve health and wellness for the community (See the TRC, 2015). Wholistic wellness practices lead to better long-term results, not just for the health system but also for Indigenous individuals, families, communities, and nations. Therefore, communities and allied

Registrar's Undergraduate Academic Programming Questionnaire

health personnel require conceptual understanding of how these traditional practices may improve access, services, and cultural safety for both the clients and their families, but to the wider collective of health practitioners as well.

Therefore, the creation of a community support certificate has the potential to improve service provider understanding, adapting, and transforming western end-of-life health practices into culturally relevant experiences for the client and community. Graduates of the certificate will act as a resource for other allied health services as a way to ensure the incorporation of holistic approaches are included within end-of-life care experience.

A priority within INHS is to collaborate with Kehte-ayak and Knowledge Keepers to ensure place-based and contextual healing and wellness practices are integrated into all health courses. As the demand for understanding Indigenous practices in academic health pedagogy, local and land-based healing and wellness classes are becoming more important to Reconciliation initiatives across Canada. Therefore, the design and delivery of teaching culturally responsive end-of-life practice content also needs to be innovative and meaningful for both the student, the university, and the community.

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

Through an extensive community consultation process, the need for extending the scope of these (IBWC) roles to include end-of-life support or "death doula" services were repeatedly expressed. The funding to develop this program came from Indigenous Services Canada.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

Students apply to be admitted to the Indigenous End-of-Life Support Worker Certificate through the Indigenous Health program, First Nations University of Canada. Students may apply right out of high school with a minimum of 70% average and are required to meet the additional requirements listed under the undergraduate programs admission requirements from Canadian high schools section of the Calendar. Universities or Colleges Applicants who have attended another recognized university or college to be considered for admission on the basis of post-secondary studies, applicants must have attempted 24 credit hours or more of approved post-secondary courses with a minimum UGPA of 60%. Students who have completed less than the required number of credits at the post-secondary level will be admitted based on high school admission criteria and must provide an official high school transcript, unless they are over 21 years of age and qualify for Mature Admission. Applicants in unsatisfactory standing at their last institution may have to petition for admission. Mature admission may be granted to applicants for admission who have completed fewer than 24 credit hours of approved post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the term begins.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	INHS 100	3
Taken concurrently with INHS 100 with permission. See below.	INHS 200	3
	INHS 170	3
	INHS 175	3
	INHS 179	6
Elective Requirements		
Major Requirements (if applicable)		
Minor Requirements (if applicable)		

Registrar's Undergraduate Academic Programming Questionnaire

***Rational is that INHS 200 is a course on Indigenous Health concepts taught by an Kehte-ayak. The majority of students taking this program live in Indigenous communities and will be familiar with the content. This course might be eligible for PLAR.**

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
Fundamentals of Grief and Loss	INHS 170	x	x	January, 2026
End-of-Life Care Support Worker	INHS 175	x	x	January, 2026
End-of-Life Care Practicum	INHS 179	x	x	January, 2026

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?

18 credits
Students must successfully complete all course requirements.

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

There is an 60% overall program average required for this program.

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

The first cohort(s) of students for the program will be individuals from communities with hubs. After that, the students will come from a combination of FNUniv enrollments and interested community members.

7. How will students be recruited to the program?

Word of mouth, community consults, advertising, relationship with Indigenous Services Canada.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5-year enrolment?

Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
Winter 6 (2 community hubs)	Winter 20 (in person and remote)	Winter 20 (in person and remote)	Winter 20 (in person and remote)	Winter 20 (in person and remote)

Projected enrolment is dependent on interest and considers part-time students. Fall class enrollment will be dependant on need.

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

Prospective students – Post-secondary coordinators, FNUUniv Academic Advisors.
Current students - Program coordinator and Academic advisors.

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

☒ Online

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

☐ Video-conferenced or distributed.

Please provide details.

This program would be an 18- credit Indigenous End-of-Life Care Support Worker certificate offered through the First Nations University of Canada. It will be implemented and piloted by community members from communities where remote learning hubs will be built using the Wasakama Project grant money. The program will then be delivered online or through synchronized delivery.

Registrar's Undergraduate Academic Programming Questionnaire

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?

Costs to develop the program are partially covered through Indigenous Services Canada until April 2025. Starting July 2025, costs for faculty and staff include: Program Coordinator stipend \$7981.00 to continue developing the program and two sessional stipends at \$7891.00 each.

Cost for new faculty resources – \$23,943.00. The other courses will be taught by current INHS faculty.

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

ISC is covering the costs to develop the courses. Faculty resources will be covered from INHS budget.

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

PPM, Reception, and IT may have a slight increased workload due to extra students onsite.

Library, Registrar, Student Success Services will have an increased workload due student need from the program. The student numbers for this program are small to start

3. 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?

The intention of this program is that it will be delivered on campus and remote. The Program Coordinator will work with faculty teaching the course to ensure courses or kept up to date and meet remote requirements. The Program liaison will work with communities to advise them of infrastructure needs for academic success. No extra costs are incurred.

Registrar's Undergraduate Academic Programming Questionnaire

4. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
2026	Winter - \$12,722.4 (6 students x 4 3-credit courses) Spring - \$10,020.6 (6 x 1 6-credit course) Fall - \$22,264.2 (15 part-time students x 4 3-credit courses)	Winter – 0 Spring - 0 Fall – \$7981.00	
2027	Winter - \$31,806.00 (20 part-time students x 4 3-credit courses) Spring - depends on need Fall - \$31,806.00 (20 part-time students x 4 3-credit courses)	Winter -\$15,962 Spring – (\$7981.00 depends on need) Fall - \$7981.00	
2028	Winter - \$31,806.00 (20 part-time students x 4 3-credit courses) Spring - depends on need Fall - \$47,712 (30 part-time students x 4 3-credit courses)	Winter -\$15,962 Spring – (\$7981.00 depends on need) Fall - \$7981.00	
2029	Winter - \$31,806.00 (20 part-time students x 4 3-credit courses) Spring - depends on need Fall - \$47,712 (30 part-time students x 4 3-credit courses)	Winter -\$15,962 Spring – (\$7981.00 depends on need) Fall - \$7981.00	
2030	Winter - \$31,806.00 (20 part-time students x 4 3-credit courses) Spring - depends on need Fall - \$47,712 (30 part-time students x 4 3-credit courses)	Winter -\$15,962 Spring – (\$7981.00 depends on need) Fall - \$7981.00	
5 Year Total			

The tuition for this program is estimated at the low end and faculty costs are estimated to cover current enrolment. Increased faculty expenses should be covered by new funding.

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

Additional library holdings are estimated at 5000.00. Most of the material will be accessible remotely.

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

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The program will be housed out of Northern Campus in Prince Albert. The program will require one designated classroom and use of the Nursing Skills lab. Funding fitted one classroom to provide remote teaching. This classroom has been identified for the Wasakama project. IT and Remote support will be covered by the University.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Carrie LaVallie	clavallie@fnuniv.ca	306-765-3333 ex 7505

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VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		December 9, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

Appendix A: New and Under Development Course Descriptions

INHS 179 provides learners with opportunities to integrate theory and practice in community in preparation for their role as End-of-Life Support Workers (Death Doulas). Learners will participate, where possible, in practicum activities and observational experiences during their placement. Learners will practice in an Indigenous community, observe in hospice or palliative care centre in Saskatchewan, and attend seminar meetings remotely throughout the course. Learners are expected to offer emotional and informational support to clients and their families/loved ones. Their role in the community is to revitalize or introduce support.

INHS 175 This course will explore the concepts of end-of-life care (including grief, trauma, and loss) from a grassroots Indigenous perspective. The Indigenous End of Life Support Worker program informs students about end-of-life care and creates an environment to perform practices to prepare for employment in the end-of-life field. The End of Life (EOL) Support Worker provides emotional, educational, cultural, spiritual, and practical information and/or support to people at the end of their life, their family members, community members, health professionals, and allied professionals. ***This course requires a pre or co-requisite with INHS 100 & INHS 200. Students must be enrolled in or have taken one of the Wasakama programs***

INHS 170 This course is primarily focused on the fundamentals of grief and loss. This course informs students about the fundamentals of grief as well as navigating through the emotional, educational, cultural, spiritual and practical information in supporting those dealing with grief and/or loss. The course will provide the end-of-care workers with information on navigating and supporting family members, community members, allied professionals and themselves. ***/** INHS 100 and 200

Registrar's Undergraduate Academic Programming Questionnaire

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Registrar's Undergraduate Academic Programming Questionnaire**I. PROGRAM INFORMATION**

Programs' Name: Certificat en traduction / Certificate in Translation

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty/School/Department: La Cité universitaire francophone/Department of French and Francophone Intercultural Studies

Expected Proposal Submission Date (Month/Year): November 2025

Expected Start Date (Month/Year): September 2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

In the contemporary era of globalization, translators and interpreters are called upon to play a crucial role as facilitators of intercultural communication. More importantly, in Canada, being an officially bilingual country, there is a growing demand for translation services both in the public and private sectors. However, limited professionally trained workforce is available to render those strategic services. With this new program, we aim to fill the gap and meet the human resources' needs of the Canadian translation industry by providing a cutting-edge professional training that produces career-ready graduates for the growing and competitive labor market.

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

Objectives:

- 1) To acquire the necessary linguistic and professional skills to function as a translator.
- 2) To contribute to the development of the translation industry in Saskatchewan, Canada and even beyond.

Delivery:

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The program will be offered in hybrid mode, that is, on-line and on-site at the University of Regina. Its content will highlight a number of profession-oriented approaches, skills development, and intensive practice. It will also include relevant language courses offered by the French and Francophone Intercultural studies program.

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

While the program shares few features with some of the similar programs offered in Canada, it is uniquely designed to incorporate experiential learning with practical components. For example, the course titled "CAT Tools for Translators" will expose students to hands-on experiences about the use of technological tools in the translator's work environment. Also, practicing professional translators will feature in some of the courses either as guest lecturers or resource persons for workshops/career talks as the case may be.

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

The expected benefits of the program to University of Regina students are:

1. Encouraging students to be career-ready upon completion of program.
2. Increasing the options of programs available to students.
3. Offering students the opportunity to acquire professional qualification through La Cité's partnership with the Association of Translators and Interpreters of Saskatchewan (ATIS)
4. Promoting English/French bilingualism, a very important skillset for the 21st century student/graduate.

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 complements the existing minor in translation by allowing students to register for the Certificate only and not take other programs at the University of Regina. In particular, it would allow for partnerships with other francophone institutions, whose students have already expressed an interest in studying translation at the UofR. The Certificate would also support employees in Francophone minority community organizations who are called on to translate materials between French and English.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

- 1) Mission: The program will help La Cité in accomplishing its mandate of meeting the francophone educational needs in French language in the province.
- 2) Official languages policy: It will contribute to bilingual life in SK by creating more training opportunities for bilingual students.
- 3) Recruitment: It will lead to higher number of students' enrolment.
- 4) Programs of study: It will widen the range of programs offered by the Faculty.

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

- 1) Aligning with the University's strategic vision of producing career-ready graduates (vision).
- 2) Promoting diversity by giving an option to be proficient in Canada's two official languages and leading languages used throughout the world (vision).
- 3) Providing accessible education and meaningful scholarly experiences, by teaching French/English translation in an intensive, well-framed and structured program that can account for everyone's strengths and challenges (mission).
- 4) Promoting EDI by further diversifying the student body and creating program offers with the necessary supports for their success through the carefully designed program syllabi and courses (values).
- 5) Promoting pan-Canadian inter-university collaboration with the admission of U of R as a member of the Canadian Association of Translation Schools, and through partnership with other bilingual or francophone universities in Canada (values).
- 6) Promoting town and gown collaboration with the involvement of the provincial professional body of translators and interpreters, the Association of Translators and Interpreters of Saskatchewan (ATIS) in implementing, evaluating and accrediting the program (values).

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

In running this program, we aim to use the existing faculty at La Cité to its full capacity. Also, we envisage a prospect for growth, notably by developing and launching a 30 credit certificate that includes translation and interpretation, bachelor and master's degrees in Translation and Interpretation programs as soon as it becomes feasible to do so.

Registrar's Undergraduate Academic Programming Questionnaire

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

By training well-rounded career-ready professional bilingual students, we will be providing additional French/English speaking workers to the Saskatchewan workforce, a need that the Fransaskois community continues to experience.

Already, the proposed program enjoys the goodwill and support of the *Association canadienne des écoles de traduction* (ACET) (Canadian Association of Translation Schools) through a letter recently written to La Cité's Dean and the Head of PÉFI when we initiated the minor in translation program. It goes without saying that ACET acknowledges the need for more professional translation training programs in Canada.

In the same manner, the Board of the Association of Translators and Interpreters of Saskatchewan (ATIS) has expressed interest in supporting and promoting the program.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Programs' Plan

1. What are the program's admission requirements?

The admission requirements are the same as La Cité's general requirements (see Undergraduate Calendar, Undergraduate Admissions).

Students who are registered for or have completed a FRN 300-level course are admissible to the program. Otherwise, a language placement test or permission of the program head is required.

In addition, there will be a written entrance examination/placement test, and/or oral interview to ascertain candidates' eligibility into the professional program.

2. Insert the proposed curriculum here

Minor in Translation

Course Name or Subject Area	Subject or Course Number(s)	Credit Hours
Core requirements		12
Initiation à la traduction	FRN 250AH	3
Traduction générale	FRN 350AG	3
Initiation à la terminologie	FRN 350AX	3
CAT Tools for Translators	FRN 450AX	3
Elective requirements (Any 2 of the following language courses)		6
Structure du français moderne	FRN 236	3
Variétés du français canadien	FRN 330AB	3
Lecture et écriture critiques	FRN 352	3
Épanouissement II	FRN 301	3

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
Initiation à la traduction	FRN 250AH	X		Available since January 2025
Traduction générale	FRN 350AG	X		January 2026
CAT Tools for Translators	FRN 450AX	X		Available since September 2025
Initiation à la terminologie	FRN 350AX	3		January 2026

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

Registrar's Undergraduate Academic Programming Questionnaire

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

The total credit requirements are as follows:

Certificate in Translation: 18 credits

There are no other specific conditions for graduation.

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

No. 65.00% PGPA & 60.00% UGPA required are maintained.

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

The program is expected to attract U of R students and members of the community who desire to leverage their English/French bilingual skills to become professionally trained translators.

7. How will students be recruited to the program?

The program is expected to attract large patronage from students across various faculties of the University of Regina and the community.
Campus/community-wide recruitment strategies will be put in place and implemented by La Cité's recruitment officer and the Translation program coordinator, in collaboration with the University of Regina's enrolment service.

As earlier mentioned, students from other postsecondary institutions will be able to take the certificate. We will also liaise with community associations in order to recruit students.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
10	12	15	18	20

Registrar's Undergraduate Academic Programming Questionnaire

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

Academic advising will be provided by La Cité's academic advisor and Translation program coordinator.

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 core professional courses of this program will be delivered in hybrid mode, that is onsite and online, as the need arises.
The language courses will be offered as part of the existing French and Francophone Intercultural Studies program, which is developing more online offerings.

Needs and Costs of the Program (CCB)

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

The core Translation courses will be taught by Segun Afolabi, La Cité's only Translation expert, while the language courses will be offered by La Cité's current faculty members as part of their normal workload.

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

Olusegun Afolabi is already a full-time member of the FFIS department, hence there will be no extra budgetary burden in implementing the program.

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

Registrar's Undergraduate Academic Programming Questionnaire

This program will allow us to put our existing resources, especially the new Translation professor (Segun Afolabi), to even better use by bringing more students to our new and existing courses.

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?

Apart from the standard Zoom and/or Teams online meeting platforms, no specific specialized delivery needs have been identified for these programs. Rather, it will benefit from the ongoing efforts to offer more online and live-streamed courses as part of the French and Francophone Intercultural Studies program.

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1		0	0
2		0	0
3		0	0
4		0	0
5		0	0
5 Year Total		0	0

Registrar's Undergraduate Academic Programming Questionnaire

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

A list of recommended texts per course will be forwarded to the University Library/Bookstore by each instructor as and when due.

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

No additional space will be needed for this program. We will work with the Timetable and the appropriate units to ensure that we use our classroom spaces in the CT building to its full potential and find adequate space elsewhere on campus as needs grow.

V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Michael Poplyansky	Michael.poplyansky@uregina.ca	306-585-4486

VI. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		January 6, 2026
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire**I. PROGRAM INFORMATION**

Program Name: Certificate in Health and Medical Pre-Professional Sciences

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year):

Expected Start Date (Month/Year): 202620

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Professional programs such as chiropractic medicine, law, and dentistry allow students to apply with three years of study, meaning they may leave us before completion of their degree. The certificate allows them to earn a credential, and ladder it into a degree if their acceptance happens after their baccalaureate program is finished. We have also noticed that many students aspire to professional studies, and start on that path, but discover their grades do not meet the expectations of the programs. For them, this certificate allows recognition of their work to date, and allows them to continue their studies in a diploma or baccalaureate program.

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

The program seeks to recognize students pursuing a professional program by granting them the opportunity to earn a credential along that pathway. It will be delivered in-person, although some classes may be available online, if instructors have selected that route of delivery.

Registrar's Undergraduate Academic Programming Questionnaire

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

McGill University's Certificate in STEM Foundations and Concordia University's Certificate in Science Foundations cover a comparable breadth of subject matter to this certificate in the same number of credit hours. The Fundamentals of Biomedical Sciences I certificate at the University of Toronto, the Certificate in Foundations of Biomedical Sciences at the University of New Brunswick, and the Pre-Health Science Certificate at Thompson Rivers University are, like this certificate, aimed at students interested in pursuing professional studies in health- or medicine-related fields. The Certificate in Medical Humanities at Dalhousie University and the Certificate in Health and Medical Humanities at the University of Regina and Campion College are likewise centred on the fields of health and medicine, albeit from an arts-focused perspective.

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

Please see the answer to question 1; it applies here.

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 proposed certificate ladders nicely into existing Science programs, and uses courses that already exist. The health certificate offered by Arts focuses on non-science related courses, so should not be impacted by this science-focused program.

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The certificate gives students the opportunity to explore their options, ladder their program, and earn recognition for their work along their path to a BSc.

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

The laddering nature of the program allows students more flexibility. If they need to pause for financial or other reasons, they can earn a credential and return at a later date, they can complete the certificate and look at applying to professional programs that only require 1 year of study, or they can take the credential and continue working toward a baccalaureate degree. Science students who are on a pre-professional pathway do not currently have an option that grants recognition in the form of a credential for their pre-professional designation.

Registrar's Undergraduate Academic Programming Questionnaire

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

The University recently signed an MOU with Regina Medical Professionals Association, (RMPA) which aims to facilitate partnerships in areas of mutual interest. This certificate demonstrates our desire to help more pre-professional students on their path to professional studies, and contributes to the strengthening of that relationship with the RMPA.

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

Yes, there is a shortage of physicians, veterinarians, and other professionals in Saskatchewan. Any efforts that can be made to help encourage students in their studies, such as giving them the opportunity to earn a credential that they can use to ladder into further studies, or have as their sole credential from us if they leave early for professional studies, can incentivize these pathways.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

The same as those for entry into Science (not computer science).

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	BIOL 100	3
	BIOL 101	3
	CHEM 104	3
	CHEM 105	3
	MATH 110	3
	PHSY 109 or 111	3
	STAT 160	3
Elective Requirements	ENGL 100	3
	One of BIOL 224, BIOC 220, KIN 261, PSYC 101	3
	One open elective*	3

*students are encouraged to take INDG 100 as their open elective, as many professional programs have it as an admissions requirement.

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

No

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?

There are 30 total credits. Students must earn a 65% in their PGPA and 60% in their UGPA.

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?

The students who already identify themselves as pre-professional pathway students.

7. How will students be recruited to the program?

Registrar's Undergraduate Academic Programming Questionnaire

They will be informed that they can now earn a credential that recognizes their efforts toward a professional program. Many pre-professional pathway students are disappointed that they don't graduate with a credential acknowledging they are a pre-professional student. This allows them that, and the opportunity to earn a BSc.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
170	140	105		

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

Our Science Academic Advisors have drop in sessions in person and on zoom. They also help students who reach out with questions through email.

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.

Only if a course happens to have an online version will students have that option. Making the entire program in a distance or distributed manner is not something of interest at this point in time.

V. Needs and Costs of the Program (CCB)

Registrar's Undergraduate Academic Programming Questionnaire

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

No: the courses are all currently offered.

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

No additional budget source is required, because there are no new resources.

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

There is no additional workload; existing faculty/staff will continue as always.

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

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

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

None: the courses already exist and have the required library holdings.

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

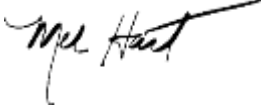
The courses will use the spaces they already use; no additional space resources are needed.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Mel Hart	science.adsa@uregina.ca	306-585-4284

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		November 7, 2025
Departmental/Program Council		
Faculty Council		
CCUAS		December 9, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: BSW Bilingual Option

Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Bachelor of Social Work - Mention bilingue

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

Expected Proposal Submission Date (Month/Year):

Expected Start Date (Month/Year): 202630

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

There is a need in Saskatchewan for bilingual Social Work professionals to serve the needs of Francophone clients. This will allow for the training of social work specialists who are not only able to provide services directly to Francophones and remote Francophone communities in a minority setting, but also to understand the reality of Saskatchewan's Francophone communities. CASWE-ACFTS is a bilingual, Canadian association with a social justice focus that promotes excellence in social work education, practice and scholarly activities, and the Faculty of Social Work is mandated by their accreditation standards.

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

This option provides an additional opportunity for Social Work Education in Canada and Saskatchewan. It addresses the need to expand access to French education programming in Western Canada. The Saskatchewan population continues to grow and attract new immigrants whose primary language is French, which intensifies the need for access to Social Workers that can communicate in French and increases the need to address access to education for professionals who can deliver these services in French.

Registrar's Undergraduate Academic Programming Questionnaire

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

Only bilingual BSW in Saskatchewan.

UOttawa – English and French language requirements for admission, is taught 100% in french. Direct entry, no application, requires an 80% average.

St Boniface - English and French language requirements for admission, is taught 100% in French. Has a qualifying year before fully admitted to BSW which includes, French, Sociology, Psyc, and SW courses. Major admission requirements including: a presentation text, a letter of recommendation and a recent CV. Students must participate in a group meeting. A presentation on social work and a case study will be part of this meeting. Participate in an individual interview before a committee composed of one or two professors from the School of Social Work and one or two community professionals. The interview allows the school to get to know the candidate better, explore their potential to practice the profession competently, and answer questions.

Moncton – Taught 100% in French, requires a degree or 2 preparatory years before admission to BSW. 5 year program

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

- Create another option for francophone and francophiles students to complete a degree at the U of R
- Between 2025 and 2027, Francophone international students have an opportunity to study in a French program at the University of Regina (where 51% of the program is offered in French) under the Francophone Minority Community Students Program. As part of this program, students are eligible for permanent residence
- Increased access to study in either official language, supporting francophone and bilingual students
- Enhanced academic success through instruction and support in students' preferred language
- Greater retention and engagement due to reduced language-related barriers
- Enriched learning through exposure to diverse cultural and linguistic perspectives
- Eligibility for bilingual job positions, wage premiums, and federal/provincial programs
- Stronger communication and professional language skills in both French and English
- Competitive edge for graduate studies and international academic opportunities
- Culturally relevant practicum placements in Francophone and bilingual agencies
- Better preparation to serve diverse and multilingual populations
- Contributes to a more inclusive and socially just academic environment

Registrar's Undergraduate Academic Programming Questionnaire

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

The bilingual BSW would not duplicate or overlap with any existing University programming.

Similar to the English BSW Program, but some courses will be taught in French. These students would also complete English language SW courses, which could bring a unique perspective to the current courses.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

1. Commitment to Social Justice, Equity, Diversity, and Inclusion

Expands access for Francophone and bilingual students, especially from underserved or rural communities, including newcomers.

Promotes language equity in professional education, ensuring students can learn and practice in their preferred official language.

Strengthens the Faculty's goal of fostering a diverse and inclusive student body and workforce in the social work profession.

2. Enhancing Student Access, Success, and Experience

Increases recruitment and retention of Francophone and bilingual students by reducing language barriers in both academic and practicum settings.

Supports success through language-appropriate advising, instruction, and field placements, contributing to student well-being and achievement.

Expands practicum opportunities in bilingual or Francophone community organizations.

3. Community Engagement and Partnerships

Builds collaborative relationships with French-speaking community agencies, health services, and school divisions for practicum and research.

Responds to real-world needs for bilingual social workers in health care, education, and justice systems, especially in Saskatchewan's Francophone communities.

4. Academic Excellence and Innovation

Demonstrates academic leadership by being one of the few bilingual social work programs in Western Canada.

Encourages curricular innovation through bilingual delivery models (e.g., team-teaching, online bilingual resources).

Creates opportunities for bilingual research, publications, and knowledge mobilization on social justice, equity, and community well-being.

Registrar's Undergraduate Academic Programming Questionnaire

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

Enhancing Accessibility and Inclusion

A bilingual BSW program increases access for Francophone and bilingual students across Saskatchewan and beyond, aligning with the University's goals around diversity, equity, and inclusion.

It supports newcomer communities where French is a first or strong second language, improving representation and access to education.

Growing Enrolment and Student Success

A unique offering like a bilingual BSW can attract new domestic and international students, especially from French-speaking communities in Western Canada, West Africa, and parts of Europe as well as the growth in the number of French immersion graduates.

It promotes student success by allowing Francophone students to study in their preferred language, reducing barriers to completion.

Community Engagement and Partnership

Bilingual social workers are in demand across health, education, and justice sectors. Graduates would be well-positioned to serve Saskatchewan's Francophone population and beyond.

The program would build strong ties with Francophone service providers, such as Santé en français and community health organizations.

Other Opportunities for the University

Research and Funding Opportunities: Access to federal and provincial funding targeted at Francophone education (e.g., Official Languages in Education Program – OLEP).

Brand Differentiation: Positioning the U of R as a leader in bilingual professional education in Western Canada, an area currently underserved.

Workforce Development: Addressing labour shortages in bilingual social work positions, especially in rural and northern communities.

Graduate Program Expansion: Serving as a foundation for future bilingual graduate programs or micro credentials in social work and related fields.

Registrar's Undergraduate Academic Programming Questionnaire

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

Some challenges include:

- (1) Students in the bilingual English/French option will need to have competent English and French oral and writing skills;
- (2) Social Work schools and programs will need to ensure there are policies in place to assess and support language and writing skills of bilingual Social Work students;
- (3) the Faculty of Social Work and La Cité will need to work with the International Office and other relevant players to develop a recruitment strategy reaching out to potential learners from within Canada, from countries where French is spoken, and from French-speaking and Francophone communities and organizations in Saskatchewan.

The Faculty of Social Work will need to continue to explore the development and approval of bilingual curriculum and partnerships with other francophone universities. The Faculty of Social Work and La Cité will work together on a recruitment strategy. La Cité has a dedicated recruitment resource for French programs and will play a leadership role in developing the recruitment strategy with the Faculty of Social Work. It is anticipated that every effort will be made to work closely with colleagues from the Saskatchewan Association of Social Workers and the Francophone agencies and communities. La Cité and the Faculty of Social Work to liaise with the University of Regina's International Office and with the relevant post-secondary officers within the Government of Saskatchewan to develop a strong recruitment strategy. La Cité also has established practices for the academic students in French programming (e.g., tutoring) and incentives for recruitment and retention (e.g., bursaries). La Cité will work in collaboration with the Faculty of Social Work to ensure student success.

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

An Axion Assessment was completed, and the report noted that Fransaskois organizations identified the need for bilingual health professionals to serve the needs of Francophone clients. Most employer respondents had hired unilingual social workers. One respondent had already hired one bilingual social worker. Four reported they would need bilingual social workers in the future and were anticipating they would hire multiple bilingual social workers over the next few years. The Axion report did not fully reflect the diverse voices of the emerging newcomer francophone communities such as the Saskatchewan African francophone communities or of the residents who are French-speaking as a result of

Registrar's Undergraduate Academic Programming Questionnaire

participation in French language and French Immersion Programs. There is also a need for post-secondary avenues for francophone and francophile high school student to be able to continue to learn and serve in the French language.

This program enhances service delivery in French to meet obligations under the French-language Services Policy (SK) and Official Languages Act (Canada). It would also offer collaboration opportunities with organizations such as Société canadienne-française de Saskatchewan (SCF), Santé en français, and Gabriel Dumont Institute

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

This program would be a direct entry program from high school, and students must meet the Domestic High School admission requirements or international student admission requirements. Applicants to the bilingual option must present proof of English and French proficiency through ELP requirements or the written test through La Cité. If a student has graduated from a Fransaskois high school or from a French immersion program, the French proof of proficiency will have been met. There will be one intake per year starting in the fall semesters. Students who wish to switch to the English BSW must apply through regular BSW application process. This is required for proper program planning until the program grows to offer a regular rotation of French language delivered courses.

Students in the bilingual option will follow a specific pathway to earn a bilingual French/English designation on their degree.

The current high school requirements are:

Applicants must achieve Saskatchewan Secondary Level or Adult 12 Standing and meet the specific requirements of their faculty as shown below:

Minimum average of 70% in

English Language Arts A30*

English Language Arts B30*

Two courses from Category A (Maths & Sciences) or Category B (Languages & Social Sciences)

One course from Category A (Maths & Sciences), Category B (Languages & Social Sciences), or Category C (Other Approved Courses)

** Successful completion of Français Fransaskois A30 or B30 or Français immersion 30 with a minimum grade of 70%, or completion of the La Cité online placement test and obtain the FRN level 201 or higher.*

This will have to be updated/be included for the 2027 high school admission requirements.

Post Secondary Admission Requirements

Applicants who have attempted 15 or more credits hours of approved post-secondary education (by the application deadline) must meet the following criteria:

Successful completion of the required high school courses or a post-secondary equivalent.

A minimum 70% Application Grade Point Average (AGPA) on the last 30 credit hours of post-secondary studies presented. *Student must also complete of Français Fransaskois A30 or B30 or Français immersion 30 with a minimum grade of 70%, or completion of the La Cité online placement test and obtain the FRN level 201 or higher.*

Registrar's Undergraduate Academic Programming Questionnaire

Credit Hours	BSW Bilingual Options required courses	Language
3.0	ENGL 100	
3.0	ENGL 110	
3.0	FRN 352	French
3.0	INDG 100	French
3.0	INDG 200-level or higher or FRN 371	
3.0	PSYC 101	
3.0	SOC 100	
3.0	SOC 200-level or higher	
3.0	SOC 200-level or higher	
3.0	WGST 100	
3.0	FRN 340AI	French
3.0	FRN 350AI	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	French
3.0	Open Elective. May include max 9 cr hrs of SW/INSW courses	

Credit Hours	BSW Bilingual Options required SW courses	Language
3.0	SW 100	French
3.0	SW 202	
3.0	SW 345	
3.0	SW 346	
3.0	SW 347	
3.0	SW 350	
3.0	SW 390	French
3.0	SW 405	
3.0	SW 451	
3.0	SW 460	
3.0	SW 469	
3.0	SW ELEC	French
3.0	SW ELEC	French
3.0	SW ELEC	
6.0	SW 348	French

Registrar's Undergraduate Academic Programming Questionnaire

15.0	SW 448	French
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Suggested Model:

Year 1		Year 2		Year 3		Year 4	
SW 100 (FR)	SW 202	SW 346	SW 347	SW 390 (FR)	SW 469	SW 348 (FR)	SW 448 (FR)
Engl 100	Engl 110	SW 350	SW 345	SW 405	SW elec (FR)	Sw 451	
Indg 100 (FR)	Indg 200+/ FRN 371	Soc 200+	Open elec (FR)	SW 460	SW elec	Sw elec (FR)	
Psyc 101	Wgst 100	FRN 340AI (FR)	FRN 350AI (FR)	Open elec (FR)	FRN 352 (FR)	Open elec	
Soc 100	Open elec (FR)	Open elec (FR)	Soc 200+	Open elec (FR)	Open elec (FR)		

2. 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
Fondements du travail social	SW 100		X	202630
Compétences en communication en travail social	SW 390		X	202730
Stage en travail social I	SW 348		X	202830
Stage en travail social II	SW 448		X	202910
	SW elec	X		202730
	SW elec	X		202830

Registrar's Undergraduate Academic Programming Questionnaire

The under development courses need to be translated to French.

SW 100 - Ce cours explore les enjeux sociaux auxquels sont confrontés l'État, les organismes de protection sociale et les travailleurs sociaux pour répondre aux inégalités sociales et aux besoins humains. Les étudiants seront également initiés aux rôles et aux champs d'exercice du travail social au Canada, ainsi qu'aux valeurs et à l'éthique qui guident la profession. *Le cours SW 100 doit être suivi comme premier cours de travail social.

SW 390 - Ce cours se concentre spécifiquement sur le développement des compétences nécessaires à une communication efficace en travail social, dans divers rôles et contextes. Une introduction à la théorie de la communication est proposée, mettant l'accent sur le développement des compétences des étudiants. Des jeux de rôle et des séances enregistrées sont requis. ***Prérequis : SW 100 et 202 ; ou SW 200.***

SW 348 - Les étudiants, avec l'appui de la supervision d'organismes, s'impliqueront directement dans les services et systèmes de travail social au sein de la communauté et découvriront la pratique professionnelle. Les séminaires favorisent l'intégration de la théorie et de la pratique grâce au partage d'expériences et de connaissances. ***Prérequis : Réussite des cours SW 100, 202, SW 346, SW 350, SW 390 et SW 460*** *Remarque : Tous les étudiants doivent avoir une moyenne cumulative minimale de 70 % pour la partie travail social du baccalauréat en travail social pour être admissibles à SW 348.* *Remarque : Le stage pratique exige 230 heures de stage, généralement effectuées deux jours par semaine sur une période de 15 semaines. De plus, une séance d'orientation obligatoire est organisée avant le stage et les étudiants doivent assister à des séminaires bimensuels. Notation : réussite/échec. Pas de pause à mi-session. Les étudiants en pré-travail social ne sont pas admissibles à SW 348.

SW 448 - Les étudiants, avec l'appui de la supervision d'un organisme, s'impliqueront directement dans les services et systèmes de travail social au sein de la communauté et découvriront la pratique professionnelle. Les séminaires favorisent l'intégration de la théorie et de la pratique par le partage d'expériences et de connaissances. ***Prérequis : SW 100, SW 202, SW 345, SW 346, SW 347, SW 348, SW 350, SW 390, SW 405, SW 451, SW 460, SW 469.*** *Remarque : Tous les étudiants doivent avoir une moyenne cumulative minimale de 70 % pour la partie travail social du baccalauréat en travail social.* *Remarque : Le stage pratique comprend 470 heures de stage, généralement effectuées 4 jours par semaine sur 16 semaines. De plus, une séance d'orientation obligatoire est organisée avant le stage et les étudiants sont tenus d'assister à des séminaires bimensuels. Un stage pratique à temps partiel, réparti sur deux trimestres, peut être organisé. Notation : réussite/échec. Pas de pause à mi-trimestre.

Registrar's Undergraduate Academic Programming Questionnaire

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

To complete the Bachelor of Social Work (BSW) degree, students are required to complete a total of 120 credit hours, consisting of General University Studies (GUS) courses and Social Work (SW) courses. The GUS portion includes 57 credit hours (19 courses) as outlined in the University of Regina Calendar. Of these, 21 credit hours (37%) are electives. Students must also complete 63 credit hours of Social Work courses.

Students will complete 53% of their GUS credit hours in French, and will complete 52% of their SW credit hours in French

Students must also achieve a 60% UGPA, a 70% PGPA, and a 70% SW GPA to graduate.

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

63 credit hours must be completed in French language instruction.

53% of the degree will be in French language instruction.

If students would like to switch to the English BSW program, they will have to go through the formal BSW application process.

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

The Francophone communities in Saskatchewan, Canada, and internationally.

A focus on engaging students from Saskatchewan's French-language education system, including those from the Conseil des écoles fransaskoises (CÉF) and French immersion programs offered by Regina Public and Catholic Schools, as well as the rest of the provincial school boards, as the BSW is a province wide program.

6. How will students be recruited to the program?

Student recruitment for the Bilingual BSW Program will be led by La Cité, which will take primary responsibility for outreach and promotional activities. The Faculty of Social Work will provide support through collaborative events, informational sessions, and integration into broader faculty recruitment strategies.

Registrar's Undergraduate Academic Programming Questionnaire

7. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
10	15	20	30	35

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

Academic Advising will be available by both the Faculty of Social Work as well as La Cité.

9. 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 program will be delivered both in-person and via Zoom.

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?

Registrar's Undergraduate Academic Programming Questionnaire

- **Faculty of Social Work Staffing:**
 - o Two bilingual French/English academic staff member at the Lecturer/Assistant Professor level, teaching 4 courses (2 in French, 2 in English) as per the Faculty of Social Work Workload policy.
 - o One bilingual French/English academic staff member at the Instructor level, working with the field team as the bilingual field instructor, teaching 6 courses including Social Work Practicum I and II, with duties in both French and English.
- **La Cité Staffing:**
 - o A part-time bilingual liaison position to support the program.

Rationale for Staffing

According to its current mission statement, the Canadian Association for Social Work Education (CASWE-ACFTS) is a bilingual, Canadian association with a social justice focus that promotes excellence in social work education, practice, and scholarly activities. It does this through the enrichment of social work education, the accreditation of social work educational programs in Canada, advocacy, research, publication, consultation and collaboration at both Canadian and international levels. Accreditation standards (approved in March 2021) include strong statements about the requirement to ensure that programs have quality and competent faculty and professional staff who are able to carry out their academic duties (teaching, research, and community outreach/engagement). To meet CASWE's accreditation standards, the Faculty of Social Work must ensure adequate staffing for teaching, field education, and student support services, including academic advising, writing support, and language tutoring.

Hiring a bilingual liaison staff member and two bilingual academic staff members will provide the necessary diversity and avoid the potential for students to receive all their French-language Social Work courses from the same instructor. These hires will also address past accreditation challenges related to faculty resources and help maintain full accreditation status in the future, with the next review scheduled for 2027.

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

The project is funded under the Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction (Federal and Provincial funding).

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

Registrar's Undergraduate Academic Programming Questionnaire

The Faculty of Social Work will utilize existing academic advisors and administrative staff to support the bilingual program, with minimal additional workload anticipated. La Cité will contribute through existing marketing and recruitment personnel, as well as community liaison roles. While new positions are planned, these existing resources will support initial implementation (new positions will be funded through Federal & Provincial funding)

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?

The program will be delivered both in-person and via Zoom. It will use existing French-language courses and English Social Work courses already offered at the University. French-language Social Work courses will be adapted by newly hired bilingual academic staff, funded through a federal/provincial grant.

Courses will be delivered in-person or synchronously via Zoom rather than developed as fully online asynchronous courses.

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Most courses already exist and are part of the regular BSW Program. Six SW courses will be translated/redeveloped from English to French.

1	\$91,000	\$265,500	(\$174,500)
2	\$212,392	\$354,000	(\$141,608)
3	\$365,121	\$364,620	\$501
4	\$601,750	\$375,559	\$226,191
5	\$881,540	\$386,825	\$494,715
5 Year Total	\$2,151,804	\$1,746,504*	\$405,300

***Expenses include salaries for three faculty positions. A combination of provincial and federal dollars will fund these positions.**

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

We anticipate the need for French-language Social Work textbooks for 2-3 courses made available. TBD upon course development.

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


Smart-classroom capabilities are required and already available on-campus.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Danielle Myers	Danielle.Myers@uregina.ca	306-585-4032

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director	N/A	
Associate Dean (Undergraduate)	 Dr Jaqueline Fields	October 1 st , 2025
Departmental/Program Council	FSW Undergraduate Studies Committee	October 1st, 2025
Faculty Council		October 29, 2025
CCUAS		December 9, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire**I. PROGRAM INFORMATION**

Program Name: Bachelor of Social Work After Degree Type of

Program:

	Certificate
	Diploma
	Baccalaureate
X	After Degree
	Other (specify):

Credential Name (if different from Program Name): Bachelor of Social Work

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

Expected Proposal Submission Date (Month/Year):

Expected Start Date (Month/Year): 202630

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The Bachelor of Social Work (BSW) After Degree program is needed to address declining enrollment, streamline the path to graduation for students with related degrees, and align with similar offerings at other institutions. It allows students holding a social sciences degree to complete the BSW in two years, while recognizing prior education. This approach supports academic efficiency, meets student demand for accelerated professional programs, and helps the Faculty attract and retain strong candidates while maintaining program integrity.

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

Key objectives are to enable students with a related undergraduate degree to complete the BSW in 2 years, to increase enrolment, to recognize Prior education, prepare students more efficiently for professional social work practice, and to enhance accessibility to our BSW program.

The program will be delivered in conjunction with our BSW program in person, online and via zoom.

Registrar's Undergraduate Academic Programming Questionnaire

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

MCMASTER UNIVERSITY

- 60 credits (units), including:
 - o Indigenous studies course – if completed prior to admission, must take another SW course
 - o Social science research methods course – if completed prior to admission, must take another SW course

YORK UNIVERSITY

- Eligible if holding a 3 year degree as well
- Includes a 'social justice statement' and references
- Maximum of 5 years to complete

ST THOMAS UNIVERSITY

- Need a 4 year bachelor's degree with min. 3.0 GPA on most recent 60 credit hours
- Conditional acceptance for students completing degree in April
- Must have min. 60 credit hours in liberal arts
- Must have an empirical research methods course, acceptable by School of Social Work
-

UNIVERSITY OF CALGARY

- University Transfer Route – includes previous degree holders
- Complete 20 ½ course equivalents
- Two practica in final year
- Completing only years 3 and 4 of the BSW

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

Faster Completion – Earn a BSW in 2 years

Recognition of Prior Education – Avoid repeating foundational knowledge courses.

Cost and Time Efficiency – Reduced tuition and time to graduation.

Improved Access – Creates a new entry point for students with related degrees.

Career Advancement – Faster route to becoming a registered social worker.

High-Quality Education – Maintains academic rigor while streamlining delivery.

Familiar Format – Mirrors other after-degree programs (e.g., Nursing, Education).

Alignment with Professional Goals – Tailored for those committed to entering the social work field.

Focus on Reconciliation – Includes TRC-related reflection as part of admissions, encouraging socially conscious practice.

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.

Registrar's Undergraduate Academic Programming Questionnaire

The BSW After Degree would not duplicate or overlap with any existing University programming.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

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

The BSW After Degree program directly supports key goals in the University of Regina's Faculty of Social Work Strategic Plan by:

Enhancing Accessibility and Inclusion - Creates a new, flexible entry point for students with prior degrees, including those from underrepresented or northern communities.

Promoting Academic Excellence - Attracts students with strong academic foundations, maintaining high standards while offering a more efficient path to graduation.

Strengthening Indigenous Engagement - Integrates a Truth and Reconciliation Commission (TRC) Call to Action component in the admissions process, fostering culturally responsive practice.

Fostering Innovation in Program Delivery - Introduces an alternative program stream aligned with student needs and professional trends, similar to after-degree models in Nursing and Education.

Supporting Workforce Development - Accelerates the path to becoming a social worker, helping address labour shortages in the social services sector.

Sustaining Enrolment and Growth - Attracts new students and boosts enrolment through a program that builds on existing credentials.

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

Student Success – This program offers a faster, cost-effective path to a professional degree, supporting timely graduation and employability. It would recognize and build on students' prior academic achievements, enhancing their educational experience.

Commitment to Reconciliation - Requires applicants to reflect on a TRC Call to Action, aligning with the University's commitment to Indigenous engagement and reconciliation.

Sustainable Growth - Introduces a new program stream to attract more domestic students, helping to stabilize or grow enrolment in the current challenging post-secondary landscape.

Registrar's Undergraduate Academic Programming Questionnaire

Innovation and Responsiveness - Demonstrates program innovation by responding to student needs and market demands, similar to other successful after-degree offerings (e.g., Nursing, Education).

Community Impact and Workforce Readiness - Prepares more qualified social workers, meeting labour market needs and contributing to social well-being in Saskatchewan and beyond.

Additional Opportunities:

Enhances the University's reputation as a responsive, student-focused institution.

Creates potential for new partnerships or articulation agreements with other institutions.

Opens doors for further development of graduate pathways, including future MSW offerings.

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

Resource Allocation - Faculty and Field Education Capacity: Ensure there are sufficient faculty and practicum placements to support the additional students without compromising the quality of existing programs.

Administrative Support - Efficient admission and advising processes will be essential

Reputation and Quality Assurance - Maintaining academic rigor and professional standards will be key to protecting the Faculty's and University's reputation, especially as this program targets academically strong applicants.

Equity and Inclusion - Ensure the program is accessible to students from diverse backgrounds, including Indigenous, northern, and mature learners, aligning with institutional equity goals.

Impact on Full BSW Program - Carefully manage integration so the after-degree stream complements rather than competes with the full BSW program.

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

The BSW After Degree program supports external and community needs by helping address workforce shortages in social services, particularly in health, education, and justice sectors. It provides a pathway for qualified individuals to enter the profession, enhancing the capacity

Registrar's Undergraduate Academic Programming Questionnaire

of agencies and organizations to meet growing demand. The program also encourages culturally responsive practice which supports Indigenous and northern communities. Additionally, it fosters stronger community partnerships through practicum placements and aligns with the needs of individuals seeking career transitions into social work.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

Applications for admission to the Bachelor of Social Work After-Degree must be received by the Faculty of Social Work through online submission by January 15.

For 2026, the application deadline of January 15th will not apply. Applications will be accepted until June 15, 2026.

For the 2027 admission cycle, the deadline will be January 15th.

Academic Requirements:

Applicants must hold a 3 or 4 year Social Science degree or another degree program with permission of the Associate Dean from an approved/accredited Canadian post-secondary institution with a minimum graduating UGPA of 70%.

Applicants who do not have a 70% UGPA from their previous degree will complete the Pre-Social Work requirements and can apply to the full BSW Program.

Assessment:

All applicants who meet the academic requirements will have their admission application evaluated by a social work review panel. Reviewers will assess applicants' commitment to and experience in human service, as well as their writing skills, critical thought, self awareness, ethics, and values. The assessment will be based on the applicant's work, community engagement, educational experiences, overall academic history, personal statement, and overall student portfolio. The decision of the admission panel cannot be appealed.

Ranking

Applicants who have met the academic requirements and, through the assessment process above, have demonstrated adequate commitment to and experience in human service will be ranked by BSW Admission GPA. The Faculty of Social Work supports the principles of equity and promotes social and cultural diversity. Applicants who identify themselves as experiencing cultural and/or social barriers will be given additional consideration in the ranking process.

Conditional Admission

Applicants who have not been awarded a degree upon submission of their application can apply to the BSW After-Degree program for the January 15 deadline. Courses in progress must be successfully completed prior to April 30 of the application year. If these courses are being taken at institutions other than the U of R, transcripts showing them in progress must be submitted by January 15 to the U of R Enrolment Services office. Applications that meet the criteria will be taken forward to the review panel for screening. If successful in screening and ranking, these students will be offered conditional admission to the BSW After-Degree program. If conditionally admitted, students will have until June 1 to provide the U of R Undergraduate Enrolment Services office with original transcripts showing successful completion of their degree status from their respective institution other than the U of R. Students who successfully complete the requirements by April 30 will be offered full admission to the BSW After-Degree program. Students who have not met admission requirements will have their conditional admission revoked and will need to re-apply to the BSW After-Degree program for the next application deadline. Students not admitted to the BSW After-Degree program via this process will be accepted in the Pre-Social Work Program and are not limited to the number of times they can re-apply. All admission decisions are final and are not subject to appeal.

Registrar's Undergraduate Academic Programming Questionnaire

2. Insert the proposed curriculum here.

Credit Hours	BSW After-Degree Required courses
3.0	SW 200
3.0	SW 345
3.0	SW 346
3.0	SW 347
3.0	SW 350
3.0	SW 390
3.0	SW 405
3.0	SW 451
3.0	SW 460
3.0	SW 469
3.0	SW ELEC
3.0	SW ELEC
3.0	SW ELEC
6.0	SW 348
15.0	SW 448

Registrar's Undergraduate Academic Programming Questionnaire

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 Social Work	SW 200		X	202630

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

To complete the Bachelor of Social Work After Degree, students are required to complete a total of 60 credit hours of Social Work courses.

Students must also achieve a 60% UGPA, a 70% PGPA, and a 70% SW GPA in order to graduate.

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?

Applicants that have completed a 3 or 4 year Social Science degree from an approved/accredited Canadian Post-secondary institution that want to pursue a career in the field of Social Work

7. How will students be recruited to the program?

Marketing and recruitment plans that include social media, web site updates, and recruitment fairs

8. What is the expected 5 year enrolment?

Registrar's Undergraduate Academic Programming Questionnaire

Year 1	Year 2	Year 3	Year 4	Year 5
25	30	40	60	80

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

Academic Advising will be available by the Faculty of Social Work

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.

This Program will be offered in-person, online and via zoom

V. Needs and Costs of the Program (CCB)

Registrar's Undergraduate Academic Programming Questionnaire

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

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?

This program will be a complement to our current BSW program, current faculty and staff will be used.

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?

Will continue to develop online and blended courses in consultation with DDLC

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$227, 500	0	\$227, 500
2	\$460,683	0	\$460,683
3	\$760,798	0	\$760,798
4	\$1,231,840	0	\$1,231,840
5	\$1,772,708	0	\$1,772,708
5 Year Total	\$4,453,529	0	\$4,453,529

***Current faculty teaching resources will be utilized.**

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

N/A

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


N/A

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Danielle Myers	Danielle.Myers@uregina.ca	306-585-4032

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)	 Dr. Jacqueline Fields, PhD Associate Dean Undergraduate Faculty of Social Work	October 1, 2025
Departmental/Program Council	FSW Undergraduate Studies Committee	October 1, 2025
Faculty Council		October 29, 2025
CCUAS		December 9, 2025
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

UNIVERSITY OF REGINA

Executive of Council

Subject: Report from the Council Committee on Research

Item(s) for Decision:**1. Policy Update – Care and Use of Animals (RCH-020-005)**

MOTION: That the “Care and Use of Animals (RCH-020-005)” policy be revised as outlined in Attachment B.

Background and Description:

On April 18, 2024 the Canadian Council on Animal Care (CCAC) conducted an assessment visit of the animal care program at the University of Regina. These visits take place every three years and are a requirement to hold federal research funding from the Tri-Agencies (NSERC, SSHRC and CIHR). Following the visit, the University received an assessment report outlining a number of recommendations from the CCAC which the University is required to address.

Revisions to the Care and Use of Animals Policy are proposed to address specific requirements as noted below from the CCAC. Other changes were made to ensure that the policy aligns more closely with the relevant CCAC Policy Statements:

[*CCAC Policy Statement for: Senior Administrators Responsible for Animal Care and Use Programs*](#)
[*CCAC Policy Statement on: Terms of Reference for Animal Care Committees*](#)

Excerpts from the University of Regina’s Canadian Council on Animal Care Assessment Report of January 17, 2025:

1. There is a University of Regina Policy on the Care and Use of Animals that was last reviewed in February 2021. University of Regina policies are normally reviewed every 5 years, but those on animal care should be reviewed every three years to meet CCAC guidance;
2. That the President’s Committee on Animal Care (PCAC) Terms of Reference be focused on PCAC composition and responsibilities, and be complete and up to date, with reviews at least every three years.
3. That the following elements be included as senior administration responsibilities within the University of Regina Policy on the Care and Use of Animals in Science, which should also be reviewed at least every three years:
 - The processes for scientific merit review of animal-based research projects, and for pedagogical merit review of teaching or training using animals;
 - Animal care personnel and veterinary service structure, support and continuing education, and continuing education of PCAC members;
 - Animal user training;
 - Animal facility compliance with CCAC guidelines, including management and ongoing maintenance;

- Occupational health and safety and crisis management measures.
4. The PCAC Terms of Reference will need to be reviewed, along with the University of Regina Policy on the Care and Use of Animals. The University of Regina should take this opportunity to ensure that all senior administration responsibilities concerning animal care and use are well defined in the institutional policy, and that the PCAC Terms of Reference are focused on PCAC composition and responsibilities and are complete and up to date. Both policies will need to be reviewed at least every three years to ensure that they:
- Reflect the current animal care and use program;
 - Are based on all relevant and updated CCAC and related guidance ([*CCAC policy statement for: senior administrators responsible for animal care and use programs*](#) & [*CCAC policy statement on: terms of reference for animal care committees*](#))

At the October 2025 Executive of Council meeting, as a result of the discussion that occurred, a motion was brought forward to refer the Care and Use of Animals policy back to the Council Committee on Research for further consultation. Consultations occurred and additional amendments were made, which are available in Attachment A.

To allow comparison between the old and new policies, a redline version of the policy is provided showing all tracked changes (Attachment A). The clean, revised version with all changes accepted is included as Attachment B.

(end of Motion)

2. Research Chair – Nuclear Research Chair – Faculty of Engineering and Applied Science

<p>MOTION: That the Research Chair titled “<i>UNENE Chair in Nuclear Engineering</i>,” be approved.</p>
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In October, 2025 the Government of Saskatchewan announced \$3.3 million in funding over six years to join the University Network of Excellence in Nuclear Engineering (UNENE) and establish Western Canada's first two UNENE industrial research chairs. One of these chairs will be located at the University of Regina, and the other will be at the University of Saskatchewan.

UNENE is a network of universities that work together to advance nuclear knowledge, build capacity and raise the profile of Canada's academic excellence in nuclear around the world. UNENE members, along with the Natural Sciences and Engineering Research Council (NSERC) annually fund an Industrial Research Chair (IRC) program. The IRCs support program-related human and capital resource costs and research grants. The nuclear research chair at the University of Regina will collaborate to develop nuclear-focused curriculums, support the delivery of graduate degrees in nuclear science and engineering, and conduct research in nuclear engineering, nuclear physics and materials science.

The new nuclear research chair will directly support the Energy Systems Engineering program in the Faculty of Engineering and Applied Science by significantly expanding its expertise and capacity. The program currently has one Tier II Canada Research Chair, which has already attracted more than \$3 million dollars in research funding, and an additional \$7,000,000 to support the construction of the Small Modular Reactor, Safety, Licensing, and Testing center. Adding a second research chair in nuclear

research will further establish the University of Regina as a leader in nuclear energy research in Saskatchewan, Canada, and beyond.

Alternatives:

The University could choose to reject the SaskPower and UNENE sponsored nuclear research chair at the expense of our relationship with SaskPower. This option will forfeit important financial resources that will significantly benefit the newly developed Energy Systems Engineering program and jeopardize the University's position as a provincial and national leader in nuclear science.

(end of Motion)

Care and Use of Animals

Number: RCH-020-005
Audience: All University Employees
Issued: May 2010
Last revised: ~~24 February 2021~~ [July 15, 2025](#) , [October 7, 2025](#)
Owner: Vice-President (Research)
Approved by: Executive of Council
Contact: Director, ~~Research Office~~ [Office of Research Services](#) – 306-337-2478

Introduction

The University of Regina is committed to maintaining the highest possible standards of animal care and use in research, teaching, and testing. Standards for animal care and use are outlined by the Canada Council on Animal Care (CCAC) and in other guidelines published or endorsed by the CCAC, and are in accordance with the Agreement on the Administration of Agency Grants and Awards by Research Institutions.

The committee authorized to oversee the administrative aspects of research, teaching, and testing involving animals is the President's Committee on Animal Care (PCAC). It is the responsibility of the PCAC to establish procedures to ensure compliance with applicable regulations. It is not a right to use animals in research, teaching, and testing; rather, if demonstrated that it is necessary, and if this necessity can be justified, the privilege to do so may be extended.

Only those who receive approval from the PCAC may bring animals onto University property, and animals may only be brought on university property for use in research, teaching, and testing. This includes animals on display for events, animals involved in fieldwork off-campus and animals occupying University space (including outdoor spaces, offices, and leased space) but does not include service or support animals used by a person with a disability, which are governed by policy [OPS-160-005 Service and Support Animals](#).

Any University of Regina faculty, staff member, or student intending to work with animals in any capacity as part of their research or University of Regina program of study both on and off campus is required to receive approval from the PCAC before any work involving animals can be carried out.

Purpose

The purpose of this policy is to ensure ethical and humane use and responsible care of animals used to conduct research, teaching, and testing.

Scope

This policy applies to all research, teaching, and testing involving animals:

1. conducted by University of Regina Faculty, Staff, and Students;
2. undertaken under the auspices of or in affiliation with the University of Regina; or
3. using University of Regina equipment, facilities or resources.

Definitions

- **Animals** – non-human, living vertebrates and any living invertebrates of the class cephalopoda, including free-living and reproducing larval forms, used for research, education or breeding purposes.
- **Faculty** – an individual employed by the University of Regina who holds an academic appointment.
- **Principal Investigator** – a faculty member or equivalent visiting scholar in charge of a research or education project.
- **Staff** – an individual employed by the University of Regina or an individual employed by a Faculty member.
- **Student** – an individual enrolled in a course and/or program of study at the University of Regina or from another institution visiting the University of Regina and using University of Regina equipment, facilities or resources to conduct their program of study.

Policy**Review for Animal Use**

All care and use of animals for research, teaching, and testing must be reviewed and approved by the PCAC prior to commencement to ensure it is conducted in accordance with the standards for the ethical care and use of animals established by the Canadian Council on Animal Care (CCAC). This includes animals brought on campus for educational events.

The PCAC may review external protocols for care and use of animals to ensure they meet animal care and use standards, where possible. The PCAC does not approve non-University protocols because the University does not have authority over the work or personnel involved.

Accountability

Implementation and compliance with policies on the proper care and use of animals in research and education is an institutional responsibility shared by University of Regina administration, the animal facility ~~director~~manager, faculty members, staff, students and the PCAC.

Roles and Responsibilities

President's Committee on Animal Care

- ~~The PCAC will: review the proposed animal use protocol to determine if the proposed use complies with applicable regulations.~~
- ~~If the PCAC finds that the proposed protocol is compliant, the protocol may be approved. provide ethical review and approval of animal use protocols that have been peer reviewed for scientific or pedagogical merit;~~
- ensure that animal use protocols are being carried out as approved;
- ensure that there are Standard Operating Procedures and policies for the care and use of animals in place which are reviewed regularly;
- ~~The PCAC will monitor compliance with approved protocols and inspect all animal facilities at least once per year. undertake at minimum one (1) annual site visit of animal facilities to ensure they meet CCAC standards;~~
- work with the Vice-President (Research) to ensure that there are sufficient, qualified veterinary and animal care staff receiving relevant continuing education and training, and that animal users have also received appropriate training
- determine and coordinate the necessary training for animal users based on the work conducted in an animal use protocol and standard operating procedures.

Commented [AS1]: Replaced "if they" with "that"

Commented [AS2]: Added "determine and coordinate the necessary training for animal users based on the work conducted in an animal use protocol and standard operating procedures."

Vice-President (Research)

The Vice-President (Research) bears executive responsibility for the implementation of the University's animal care and use policy.

~~The Vice President (Research) shall resolve any appeals by applying the PCAC Appeal Provision (PCAC Terms of Reference).~~ The Vice-President (Research) shall ensure that:

- there are mechanisms in place to ensure that the proposed animal-based work has scientific merit for animal-based research or pedagogical merit for animal-based teaching;
- the President's Committee on Animal Care is appropriately composed, structured, well-functioning, effective, and provided with sufficient, qualified, human resources to ensure compliance with all relevant animal care and use standards;
- there are sufficient veterinary and animal care staff, who are knowledgeable of the species and types of animal use undertaken, and skilled in communication with animal users and the Animal Care Committee;
- the veterinarians and animal care staff have access to continuing education and training relevant to their field;

- animal users receive training and are well informed with regard to all aspects of the animal care and use program, and understand that using animals is a privilege that is granted with the understanding that CCAC, institutional, provincial, and national standards with respect to animal care and use are followed;
- The Vice President (Research) shall resolve any appeals are resolved by applying the PCAC Appeal Provision (PCAC Terms of Reference).
- when animals will be held within an institution, appropriate and sufficient animal facilities are in place for the species held and types of work undertaken;
- measures are in place to protect those who may be exposed to animals from related hazards;
- ensure the institution has a crisis management program in place for animal facilities and for the animal care and use program;
- the institution prepares appropriately for every CCAC assessment visit and that they and members of the animal care and use program are available to answer the CCAC's questions and provide timely and comprehensive responses to CCAC recommendations.

Deans and Directors

- Deans and Directors will ensure that those who use, and those who are being trained to use, animals for research, teaching, and testing carried out by members in their faculty or department, or in association with their faculty or department unit, are compliant with applicable University policies and procedures.

Animal Users

Principal Investigators have the responsibility to:

- Ensure students and team members are listed on Animal Use Protocols and receive the necessary training.
- ensure animal use protocols include all information required to conduct an informed review of the proposed animal use, and that it is approved before any animal use begins;
- ensure that amendments to protocols are submitted in a timely manner;
- report to PCAC at minimum annually;

Faculty, staff, and student animal users have the responsibility to:

- consider the Three Rs (replacement, reduction and refinement) of animal use and not use animals if a replacement alternative is available and appropriate;
- work with the President's Committee on Animal Care, Consulting Veterinarian, and animal care staff in a collegial and respectful manner;
- treat all animals with respect and dignity;
- complete the necessary training, demonstrating the competency to undertake the procedures and understand what is included in the animal use protocol and associated standard operating procedures;

Commented [AS3]: This has been added "Principal Investigators have the responsibility to."

Commented [AS4R3]: The first bullet was added. Bullets 2-4 were moved here from under the faculty staff and student responsibilities

Commented [AS5]: Deleted "ensure all team members handling animals are trained and competent " and replace with "complete the necessary training, demonstrating the competency "

- ~~respect, design, and conduct all work in accordance with the approved animal use protocol, standard operating procedures, University of Regina and Canadian Council and Animal Care policies, standards, guidelines and any other relevant best practices.~~

Commented [AS6]: Added "standard operating procedures"

Faculty Members and Principal Investigators

- ~~Faculty Members and Principal Investigators must ensure that work carried out under their supervision is conducted in accordance with University policy on the care and use of animals.~~
- ~~Faculty Members and Principal Investigators are responsible for designing and carrying out research, teaching, and testing in accordance with all applicable requirements.~~
- ~~Faculty Members and Principal Investigators are also responsible for ensuring students working under their supervision are compliant with applicable requirements.~~

Students

- ~~Graduate and undergraduate students must ensure they follow the animal care and use policy.~~

Consulting University Veterinarian(s)

- The consulting Veterinarian(s) or a designated Veterinarian will:
 - a) provides assistance to all Faculty, Staff, and Students ~~Members and Principal Investigators~~ using animals for research or educational purposes;
 - b) provides emergency veterinary services where warranted; ~~and~~
 - c) remains current on new theories, practices and emerging trends in animal care.
- The consulting Veterinarian or a designated Veterinarian is delegated the authority to:
 - a) terminate any procedure which causes unnecessary pain or stress to animals or which deviates from approved protocols; and
 - b) euthanize any animals believed to be in pain or distress that cannot be alleviated.

Facilities

- The University will acquire and maintain only the number and type of animals that can be accommodated in existing facilities in accordance with applicable regulations.
- If suitable space is unavailable, research may need to be modified or rescheduled or funds may need to be allocated for modification or expansion of existing facilities.
- Approval of a protocol, authorization of a research grant, or receipt of a contract does not guarantee the University will be able to acquire, house and care for the research animals specified under the terms of the project if, at the time the work proceeds, the capacity of the University's facilities is otherwise fully used or space is unavailable.

Consequences for Noncompliance

- Conducting animal research that has not been reviewed or approved by the PCAC is considered noncompliant.
- Acquisition of animals for research, teaching, and testing that has not been approved by the PCAC is considered noncompliant.
- Cases of suspected noncompliance will be investigated by the PCAC and appropriate actions will be taken. Appropriate actions may include, but are not limited to, the misconduct procedures as outlined in policy [GOV-022-025 Research and Scholarly Misconduct](#).
- Once approval from the PCAC has been granted, failure to adhere to the conditions of the approved protocol constitutes noncompliance.

Related Information

- [PCAC Terms of Reference](#)
- [GOV-100-005 Health and Safety](#)
- [GOV-022-025 Research and Scholarly Misconduct](#)
- [OPS-160-005 Service and Support Animals](#)
- [Canadian Council on Animal Care](#)
- [Agreement on the Administration of Agency Grants and Awards by Research Institutions](#)

Commented [AS7]: Link is fixed

Care and Use of Animals

Number: RCH-020-005
Audience: All University Employees
Issued: May 2010
Last revised: July 15, 2025 , October 7, 2025
Owner: Vice-President (Research)
Approved by: Executive of Council
Contact: Director, Office of Research Services – 306-337-2478

Introduction

The University of Regina is committed to maintaining the highest possible standards of animal care and use in research, teaching, and testing. Standards for animal care and use are outlined by the Canada Council on Animal Care (CCAC) and in other guidelines published or endorsed by the CCAC, and are in accordance with the Agreement on the Administration of Agency Grants and Awards by Research Institutions.

The committee authorized to oversee the administrative aspects of research, teaching, and testing involving animals is the President's Committee on Animal Care (PCAC). It is the responsibility of the PCAC to establish procedures to ensure compliance with applicable regulations. It is not a right to use animals in research, teaching, and testing; rather, if demonstrated that it is necessary, and if this necessity can be justified, the privilege to do so may be extended.

Only those who receive approval from the PCAC may bring animals onto University property, and animals may only be brought on university property for use in research, teaching, and testing. This includes animals on display for events, animals involved in fieldwork off-campus and animals occupying University space (including outdoor spaces, offices, and leased space) but does not include service or support animals used by a person with a disability, which are governed by policy [OPS-160-005 Service and Support Animals](#).

Any University of Regina faculty, staff member, or student intending to work with animals in any capacity as part of their research or University of Regina program of study both on and off campus is required to receive approval from the PCAC before any work involving animals can be carried out.

Purpose

The purpose of this policy is to ensure ethical and humane use and responsible care of animals used to conduct research, teaching, and testing.

Scope

This policy applies to all research, teaching, and testing involving animals:

1. conducted by University of Regina Faculty, Staff, and Students;
2. undertaken under the auspices of or in affiliation with the University of Regina; or
3. using University of Regina equipment, facilities or resources.

Definitions

- **Animals** – non-human, living vertebrates and any living invertebrates of the class cephalopoda, including free-living and reproducing larval forms, used for research, education or breeding purposes.
- **Faculty** – an individual employed by the University of Regina who holds an academic appointment.
- **Principal Investigator** – a faculty member or equivalent visiting scholar in charge of a research or education project.
- **Staff** – an individual employed by the University of Regina or an individual employed by a Faculty member.
- **Student** – an individual enrolled in a course and/or program of study at the University of Regina or from another institution visiting the University of Regina and using University of Regina equipment, facilities or resources to conduct their program of study.

Policy

Review for Animal Use

All care and use of animals for research, teaching, and testing must be reviewed and approved by the PCAC prior to commencement to ensure it is conducted in accordance with the standards for the ethical care and use of animals established by the Canadian Council on Animal Care (CCAC). This includes animals brought on campus for educational events.

The PCAC may review external protocols for care and use of animals to ensure they meet animal care and use standards, where possible. The PCAC does not approve non-University protocols because the University does not have authority over the work or personnel involved.

Accountability

Implementation and compliance with policies on the proper care and use of animals in research and education is an institutional responsibility shared by University of Regina administration, the animal facility manager, faculty members, staff, students and the PCAC.

Roles and Responsibilities

President's Committee on Animal Care

- The PCAC will: provide ethical review and approval of animal use protocols that have been peer reviewed for scientific or pedagogical merit;
- ensure that animal use protocols are being carried out as approved;
- ensure that there are Standard Operating Procedures and policies for the care and use of animals in place which are reviewed regularly;
- undertake at minimum one (1) annual site visit of animal facilities to ensure they meet CCAC standards;
- work with the Vice-President (Research) to ensure that there are sufficient, qualified veterinary and animal care staff receiving relevant continuing education and training, and that animal users have also received appropriate training
- determine and coordinate the necessary training for animal users based on the work conducted in an animal use protocol and standard operating procedures.

Vice-President (Research)

The Vice-President (Research) bears executive responsibility for the implementation of the University's animal care and use policy.

The Vice-President (Research) shall ensure that:

- there are mechanisms in place to ensure that the proposed animal-based work has scientific merit for animal-based research or pedagogical merit for animal-based teaching;
- the President's Committee on Animal Care is appropriately composed, structured, well-functioning, effective, and provided with sufficient, qualified, human resources to ensure compliance with all relevant animal care and use standards;
- there are sufficient veterinary and animal care staff, who are knowledgeable of the species and types of animal use undertaken, and skilled in communication with animal users and the Animal Care Committee;
- the veterinarians and animal care staff have access to continuing education and training relevant to their field;
- animal users receive training and are well informed with regard to all aspects of the animal care and use program, and understand that using animals is a privilege that is granted with the understanding that CCAC, institutional, provincial, and national standards with respect to animal care and use are followed;
- appeals are resolved by applying the PCAC Appeal Provision (PCAC Terms of Reference).

- when animals will be held within an institution, appropriate and sufficient animal facilities are in place for the species held and types of work undertaken;
- measures are in place to protect those who may be exposed to animals from related hazards;
- ensure the institution has a crisis management program in place for animal facilities and for the animal care and use program;
- the institution prepares appropriately for every CCAC assessment visit and that they and members of the animal care and use program are available to answer the CCAC's questions and provide timely and comprehensive responses to CCAC recommendations.

Deans and Directors

- Deans and Directors will ensure that those who use, and those who are being trained to use, animals for research, teaching, and testing carried out by members in their faculty or department, or in association with their unit, are compliant with applicable University policies and procedures.

Animal Users

Principal Investigators have the responsibility to:

- Ensure students and team members are listed on Animal Use Protocols and receive the necessary training.
- ensure animal use protocols include all information required to conduct an informed review of the proposed animal use, and that it is approved before any animal use begins;
- ensure that amendments to protocols are submitted in a timely manner;
- report to PCAC at minimum annually;

Faculty, staff, and student animal users have the responsibility to:

- consider the Three Rs (replacement, reduction and refinement) of animal use and not use animals if a replacement alternative is available and appropriate;
- work with the President's Committee on Animal Care, Consulting Veterinarian, and animal care staff in a collegial and respectful manner;
- treat all animals with respect and dignity;
- complete the necessary training, demonstrating the competency to undertake the procedures and understand what is included in the animal use protocol and associated standard operating procedures;
- respect, design, and conduct all work in accordance with the approved animal use protocol, standard operating procedures, University of Regina and Canadian Council and Animal Care policies, standards, guidelines and any other relevant best practices.

Consulting University Veterinarian(s)

- The consulting Veterinarian(s) or a designated Veterinarian will:
 - a) provides assistance to all Faculty , Staff, and Students using animals for research or educational purposes;
 - b) provides emergency veterinary services where warranted;
 - c) remains current on new theories, practices and emerging trends in animal care.
- The consulting Veterinarian or a designated Veterinarian is delegated the authority to:
 - a) terminate any procedure which causes unnecessary pain or stress to animals or which deviates from approved protocols; and
 - b) euthanize any animals believed to be in pain or distress that cannot be alleviated.

Facilities

- The University will acquire and maintain only the number and type of animals that can be accommodated in existing facilities in accordance with applicable regulations.
- If suitable space is unavailable, research may need to be modified or rescheduled or funds may need to be allocated for modification or expansion of existing facilities.
- Approval of a protocol, authorization of a research grant, or receipt of a contract does not guarantee the University will be able to acquire, house and care for the research animals specified under the terms of the project if, at the time the work proceeds, the capacity of the University's facilities is otherwise fully used or space is unavailable.

Consequences for Noncompliance

- Conducting animal research that has not been reviewed or approved by the PCAC is considered noncompliant.
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UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. Approval of the Bachelor of Arts and Science Hood

MOTION: That the Bachelor of Arts and Science hood be approved as:

- A custom-made Bachelor's hood with black pilgrim shell
- Traditional Bachelor of Arts white satin inside trim, Bachelor of Fine Arts apple blossom pink satin, and Bachelor of Science mint green outside trim

Rationale:

A new hood is required for the new Bachelor of Arts and Science degree to recognize the graduands of this program at Convocation. The three colours selected represent the three faculties that offer the degree. If approved, the new hood will be first worn at the Spring 2026 Convocation.

Please see **Attachment A** for a mock up of the proposed Bachelor of Arts and Science hood.

Note:

Similar to paint, different vendors will use different names for the same colour. The closest matching colours currently available from the vendor are crimson (apple blossom pink) and sage green (mint).

(end of Motion)

2. Addition of Honorary Degree Candidates to the Approved Roster

MOTION: That the list of honorary degree candidates for addition to the Approved Roster, *as appended to the University's Official File*, be approved.

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

Background and Rationale:

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

1. A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service.

2. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence.
3. A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation.
4. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavor. This occasion or circumstance should be specified.

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

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

(end of Motion)

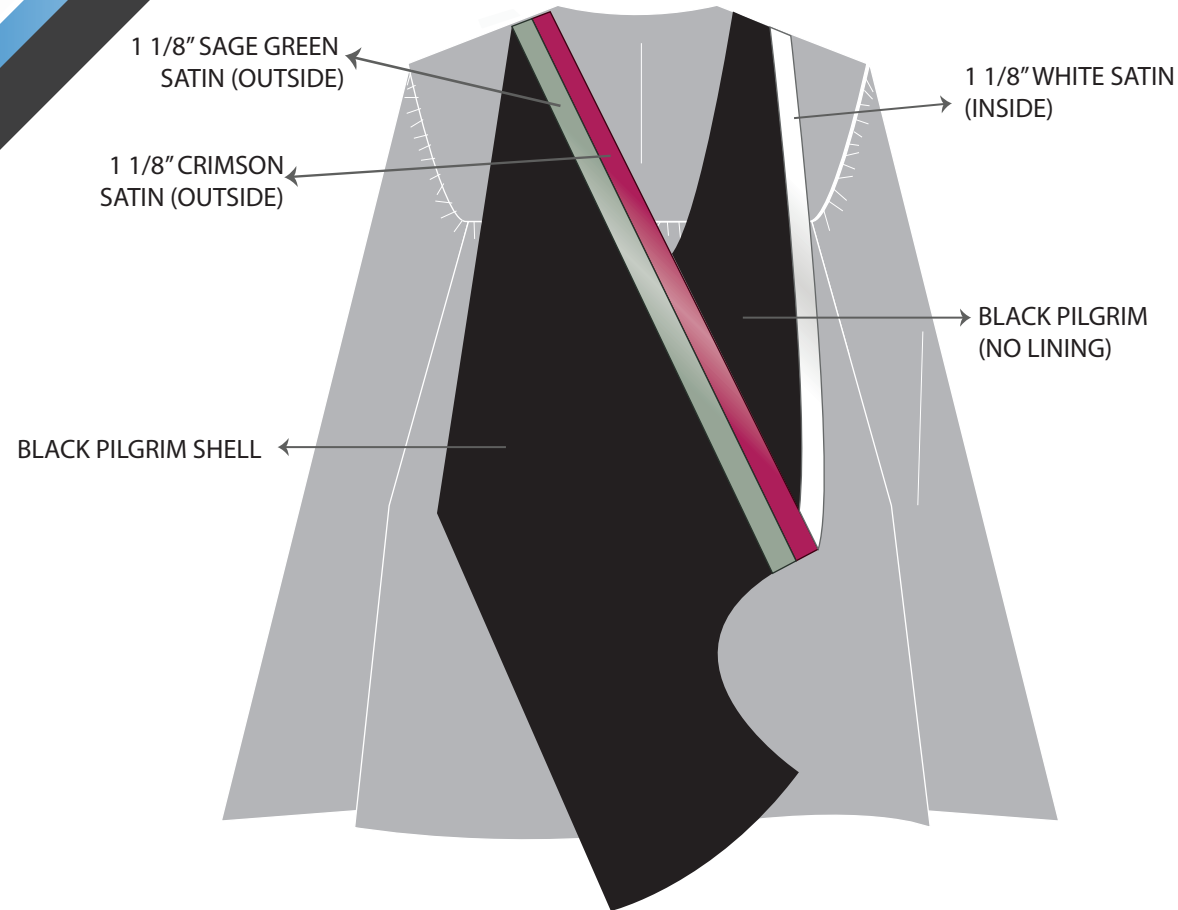
ATTACHMENT A

Appendix VII, Page 238

Gaspari
since 1909

HOOD

Shell



Facing
wearer's
front

1 1/8" 1 1/8"

Facing
wearer's
back

REQUESTING SITE:

WPG

SCHOOL NAME:

UNIVERSITY OF REGINA

ITEM #:

BACHELOR OF ARTS AND SCIENCE

COLORS (pantone colors or stock fabric ref to match):

SHELL: BLACK PILGRIM TRIM: SAGE GREEN & CRIMSON SATIN OUTSIDE, WHITE SATIN INSIDE

NOTES:

REF.: 7725089903 REGINA - M. OF ARTS

*Note colors may vary on print/screen but confirmed in text.

APR. 4, 2025