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# AGENDA



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## EXECUTIVE OF COUNCIL

**Date:** 16 April 2026  
**To:** Executive of Council  
**From:** Glenys Sylvestre, University Secretary  
**Re:** Meeting of 22 April 2026

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A meeting of Executive of Council is scheduled for 22 April 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 25 March 2026 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Report from Committee(s) of Council**
  - 6.1 Council Committee on Undergraduate Admissions and Studies, Appendix I, pp. 2-87
  - 6.2 Council Committee on Budget, Appendix II, pp. 88-91
7. **Graduand Lists**
  - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
    - 7.1.1 Faculty of Kinesiology and Health Studies
    - 7.1.2 Faculty of Graduate Studies and Research
    - 7.1.3 Faculty of Social Work
8. **Other Business**
9. **Reports from Faculties, Academic Units, and Federated Colleges**
10. **Adjournment**

UNIVERSITY OF REGINA  
Executive of Council

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

**Item(s) for Decision:**

**1. LA CITE UNIVERSITAIRE FRANCOPHONE**

**1.1 New Program – Certificate in Francophone Journalism and Communication/ /Certificat en journalisme et en communication francophone**

**MOTION:** That the Certificate in Francophone Journalism and Communication/ /Certificat en journalisme et en communication francophone be created, effective 202720.

**Rationale:**

Francophone communities in minority settings in Canada depend on a number of organizations to ensure their vitality. Among these, media and news outlets provide access to reliable information in their language of choice, while playing a leading role in social cohesion. However, media and community organizations often struggle to recruit and retain local employees (i.e., graduates of French-language and -immersion schools) due in part to the absence of postsecondary programs specifically dedicated to French-language communications in Western Canada. This situation also exacerbates the linguistic insecurity experienced in Francophone communities in minority settings. The implementation of a journalism and communications program will fill this gap and prepare students to work in Francophone and bilingual environments, in the Prairies and elsewhere in Canada.

**Program Description/ Description du programme**

Students enrolled in the Certificate will not be required to enroll in another program; they are able to take only the Certificate, rather than having to combine it with other University of Regina programs. // Les étudiants inscrits au certificat ne sont pas obligés de suivre un autre programme à l'Université de Regina; ces étudiants pourront faire uniquement le Certificat, plutôt que de devoir le combiner avec d'autres programmes.

**Admission Requirements/ Conditions d'admission**

Students who completed FRN 300 are admissible to the program. Otherwise, a language placement test or permission of the program head is required. // Les étudiants qui ont complété le FRN 300 sont admissibles au programme. Si non, un test de placement ou la permission du chef du programme est requis.

**Certificat en journalisme et en communication francophone // Certificate in francophone journalism and communication**

Credit hours	Certificat en journalisme et en communication francophone/ Certificate in francophone journalism and communication Required Courses
3.0	FRN 440AF
3.0	FRN 490AA*
3.0	FRN 250AI/FRN 350AJ
3.0	FRN 340AR/440AG
3.0	Elective FRN course
15.0	<b>Total – PGPA 65.00% and 60.00% UGPA Required</b>
<b>*Note:</b> FRN 490AA can be replaced by an open elective for students taking JRN 400 in a francophone setting.	

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

(end of Motion)

## 1.2 New Program – Online Certificate in French as a Second Language/ /Certificat en français langue seconde en ligne

**MOTION:** That the Online Certificate in French as a Second Language/ / Certificat en français langue seconde en ligne be created, effective 202720.

Rationale:

The Certificate in French as a Second Language Online program addresses a clear need for structured, proficiency-based French language education in Saskatchewan.

As demand for functional bilingualism continues to grow—particularly in federal and provincial public service sectors—students require accessible pathways to develop practical communicative competence in French. CFLS ONLINE responds to this need through a Common European Framework for Languages (CEFR)-aligned progression (A1–B1) that emphasizes measurable “can-do” outcomes and real-world language use.

Within Saskatchewan, La Cité universitaire francophone plays a vital role in supporting Francophone vitality. CFLS ONLINE contributes to this mandate by expanding access to high-quality French instruction while integrating Fransaskois and broader Canadian Francophone perspectives. The program fosters both linguistic proficiency and intercultural competence, strengthening connections between learners and Francophone communities.

Pedagogically, CFLS ONLINE balances communicative competence with structured language development. While it moves beyond purely grammar-heavy instruction, it integrates listening comprehension, reading comprehension, scaffolded oral production, written production, and systematic grammar study within meaningful contexts. This comprehensive approach ensures that learners develop accuracy as well as fluency, supporting adult and university students who require functional and academically appropriate language skills for professional, academic, and community settings.

Designed for online delivery, CFLS ONLINE also meets the needs of working professionals, part-time students, and learners in dispersed communities, ensuring flexibility without compromising academic rigor. The online delivery of the program is being recommended as a distinct program due to differences in program structure compared to the existing in-person program.

Overall, CFLS ONLINE advances institutional priorities related to bilingualism, community engagement, and workforce readiness, positioning La Cité as a leader in CEFR-informed French language education in Western Canada.

### **Program Description/ Description du programme**

Students enrolled in the Certificate will not be required to enroll in another program; they are able to take only the Certificate, rather than having to combine it with other University of Regina programs. //

Les étudiants inscrits au certificat ne sont pas obligés de suivre un autre programme à l'Université de Regina; ces étudiants pourront faire uniquement le Certificat, plutôt que de devoir le combiner avec d'autres programmes.

### **Admission Requirements/ Conditions d'admission**

The admission requirements are the same as La Cité's general requirements (see Undergraduate Calendar, Undergraduate Admissions). No course pre-requisites will be required.

### **CFLS ONLINE/CFLS EN LIGNE**

<b>Credit hours</b>	<b>Online Certificate in French as a Second Language// Certificat en français langue seconde en ligne Required Courses</b>
3.0	FRLS 219 Grammaire et rédaction 1 – Grammar and Writing 1
2.0	FRLS 116 Principes et production du français oral 1- Principles and Production of Oral French 1
3.0	FRLS 220 Grammaire et rédaction 2 – Grammar and Writing 2
2.0	FRLS 117 Principes et production du français oral 1- Principles and Production of Oral French 2
3.0	FRLS 221 Grammaire et rédaction 2 – Grammar and Writing 3
2.0	FRLS 118 Principes et production du français oral 1- Principles and Production of Oral French 3
3.0	FRLS 319 Français écrit et culture francophone 1 – Written French and Francophone Culture 1
3.0	FRLS 212 Structure du discours oral 1- Structure of Oral Discourse 1
3.0	FRLS 320 Français écrit et culture francophone 2 – Written French and Francophone Culture 2
3.0	FRLS 213 Structure du discours oral 2- Structure of Oral Discourse 2
3.0	FRN 220AA-ZZ Content Course-Cours de contenu
<b>30.0</b>	<b>Total – PGPA 65.00% and 60.00% UGPA Required</b>

The CFLS Online suite of courses is structured as a dual-stream pathway aligned with the Common European Framework of Reference for Languages (CEFR). At each level, students may develop skills in two complementary areas: Grammar and Writing (reading comprehension, systematic grammar study, and written production) and Oral Communication (listening comprehension and oral production).

Courses are paired by level and may be taken concurrently or sequentially on a full or part-time basis. Students choosing the part-time completion option must take a Grammar and Writing course prior to, or at the same time as, its paired Oral Communication course, in accordance with the course progression listed above.

Note:

- 219 pairs with 116
- 220 pairs with 117
- 221 pairs with 118
- 319 pairs with 212
- 320 pairs with 213

La plateforme de cours en ligne CFLS est structurée selon un parcours à double volet, conforme au Cadre européen commun de référence pour les langues (CECRL). À chaque niveau, les étudiants développent des compétences dans deux domaines complémentaires : la grammaire et l'expression écrite (compréhension écrite, étude systématique de la grammaire et production écrite) et la communication orale (compréhension orale et production orale). Les cours sont regroupés par niveau et peuvent être suivis simultanément ou successivement, à temps plein ou à temps partiel. Les étudiants optant pour la formation à temps partiel doivent suivre un cours de grammaire et d'expression écrite avant ou en même temps que le cours de communication orale correspondant, conformément à la progression des cours indiquée ci-dessus.

À noter :

- 219 est jumelé avec 116
- 220 est jumelé avec 117
- 221 est jumelé avec 118
- 319 est jumelé avec 212
- 320 est jumelé avec 213

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

(end of Motion)

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## **2. FACULTY OF EDUCATION**

### **2.1 Program Revision – Physical Education Programs**

<b>MOTION:</b> To change KIN 230 to KIN 231 in the Physical Education programs, effective 202630.
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**Secondary BEd Program Physical Education Major (EPE)**  
(p.181 2026-2027 UG Calendar)

Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHSR 135 (3) Minor (3)	ECS 102 (3) INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous language (Anihšināpēmowin, Cree, Dakota, Dene, Nakota) (3) KIN 180 (KHS 151) (3) KACT 159 (3) EPSY 400 (3)
Term 3	Term 4
KIN <del>230</del> 231 (3) EOE 224 (3) Minor (3) KIN 263 (3) One of: KACT 152, 153, 251, 252, 253 (3)	EOE 338 (3) EHE 258 (3) One of: KACT 152, 153, 251, 252, 253 (3) KIN 280 (3) Minor (3)
Term 5	Term 6
ECS 203 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) ECCU 400 (3)	ECS 305 (3) ECS 310 (3) ECS 401 (3) EHE 350(3) EPE 350 (3)
Term 7	Term 8
EFLD 400 (internship) (15)	Minor (3) Minor (3) EHE 385, EHE 487 or EPE 310 (3) Open elective (3) Open elective (3)

### Physical Education Minor (EPE)

(p. 181 2026-2027 UG Calendar)

3.0	EOE 224
3.0	EPE 300 (Curriculum course)
3.0	KACT 159
6.0	Two of: KACT 251, 252, 253
3.0	One of KIN 180 or KIN <del>230</del> 231

### Physical Education Major and Minor BEAD Planning

(p. 187 2026-2027 UG Calendar)

Major*	Minor
1. KHS 135 (Personal Fitness & Wellness) (3)	1. Minor _____ (3)
2. KHS 139 (Movement Ed) (3)	2. Minor _____ (3)
3. KIN 180 (Growth & Development) (3)	3. Minor _____ (3)
4. KIN 280 (Motor Learning) (3)	4. Minor _____ (3)
5. KIN 260 (Human Anatomy) (3)	5. Minor _____ (3)
6. KIN <del>230</del> 231 (Adapted) (3)	6. E (minor curriculum course) (3)
7. KHS 231 (Educ Gymnastics) (3)	
8. KHS 232 (Rhythmic & Dance) (3)	
9. KHS 233 (Games & Sports) (3)	
10. EOE 224 (3)	
11. EHE 258 or non-education elective (3)	
*Minimum 24 credit hours of academic course work in major	

**Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major**

(p. 189 2026-2027 UG Calendar)

<b>Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major (150 Credit Hours)</b>	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KIN 160 (3) KHSR 150 (3) KHSR 100 (0)	EHE 258 (3) KACT 159 (3) KIN 263 (3) One of: INDG 100, INA 100, INA 210, INAH 100, INHS 100, or an Indigenous Language (3) One of: STAT 100, STAT 160, or SOST 201 (3)
Term 3	Term 4
ECS 102 (3) KIN 267 (3) KIN 285 (3) KHSR 110 (3) Minor (3) note 1	KIN 269 (3) KIN 280 (3) KIN 180 or One of: KHSR 215 or KHSR 216 (3) KHSR 290 (3) EPSY 400 (3)
Term 5	Term 6
EOE 224 (3) One of: KACT 152, 153, 251, 252, 253 (3) KIN 180 or One of: KHSR 215 or KHSR 216 (3) KIN <del>230</del> <del>231</del> (3) KIN 380 (3)	One of: KACT 152, 153, 251, 252, 253 (3) KIN 275 (3) KIN 350 (3) KIN 385 (3) Minor (3)
Term 7	Term 8
ECS 203 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) ECCU 400 (3) Minor (3) KHSR 300 (0)	ECS 401 (3) ECS 305 (3) EOE 338 (3) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)
Term 9	Term 10
EFLD 400 (internship) (15)	ECS 310 (3) One of PHIL 270, 272, 273, 276, or KIN 205 (3) Minor (3) Open elective (3) Open elective (3)
<b>Note 1:</b> Minors are restricted for Joint degrees students. EHE or EOE are suggested minors for the Joint Program. Other minors may be possible with additional credits.	

**Rationale:**

KIN 230 was approved at the September 2025 CCUAS meeting; however, it was later determined that this course does not exist and was included in error. The correct course is KIN 231.

(end of Motion)

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**3. FACULTY OF EDUCATION AND THE CENTRE FOR CONTINUING EDUCATION**

**3.1 Program Revision – Certificate of Extended Studies in Inclusive Education**

**MOTION:** That the Certificate of Extended Studies in Inclusive Education be revised, effective 202630.

**Certificate of Extended Studies in Inclusive Education**

Students must meet the following criteria to obtain a Certificate of Extended Studies in Inclusive Education (CESIE):

The student must hold a BEd, or its equivalent to be admitted to the program.

[BEd students may complete this program concurrently with their degree.](#)

The student must complete 30 additional credit hours for the CESIE beyond their degree(s).

**Transfer Credits from Other Institutions:** Students accepted into a CCE program will be permitted to transfer only those courses that meet program requirements. See Admissions section in this Calendar - Transfer of Credit from Other Post-Secondary Institutions

Students with a minor in [Inclusive Special](#) Education as part of the BEd are eligible to enroll in the Certificate in Inclusive Education, provided that courses that have been used for the BEd are not used as part of the Certificate of Extended Studies in Inclusive Education. Decisions involving course work to be considered for substitution will be made by CCE, based on the approved list of courses from the Faculty of Education. Education will assist CCE to determine if the courses were used for the degree.

**Stale-dated Courses:** Please refer to the Faculty of Education section of this Calendar.

**Rationale:**

This change will make explicit permissions that have been granted on a case-by-case basis.

(end of Motion)

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**4. CENTRE FOR CONTINUING EDUCATION**

**4.1 New Program – Micro-credential in Generative Artificial Intelligence (AI) and the Society**

**MOTION:** That the Micro-credential in Generative Artificial Intelligence (AI) and Society be created, effective 202710.

The micro-credential in Generative Artificial Intelligence and Society gives learners a comprehensive foundation in artificial intelligence with a particular focus on the responsible use of generative AI.

Students will develop a critical understanding, ethical fluency, and hands-on skills for applying AI tools in academic, professional, and creative contexts.

This program is designed for students, professionals, and lifelong learners who wish to use AI tools confidently and responsibly in their fields. Graduates of the program will be able to analyze the implications of AI technologies, evaluate challenges related to bias and fairness, and apply AI methods in ways that are ethical, transparent, and context-appropriate.

To be admitted to the program, students must have a minimum 65% UGPA on 15+ credit hours.

Credit hours	Micro-credential in Generative AI and Society Required Courses
3.0	GNAI 100
3.0	GNAI 200
3.0	GNAI 201
9.0	<b>Total 65.00% PGPA &amp; 60.00% UGPA Required</b>

### Rationale:

With the increasing use of and interest in Generative AI, the Micro-credential in Generative Artificial Intelligence and Society introduces a new undergraduate credential in an area of growing relevance.

Generative AI is reshaping workplaces, research practices, and creative industries, and learners across disciplines require structured, academically rigorous training to use these tools responsibly and effectively, or to decide when AI use is not appropriate. This micro-credential provides that foundation through three new courses—GNAI 100, GNAI 200, and GNAI 201 totaling 9 credit hours.

The program equips students, professionals, and lifelong learners with critical understanding, ethical fluency, and applied skills for engaging with generative AI in academic, professional, and creative contexts. Graduates will be able to analyze the societal implications of AI technologies, evaluate issues of bias and fairness, and apply AI methods in ways that are transparent, ethical, and context-appropriate. These outcomes directly support the University of Regina’s strategic priorities, including fostering innovation, strengthening digital literacy, and preparing learners to navigate emerging technologies with confidence and integrity.

Canadian labour-market data shows an accelerating rise in employers listing AI-related skills including generative AI, machine learning, data analysis, and AI-assisted productivity tools as requirements or preferred competencies, with data sets pointing to both growth in demand as well as adoption across industries.

Demand for core AI skills in Canada grew by 37% between 2018 and 2023, according to the Vector Institute’s October 2024 *Artificial Intelligence Talent in Canada* report, prepared with the Conference Board of Canada and Future Skills Centre. This reflects a significant shift in employer expectations across sectors (<https://vectorinstitute.ai/canadian-ai-job-market-shifting-favouring-specialized-in-demand-skills/> Taken from the Internet January 2026).

A Future Skills Centre report analyzing nine million job postings (2020–2023) found that digital skills including AI-related competencies have become essential across nearly all sectors, with employers

increasingly expecting workers to use AI-enabled tools as part of everyday tasks. (<https://fsc-cf.ca/projects/the-skills-algorithm/> Taken from the Internet January 2026).

Statistics Canada’s 2024 analysis of AI occupational exposure highlights that many Canadian occupations—especially those involving routine cognitive tasks—are increasingly shaped by AI adoption, prompting employers to seek workers who can use AI tools responsibly and effectively (<https://www150.statcan.gc.ca/n1/pub/11f0019m/11f0019m2024005-eng.htm> Taken from the Internet February 2026).

A 2025 article from the Business & Higher Education Roundtable (BHER) notes that “AI fluency is the ability to go beyond: to identify an opportunity or problem, decide whether – and how – AI should address it.” The report argues that Canada’s workforce needs AI fluency—the ability not just to use AI tools but to judge where AI creates value, manage risks, and design effective human-AI workflows (<https://bher.ca/assets-documents/resource/AI-Fluency-Oct-2025.pdf> Taken from the Internet March 2026).

Approval of this program will position the University of Regina as a provincial leader in responsible AI training, while contributing meaningfully to UofR’s and CCE’s academic mission and our role in supporting Saskatchewan’s evolving labour-market and societal needs.

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 and Bachelor of Sport and Recreation Studies Internship

**MOTION:** To approve the addition of EAP 100 and EAP 101 in the Bachelor of Sport and Recreation Studies and Bachelor of Sport and Recreation Studies Internship, effective 202630.

(p. 236 of the 2026-2027 UG Calendar)

Credit Hours	Bachelor of Sport and Recreation Studies Required Core Courses
<b>Core Courses</b>	
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, <a href="#">or EAP 100 and EAP 101</a> <b>*Note: Lowest grade of EAP 100 or EAP 101 will be used in open electives</b>
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 <b>***Note: Therapeutic Recreation students can substitute with PSYC 101</b>
3.0	KHSR 130 (KIN/SRS 241) or SRS 231 (KIN/SRS 120)
3.0	One of: STAT 100, STAT 160, SOST 201

Credit Hours	Bachelor of Sport and Recreation Studies Required Core Courses
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 200level or higher)
<b>Fieldwork</b>	
9.0	KHSR 400
6.0	KHSR 405
<b>75.0</b>	<b>Subtotal</b>

(p. 237 of the 2026-2027 UG Calendar)

Credit Hours	Bachelor of Sports and Recreation Studies Internship Required Courses
<b>Core Courses</b>	
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, <a href="#">or EAP 100 and EAP 101*</a> <b>Note: Lowest grade of EAP 100 or EAP 101 will be used in open electives</b>
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
36.0	Open Electives (no more than 6 credit hours can be KACT courses; minimum 12 credit hours 200level or higher)
<b>Internship Courses</b>	
0.0	KHSR 011
0.0	KHSR 012
0.0	KHSR 013 (if applicable)
<b>66.0</b>	<b>Subtotal</b>

### Rationale:

KHS recently revised our BKin and BSRS degree programs. These have all been shuttled through the approval process. The changes, quite substantive, began following our external review. The primary recommendation from that review was for the Faculty to map our curriculum.

Curriculum mapping involves considerable work. It is, first and foremost, student centered in its approach and requires a unit to articulate: (a) the set of attributes and skills we want our undergraduates to finish with upon graduation, (b) that specific outcomes are articulated, (c) a map that indicates where in the curriculum students will be taught these skills at an introductory and advanced level, and (d) that indicators to measure the extent to which students are demonstrating the competencies and skills are provided.

As part of the process, the Faculty also considered what current and potential accreditation bodies expected in terms of knowledge, competencies, and experiences from our various degree programs. We also set out philosophical priorities for all degree programs: (a) an increase in the number of open electives students have in their programs, (b) an increase in the number of options to fulfill certain individual requirements, (c) requiring hands-on/clinical experiences during the time on campus, and (d) continued commitment to 15 credit hours of (generally off-campus) field-based experience prior to graduation.

Considerable work and debate went into finalizing what our programs would look like. The BSRS, BKIN, the new Diploma in KHSR, as well as the Certificate and Diploma in Health Studies added the option for students to use EAP 100 and 101 to fulfill a named requirement in what we define as our Faculty core. This option was removed by CCUAS at a previous meeting.

The rationale for including the option for EAP 100 & EAP 101 to be used to fulfill a named requirement in our faculty core, and the reason we're asking for it to be returned to the degree programs noted in this motion, is as follows: First, these are credit classes (approved for use in 2022). Second, the two courses together meet the introductory attributes/skills/indicators associated at the introductory level of our Graduate Attribute A #1 – Communication. Third, all our students continue to work on developing this graduate attribute (Communication) throughout their programs (and in other courses). Fourth, the stated course outcomes of EAP 100 and 101 will facilitate students to continue their ongoing communication skill development in courses that follow; that is, it sets them up to be successful in future courses. Finally, that course combination would better meet the needs of some of our new Canadian students, our Visa students, and even some of our traditional domestic students.

(end of Motion)

## 6. FACULTY OF MEDIA, ART, AND PERFORMANCE

### 6.1 Program Revision – Certificate in Audio Recording and Sound Design

**MOTION:** That the Certificate in Audio Recording and Sound Design be revised, effective 202630.

Credit hours	Certificate in Audio Recording and Sound Design Required Courses
0.0	MAP 001
3.0	CTCH/ <del>DES</del> 110
3.0	CTCH/ <del>DES</del> 111
3.0	CTCH/DES 112
3.0	CTCH/DES 218
<del>9.0</del> <u>6.0</u>	<del>Three of CTCH/DES 201, 205, 209, 219, 221, 222 or other CTCH/DES 200-level course approved by Department Head.</del> <u>Two of CTCH 201, 205, 221 or CTCH/DES 209, 219, 222 or other CTCH/DES 200-level course approved by Department Head</u>

Credit hours	Certificate in Audio Recording and Sound Design Required Courses
<a href="#">3.0</a>	<a href="#">CTCH 225</a>
3.0	CTCH/DES 317
6.0	<del>Two of CTCH/DES 301, 306, 307, 312, 313, 314, 315, 321 or other CTCH/DES 300-level course approved by Department Head</del> <a href="#">Two of CTCH 301, 307, 321 or CTCH/DES 306, 312, 313, 314, 315 or other CTCH/DES 300-level course approved by Department Head</a>
30.0	<b>Total – PGPA 65.00% and 60.00% UGPA Required</b>

**Rationale:**

CTCH 225 is a newly developed studies course focusing on popular music including critical discussions of popular music production technologies, distribution, and reception. Including CTCH 225 as a mandatory course will support learning outcomes of the certificate.

DES 110 and DES 111 are being removed from the template because these courses have not been created since this program was approved. This revision ensures the program template accurately reflects what is available to students.

(end of Motion)

**6.2 Program Revision – Removal of DES 110 and DES 111**

**MOTION:** To remove DES 110 and DES 111 from the following programs, effective 202630:

- Bachelor of Arts in Creative Technologies and Design
- Diploma in Creative Technologies and Design
- Certificate in Visual Communication Design
- Certificate in User Experience Design
- Certificate in Video Game Design

**BA in Creative Technologies and Design**

Credit hours	BA in Creative Technologies and Design Required Courses
0.0	MAP 001
Critical Competencies – 33 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society	
3.0	MAP 202 or MAP 209*
6.0	Any two in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above

Credit hours	BA in Creative Technologies and Design Required Courses
	100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Nature or Social Sciences	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, and SOST; any Science courses, including MATH.
Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STAT*(any course), WGST 220.  ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations.  *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Critical Competency Electives – 9 credit hours	
9.0	Three courses from any of the critical competency Categories.
<b>Note:</b> Course substitutions in the above categories may be granted by the Dean or designate.	
Major Requirements – 60 credit hours in the discipline	
3.0	CTCH 209/DES 209
3.0	CTCH/ <del>DES</del> 110
3.0	CTCH/ <del>DES</del> 111
3.0	CTCH/DES 112
3.0	CTCH/DES 113
3.0	CTCH 203
3.0	CTCH/DES 204
3.0	CTCH/DES 217
3.0	CTCH 301
3.0	CTCH 303
9.0	Three CTCH courses at the 200-, 300-, or 400-level
3.0	CS 207 or CTCH 223
3.0	CTCH 498
3.0	CTCH 499
3.0	ENSE 271
3.0	FILM 200
6.0	Two courses from the Creative Technologies approved courses**
Media, Art, and Performance Requirements outside the major	
9.0	Three Media, Art, and Performance courses outside the major
Open Electives – 15 credit hours	
15.0	Open Electives
<b>120.0</b>	<b>Total 65.00% PGPA and 60.00% UGPA required</b>

Credit hours	BA in Creative Technologies and Design Required Courses
*Only one of MAP 202 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective, once the Culture and Society requirements are met.	
**See the Creative Technologies Approved Courses list	

#### Diploma in Creative Technologies and Design

Credit hours	Diploma in Creative Technologies and Design Required Courses
0.0	MAP 001
3.0	ENGL 100
3.0	CTCH/ <del>DES</del> 110
3.0	CTCH/ <del>DES</del> 111
3.0	CTCH/DES 112
3.0	CTCH/DES 113
3.0	CTCH 203
3.0	CTCH/DES 204
3.0	CTCH/DES 209
3.0	CTCH/DES 217
3.0	CTCH 301
3.0	CTCH/DES 306
15.0	Five CTCH/DES 200- and/or 300-level courses
3.0	FILM 200
9.0	Three Electives - Courses in computer science, engineering, or MAP are recommended
<b>60.0</b>	<b>Total 65.00% PGPA and 60.00% UGPA required</b>

#### Certificate in Visual Communication Design

Credit Hours	Certificate in Visual Communication Design Required Courses
0.0	MAP 001
3.0	CTCH/ <del>DES</del> 110
3.0	CTCH/ <del>DES</del> -111
3.0	CTCH/DES 113
3.0	CTCH 203
3.0	CTCH/DES 213
3.0	CTCH/DES 215
6.0	Two CTCH/DES 200-level courses
6.0	Two CTCH/DES 300-level courses
<b>30.0</b>	<b>Total - PGPA 65.00% and 60.00% UGPA required</b>

#### Certificate in User Experience Design

Credit Hours	Certificate in User Experience Design Required Courses
0.0	MAP 001
3.0	CTCH/ <del>DES</del> -110

3.0	CTCH/ <del>DES</del> -111
3.0	CTCH/DES 112 or 113
3.0	CTCH/DES 219
6.0	Two CTCH/DES 200-level and/or ENSE 271
6.0	Two of CTCH/DES 306, 312 or 315
3.0	CTCH/DES 313
3.0	CTCH/DES 316
<b>30.0</b>	<b>Total - PGPA 65.00% and 60.00% UGPA required</b>

#### Certificate in Video Game Design

Credit hours	Certificate in Video Game Design Required Courses
0.0	MAP 001
3.0	CTCH/ <del>DES</del> 110
3.0	CTCH/ <del>DES</del> 111
3.0	CTCH/DES 112
3.0	CTCH/DES 113
3.0	CTCH/DES 204
3.0	CTCH/DES 216
3.0	CTCH/DES 219
3.0	CTCH /DES 224
6.0	Two of CTCH/DES 312, 306, 313, 314
<b>30.0</b>	<b>Total - PGPA 65.00% and 60.00% UGPA required</b>

#### Rationale:

DES 110 and DES 111 are being removed from the templates because these courses have not been created since these programs were approved. This revision ensures the program templates accurately reflects what is available to students.

(end of Motion)

### 6.3 Program Revision – Bachelor of Arts in Theatre & Drama Studies and Bachelor of Fine Arts in Devised Performance & Theatre Creation

**MOTION:** That the major requirements for the Bachelor of Arts in Theatre & Drama Studies and the Bachelor of Fine Arts in Devised Performance & Theatre Creation be revised, effective 202630.

**Bachelor of Arts (BA) in Theatre & Drama Studies**

Credit hours	BA in Theatre & Drama Studies Required Courses
0.0	MAP 001
Critical Competency Requirements – 21 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society	
3.0	THTR 313 or MAP 209*
6.0	Any two courses in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, <a href="#">CRIM</a> , ENGL above 100-level, HIST, HUM, INDG, IDS, IS, <del>JS</del> , Language other than English, Literature in translation, LING, RLST, PHIL, WGST. May include ELIT, EDRA, EMUS, EVIS 101 or 202.
Natural or Social Sciences	
3.0	Any one course in the following areas: ECON, GES, PSCI, PSYC, SOC, and SOST, other than statistics or methodology, any Science courses, including MATH and CS.
Research and Methodology	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through the Faculties of Arts and Science, such as: PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STAT* (any course), WGST 220.  ARTH 301, CTCH 203, 303, and an approved THTR course at the 200/300 level, i.e., THTR 213 may be counted in this area if not already counted in another area of the program –see Additional Regulations.  *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Media, Art, and Performance Courses Outside of Major	
9.0	Three courses outside of Theatre and Performing Arts, chosen from ART, ARTH, CTCH, DES, FILM, MAP, MU
Theatre and Performing Arts Requirements - 60 credit hours	
3.0	THTR 100
6.0	Two courses from THTR 101, THTR 102, THTR 112, THTR 116, THTR 121, THTR 203, THTR 211, THTR 231, or approved THTR 200- or 300-level elective
3.0	THTR 109
3.0	THTR 114
3.0	THTR 119
3.0	THTR 131
3.0	THTR 135
3.0	THTR 139
3.0	THTR 202
3.0	THTR 239
3.0	THTR 240
6.0	Two Theatre studies or approved English/Classics courses at the 200- or 300-level**
3.0	THTR <del>314</del> <a href="#">312</a>
3.0	THTR 331
6.0	Two Theatre studies or approved English/Classics courses at the 300- or 400-level**
3.0	THTR 430
3.0	THTR 414
Open Electives	

Credit hours	BA in Theatre & Drama Studies Required Courses
30.0	Ten Open Electives
<b>120.0</b>	<b>Total 65.00% PGPA and 60.00% UGPA required</b>
*Only one of THTR 313 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective once the Culture and Society requirements are met.	
**An up-to-date list of approved English and Classics courses is kept in the Student Program Centre and is published on the Theatre Department website.	

#### Bachelor of Fine Arts (BFA) in Devised Performance & Theatre Creation

Credit hours	BFA in Devised Performance & Theatre Creation Required Courses
0.0	MAP 001
Critical Competencies – 18 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society	
3.0	THTR 313 or MAP 209*
3.0	Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, <a href="#">CRIM</a> , ENGL above 100-level, HIST, HUM, INDG, IDS, IS, <del>JS</del> , Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)
Natural or Social Sciences	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, and SOST; any Science courses, including MATH and CS.
Major Requirements – 81 credit hours, 70.00% GPA Required in Major	
3.0	THTR 100
3.0	THTR 102, THTR 112 or THTR 121
3.0	THTR 114
3.0	THTR 119
3.0	THTR 131
3.0	THTR 135
3.0	THTR 139
3.0	THTR 202
3.0	THTR 211
3.0	THTR 213
3.0	THTR 219
3.0	THTR 231
3.0	THTR 239
3.0	THTR 240
3.0	THTR 311
3.0	THTR <del>314</del> <a href="#">312</a>
3.0	THTR 319
3.0	THTR 331
3.0	THTR 335

Credit hours	BFA in Devised Performance & Theatre Creation Required Courses
3.0	THTR 339
3.0	THTR 340
3.0	THTR 411
3.0	THTR 414
3.0	THTR 431
3.0	THTR 435
3.0	THTR 439
3.0	THTR 440
Media, Art, and Performance requirements outside the major	
9.0	Three courses outside the area of major, chosen from ART, ARTH, CTCH, DES, FILM, MAP, and MU.
Open Electives	
12.0	Four Open Electives
120.0	Total 65.00% PGPA and 60.00% UGPA required
*Only one of THTR 313 or MAP 209 may count towards the Culture and Society requirement. Either course may be used as a general MAP elective, once the Culture and Society requirements are met.	

**Rationale:**

After these programs were approved at CCUAS in October 2024, it was discovered that the course number THTR 314 was already in use. The course, Devised Theatre in Canada, was therefore numbered THTR 312 in the catalogue. This revision corrects the misnumbering in the templates. The addition of CRIM and the removal of JS course options are consistent with revisions previously approved by the Faculty of Arts.

(end of Motion)

**6.4 New Program – Certificate in Musical Theatre Performance**

**MOTION:** That the Certificate in Musical Theatre Performance be created, effective 202720.

Credit Hours	Certificate in Musical Theatre Performance Required Courses
3.0	THTR 114 - Introduction to Theatre Studies
3.0	THTR 131 - Acting I
3.0	MUTH 221 - Theory and Analysis I
3.0	MUTH 211 - Ear Training I
3.0	THTR 350 - Musical Theatre Dance I
3.0	THTR 351 - Musical Theatre Dance II
3.0	MU 331 - History and Development of Musical Theatre
3.0	MUPE 381 - Singing from the Stage
2.0	MUVO 131 - Applied Voice Lessons

Credit Hours	Certificate in Musical Theatre Performance Required Courses
2.0	MUVO 132 - Applied Voice Lessons
1.0	One of MUEN 131 or 135 - Choral Ensemble
1.0	MU 280 - Repertoire Coaching
<b>30.0</b>	<b>Total 65% PGPA and 60% UGPA required</b>

**Rationale:**

This certificate meets the growing need for post-secondary programs that focus on this genre of performance studies. This would be the first program of its type in Saskatchewan, filling a gap in professional training in this field and will provide students with the foundational skills required to pursue further studies and professional opportunities in musical theatre performance.

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

(end of Motion)

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**7. FACULTY OF SCIENCE****7.1 Program Revision – Diploma in Computer Science**

**MOTION:** To replace the CS 215 requirement with “CS 100-, 200-, 300-, or 400-level, except CS 100” in the Diploma in Computer Science, effective 202630.

*2026-2027 University of Regina Undergraduate Calendar (p. 311 online version)*

Credit hours	Diploma in Computer Science Required Courses
3.0	CS 110*
3.0	CS 115*
3.0	CS 201
3.0	CS 210*
3.0	<del>CS 215</del> CS 100-, 200-, 300-, or 400-level, except CS 100
3.0	CS 200-, 300-, or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	MATH 110
3.0	ENGL 100
<b>33.0</b>	<b>Subtotal: Major Requirements 65.00% Major GPA required</b>
27.0	Nine Electives Courses in mathematics and statistics, economics, and administration are recommended

Credit hours	Diploma in Computer Science Required Courses
60.0	Total: 65.00% PGPA and 60.00% UGPA required
*Or equivalent experience. Students must contact the Department Head for approval.	

**Rationale:**

The ACM/IEEE-CS/AAAI Computer Science Curriculum 2023 specifies topics that must be taught in all 4-year computer science undergraduate programs. The Department of Computer Science recently made revisions to the BSc and BSc Honours degrees to align with this curriculum, which included adding new courses, renumbering some existing courses, and adding new prerequisite structures. This has an impact on the Diploma in Computer Science that is being addressed in this motion.

As CS 285 (formerly CS 215) now has a prerequisite path that requires students to take CS 180 (Human-Centred Design) and CS 280 (Society, Ethics, and the Profession), CS 215 has been removed as a required course in the Diploma in Computer Science. It has been replaced with an open CS elective (any level). By making this new CS elective open, the pathway to CS 285 remains viable within the CS elective courses.

(end of Motion)

## 7.2 Program Revision – Bachelor of Science in Economics

**MOTION:** That the Bachelor of Science in Economics be revised as follows, effective 202720:

- Replace the ECON 300 or 400 level requirement with ECON 424
- Replace the CS 110 requirements with “One of CS 110, CS 165, and STAT 165”

*2026-2027 University of Regina Undergraduate Calendar (p. 316 online version)*

Credit hours	BSc in Economics Required Courses
3.0	ECON 201
3.0	ECON 202
3.0	STAT160 or STAT 200
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
6.0	Two STAT courses above 200 or two MATH courses above 110
6.0	Two ECON courses any level
3.0	<del>ECON 300 or 400 level</del> <a href="#">ECON 424</a>
3.0	<a href="#">One of CS 110, CS 165, STAT 165</a>

Credit hours	BSc in Economics Required Courses
3.0	MATH 103 or 110
<b>48.0</b>	<b>Subtotal: Major Requirements 65.00% Major GPA required</b>
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
12.0	Four Science electives
18.0	Six Science, Arts, La Cité, or Media, Art, and Performance elective
18.0	Six Open electives
<b>120.0</b>	<b>Total: 65.00% PGPA and 60.00% UGPA required</b>
<b>Note:</b> A maximum of twenty 100-level classes in total are permitted in this program.	

**Rationale:**

ECON 424: Advanced Econometrics, which covers more mathematical aspects of economics, has been identified as containing topics all economics students should have as part of their degree. Replacing the choice of a 300- or 400-level ECON course with ECON 424 ensures all students have this key course in their program of study. Permitting Economics students to take one of CS 110, CS 165, or STAT 165 will allow them additional flexibility in the CS requirement of their programs.

(end of Motion)

**7.3 Program Revision – Bachelor of Science Honours in Economics**

**MOTION:** To replace the CS 110 requirement in the Bachelor of Science Honours in Economics program with “One of CS 110, CS 165, CS 165,” effective 202720.

*2026-2027 University of Regina Undergraduate Calendar (p. 316 online version)*

Credit hours	BSc Honours in Economics Required Courses
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
6.0	Two of: ECON 311, 341, 353, 354, 361, 363, 364, 372, 373

Credit hours	BSc Honours in Economics Required Courses
3.0	ECON 401
3.0	ECON 402
3.0	ECON 480 (with a grade of at least 75.00%)
3.0	ECON 499
6.0	Two STAT courses above 200 or two MATH courses above 110
3.0	STAT 160 or STAT 200
3.0	<a href="#">One of CS 110, CS 165, STAT 165</a>
3.0	MATH 103 or 110
<b>60.0</b>	<b>Subtotal: Major Requirements 75.00% Major GPA required</b>
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 Science electives (not ECON)
12.0	Four Science, Arts, La Cité, or Media, Art, and Performance electives
18.0	Six Open electives
<b>120.0</b>	<b>Total: 70.00% PGPA and 60.00% UGPA required</b>
Note: A maximum of twenty 100-level classes in total are permitted in this program.	

**Rationale:**

Permitting Economics students to take one of CS 110, CS 165, or STAT 165 will allow them additional flexibility in the CS requirement of their programs.

(end of Motion)

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**8. FACULTY OF SOCIAL WORK****8.1 New Admission Requirements – Bachelor of Social Work**

**MOTION:** To create a direct-entry admission requirement process for the Bachelor of Social Work program, effective 202730.

**Direct-Entry Admission Requirements Overview:  
Admission to the Bachelor of Social Work**

Admission to the Bachelor of Social Work (BSW) is a competitive process as there are more applicants than spaces available. The precise number admitted will depend on the number of qualified applications and the resources available to the Faculty. Students are assessed for admission in three stages:

## **1. Academic Requirements**

The criteria for determining eligibility for admission to the BSW are:

- 70% High School Admission requirements, (Refer to the Admission section of this calendar, and especially to the Additional Information about Competitive Programs section for early conditional and high school requirements); OR
- Minimum 70.00% admission grade point average BSW admission GPA is calculated using the applicant's grades earned in their most recent 30 credit hours of post-secondary courses. This includes courses from the U of R and other post-secondary institutions attended and is not limited to successfully completed courses.

## **2. Assessment**

All applicants who meet the academic requirements will have an additional admission application evaluated by a social work review panel. Reviewers will assess applicants' critical thought, self-awareness, ethics, and values. The decision of the admission panel cannot be appealed.

## **3. Ranking**

Applicants who have met the academic requirements and, through the assessment process above, 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.

Applications for admission to the Bachelor of Social Work must be received by the Faculty of Social Work through online submission by January 15.

Students not admitted to the BSW program via this process will be admitted as a Social Work Qualifying student and are not limited to the number of times they can re-apply.

All admission decisions are final and are not subject to appeal.

### **Rationale:**

A direct-entry admission process will preserve the current holistic admissions philosophy of the Bachelor of Social Work while removing the requirement for completion of 30 credit hours prior to admission. Allowing direct entry from high school supports earlier student engagement with the program and reduces barriers related to time and cost. The inclusion of a supplemental assessment enables the Faculty to continue evaluating non-academic attributes relevant to social work practice, such as reflective capacity, communication skills, and alignment with professional values, while adapting the pathway to meet changing enrolment and access needs.

The proposed changes to the admission requirements of the Bachelor of Social Work are intended to support timely student progression, improve clarity and transparency in admissions pathways, and align the program with evolving institutional priorities and enrolment management practices. Introducing direct entry options from high school provides an opportunity to attract and retain qualified students

earlier in their academic journey, reduce administrative complexity, and respond to increasing demand for social work education, while maintaining academic and professional standards. Presenting multiple admission models allows the Faculty to select an approach that balances equity, accessibility, program capacity, and resource considerations.

Please see **Appendix E** for revisions to the Undergraduate Calendar.

(end of Motion)

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## **8.2 New Admission Status – Social Work Qualifying Admission Pathway**

<p><b>MOTION:</b> To create the Social Work Qualifying Admission Pathway and discontinue the Pre-Social Work program, effective 202730.</p>
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### **Admission requirements as a SW Qualifying Student:**

Applicants to the Faculty of Social Work will be admitted as a SW Qualifying Student if they apply to the faculty in the Winter or Spring/Summer terms, are not admitted to the BSW Program through the competitive application process in the fall term or have a high-school or admission average between 65.00%-69.99%.

Students currently in Pre-SW will be able to either apply to the BSW for the fall 2027 term or will be moved into SW Qualifying.

There will no longer be specific course prerequisites to apply to the BSW.

### **Rationale:**

SW Qualifying is an alternative and preparatory pathway for students who do not initially meet the admission requirements for the Bachelor of Social Work. Establishing a defined admission average range ensures transparency and consistency in admissions decisions, while providing students with a structured opportunity to strengthen their academic standing and explore social work as a field of study. This change supports access, student success, and effective enrolment management by aligning the Pre-Social Work program with the revised Bachelor of Social Work admissions framework.

Please see Appendix E for revisions to the Undergraduate Calendar.

(end of Motion)

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## 9. REGISTRAR'S OFFICE, ENROLMENT SERVICES, AND UR INTERNATIONAL ENROLMENT SERVICES

### 9.1 Admission Requirement Revision – English Language Proficiency Requirements

**MOTION:** To update the TOEFL iBT scores in the Approved Tests of Proficiency in English section of the Undergraduate Calendar, effective immediately.

#### Approved Tests of Proficiency in English (page 4 of the 2026-2027 UG Calendar)

For all faculties, except for the Faculty of Nursing, one (1) of the following tests will also be accepted with the minimum scores indicated. Test results must be received by the appropriate Enrolment Services office directly from the testing service before the deadline for receipt of application documents. Test scores are valid within two years of the test result date.

- University of Regina's English for Academic Purposes (EAP) Placement Test with a minimum average score of "Level 110."
- Test of English as a Foreign Language (TOEFL) with a minimum overall score of ~~83~~ 4.5 on the internet-based test (iBT), and no section score below 4. ~~with minimum section scores of Reading 20, Listening 20, Speaking 20 and Writing 20~~. Institutional TOEFL and paper based TOEFL will not be accepted.
- International English Language Testing System (IELTS) -Academic, with a minimum overall score of 6.5, and no band score less than 6.0. From October 2025 to July 2026, the IELTS One-Skill Re-takes will be accepted.
- Canadian Academic English Language Assessment (CAEL) with a minimum score of 60.
- Comprehensive English Language Test (CELT), restricted to francophone students, with a minimum score of 60.
- Pearson Test of English (PTE) Academic with a minimum overall score of 59 and minimum score of 59 in each area.
- Cambridge Certificate in Advanced English (CAE), also known as CI Advanced {formerly known as Cambridge English: Advanced) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).
- Cambridge Certificate of Proficiency in English (CPE), also known as C2 Proficiency (formerly known as Cambridge English: Proficiency) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).
- Duolingo English Test (DET) with a minimum overall score of 120, a minimum score of 90 in the subscore of Production, and a minimum score of 105 in the remaining subscores of Literacy, Comprehension, and Conversation.

#### Rationale:

#### IELTS and TOEFL Comparisons:

New TOEFL Scores, effective January 21, 2026	IELTS scores equivalencies to new TOEFL Scores	U of R Current IELTS Scores	U of R New TOEFL Scores
6	8.0-9.0		
5.5	7.5		
5	7.0		
4.5	6.5	Overall 6.5	Overall 4.5
4	6.0	No band less than 6.0	No section score below 4
3.5	5.5		
3	5.5		
2.5	5.0		
2	4.5		
1.5	4.0		

On January 21, 2026, TOEFL iBT introduced an updated scoring scale from 1-6 (in increments of 0.5) to align to the Common European Framework of Reference for Languages (CEFR) – the global standard for language proficiency. Using materials provided by TOEFL, our previous scores were translated into the new overall and section scores to uphold current ELP standards. The translation was completed by means of extension analysis of our current ELP scores and their equivalencies with the previous TOEFL scores, and IELTS benchmarks.

Additional information about the TOEFL updates can be found here:

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

(end of Motion)

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## Registrar's Undergraduate Academic Programming Questionnaire

### I. PROGRAM INFORMATION

Programs' Name: Certificat en journalisme et communication francophone /  
Certificate in francophone journalism and communication

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): March 2026

Expected Start Date (Month/Year): September 2027

### II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Francophone communities in minority settings in Canada depend on a number of organizations to ensure their vitality. Among these, media and news outlets provide access to reliable information in their language of choice, while playing a leading role in social cohesion. However, often media and community organizations struggle to recruit and retain employees from French-language and -immersion schools, due in part to the absence of postsecondary programs specifically dedicated to French-language communications in Western Canada. This situation also exacerbates the linguistic insecurity experienced in Francophone communities in minority settings. The implementation of a journalism and communications program will fill this gap and prepare students to work in Francophone and bilingual environments, in the Prairies and elsewhere in Canada.

## Registrar's Undergraduate Academic Programming Questionnaire

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

**Objectives:**

- 1) To enable the development of knowledge, methods, practices and techniques in communications, public relations and journalism in French;
- 2) To train communications professionals who can have a career in French and in bilingual settings in Saskatchewan and in Canada.

**Delivery:**

The program will be offered in hybrid mode, that is, on-line and on-site at the University of Regina. The pedagogical approach will include practical application of theories and methods learned, focused on the reality of today's newsrooms and the specificities of working in French in minority settings. This hands-on aspect will be consolidated during an experiential internship (3 credits). The program will also include relevant language and/or content courses offered within the French and Francophone Intercultural studies program.

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

Some postsecondary institutions offer courses in communications or public relations in French, but there is no university-level program in communications and journalism in French in Saskatchewan or in Western Canada. Such a certificate would therefore position the University of Regina as the leading institution for French-language and immersion schools graduates who wish to pursue studies in communications in French or consolidate their language skills. Currently, they have to go to Eastern Canada to continue their studies, with the risk that they may not come back to the Prairies afterwards. Moreover, to our knowledge, no French-language communications program in Canada specifically addresses the realities of working in a Francophone environment in a minority setting. This would certainly position the University of Regina on the national scene.

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. Providing students with the opportunity to consolidate their skills and confidence in French in a Francophone or bilingual communication-related workplace.
4. Building bridges between the academic environment and newsrooms and, more broadly, workplaces that need to recruit Francophone or bilingual graduates.

## 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.

This program complements the existing Bachelor's Degree in Journalism, News Media, and Communication by allowing students to register for the Certificate in French. It allows for partnerships with other francophone institutions across the Prairies. The Certificate also supports employees in Francophone minority community organizations who need to develop skills in communications and public relations.

### 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 the province.  
 2) Official languages policy: It will contribute to bilingual life in Saskatchewan 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) Providing accessible education and meaningful scholarly experiences, by teaching communications and journalism in an intensive, well-framed and structured program that can account for everyone's strengths and challenges (mission).  
 3) Promoting town and gown collaboration thanks to a community internship where students will gain valuable work experience and provide a needed service to local media, not-for-profit, and eventually private-sector organisations.  
 4) Promoting diversity by giving an option to be proficient in Canada's two official languages and leading languages used throughout the world (vision).

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

This program is the first step of a broader strategy to develop a curriculum in Communication and Journalism in French at La Cité universitaire francophone and at

## **Registrar's Undergraduate Academic Programming Questionnaire**

the University of Regina. Eventually, the courses of the Certificate could be integrated in a Bilingual Bachelor's Degree in Journalism, News Media and Communication.

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

This program supports the needs for bilingual communications specialists within the Fransaskois community and beyond, for example in the civil service (federal and provincial) and in the private sector, as more companies wish to extend their activities to Francophone markets.

It also supports the needs of Saskatchewan and Western Canadian newsrooms seeking qualified, French-speaking, bilingual journalists.

## 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 completed FRN 300 are admissible to the program. Otherwise, a language placement test or permission of the program head is required.

2. Insert the proposed curriculum here

Course Name or Subject Area	Subject or Course Number(s)	Credit Hours
<b>Core requirements-12 credits</b>		<b>12</b>
Médias & communication en francophonie minoritaire	FRN 440AF	3
Stage expérientiel (can be replaced by an open elective for students taking JRN 400 in a francophone setting)	FRN 490AA	3
Initiation à l'écriture journalistique	FRN 250AI/FRN 350AJ	3
Théorie et pratique de la communication	FRN 340AR/440AG	3
<b>Elective requirements</b>		<b>3</b>
3 other FRN credits		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 l'écriture journalistique	FRN 250AI/FRN 350AJ		x	202720
Théorie et pratique de la communication	FRN 340AR/440AG		x	202720

**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 francophone communication and journalism: 15 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.

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 want to receive a credential in communications. As courses will be offered in a hybrid mode, we anticipate recruiting students from across Saskatchewan and beyond.

7. How will students be recruited to the program?

The program is expected to attract 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 Communication 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

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

## Registrar's Undergraduate Academic Programming Questionnaire

Academic advising will be provided by La Cité's academic advisor and Communication and Journalism 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 online and in hybrid mode, that is onsite and online, as the need arises.  
The elective 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 Communication and journalism courses will be taught by Sophie Pelletier, assistant professor at La Cité, while the elective courses will be offered by La Cité's current faculty members as part of their normal workload. As a producer, she supervised the work of journalists, directing their information gathering (topics, angles, and interviewees), reviewing, editing et publishing their stories, and providing guidance and feedback.

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

Sophie Pelletier is already a full-time member of the FFIS department, hence there will be no extra budgetary burden in implementing the program.

## Registrar's Undergraduate Academic Programming Questionnaire

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

This program will allow us to put our existing resources, especially our new colleague Sophie Pelletier 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.

<b>Year</b>	<b>Projected Revenue</b>	<b>Projected Expenses</b>	<b>Net</b>
1		0	0
2		0	0
3		0	0
4		0	0
5		0	0
<b>5 Year Total</b>		0	<b>0</b>

## 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	<a href="mailto:Michael.poplyansky@uregina.ca">Michael.poplyansky@uregina.ca</a>	306-585-4486

### VI. Approvals

	Signature (if required)	Date
<b>Department Head/Program Director</b>	<b>Michael Poplyansky</b>	<b>19-03-2026</b>
<b>Associate Dean (Undergraduate)</b>	<b>VACANT</b>	
<b>Departmental/Program Council</b>		<b>19-03-2026</b>
<b>Faculty Council</b>		
<b>CCUAS</b>		
<b>CCB (if deferred)</b>		
<b>CCAM (if deferred)</b>		
<b>Executive of Council</b>		
<b>Senate</b>		

## Registrar's Undergraduate Academic Programming Questionnaire

### I. PROGRAM INFORMATION

Program Name: **Certificat en français langue seconde en ligne/ Certificate in French as a Second Language Online**

Type of Program:

<input checked="" type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Baccalaureate
<input type="checkbox"/>	After Degree
<input type="checkbox"/>	Other (specify):

Credential Name (if different from Program Name): CFLS ONLINE

Faculty/School/Department: La Cité universitaire francophone/Department of French and Francophone Intercultural Studies

Expected Proposal Submission Date (Month/Year): March 2026

Expected Start Date (Month/Year): September 2027

## Registrar's Undergraduate Academic Programming Questionnaire

### II. RATIONALE (CCAM)

#### 1. Describe the rationale/need for this program.

The Certificate in French as a Second Language Online program addresses a clear need for structured, proficiency-based French language education in Saskatchewan's minority-language context and within Canada's bilingual framework.

As demand for functional bilingualism continues to grow—particularly in federal and provincial public service sectors—students require accessible pathways to develop practical communicative competence in French. CFLS ONLINE responds to this need through a Common European Framework for Languages (CEFR)-aligned progression (A1–B1) that emphasizes measurable “can-do” outcomes and real-world language use.

Within Saskatchewan, La Cité universitaire francophone plays a vital role in supporting Francophone vitality. CFLS ONLINE contributes to this mandate by expanding access to high-quality French instruction while integrating Fransaskois and broader Canadian Francophone perspectives. The program fosters both linguistic proficiency and intercultural competence, strengthening connections between learners and Francophone communities.

Pedagogically, CFLS ONLINE balances communicative competence with structured language development. While it moves beyond purely grammar-heavy instruction, it integrates listening comprehension, reading comprehension, scaffolded oral production, written production, and systematic grammar study within meaningful contexts. This comprehensive approach ensures that learners develop accuracy as well as fluency, supporting adult and university students who require functional and academically appropriate language skills for professional, academic, and community settings.

Designed for online delivery, CFLS ONLINE also meets the needs of working professionals, part-time students, and learners in dispersed communities, ensuring flexibility without compromising academic rigor.

Overall, CFLS ONLINE advances institutional priorities related to bilingualism, community engagement, and workforce readiness, positioning La Cité as a leader in CEFR-informed French language education in Western Canada.

## Registrar's Undergraduate Academic Programming Questionnaire

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

The CFLS ONLINE program is designed to develop communicative competence in French through a structured, CEFR-aligned progression from foundational (A1) to developing independence (B1). The program prioritizes practical language use, intercultural awareness, and measurable proficiency growth.

### Key Objectives:

#### 1. Develop functional communicative competence

Enable students to understand and participate in everyday interactions, academic contexts, and professional situations using appropriate vocabulary, grammar, pronunciation, and register.

#### 2. Strengthen listening, speaking, reading, and writing skills

Emphasize listening-first pedagogy and scaffolded oral production while also developing reading comprehension and structured written production to ensure balanced proficiency across all language domains.

#### 3. Integrate systematic grammar study

Provide explicit and contextualized grammar instruction to support linguistic accuracy, clarity, and confidence in both spoken and written communication.

#### 4. Ensure progressive skill development

Align learning outcomes with CEFR “can-do” descriptors to establish clear benchmarks and transparent progression from foundational to independent levels.

#### 5. Foster intercultural competence

Integrate Fransaskois, Canadian, and international Francophone perspectives to strengthen cultural awareness alongside linguistic development.

#### 6. Support workforce and academic readiness

Prepare students for bilingual professional environments, further academic study, and meaningful community engagement through the development of functional, academic, and professional language skills.

### Delivery:

CFLS Online will be delivered through a flexible model combining:

- online, modular online content.
- structured listening and pronunciation activities.
- guided study of contextually presented vocabulary and grammatical concepts.
- scaffolded written and oral production tasks.
- recorded speaking assignments and oral communication labs.
- mandatory and optional synchronous interaction sessions with La Cité tutors.

The modular design ensures consistency across delivery formats while supporting diverse learner needs. Assessment will prioritize communicative effectiveness, intelligibility, and demonstrated progression rather than grammatical perfection.

## Registrar's Undergraduate Academic Programming Questionnaire

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

The CFLS ONLINE program is comparable to other provincial and national university French programs in its emphasis on communicative competence and structured skill development. Like similar programs, it develops listening, speaking, reading, and writing skills and aligns with recognized proficiency benchmarks.

CFLS ONLINE distinguishes itself through its systematic alignment with the CEFR (A1–B1), embedding clear “can-do” outcomes directly into course design, assessment, and progression. The program places strong emphasis on listening-first instruction, scaffolded oral production, integrated pronunciation development, structured reading comprehension, written production, and contextualized grammar study—areas that are not always cohesively integrated in traditional second-language models.

In addition, CFLS ONLINE is uniquely grounded in Saskatchewan's minority-language context, incorporating Fransaskois and Canadian Francophone perspectives alongside international content. Its modular, online delivery model enhances accessibility for working professionals and geographically dispersed learners. Importantly, students will also have access to scheduled virtual sessions with La Cité tutors, including optional tutoring support and mandatory conversation labs, ensuring meaningful interaction and guided oral practice despite the online format. Learners will also be encouraged to network with one another through structured blogs and vlogs, providing opportunities to practice written and spoken skills, comment on peers' work, and build a collaborative Francophone learning community.

Overall, CFLS ONLINE combines national standards with regional relevance, structured academic support, and flexible delivery, positioning it as both comparable to and distinct from similar programs across Canada.

## Registrar's Undergraduate Academic Programming Questionnaire

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

The CFLS ONLINE program offers significant academic, professional, and personal benefits to University of Regina students.

### **1. Enhanced Bilingual Competence**

Students develop functional communicative proficiency in French aligned with CEFR standards (A1–B1), strengthening their ability to operate in Canada's bilingual environment.

### **2. Increased Employability**

French-language skills enhance competitiveness for careers in federal and provincial government, education, health services, community organizations, and private-sector roles requiring bilingual capacity.

### **3. Academic Advancement Opportunities**

Students gain the linguistic foundation necessary for advanced French study, exchange programs, research opportunities, and participation in Francophone academic and social environments.

### **4. Improved Oral Communication Skills**

Emphasis on listening comprehension, pronunciation, and scaffolded oral production builds confidence and real-world communication readiness.

### **5. Intercultural Competence**

Exposure to Fransaskois, Canadian, and international Francophone communities fosters cultural awareness and supports engagement in diverse social and professional contexts.

### **6. Flexible Access to Language Learning**

Online and modular delivery supports working professionals, part-time students, and learners with varied schedules, increasing accessibility without sacrificing rigor.

### **7. Community Engagement and Identity Development**

The program strengthens connections to Francophone communities locally and nationally, contributing to linguistic vitality and civic participation.

Overall, the CFLS ONLINE program equips students with practical language skills, cultural knowledge, and professional advantages that extend beyond the classroom.

## 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 Certificate in French as a Second Language is an established in-person program that has been delivered in person at La Cité universitaire francophone for decades. The CFLS ONLINE initiative does not introduce a new credential; rather, it develops an online delivery model to expand accessibility and flexibility while maintaining the academic integrity and learning outcomes of the existing certificate.

As such, the CFLS ONLINE program does not create duplication but instead extends the reach of an already approved and successfully operating program. The online model is designed to:

- increase access for working professionals and part-time students.
- support geographically dispersed learners.
- provide flexible scheduling while maintaining CEFR-aligned outcomes.
- complement, not replace, in-person offerings.

The curriculum, learning objectives, and proficiency benchmarks remain consistent with the established in-person CFLS framework. Delivery modality is the primary area of innovation, not program content.

Regarding potential overlap with other University of Regina programming, CFLS ONLINE continues to focus on structured French language proficiency development (A1–B1), serving students seeking functional communicative competence rather than advanced literary or theoretical specialization. It therefore complements upper-level French studies and does not duplicate them.

Should any course equivalencies or enrolment pathways require clarification, the host unit will consult with relevant academic units to ensure coordination and transparency.

Overall, the CFLS ONLINE program strengthens and modernizes an existing program, expanding institutional capacity without displacing or duplicating current in-person offerings.

## Registrar's Undergraduate Academic Programming Questionnaire

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

The delivery model of the Certificate in French as a Second Language Online program directly supports the mission of La Cité universitaire francophone to fulfill the university education needs of Saskatchewan's Francophones, whatever their first language.

#### **Meeting Educational Needs Across the Province**

By expanding a long-standing in-person certificate into an online format, CFLS ONLINE broadens access to the French-language and bilingual learning pathways offered at La Cité. This flexible delivery model allows learners—regardless of location, employment commitments, or personal schedules—to pursue structured, university-level French education aligned with CEFR proficiency standards. In doing so, it enables more individuals to develop the language skills needed to engage in the educational, professional, cultural, and community opportunities that a bilingual life in Saskatchewan can provide.

#### **Supporting Cultural and Linguistic Vitality**

CFLS ONLINE contributes to the cultural and linguistic development of the Fransaskois community by strengthening French-language capacity within the province. The program integrates regional and national Francophone perspectives, reinforcing identity, intercultural awareness, and community engagement.

#### **Advancing Professional Development**

Through its emphasis on functional communicative competence, CFLS ONLINE supports professional development and workforce readiness in bilingual sectors. This aligns with La Cité's mandate to contribute to the professional growth of Saskatchewan's Francophone and bilingual population.

#### **Fostering a Francophone Academic Environment**

The CFLS ONLINE program promotes interaction in French, structured oral production, and engagement with Francophone content. In doing so, it extends La Cité's role in creating an accessible and stimulating Francophone learning environment connected to the University of Regina campus.

#### **Supporting Research and Knowledge Dissemination**

By grounding instruction in CEFR-informed pedagogy and minority-language realities, the program also supports scholarship and innovation in French-language education relevant to Francophone minority communities.

Overall, the CFLS ONLINE program strengthens La Cité's mission by broadening access, reinforcing Francophone vitality, and expanding opportunities for linguistic, cultural, and professional development in Saskatchewan.

## 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?

The online expansion of the in-person Certificate in French as a Second Language program directly supports the University of Regina's Strategic Vision by advancing flexible learning, student success, community engagement, and inclusive access.

### **Innovative and Flexible Learning**

By transitioning a long-standing in-person certificate to an online model, the CFLS ONLINE program expands flexible delivery options and supports diverse learners across Saskatchewan and beyond. The modular, CEFR-aligned design reflects evidence-informed, learner-centred pedagogy and strengthens the University's commitment to accessible, high-quality academic programming.

### **Student Success and Experiential Growth**

CFLS ONLINE promotes measurable proficiency development through structured progression (A1–B1), enhancing retention, academic confidence, and skill acquisition. Clear benchmarks and scaffolded learning pathways support student achievement while preparing graduates for bilingual professional environments.

### **Community Engagement and Societal Relevance**

The CFLS ONLINE program responds to Canada's official bilingual framework and Saskatchewan's minority-language realities. By strengthening French-language capacity, CFLS ONLINE enhances partnerships with Francophone communities, public service sectors, and community organizations, reinforcing the University's role as a socially responsive institution.

### **Equity, Inclusion, and Access**

The CFLS ONLINE program increases participation for working professionals, rural learners, newcomers, and underrepresented groups, supporting the University's commitment to inclusive education and expanded opportunity.

### **Institutional Growth Opportunities**

CFLS ONLINE program could lead to future pathways for future micro-credentials, professional certificates, continuing education partnerships, and potential interfaculty collaborations. It positions the University of Regina as a leader in CEFR-informed French-language education in Western Canada.

In short, the CFLS ONLINE program strengthens strategic priorities while expanding academic reach, community impact, and institutional visibility.

## Registrar's Undergraduate Academic Programming Questionnaire

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

Yes. The online expansion of the in-person Certificate in French as a Second Language includes important strategic considerations related to personnel capacity, recruitment, and enrolment growth.

From a personnel perspective, the program can be delivered within existing instructional capacity. Courses will be supported by current permanent faculty engaged in the established in-person CFLS certificate, ensuring academic continuity and program integrity. In addition, sessional instructors will be engaged as needed to support enrolment growth or specific course offerings. This blended staffing model allows for scalability and flexibility without requiring new permanent positions.

The online delivery format significantly expands recruitment potential. By reducing geographic and scheduling barriers, the CFLS ONLINE program becomes accessible to working professionals, part-time students, rural and remote learners, and individuals balancing employment or family commitments. This flexibility broadens the potential student base beyond those able to attend in-person classes.

The program also creates opportunities for increased enrolment across faculties, particularly among students seeking bilingual competencies to enhance employability in government, education, health services, and community sectors. The structured, CEFR-aligned progression encourages retention and continued advancement through certificate levels.

In summary, the CFLS ONLINE model represents a sustainable and scalable expansion that leverages both permanent and sessional instructional resources while creating meaningful opportunities for enrolment growth and institutional reach.

## Registrar's Undergraduate Academic Programming Questionnaire

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

Yes. The online expansion of the Certificate in French as a Second Language program directly supports external and community needs at the provincial and national levels.

In Saskatchewan's minority-language context, access to structured French-language education is essential to sustaining and strengthening the Fransaskois community. By expanding delivery beyond the traditional in-person format, the CFLS ONLINE program increases access for Francophones, Francophiles, newcomers, and bilingual professionals across the province, including those in rural and remote areas.

The program also responds to Canada's official bilingual framework and the ongoing demand for functional French-language skills in federal, provincial, and community sectors. Graduates with demonstrable CEFR-aligned proficiency are better positioned to meet workforce needs in public service, education, health services, and community organizations.

In addition, CFLS ONLINE supports lifelong learning and professional development by offering flexible access for working adults seeking to strengthen or formalize their French-language competencies. This aligns with community expectations for accessible, university-level programming that contributes to cultural, linguistic, and professional development.

Overall, CFLS ONLINE reinforces the University of Regina's role as a responsive institution that supports Francophone vitality, workforce readiness, and community engagement across Saskatchewan and beyond.

## 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). No course pre-requisites will be required.

2. Insert the proposed curriculum here

#### CFLS ONLINE

Course Name or Subject Area Core requirements	Subject or Course Number(s)	Credit Hours
Grammaire et rédaction 1 – Grammar and Writing 1	FRLS 219	3
Principes et production du français oral 1- Principles and Production of Oral French 1	FRLS 116	2
Grammaire et rédaction 2 – Grammar and Writing 2	FRLS 220	3
Principes et production du français oral 1- Principles and Production of Oral French 2	FRLS 117	2
Grammaire et rédaction 2 – Grammar and Writing 3	FRLS 221	3
Principes et production du français oral 1- Principles and Production of Oral French 3	FRLS 118	2
Français écrit et culture francophone 1 – Written French and Francophone Culture 1	FRLS 319	3
Structure du discours oral 1- Structure of Oral Discourse 1	FRLS 212	3
Français écrit et culture francophone 2 – Written French and Francophone Culture 2	FRLS 320	3
Structure du discours oral 2- Structure of Oral Discourse 2	FRLS 213	3
Content Course	FRN 220AA-ZZ	3
<b>Total Credit Hours</b>		<b>30</b>

The CFLS Online suite of courses is structured as a dual-stream pathway aligned with the Common European Framework of Reference for Languages (CEFR). At each level, students may develop skills in two complementary areas: **Grammar and Writing** (reading comprehension, systematic grammar study, and written production) and **Oral Communication** (listening comprehension and oral production). Courses are paired by level and may be taken concurrently or sequentially on a **full or part-time basis**. Students choosing the part-time completion option must take a Grammar and Writing course prior to, or at the same time as, its paired Oral Communication course, in accordance with the course progression listed above.

#### Note:

- 219 pairs with 116
- 220 pairs with 117
- 221 pairs with 118
- 319 pairs with 212
- 320 pairs with 213

## Registrar's Undergraduate Academic Programming Questionnaire

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

Course Name	Subject or Course Number	NEW	UD	Anticipated Date of Course Availability
Principes et production du français oral 1- Principes and Production of Oral French 1	FRLS 116		X	202720
Principes et production du français oral 2- Principes and Production of Oral French 2	FRLS 117		X	202720
Principes et production du français oral 3- Principes and Production of Oral French 3	FRLS 118		X	202720
Structure du discours oral 1- Structure of Oral Discourse 1	FRLS 212		X	202810
Structure du discours oral 2- Structure of Oral Discourse 2	FRLS 213		X	202810
Grammaire et rédaction 1 – Grammar and Writing 1	FRLS 219		X	202720
Grammaire et rédaction 2 – Grammar and Writing 2	FRLS 220		X	202720
Grammaire et rédaction 3 – Grammar and Writing 3	FRLS 221		X	202720
Français écrit et culture francophone 1 – Written French and Francophone Culture 1	FRLS 319		X	202810
Français écrit et culture francophone 2 – Written French and Francophone Culture 2	FRLS 320		X	202810

**Note: See Appendix A for both program and course descriptions.**

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

The total credit requirements are as follows:

- completion of 30 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.)?

To be granted the certificate, students must have a PGPA of 60.00%.

## Registrar's Undergraduate Academic Programming Questionnaire

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

The primary source of students for the online Certificate in French as a Second Language Online program will be drawn from both existing and expanded learner populations.

First, the program will continue to serve University of Regina students who enroll in the established CFLS certificate, including undergraduate students from various faculties seeking to enhance their bilingual competencies for academic or professional purposes.

Second, the CFLS ONLINE program will attract working professionals, part-time learners, and continuing education students who require flexible access to French-language study. The online format is particularly suited to individuals balancing employment, family responsibilities, or geographic constraints.

Third, the program may appeal to Francophiles, newcomers, and members of Saskatchewan's broader community seeking structured, university-level French instruction aligned with CEFR proficiency standards. For heritage speakers or Francophones educated primarily in English, the CFLS Online program can strengthen professional register, academic writing skills, confidence in formal communication contexts, as well as serve as an opportunity to reconnect with their linguistic and cultural roots.

Finally, the program has potential to recruit students from rural and remote areas of the province who were previously unable to participate in the in-person certificate.

In short, the CFLS ONLINE program expands the existing student base of the certificate while creating new pathways for learners seeking accessible, high-quality French-language education.

## Registrar's Undergraduate Academic Programming Questionnaire

7. How will students be recruited to the program?

Students will be recruited to the Certificate in French as a Second Language Online program through coordinated internal outreach, provincial engagement, and targeted marketing that highlights flexible academic and career pathways.

Within the University of Regina, recruitment will focus on undergraduate students across faculties who wish to enhance their bilingual competencies for academic or professional purposes. CFLS ONLINE may be promoted as an opportunity to “take a break” from a regular program of studies while continuing to build valuable credentials. The certificate can also serve as a strategic option for graduating students who wish to strengthen their employability before entering the workforce, positioning bilingualism as a competitive advantage.

At the provincial level, outreach will include corresponding and visiting high schools across Saskatchewan. Engagement with guidance counsellors, Core French programs, and career fairs will present the CFLS ONLINE program as a meaningful alternative to a traditional gap year. Rather than stepping away from education entirely, students may choose to complete a structured, university-level French certificate that enhances both personal development and career readiness.

Externally, recruitment will also target working professionals, Francophiles, and newcomers seeking flexible access to CEFR-aligned French-language education. Digital marketing, social media outreach, and collaboration with Francophone and community organizations will support this effort.

By emphasizing flexibility, employability, and diverse entry points, the CFLS ONLINE program is positioned to attract both traditional and non-traditional learners on a provincial, national and international levels.

8. What is the expected 5-year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
20	25	30	35	40

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

Academic advising will be provided by La Cité's academic advisor and the CFLS ONLINE program coordinator.

## Registrar's Undergraduate Academic Programming Questionnaire

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:

All CFLS ONLINE courses will be delivered online and complemented by optional in-person and/or virtual tutoring and mandatory conversation lab sessions with La Cité tutors.

### 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 CFLS ONLINE courses will be taught by the course developer with support from other FFIS department members.

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

The CFLS ONLINE should function on a cost-recovery basis as it will be offered in partnership with CCE.

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

The course developer will teach the courses as his schedule permits. If necessary, full-time members may support the delivery of this program, or other sessional instructors may be hired. No resources will be redirected to support this program. As it will function on a cost-recovery basis, it will not involve any extra expense for La Cité.

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 this program. To date, DDLC funding has been approved for FRLS 116, 117, 118, 219, 220, and 221. Development of FRLS 116, 117, 118 is currently underway in consultation with the Flexible Learning Division of CCE. Development of FRLS 219, 220, and 221 will start in June 2026 with the Flexible Learning Division of CCE. A DDLC request for funding for the FRLS 319, 320, and 213 courses will be submitted as soon as possible.

## Registrar's Undergraduate Academic Programming Questionnaire

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
<b>5 Year Total</b>		<b>0</b>	<b>0</b>

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

None are required.

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


Due to its online delivery model, no additional space will be needed for this program.

### V. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Michael Poplyansky	<a href="mailto:Michael.poplyansky@uregina.ca">Michael.poplyansky@uregina.ca</a>	306-585-4486

## Registrar's Undergraduate Academic Programming Questionnaire

### VI. Approvals

	Signature (if required)	Date
<b>Department Head/Program Director</b>	<b>Michael Poplyansky</b>	<b>19-03-2026</b>
<b>Associate Dean (Undergraduate)</b>	<b>VACANT</b>	
<b>Departmental/Program Council (DEAN)</b>		<b>19-03-2026</b>
<b>Faculty Council</b>		
<b>CCUAS</b>		
<b>CCB (if deferred)</b>		
<b>CCAM (if deferred)</b>		
<b>Executive of Council</b>		
<b>Senate</b>		

# Registrar's Undergraduate Academic Programming Questionnaire

## I. PROGRAM INFORMATION

Program Name: Generative AI for Higher Education and the Workplace

Type of Program:

	Certificate
	Diploma
	Baccalaureate
	After Degree
X	Other (specify): Micro-credential

Credential Name (if different from Program Name): Generative AI & Society

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

Expected Proposal Submission Date (Month/Year): March 2026

Expected Start Date (Month/Year): Winter 2027

## II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

With the increasing use of and interest in Generative AI, the Microcredential in Generative Artificial Intelligence and Society introduces a new undergraduate credential in an area of growing relevance. Generative AI is reshaping workplaces, research practices, and creative industries, and learners across disciplines require structured, academically rigorous training to use these tools responsibly and effectively, or to decide when AI use is not appropriate. This microcredential provides that foundation through three new courses—GNAI 100, GNAI 200, and GNAI 201 totaling 9 credit hours.

The program equips students, professionals, and lifelong learners with critical understanding, ethical fluency, and applied skills for engaging with generative AI in academic, professional, and creative contexts. Graduates will be able to analyze the societal implications of AI technologies, evaluate issues of bias and fairness, and apply AI methods in ways that are transparent, ethical, and context-appropriate.

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

At the completion of this program, students will understand how to critically assess generative AI outputs and understand the implication of generative AI in the workplace, education, and society. Students will understand the history of AI as well as potential futures. Students will

get an introduction to the kinds of tools that are available as well as an understanding of ethical considerations of AI use.

### **Program Outcomes**

Upon completion of the microcredential, learners will be able to:

- Demonstrate foundational literacy in artificial intelligence and generative AI systems.
- Critically evaluate the ethical, cultural, and social implications of AI technologies.
- Apply critical thinking to real-world AI use cases and decision-making.
- Use contemporary generative AI tools for research, communication, analysis, and creative work and understand when AI use is not appropriate.
- Design, execute, and present an applied AI project that integrates ethical and practical considerations.
- Communicate AI-related concepts clearly to various audiences.

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

There are many AI programs in the professional development space both online and through other continuing education schools in Canada. There are few credit-bearing programs at the undergraduate level in Canada. Existing programs are mainly microcredentials with fewer than five courses and are geared toward current students at each institution. See scan in Appendix A.

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

The program will allow students to grapple with complex issues around the history of AI, ethical considerations, tools and applications, bias and potential harm, critical media awareness, prompt engineering, automation and the future of work, AI and trust/privacy.

### 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 three core courses for this program do not significantly overlap with any other UofR program in any way, though this program would be ideal as a concurrent program for students in diploma or degree programs. The program will interact well with other programs and

courses with topics in philosophy, ethics, business ethics, data ethics, computer science, digital arts, creative problem-solving, strategy, impact on business and society, communications, etc.

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

This program fits into the CCE Strategic Plan in the following ways:

**At CCE, we are committed to Creating a highly responsive environment to meet the leaning needs of our students and our community** – This program addresses considerations we all face as students, faculty, and community members with the advent of AI in education, the workplace, and society.

**At CCE, we are committed to embracing innovation and excellence to help students, University of Regina Faculties, partner and communities achieve their goals** – This program will help students understand the tools available and their responsibilities in using the tools.

**A CCE, we are committed to operating efficiently with attention to social, fiscal and environmental responsibilities** – This program will help students learn about their responsibilities to their communities in constantly-changing environments.

Our goals are to be:

**Connected to Students and our Communities.** As such, we will support and collaborate across UofR faculties, departments, federated colleges and regional colleges. This program will be a benefit to students in a variety of programs across the UofR. The creation of this program has seen input from various faculties and units including Arts, Flexible Learning, the Centre for Teaching & Learning

**Connected to Exceptional Learning Experiences.** At CCE we want to enhance the flexibility of learning through the development of micro-credentialing opportunities. We also want to create exceptional online learning experiences across the UofR in collaboration with Faculties and instructors, as well as other URegina units such as the Centre for Teaching and Learning. This program will be our first undergraduate micro-credential for students who want to explore Generative AI and its impact on education, work, and society as a stand-alone program or using their electives as part of their degree, diploma, or certificate. Courses will be developed and offered online to provide access for students all over the province and beyond.

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

The current Strategic Plan consists of 5 areas of focus:

**Discovery**

The microcredential strengthens the University's commitment to fostering inquiry, innovation, and knowledge creation. Generative AI is a rapidly evolving field that intersects with computing, ethics, social sciences, and creative disciplines. By offering training in AI literacy, the program expands opportunities for learners to explore emerging technologies and encourages interdisciplinary discovery across faculties.

### **Truth and Reconciliation**

While AI may seem distant from reconciliation, the program's focus on responsibility, bias, and fairness supports the University's commitment to addressing systemic inequities. The program encourages critical engagement with how technologies reproduce or challenge colonial structures, supports the development of frameworks that respect diverse worldviews, and contributes to a more just and equitable future.

### **Well-being & Belonging**

The program will equip students and professionals with tools to navigate AI-driven changes in work and learning. Students will engage in a sense of agency and inclusion in conversations about AI's societal impacts.

### **Environmental & Climate Action**

Although not an environmental program, the microcredential addresses AI's environmental footprint such as energy consumption and resource use within ethical and societal contexts. The program raises awareness of the environmental implications of technology and encourages responsible, sustainable use of resources. The program supports the University's broader climate action goals by integrating sustainability considerations into the curriculum.

### **Impact & Identity**

The microcredential enhances the UofR's identity as a forward-looking institution that responds to societal needs and technological change. This program can position the University as a leader in responsible AI education in Saskatchewan and beyond.

With an institutional focus on experiential learning, the capstone course gives students a structured opportunity to apply their knowledge in real-world contexts.

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

CCE undergraduate programs are informed by advisory committees. Advisory committees are chaired by the Head of Career & Professional Development with a presence from the CCE Dean and Program Coordinators. Membership also includes program instructors and/or course developers, a student rep, and representatives from other faculties and external stakeholders as appropriate. The advisory committees meet minimum once per year with the possibility of more frequent meetings as needed.

The first meeting of the advisory committee for this program would be tasked with creating hiring criteria for all three courses.

CCE typically employs sessional instructors but can also hire faculty members on a course-release or overload basis.

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

N/A

#### IV. Program Plan

##### 1. What are the program admission requirements?

Students must have a minimum 65% UGPA on a minimum of 15 credit hours for admission to the program.

##### 2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
<b>Core Requirements</b>	GENAI 100	3.0
	GENAI 200	3.0
	GENAI 201	3.0
<b>Elective Requirements</b>		
<b>Major Requirements(if applicable)</b>		
<b>Minor Requirements (if applicable)</b>		

##### 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 Generative AI and Society	GENAI 100			Winter 2027
Responsible Generative AI	GENAI 200			Winter 2027
Advanced Applications of Generative AI: Capstone	GENAI 201			Winter 2027

**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?

9 credit hours total and 65% PGPA and 60% UGPA to complete the program.

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

N/A

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

Current degree and diploma students, as well as community members interested in GenAI.

7. How will students be recruited to the program?

Students will be recruited to the program as part of CCE's regular recruitment efforts including a mix of recruitment events, radio and social media ads physical materials such as brochures

8. What is the expected 5 year enrolment?

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
15	20	30	40	40+

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

Students will receive academic advising from the CCE academic advisors and potentially from their home faculty, if different from CCE, as well as from the Student Success Centre where appropriate.

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 three required classes will be developed for online delivery as the primary delivery mode with possible in-person delivery for some terms based on demand.

#### **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?

New sessional instructors will be recruited to develop and teach the three required courses, with current faculty a possibility within the parameters of the URFA collective agreement. Because at CCE we run our programs on a cost-recovery/profit basis, the courses could see a cost upon initial offering but going forward will only be run if enrolments support cost recovery at minimum.

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

Cost recovery from undergraduate tuitions.

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

No new resources will be required other than potentially new sessional instructors and DDL funds if the courses are approved for DDL development funding for online delivery.

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?

Not at this time.

## 5. Proposed budget and revenue from the Program.

<b>Year</b>	<b>Projected Revenue</b>	<b>Projected Expenses</b>	<b>Net</b>
1	\$49,754.25* (15 tuitions x 3 classes = 45 tuitions)	\$32,859.00** (3 instructor stipends)	\$16,895.25
2	\$66,339.00 (20 tuitions x 3 classes = 60 tuitions)	\$32,859.00	\$33,480.00
3	\$99,508.50 30 tuitions x 3 classes = 90 tuitions	\$32,859.00	\$66,649.50
4	\$132,678.00 (40 tuitions x 3 classes = 120 tuitions)	\$32,859.00	\$99,819.00
5	\$132,678.00 (40+ tuitions x 3 classes = 120+ tuitions)	\$32,859.00	\$99,819.00+
<b>5 Year Total</b>	<b>\$480,957.75+</b>	<b>\$164,295.00</b>	<b>\$316,662.75+</b>

\*Spring 2026 undergraduate domestic CCE tuition rate

\*\*Sessional Lecturer IV 2026 rate from 2021-2027 URFA Collective Agreement

## 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.

No.

## VI. Faculty/Department/Academic Unit Contact Person

<b>Contact Person(s)</b>	<b>Email</b>	<b>Telephone</b>
Robin Markel	<a href="mailto:Robin.markel@uregina.ca">Robin.markel@uregina.ca</a>	585-5819

## VII. Approvals

	Signature (if required)	Date
<b>Department Head/Program Director</b>		<b>March 1, 2026</b>
<b>Associate Dean (Undergraduate)</b>		<b>March 10, 2026</b>
<b>Departmental/Program Council</b>		
<b>Faculty Council</b>		
<b>CCUAS</b>		
<b>CCB (if deferred)</b>		
<b>CCAM (if deferred)</b>		
<b>Executive of Council</b>		
<b>Senate</b>		

## Appendix A

### A Scan of AI Programs from Comparative Universities in Canada

University	Program/Course Name	Credential
<b>University of New Brunswick (UNB)</b>	CS 4795 – Artificial Intelligence	Undergraduate course
UNB	Certificate in Data Analytics	Certificate
UNB	Research Institute in Data Science & AI (RIDSAI)	Research institute
<b>University of Victoria (UVic)</b>	Micro-certificate in Applied AI	Micro-certificate
UVic	CSC 421 – Introduction to Artificial Intelligence	Undergraduate course
UVic	ECE 470/569A – Artificial Intelligence	Undergrad/grad course
<b>Carleton University</b>	BCS – Artificial Intelligence & Machine Learning Stream	Bachelor’s stream
Carleton	Master’s & PhD in Data Science, Analytics & AI	MASc, MCS, MEng, MIT, MSc, PhD
<b>Memorial University</b>	Master of Artificial Intelligence	Master’s degree
Memorial	Master of Data Science	Master’s degree
<b>Concordia University</b>	Applied Artificial Intelligence (Graduate Microprogram)	Graduate microprogram
Concordia	Certificate in AI Proficiency	Certificate
<b>Wilfrid Laurier University</b>	Undergraduate Certificate in Generative AI	3-Course Certificate
Laurier	CP468 – Artificial Intelligence	Undergraduate course
<b>Brock University</b>	BSc Computer Science – AI Concentration	Bachelor’s concentration

Brock	Proposed Honours BA in Artificial Intelligence	Bachelor's degree (proposed)
<b>University of Windsor</b>	MSc in Computer Science – AI Stream	Master's specialization
Windsor	Master of Applied Computing – AI Stream	Master's specialization
Windsor	MSc Computer Science (AI Specialization)	Master's specialization

## **Appendix B Microcredential in GenAI & Society Proposed Advisory Committee**

### **PROPOSED TERMS OF REFERENCE**

#### **Microcredential in Generative AI & Society**

The microcredential in Generative Artificial Intelligence and Society gives learners a comprehensive foundation in artificial intelligence with a particular focus on the responsible use of generative AI. Students will develop a critical understanding, ethical fluency, and hands-on skills for applying AI tools in academic, professional, and creative contexts.

This program is designed for students, professionals, and lifelong learners who wish to use AI tools confidently and responsibly in their fields. Graduates of the program will be able to analyze the implications of AI technologies, evaluate challenges related to bias and fairness, and apply AI methods in ways that are ethical, transparent, and context-appropriate.

#### **Background**

ACAD 100 is currently accepted for credit in the faculties of Arts, Business, Fine Arts, Kinesiology & Health Studies, Science, and Social Work at the University of Regina. While Faculty of Education programs do not have room to include the course, the faculty has indicated it would look favourably upon applicants who have successfully completed ACAD 100 when reviewing applications for its competitive-entry programs.

#### **GenAI & Society Advisory Committee Members**

1. Dean, CCE
2. Career and Professional Development Division Head
3. Three Associate Deans or designates from three different faculties
4. Minimum one GenAI & Society Instructor
5. One GenAI Student Rep (student must have declared the program as primary or secondary, must be current and eligible to register in the term in which the committee meets, and must be in good academic standing)
6. Support:
  - a. Program Coordinator, Career and Professional Development
  - b. Admin Support Staff, Career and Professional Development

#### **Purpose**

The purpose of this committee is to meet at minimum once per year to review content, curriculum, instructor hiring requirements, outcomes, course evaluations and scheduling. The committee will help inform the management of all aspects of the Microcredential in Generative AI & Society.

#### **Terms of Reference**

This committee will establish, review, and update the basic course content requirements for the GenAI program and courses including:

1. Learning Outcomes
2. Textbooks and readings
3. Syllabus, assignments, and exams
4. Course assessment tools, evaluation and grading
5. Minimum & maximum standards
6. Advice to the Dean on hiring decisions

# Registrar's Undergraduate Academic Programming Questionnaire

## I. PROGRAM INFORMATION

Program Name: Certificate in Musical Theatre Performance

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year): January/2026

Expected Start Date (Month/Year): September/2027

## II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This certificate meets the growing need for post-secondary programs that focus on this genre of performance studies. This would be the first program of its type in Saskatchewan, filling a gap in professional training in this field and will provide students with the foundational skills required to pursue further studies and professional opportunities in musical theatre performance.

It will also be particular useful to Music Education students and practicing teachers, for whom the annual "high school musical" is a key part of their duties.

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

This is a 1-year (30 credit hours) program focussed on musical theatre performance studies and preparation for students to work in the arts field. Students will gain skills that will enable them to pursue a career in the performing arts sector or to continue their studies. Delivery will be very hands-on offering practical courses in singing, acting, and dance.

## Registrar's Undergraduate Academic Programming Questionnaire

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

There are no similar programs provincially. Within Canada, this certificate will offer similar courses to other musical theatre programs.

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

This certificate will help recruit a wide range of students into MAP. Many high school students are looking for ways to continue their studies in the area of musical theatre, and this provides a way for Saskatchewan students to do that. This certificate program also means creation of some new and interesting courses that will benefit University of Regina students and the course offerings available.

This certificate program can also work as a pathway into other MAP programs (Music and Theatre), or as an additional certification for degree students.

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

This certificate program is built with a combination of new courses and existing MAP courses, helping to build in even stronger enrolment in those established courses.

There are no duplicates or program overlapping in this certificate.

## Registrar's Undergraduate Academic Programming Questionnaire

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

The MAP mission statement is "to inspire excellence within an inclusive, supportive, and interdisciplinary environment". With our slogan being *Where Makers Meet*, this new certificate will support new collaborations within MAP and an avenue for interdisciplinary exploration, study, and performance.

This program is a merging and collaboration of our established Theatre and Music programs, creating new ways for students to learn and explore the world through the arts.

The capacity for Voice students in the Bachelor of Music to take on roles is a key element in recruitment to a music program. The Certificate in Musical Theatre builds on this element to expand the opportunities to other students and thus to enable us to offer role performance classes with a more efficient use of resources while attracting excellent students in vocal performance.

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

The draft for the new strategic plan for the University of Regina outlines how we will be an institution that will "learn, discover....and innovate in service to people, place, and community". This certificate program supports this statement by providing a service to the province of Saskatchewan that is offered at no other post-secondary institution in the province. This program serves as a way to deeper connect with the arts and musical theatre community throughout the region and beyond.

Musical Theatre is an integral part of our schools and communities, and it is in demand as an area of professional study across North America. The URegina strategic vision states that we are strongest when we act collectively, and this is exactly what this new certificate program achieves! A continued growth in building community connections and offering students new ways to explore and hone their skills as singers, actors, and dancers.

## Registrar's Undergraduate Academic Programming Questionnaire

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

This certificate is strategic as it can be added onto current degree offerings in music and theatre, giving students more creative options as they build their educational options. Additionally, this program could lead to more program offerings in the future as we gauge the demand and need for more musical theatre training programs in the province.

This certificate program can also serve as a launching point to 3 different degrees: music, theatre, and interdisciplinary – giving students more options in their creative pursuits.

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

Yes- it meets needs for the region and province by being the only post-secondary musical theatre program offering in the province.

## Registrar's Undergraduate Academic Programming Questionnaire

### IV. Program Plan

1. What are the program admission requirements?

The same for other programs in the Faculty of Media, Arts, and Performance as well as passing a theory placement test and a short audition.

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
<b>Core Requirements</b>	THTR 114	3
	THTR 131	3
	MUTH 221	3
	MUTH 211	3
	THTR 350	3
	THTR 351	3
	MU 331	3
	MUPE 381	3
	MUVO 131	3
	MUVO 132	3
		MU 280
<b>Elective Requirements</b>	1 of MUEN 131 or 135	1

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
Musical Theatre: Dance I	THTR 350	Yes		202720
Musical Theatre: Dance II	THTR 351	Yes		202720
History of Musical Theatre	MU 331	Yes		202720
Vocal Repertoire Coaching	MU 280	Yes		202720
Singing from the Stage	MUPE 381			202720
Singing from the Stage II	MUPE 382			202720

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

## Registrar's Undergraduate Academic Programming Questionnaire

Dance I and Dance II will require sessional stipends, but these classes will also serve as THTR electives for the BFA in Devised Performance and Theatre Creation, so we anticipate that they will return the investment. MU 331 redevelops an existing class in Musical Theatre in THTR. MU 280 will function as and like applied lessons, but the new course number enables us to remove the restrictions on applied lessons without altering the core restrictions on performance classes. Finally, Singing from the Stage I revisits and redevelops Opera Workshop, and will be co-scheduled as needed with MUPE 382.

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

30 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?

- Current Theatre or Music student who are looking to gain additional skill and training
- High school students who are looking to train in musical theatre
- Community members who want a way to study musical theatre in a more formal and rigorous setting
- High School music teachers seeking further training in musical theatre performance

7. How will students be recruited to the program?

## Registrar's Undergraduate Academic Programming Questionnaire

We plan to work with the institution and with MAP to develop a promotion plan that will market this heavily to high school musical theatre programs across the province. We hope to also expand out recruitment to southern Alberta and to Manitoba, as students in these areas would have to travel quite far to study elsewhere in this field of study.

8. What is the expected 5 year enrolment?

These numbers are an estimate and as we project based on community interest.

Year 1	Year 2	Year 3	Year 4	Year 5
4	6	10	12	15

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

Through the MAP student program centre.

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

This is an in-person program designed to be taken on campus. There may be a few courses with a remote option.

### 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?

In order to run this program, we will need to hire two additional sessional instructors. One to teach each of the dance courses. This program would also necessitate likely an additional applied instructor for one-on-one voice lessons or for the Repertoire Coaching Class (a pianist).

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

MAP is aware of this need and has budgeted for the necessary stipends and parts of load.

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

Both faculty from Theatre and Music will be used to teach in their respective areas. This should not cause any overload issues for existing faculty.

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

## Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$32976	\$21000	\$11976
2	\$49464	\$21000	\$28464
3	\$82440	\$22500	\$59940
4	\$98928	\$23000	\$75928
5	\$123660	\$25000	\$98660
<b>5 Year Total</b>	<b>\$387,468.00</b>	<b>\$112,500.00</b>	<b>\$274,968.00</b>

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

None needed

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

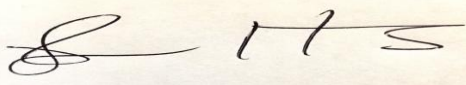

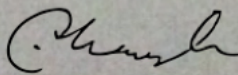
Yes- for the dance courses room RC 176 will be required as well as possible use of the other dance studios on campus including ED222.1 and the dance studio in Kinesiology. Final performances will require use of University Theatre or the ShuBox.

### VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Dr. Tina Alexander-Luna	Tina.alexander-luna@uregina.ca	

## Registrar's Undergraduate Academic Programming Questionnaire

### VII. Approvals

	Signature (if required)	Date
<b>Department Head/Program Director</b>		<b>Feb 20 2026</b>
<b>Associate Dean (Undergraduate)</b>		<b>Feb. 23, 2026</b>
<b>Departmental/Program Council</b>		<b>Feb. 23, 2026</b>
<b>Faculty Council</b>		
<b>CCUAS</b>		
<b>CCB (if deferred)</b>		
<b>CCAM (if deferred)</b>		
<b>Executive of Council</b>		
<b>Senate</b>		

## Admission, Re-admission, and Transfer (pg 335)

**Admission to the University**

Students who have attempted fewer than 24 credit hours of university courses will be admitted based on the high school admission criteria. Students who have attempted 24 or more credit hours of university courses must have a minimum university grade point average of 70.00% or a completed baccalaureate degree. All students who designate social work as their program of study on the application form will be admitted to the category of Pre-Social Work. Students requesting to transfer from another University of Regina faculty to the Faculty of Social Work will also be admitted to Pre-Social Work. Students are limited to a maximum of two SW courses (SW 100 and SW 202) either as U of R courses or approved courses taken from another institution, before being admitted to the Bachelor of Social Work (BSW) program. The application to the BSW program is the second admission step.

**Mature Admission**

Applicants for admission who do not meet admission requirements to Pre-Social Work as outlined in the Admissions section of this Calendar, who have completed fewer than 24 credit hours of post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the term begins, may be granted mature admission for Fall or Winter term.

Applicants for mature admission to Pre-Social Work who have been taking courses through the University of Regina's Centre for Continuing Education or Casual Student Program must also present a UGPA of at least 70% (see the Academic Regulations section) on all University of Regina courses taken. Those who do not meet this criterion may petition the Associate Dean for admission

## Admission, Re-admission, and Transfer

**Admission to the University**

Students who have attempted fewer than **15 credit hours** of university courses will be admitted based on the high school admission criteria. Students who have attempted **15** or more credit hours of university courses must have a minimum university grade point average of 70.00% or a completed baccalaureate degree. All students who designate social work as their program of study on the application form **for Winter and Spring/Summer semester admission** will be admitted to the category of **Pre-Social Work-SW Qualifying**. Students requesting to transfer from another University of Regina faculty to the Faculty of Social Work will also be admitted to **Pre-Social Work-SW Qualifying, unless directly applying to the BSW to start in the fall semester**. Students are limited to a maximum of two SW courses (SW 100 and SW 202) either as U of R courses or approved courses taken from another institution, before being admitted to the Bachelor of Social Work (BSW) program. The application to the BSW program is the second admission step.

**Mature Admission**

Applicants for admission who do not meet admission requirements to **Pre-Social Work The BSW or SW Qualifying** as outlined in the Admissions section of this Calendar, who have completed fewer than **15 credit hours** of post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the term begins, may be granted mature admission for Fall or Winter term.

Applicants for mature admission to **Pre-Social Work The BSW or SW Qualifying** who have been taking courses through the University of Regina's Centre for Continuing Education or Casual Student Program must also present a UGPA of at least 70% (see the Academic Regulations section) on all University of Regina courses taken. Those who do not meet this criterion may petition the Associate Dean for admission

### Advising and Registration Requirements for Mature Admissions to Pre-Social Work

Advising is mandatory for Pre-Social Work applicants who are granted mature admission, until they have attempted 24 credit hours of courses. Students are responsible for ensuring that program requirements are met at each stage of their progress. Courses are selected according to the prerequisites of the courses (see the Courses section in this Calendar or UR Self-Service) and the requirements for the degree program within this section.

Applicants granted mature admission are subject to the following additional restrictions:

- Limited to registering in a maximum of 12 credit hours per term for the first 24 attempted credit hours.
- Required to register in ACAD 100, where available, within the first 12 attempted credit hours. This course will count towards degree credit in the Faculty of Social Work.
- May register in more than 12 credit hours if they:
- have the equivalent of 12 credit hours of transfer credit from another recognized post-secondary institution with a minimum grade point average of 70.00%;
- register in ACAD 100; and
- achieve a minimum term grade point average (TGPA) of 70.00% in the first full-time term at the University of Regina

### Advising and Registration Requirements for Mature Admissions to ~~Pre-Social Work~~ the Faculty of Social Work

Advising is mandatory for ~~Pre-Social Work~~ all applicants who are granted mature admission into the Faculty of Social Work, until they have attempted 15 credit hours of courses. Students are responsible for ensuring that program requirements are met at each stage of their progress. Courses are selected according to the prerequisites of the courses (see the Courses section in this Calendar or UR Self-Service) and the requirements for the degree program within this section.

Applicants granted mature admission are subject to the following additional restrictions:

- Limited to registering in a maximum of 12 credit hours per term for the first 24 attempted credit hours.
- Required to register in ACAD 100, where available, within the first 12 attempted credit hours. This course will count towards degree credit in the Faculty of Social Work.
- May register in more than 12 credit hours if they:
- have the equivalent of 12 credit hours of transfer credit from another recognized post-secondary institution with a minimum grade point average of 70.00%;
- ~~register in ACAD 100; and~~
- achieve a minimum term grade point average (TGPA) of 70.00% in the first full-time term at the University of Regina

<p><b>Admission to the Bachelor of Social Work</b></p> <p>Admission to the Bachelor of Social Work (BSW) is a competitive process as there are more applicants than spaces available. The precise number admitted will depend on the number of qualified applications and the resources available to the Faculty. Students are assessed for admission in three stages:</p> <p><b>1. Academic Requirements</b></p> <p>The criteria for determining eligibility for admission to the BSW are:</p> <ul style="list-style-type: none"> <li>- Completion of a minimum of 30 university credit hours including English 100, Indigenous Studies 100, Psychology 101, Sociology 100, and Social Work 100. If stale-dated, SW 100 must be repeated prior to the application deadline (refer to the section on Stale-dated Courses for additional information). These academic requirements can be met with approved transfer credits from other institutions. Students may have transfer credit assessed and applied to their academic record at the University of Regina by submitting up-to-date transcripts from post-secondary institutions attended. Transcripts are to be sent to the U of R Enrolment Services office no later than January 15 of the application year.</li> <li>- Minimum 70.00% program grade point average (see “Calculation of BSW Admission GPA”).</li> <li>- Minimum UGPA of 60.00% at the University of Regina.</li> </ul> <p><b>2. Assessment</b></p> <p>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, selfawareness, 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.</p>	<p><b>Admission to the Bachelor of Social Work</b></p> <p>Admission to the Bachelor of Social Work (BSW) is a competitive process as there are more applicants than spaces available. The precise number admitted will depend on the number of qualified applications and the resources available to the Faculty. Students are assessed for admission in three stages:</p> <p><b>1. Academic Requirements</b></p> <p>The criteria for determining eligibility for admission to the BSW are:</p> <ul style="list-style-type: none"> <li><del>—Completion of a minimum of 30 university credit hours including English 100, Indigenous Studies 100, Psychology 101, Sociology 100, and Social Work 100. If stale-dated, SW 100 must be repeated prior to the application deadline (refer to the section on Stale-dated Courses for additional information). These academic requirements can be met with approved transfer credits from other institutions. Students may have transfer credit assessed and applied to their academic record at the University of Regina by submitting up-to-date transcripts from post-secondary institutions attended. Transcripts are to be sent to the U of R Enrolment Services office no later than January 15 of the application year.</del></li> <li>- <u>70% High School Admission requirements, (Refer to the Admission section of this calendar, and especially to the Additional Information about Competitive Programs section for early conditional and high school requirements); OR</u></li> <li>- Minimum 70.00% <del>program admission</del> grade point average <del>(see “Calculation of BSW Admission GPA”):</del> <u>BSW admission GPA is calculated using the applicant’s grades earned in their most recent 30 credit hours of post-secondary courses. This includes courses from the U of R and other post-secondary institutions attended and is not limited to successfully completed courses.</u> Students applying for who</li> </ul>
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<p>The decision of the admission panel cannot be appealed.</p> <p><b>3. Ranking</b></p> <p>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.</p> <p>Applications for admission to the Bachelor of Social Work must be received by the Faculty of Social Work through online submission by January 15.</p>	<p>have not yet attained 30 credit hours will use their high school grades.</p> <ul style="list-style-type: none"> <li>- Minimum UGPA of 60.00% at the University of Regina.</li> </ul> <p><b>2. Assessment</b></p> <p>All applicants who meet the academic requirements will have <del>their an additional</del> admission application evaluated by a social work review panel. Reviewers will assess applicants' <del>commitment to and experience in human service, as well as their writing skills</del>; critical thought, self-awareness, ethics, and values. <del>The assessment will be based on the applicant's work, community engagement, educational experiences, overall academic history, personal statement, and overall student portfolio.</del></p> <p>The decision of the admission panel cannot be appealed.</p> <p><b>3. Ranking</b></p> <p>Applicants who have met the academic requirements and, through the assessment process above, <del>have demonstrated adequate commitment to and experience in human service</del> 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.</p> <p>Applications for admission to the Bachelor of Social Work must be received by the Faculty of Social Work through online submission by January 15.</p>
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<p><b>Conditional Admission (pg 336)</b></p> <p>Students who have not completed 30 credit hours and/or not completed all of the five required classes (ENGL 100, INDG 100, PSYC 101, SOC 100 and SW 100) for admission to the BSW program can apply to the BSW 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</p>	<p><b>Conditional Admission</b></p> <p><del>Students who have not completed 30 credit hours and/or not completed all of the five required classes (ENGL 100, INDG 100, PSYC 101, SOC 100 and SW 100) for admission to the BSW program can apply to the BSW 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</del></p>
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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 program. If conditionally admitted, students will have until May 31 to provide the U of R Undergraduate Enrolment Services office with original transcripts showing successful completion of the required classes and/or credit hours for courses taken at institutions other than the U of R. Students who successfully complete the requirements by April 30 will be offered full admission to the BSW program. Students who have not met admission requirements will have their conditional admission revoked and will need to re-apply to the BSW program for the next application deadline.

Students not admitted to the BSW program via this process will remain 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.

#### **Calculation of BSW Admission GPA**

Grade point average (GPA) for admission to the BSW Program is calculated using the applicant's grades earned in their most recent 30 credit hours of post-secondary courses. This includes courses from the U of R and other post-secondary institutions attended and is not limited to successfully completed courses.

Students applying for conditional admission who have not yet attained 30 credit hours will have their BSW Admission GPA calculated using all post-secondary courses completed by the application deadline of January 15. Conditionally admitted applicants must maintain a 70% GPA for full admission; therefore, the BSW Admission GPA will be recalculated at the end of the winter term using the applicant's most recent 30 credit hours (see 'Conditional Admission').

~~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 program. If conditionally admitted, students will have until May 31 to provide the U of R Undergraduate Enrolment Services office with original transcripts showing successful completion of the required classes and/or credit hours for courses taken at institutions other than the U of R. Students who successfully complete the requirements by April 30 will be offered full admission to the BSW program. Students who have not met admission requirements will have their conditional admission revoked and will need to re-apply to the BSW program for the next application deadline.~~

Students not admitted to the BSW program via this process will ~~remain in the Pre-Social Work~~ be admitted to SW Qualifying and are not limited to the number of times they can re-apply.

All admission decisions are final and are not subject to appeal.

#### **Calculation of BSW Admission GPA**

~~Grade point average (GPA) for admission to the BSW Program is calculated using the applicant's grades earned in their most recent 30 credit hours of post-secondary courses. This includes courses from the U of R and other post-secondary institutions attended and is not limited to successfully completed courses.~~

~~Students applying for conditional admission who have not yet attained 30 credit hours will have their BSW Admission GPA calculated using all post-secondary courses completed by the application deadline of January 15. Conditionally admitted applicants must maintain a 70% GPA for full admission; therefore, the BSW Admission GPA will be recalculated at the end of the winter term using the applicant's most recent 30 credit hours (see 'Conditional Admission').~~

<p><b>Academic Advising and Registration (pg 337)</b></p> <p><b>Academic Advising</b></p> <p>New students are strongly encouraged to attend New Pre-Social Work Student Group Advising prior to registration. Upon receipt of their letter of acceptance, students are asked to contact the Faculty of Social Work Student Services Office or use our online booking system to register in a group advising session.</p> <p>At the point of admission to the BSW, students should attend a program orientation and advising session, details of which will be included in their BSW admission letter.</p> <p>It is recommended that students meet with an academic advisor at least once per year.</p> <p>Faculty of Social Work Academic Program Advisors are available to meet with students to discuss:</p> <ul style="list-style-type: none"> <li>- preparation for application to the BSW Program;</li> <li>- course selection that aligns with the student's individual interests and aspirations;</li> <li>- course sequencing and how transfer credit is used to meet program requirements;</li> <li>- course registration and planning a balanced schedule;</li> <li>- University of Regina policies and procedures, as well as academic rules and regulations governing the student's program;</li> <li>- strategies for academic success including returning to good academic standing when students are on/at risk of academic probation, or returning from a period of discontinuance;</li> <li>- academic options surrounding personal/family emergencies;</li> <li>- convocation application deadlines and processes; and</li> <li>- various services to help ease transition to the University of Regina and ensure success all the way to convocation.</li> </ul> <p>-</p> <p>The ultimate responsibility for ensuring that the program requirements are satisfied rests with the student.</p>	<p><b>Academic Advising and Registration</b></p> <p><b>Academic Advising</b></p> <p>New students are <del>strongly encouraged</del> <b>required</b> to attend New <del>Pre-</del>Social Work Student Group Advising prior to registration. Upon receipt of their letter of acceptance, students are asked to contact the Faculty of Social Work Student Services Office or use our online booking system to register in a group advising session.</p> <p>At the point of admission to the BSW, students should attend a program orientation and advising session, details of which will be included in their BSW admission letter.</p> <p>It is recommended that students meet with an academic advisor at least once per year.</p> <p>Faculty of Social Work Academic Program Advisors are available to meet with students to discuss:</p> <ul style="list-style-type: none"> <li>- preparation for application to the BSW Program;</li> <li>- course selection that aligns with the student's individual interests and aspirations;</li> <li>- course sequencing and how transfer credit is used to meet program requirements;</li> <li>- course registration and planning a balanced schedule;</li> <li>- University of Regina policies and procedures, as well as academic rules and regulations governing the student's program;</li> <li>- strategies for academic success including returning to good academic standing when students are on/at risk of academic probation, or returning from a period of discontinuance;</li> <li>- academic options surrounding personal/family emergencies;</li> <li>- convocation application deadlines and processes; and</li> <li>- various services to help ease transition to the University of Regina and ensure success all the way to convocation.</li> </ul> <p>-</p> <p>The ultimate responsibility for ensuring that the program requirements are satisfied rests with the student.</p>
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## Undergraduate Admissions

## Undergraduate Admission Deadlines for New Applications, Re-Admissions, and Transfer Students

The application form, fee, and documents must be submitted in person by 4:30 p.m. or on-line before midnight on the stated deadline unless there is an alternate document deadline indicated. When a deadline falls on a weekend or University holiday, the deadline becomes the next business day. Applications for non-competitive programs completed after the deadline will be processed for the next available term that the program accepts applications. All deadline dates listed are for new applications, re-admissions, and transfers. If deadlines are changed, they will be posted online at [www.uregina.ca/admissions/undergraduate](http://www.uregina.ca/admissions/undergraduate).

	Canadian Citizens, Canadian Permanent Residents, Protected Persons, and Refugees	International Applicants (Study Permit Required)
<b>FALL TERM (September-December)</b>		
ALL PROGRAMS – Early Application Deadline* (except those noted below)	March 15	N/A
ALL PROGRAMS – FINAL DEADLINE for new applicants, and re-admission deadline for returning students (except those noted below)	August 15	August 15
Indigenous Education	March 31 (intake 1) June 30 (intake 2)	March 31 (intake 1) June 30 (intake 2)
Bachelor of Education Elementary After-Degree (Online, Community-Based)	March 15**	N/A
Nursing (including applicants to the first year of the SCBScN Program, or applicants to the After Degree Program)	February 15 (application) March 15 (documents)	December 31 (application) January 31 (documents)
Nursing (admission from another nursing program including new petitioning applicants)	January 31 (application and documents)	January 31 (application and documents)
Nursing – Returning U of R student that was previously in the Faculty of Nursing (excluding petitions)	January 31 (application and documents)	July 31 (application and documents)
Bachelor of Fine Arts and Certificate in Visual Arts or Indigenous Fine Arts (portfolio only)	April 1	April 1
Bachelor of Social Work (does not include <del>Pre-Social Work</del> SW Qualifying)	January 15	January 15
Bachelor of Indigenous Social Work (BINSW) (does not include BINSW qualifying program)	May 15	May 15
Continuing Education	August 31	August 31
Petition Deadline	July 1	July 1
<b>WINTER TERM (January-April)</b>		
ALL PROGRAMS – Early Application Deadline* (except those noted below ***)	November 1	N/A
ALL PROGRAMS – FINAL DEADLINE for new applicants, and re-admission deadline for returning students (except those noted below ***)	December 15	December 15
Bachelor of Fine Arts and Certificate in Visual Arts or Indigenous Fine Arts (portfolio only)	December 1	December 1
Continuing Education	December 15	December 15
Indigenous Education (After Degree Elementary only)	September 30	September 30
Bachelor of Indigenous Social Work (BINSW)(does not include BINSW qualifying program)	January 15	January 15
Nursing-Returning U of R student that was previously in the Faculty of Nursing (excluding petitions)	November 30 (application and documents)	November 30 (application and documents)
Petition Deadline	November 1	November 1
<b>SPRING/SUMMER TERM (May-August)</b>		
ALL PROGRAMS – FINAL DEADLINE for new applicants, and re-admission deadline for returning students (except those noted below ***)	April 15	April 15
Petition Deadline	March 1	March 1
* The Early Application Deadline is the recommended deadline to ensure best course selection and opportunities for enrolment and other university services such as scholarships, residence, and parking.		
** March 15 deadline for preference given to rural/remote students defined as those living more than 100 km from Regina or Saskatoon. Other qualified applicants may be considered after the March 15 date.		
*** Indigenous Education, and Nursing do not admit to the spring/summer term. Bachelor of Social Work (does not include Pre-Social Work) only admits to the fall term.		
**** YNTEP follow standard deadlines for "All Programs". The SUNTEP deadline is May 1.		

<p><b>Faculty of Social Work (pg10)</b></p> <p>There are two entry points into the Faculty of Social Work: Pre-Social Work, and the Bachelor of Social Work (BSW). Applicants must complete a minimum of 30 credit hours of prescribed University courses prior to gaining admission to the BSW and can do this through the Pre-Social Work program. Admission is granted to qualified applicants to the Pre-Social Work program. Admission to the BSW is competitive and not all qualified applicants are accepted. More information about the BSW requirements can be found in the Faculty of Social Work section.</p> <p>There are three entry points into the Faculty of Social Work, Indigenous Social Work program, offered in partnership with the First Nations University of Canada's School of Indigenous Social Work: Indigenous Social Work Qualifying, the Bachelor of Indigenous Social Work (BISW), and the Diploma of Indigenous Social Work (DISW). Admission is granted to qualified applicants to the Indigenous Social Work Qualifying program. Admission to the BISW and DISW is competitive, and not all qualified applicants are accepted. Students can only be admitted to one School of Indigenous Social Work program at one time. More information about the Indigenous Social Work program requirements can be found in the Faculty of Social Work section.</p>	<p><b>Faculty of Social Work (pg10)</b></p> <p>There are two entry points into the Faculty of Social Work: <del>Pre-Social Work SW Qualifying</del>, and the Bachelor of Social Work (BSW). <del>Applicants must complete a minimum of 30 credit hours of prescribed University courses prior to gaining admission to the BSW and can do this through the Pre-Social Work program. Admission is granted to qualified applicants to the Pre-Social Work program. Applicants to the Faculty of Social Work will be admitted as a SW Qualifying Student if they apply to the faculty in the Winter or Spring/Summer semesters, are not admitted to the BSW Program through the competitive application process in the fall semester, or have a high-school or admission average between 65.00%-69.99%.</del> Admission to the BSW is competitive and not all qualified applicants are accepted. More information about the BSW requirements can be found in the Faculty of Social Work section.</p> <p>There are three entry points into the Faculty of Social Work, Indigenous Social Work program, offered in partnership with the First Nations University of Canada's School of Indigenous Social Work: Indigenous Social Work Qualifying, the Bachelor of Indigenous Social Work (BISW), and the Diploma of Indigenous Social Work (DISW). Admission is granted to qualified applicants to the Indigenous Social Work Qualifying program. Admission to the BISW and DISW is competitive, and not all qualified applicants are accepted. Students can only be admitted to one School of Indigenous Social Work program at one time. More information about the Indigenous Social Work program requirements can be found in the Faculty of Social Work section.</p>
<p><b>Bachelor of Social Work (BSW) (pg 340)</b></p> <p>It is recommended that students take SW 100 and SW 202 as initial social work courses. All students must have a minimum GPA of 70.00% on the social work studies section of the BSW</p>	<p><b>Bachelor of Social Work (BSW) (pg 340)</b></p> <p>It is recommended that students take SW 100 and SW 202 as initial social work courses. All students must have a minimum GPA of 70.00% on the social work studies section of the BSW</p>

program to be eligible to register for SW 348 and SW 448.

A minimum of 30 of the 63 social work credit hours must be graded on a percentage basis.

Students who have not completed the direct equivalent to the following courses, but who have completed three courses in the same subject area as the requirement, are considered to have met the requirement for BSW purposes: ENGL 100, ENGL 110, INDG 100, PSYC 101, SOC 100, and WGST 100.

**Pre-Social Work Program**

The following courses must be completed before admission to the BSW. Students are limited to completing two SW courses while in PreSocial Work: SW 100 and SW 202.

Credit hours	Pre-Social Work Program Required Courses
3.0	ENGL 100
3.0	INDG 100
3.0	PSYC 101
3.0	SOC 100
3.0	SW 100
15.0	University Credit Hours.* Recommended: 12 credit hours of general university studies (see list below) and SW 202. (Additional SW courses are taken after admission into the BSW program. See Admission to BSW section above)
<b>30.0</b>	<b>Minimum Pre-Social Work Requirement</b>

\*INSW (formerly ISW) courses may be used as social work electives

program to be eligible to register for SW 348 and SW 448.

A minimum of 30 of the 63 social work credit hours must be graded on a percentage basis.

Students who have not completed the direct equivalent to the following courses, but who have completed three courses in the same subject area as the requirement, are considered to have met the requirement for BSW purposes: ENGL 100, ENGL 110, INDG 100, PSYC 101, SOC 100, and WGST 100.

**Pre-Social Work Program**

~~The following courses must be completed before admission to the BSW. Students are limited to completing two SW courses while in PreSocial Work: SW 100 and SW 202.~~

Credit hours	Pre-Social Work Program Required Courses
3.0	ENGL 100
3.0	INDG 100
3.0	PSYC 101
3.0	SOC 100
3.0	SW 100
15.0	University Credit Hours.* Recommended: 12 credit hours of general university studies (see list below) and SW 202. (Additional SW courses are taken after admission into the BSW program. See Admission to BSW section above)
<b>30.0</b>	<b>Minimum Pre-Social Work Requirement</b>

~~\*INSW (formerly ISW) courses may be used as social work electives~~

UNIVERSITY OF REGINA  
Executive of Council

**Subject:** Report from the Council Committee on Budget

**Item(s) for Information:**

CCB has typically reported to Council or the Executive of Council at the end of the winter term, a time that coincides with the conclusion of the annual budget making process. CCB last reported to the Executive of Council on April 2025 meeting. This report includes some important highlights about CCB's work during 2025-26 academic year.

CCB has held its scheduled monthly meetings. Given CCB budgetary challenges due to the sharp decline on international enrollments, all CCB meetings have reports from the VP-s (ex-officio members of CCB) as a standing agenda item. Until very recently, the information on budget parameters has primary been on high level. Our discussions have brought forward difficult questions about the budgetary situation and the past elevated risk of heavy reliance on the international students. Lastly, a few CCB members attended Budget Presentations that took place in early February where budget managers presented their response on meeting the required five percent base budget cuts for the 2026-27.

The following are some recommendations CCB has put forward for the President this year.

**Motions approved on March 31, 2026 meeting.**

**Motion 1:**

The Council Committee on Budget recommends to the President that the senior administration undertake a thorough review of the Centre for Continuing Education revenue sharing model to determine whether its current model of operation remains the most effective manner to offer off-hour, on-line and continuing education courses.

**Rationale:** In addition to the traditional 'continuing education' courses that it has always offered, the Centre for Continuing Education (CCE) at the U of R has also been responsible for offering regular for-credit courses taught in non-traditional timeslots (e.g. evenings, weekends) or in on-line and remote off-campus formats in partnership with other academic units like faculties or departments. While these courses are delivered through CCE they are scheduled and staffed (sessional or in-house instructors) by the academic units.

CCE courses are offered on a cost-recovery basis whereby the tuition dollars of the registered students must, at the very least, cover a basic per-course cost plus the stipend paid to the course instructor. A portion (15%) of the net revenues raised above these fixed costs is provided to the faculty offering the course and the rest is returned to the central administration budget (85%).

In this revenue sharing arrangement there is a "mental accounting" where a dollar returned to the center is not considered the same as the dollar distributed back to academic units. More specifically, most of the money returned to Centre is considered "hard dollars" and is part of the core operating

budget of the university. The money returned to the faculties is considered “soft dollars” and can only be used for one-time expenditures and is not part of a faculty’s base budget. The committee feels the rationale for this distinction is unclear and whether it should continue to be enforced is an open question.

Given the current willingness of the central administration to explore restructuring options, CCB believes it is worth asking whether the manner in which CCE operates is still the most effective way of delivering off-hour, weekend, remote and on-line courses. In addition, the committee is concerned whether the incentives around faculties offering courses through CCE prioritize the academic mission of the university or the financial needs of the line faculties.

In the first instance, CCE appears to be both a “service unit” (i.e. one of its primary roles is to organize the delivery of courses in partnership with academic units) and an “academic unit” in its own right (i.e. a faculty like any other). It often speaks to, as it did in its budget presentation, to its unique role as a faculty that generates revenue. It is worth noting that students pay tuition for all credit courses, regardless of the time they are offered and whether or not designated as CCE courses. So, in fact, all faculties generate revenue for the university. The only difference is that CCE revenue dollars nominally flow through CCE first before they flow into the central budget.

This differentiation between CCE tuition dollars and other tuition dollars appears to be creating odd incentives in how the faculties choose to utilize CCE as a vehicle for offering their courses. Overtime, it has created the perverse incentive for academic units to offer courses through CCE if they meet the cost recovery mandate. Meanwhile, less attention is paid to whether daytime courses are well subscribed to meet a similar cost recovery mandate. The CCE courses are mostly taught by sessional instructors, while daytime courses are typically taught by in-house faculty. While CCE is considered a “profit center” as it follows the cost recovery mandate, the perverse incentives that create such siloing pattern of allocating teaching resources undermines the overall efficiency of the university.

Furthermore, in tight budgetary times, when sessional instructor budgets are increasingly restricted, CCE offers a way for line faculties to continue to employ sessional instructors. If the course will fill to the point of at least breaking even, then scheduling it through CCE allows that faculty to offer courses it might not be able to offer otherwise. But it must offer it either as an evening, weekend or on-line course. In other words, courses are being shifted to evenings, weekends and on-line not for student demand or pedagogical reasons but for financial reasons.

Similarly, if a regular faculty member teaches a course in a CCE time slot as part of their regular teaching assignment, CCE will provide the faculty with a “part of load stipend” that compensates the faculty for the instructor’s time. These “part of load stipends” can be used for a sessional stipend to a daytime course that may or may not meet the cost recovery mandate. It appears these decisions to have faculty teach CCE courses are driven by financial rather than academic or pedagogical reasons.

It is the case that our student body has changed such there is a greater demand for off-hour, weekend and on-line courses. But as these courses are developed, approved and staffed by the line faculties, it is not clear why they should be treated differently than courses offered from 8:30 a.m. to 4:30 p.m., Monday to Friday. What may have made sense in the 1970s when CCE was created as a service unit focused mostly on ‘continuing education’ with a small amount of academic teaching may not make sense in our current academic and financial environment. And while on-line courses were few and far between

a mere decade ago, the COVID-19 pandemic made on-line teaching much more common and more acceptable to both students and faculty. Again, there is a question why a course being taught on-line has to flow through a unit other than the faculty that created, developed and staffed the course.

All of this speaks to the need to take a thorough look at how CCE operates and whether, in its present form, it is still working appropriately for both the central administration and the faculties with whom it partners. None of this is to say that CCE needs to be dismantled, but it is worth exploring whether a financial and operational model that worked when its offerings were rather restricted is still effective and efficient when the scale of its offerings has grown and the tuition revenue it “collects” is so substantial.

**Motion 2:**

The Council Committee on the Budget recommends to the President that, regardless of any changes to how CCE operates, that a single CCE revenue sharing formula be applied to all faculties to ensure equity and fairness beginning in the 2027/28 budget year.

**Rationale:** At present there are at least two separate cost-sharing models between CCE and the other faculties. In or around 2018, three faculties (Arts, Business and KHS) opted to participate in what was billed as a ‘pilot project’ that saw those faculties receive an increase in their base budget in exchange for - an annual amount taken off its share of CCE revenues. Other units continued to receive their 15% share with no increase in their base budgets. To illustrate how this has worked, the Faculty of Arts received around \$270K increase in its base budget in the first year of the pilot. Every year since then it has had around \$540K taken off its 15% share of CCE revenue to compensate for the increase in its base.

This “pilot” arrangement was initially beneficial for both faculties (that wanted to transform the “soft” funding to “base” budget) and the central administration at a time when CCE revenues were expanding. However, significant cuts to faculty’s base budgets in recent years have eliminated whatever advantage the three faculties received with the one-time increase in their base budget. Indeed, the cuts amount to several times the size of the initial increase. And yet those faculties in the pilot continue to pay their annual levy from their share of CCE revenue.

For example, Arts continues to have its share of CCE revenues reduced by \$540K every year even though it has, since 2020, had its base budget reduced by ~\$1.7M which is more than 6X the size of the base budget increase it received in the pilot. The Faculties of Business and KHS are in a similar situation. Continuing to enforce this levy on the three faculties amounts to an annual tax for a benefit that has long since disappeared.

Additionally, since 2020 (except for 2024) academic units have returned considerable amounts of their carry forward funds to close the annual shortfalls in the budget. The lion’s share of these claw backs from the academic units has come from soft funds of their portion of CCE revenues. While the contributions were proportionate to the carry forward funds, academic units that were frugal and less inclined to spend their monies within the year ended up contributing disproportionately more to closing the gap. The Committee feels it is fair to question the relevance of a revenue distribution model that is subject to arbitrary and differential taxation.

**Additional Motion approved on Jan 12, 2026 meeting:**

The Council Committee on the Budget recommends to the administration that any recommendations arising from the work of the *Provost's Advisory Group: Exploring Structural Changes at the University of Regina* that impact on the academic mission of the university, including, but not limited to, the realignment of academic units, be subject to the established approval processes of collegial governance.

Agendas and approved minutes/notes of CCB meetings are available at:

<https://ursource.uregina.ca/executive/governance/council-committees/council-committee-on-budget.html>

Monika Çule, Chair

Submitted on behalf of CCB on April 13, 2025