
AGENDA



University
of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 22 May 2026
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 27 May 2026

A meeting of Executive of Council is scheduled for 27 May 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 22 April 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 Joint Item – Council Committee on the Faculty of Graduate Studies and Research and Council Committee on Undergraduate Admissions and Studies, Appendix I, pp. 3-5
 - 6.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix II, pp. 6-21
 - 6.3 Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 22-75
 - 6.4 Council Committee on Research, Appendix IV, pp. 76-111
 - 6.5 Faculty of Graduate Studies and Research Scholarship and Awards Committee, *Distributed Confidentially*
 - 6.6 Council Committee on Undergraduate Awards, *Distributed Confidentially*
 - 6.7 Joint Committee of Council and Senate on Ceremonies, *Distributed Confidentially*
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Hill Levene School of Business
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Engineering and Applied Science

AGENDA



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- 7.1.5 Faculty of Graduate Studies and Research
 - 7.1.6 Faculty of Kinesiology and Health Studies
 - 7.1.7 Faculty of Media, Art, and Performance
 - 7.1.8 Faculty of Nursing
 - 7.1.9 Faculty of Science
 - 7.1.10 Faculty of Social Work
 - 7.1.11 Centre for Continuing Education
 - 7.1.12 La Cité universitaire francophone

8. Other Business

9. Reports from Faculties, Academic Units, and Federated Colleges

10. Adjournment

UNIVERSITY OF REGINA
Executive of Council

Subject: Joint Item – Council Committee on the Faculty of Graduate Studies and Research and the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. 2027-2028 Academic Schedule

MOTION: That the 2028-2029 Academic Schedule be approved.

Rationale:

The 2028-2029 Academic Schedule is presented in **Attachment A**.

(end of Motion)

2028-2029 Academic Schedule

23-Feb-2026

Term Information	Spring/Summer 2028								Fall 2028	Winter 2029	
Part of term (POT):	1	2	3	4	5	6	7	10	1	1	
Held in:	May-Aug	May	June	May-June	July	August	July-Aug	May-Aug	Sep-Dec	Jan-Apr	
Start of term	01-May-28	01-May-28	01-May-28	01-May-28	01-May-28	01-May-28	01-May-28	01-May-28	01-May-28	6-Sep-28	8-Jan-29
End of term	26-Aug-28	26-Aug-28	26-Aug-28	26-Aug-28	26-Aug-28	26-Aug-28	26-Aug-28	26-Aug-28	26-Aug-28	22-Dec-28	27-Apr-29
Class Dates											
Start of classes	1-May-28	1-May-28	1-Jun-28	1-May-28	4-Jul-28	1-Aug-28	4-Jul-28	1-May-28	6-Sep-28	8-Jan-29	
End of classes	16-Aug-28	23-May-28	22-Jun-28	14-Jun-28	25-Jul-28	23-Aug-28	17-Aug-28	28-Jul-28	7-Dec-28	12-Apr-29	
Tuition and Fee Payment Dates											
Due date for tuition and fee payment	1-May-28	1-May-28	1-Jun-28	1-May-28	4-Jul-28	1-Aug-28	4-Jul-28	1-May-28	6-Sep-28	8-Jan-29	
End of penalty-free payment period	05-Jun-28	31-May-28	30-Jun-28	31-May-28	31-Jul-28	31-Aug-28	31-Jul-28	29-May-28	4-Oct-28	2-Feb-29	
Class Add/Drop Dates											
End course-add period	16-May-28	2-May-28	5-Jun-28	4-May-28	5-Jul-28	2-Aug-28	10-Jul-28	12-May-28	19-Sep-28	19-Jan-29	
End of no-record drop period	16-May-28	2-May-28	5-Jun-28	4-May-28	5-Jul-28	2-Aug-28	10-Jul-28	12-May-28	19-Sep-28	19-Jan-29	
End of grade-of-W drop period	13-Jul-28	15-May-28	15-Jun-28	31-May-28	18-Jul-28	16-Aug-28	2-Aug-28	4-Jul-28	15-Nov-28	15-Mar-29	
Tuition and Fee Refund Dates											
End of 100% refund period	16-May-28	2-May-28	5-Jun-28	4-May-28	5-Jul-28	2-Aug-28	10-Jul-28	12-May-28	19-Sep-28	19-Jan-29	
End of 50% refund period	05-Jun-28	4-May-28	7-Jun-28	11-May-28	10-Jul-28	8-Aug-28	17-Jul-28	29-May-28	4-Oct-28	2-Feb-29	

Note:

There are no Saturday classes when the National Truth and Reconciliation Day (Sept 30) and Remembrance Day (Nov 11) fall on a Saturday (this happens in 2028, 2034, 2045, 2051, 2056, 2062) or on the Saturday of the break weeks (e.g. Nov 6-12, 2028, no classes on Sat., Nov 11; Feb 19-25, 2029, no classes on Sat. Feb 24).

Saturdays of holiday weekends (Labour Day, Thanksgiving, Easter, Victoria Day, Canada Day, Saskatchewan Day) classes are held at the discretion of the instructor.

Other Important Dates - For Information

2028

19-04-2026

Occasion	Date
Victoria Day - No classes (Most university offices closed)	May 22
Spring Convocation	June 14, 15, 16
Canada Day - No classes (Most university offices closed)	July 3
Last day to apply to graduate for Fall Convocation	July 31
Saskatchewan Day - No classes (Most university offices closed)	August 7
Undergraduate Student Orientation	September 5
Labour Day - No classes (Most university offices closed)	September 4
Truth and Reconciliation Day - No classes (Most university offices closed)	September 29
Thanksgiving Day - No classes (Most university offices closed)	October 9
Fall Break starts (Monday)	November 6
Fall Break ends (Sunday)	November 12
Fall Convocation (Thursday)	November 9
Remembrance Day (Most university offices closed)	November 10
Faculty and Admin Offices close at 4:30 p.m.	December 22

2029

Occasion	Date
Faculty and Admin Offices open at 8:15 a.m.	January 2
Undergraduate Student Orientation	January 5
Last day to apply to graduate for Spring Convocation	January 31
Family Day - No classes (Most university offices closed)	February 19
Winter Break starts (Monday)	February 19
Winter Break ends (Sunday)	February 25
Good Friday	March 30

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.1 Program Discontinuation – Advanced Manufacturing and Process Systems (AMPS)

MOTION: That the Advanced Manufacturing and Process Systems (AMPS) program be discontinued, effective 202620.

Rationale:

This program was suspended in Winter 2010 but has not been formally discontinued. There are no current students in this program.

(end of Motion)

1.2 Program Suspension – Master’s Certificate in Artificial Intelligence in Engineering

MOTION: That the Master’s Certificate (MCert) in Artificial Intelligence in Engineering be suspended for one year, pausing the embedded certificate option, until a curriculum review is completed and new courses are approved, effective 202630.

Rationale:

Many of the courses for the Master’s Certificate in Artificial Intelligence in Engineering program are no longer offered as the instructor has left the University. Also, many of these courses are not related to AI. A curriculum review is necessary and new courses need to be approved. Since the Certificate option is being paused, the option to embed this certificate is also being paused.

There are no active students in this MCert program. There are no eligible in-progress applications as the applicants are international students and international students are not eligible for MCert programs.

(end of Motion)

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 Graduate Calendar Revision – Registration Status

MOTION: That the registration status section of the Graduate Calendar be updated to include GRST 995AX and GRST 995BE as full-time courses, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#reg	Proposed
<p>Registration Status A student's status will be determined as follows:</p> <p>Full-time:</p> <ul style="list-style-type: none"> • registration in GRST 995AJ [...] 	<p>Registration Status A student's status will be determined as follows:</p> <p>Full-time:</p> <ul style="list-style-type: none"> • registration in GRST 995AJ, 995AX, or 995BE; [...]

Rationale:

This graduate calendar update identifies GRST 995AX and GRST 995BE as full-time courses. There is no tuition tied to either of these courses.

GRST 995AX is for students making post-defense revisions who require full-time enrollment while those revisions are completed. GRST 995BE is for students who have received a deferral for their project or defense and are required to be enrolled full-time during the deferral. These courses are mainly used for students that need to uphold their study permit requirements.

(end of Motion)

1.3 Graduate Calendar Revision – General Regulations

MOTION: To revise the General Regulations in the Registration Regulations section of the Graduate Calendar, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#reg	Proposed
<p>General Regulations [...]</p> <p>9. All doctoral students must register full-time each term until completion of the PhD program, including the term in which the defense is held.</p>	<p>General Regulations [...]</p> <p>9. a. PhD Students: All PhD students must register full-time each term until completion of the PhD program, including the term in which the defense is held.</p>

[...]	<p>9. b. EdD Students: Students in the Doctor of Education (EdD) program must not allow more than two terms to elapse without registration and must register in a minimum of 3 credit hours in each term in which they are registered until 33 credit hours have been completed. If students have completed the 33 credit hours but have not finished with dissertation-in-practice, they must register in part-time Maintenance of Candidacy once every three terms until the defense of their dissertation-in-practice has been completed, and they must be registered in the term in which the defense is held.</p> <p>[...]</p>
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Rationale:

Unlike PhD programs which are 60 hours, completed full time, the EdD program is 33 hours, completed part time, and is research-in-practice-based. As such, from a registration perspective, the program should follow the registration regulations for thesis-based Master’s programs (i.e., can be completed part-time; minimum 3 credit hour registration when registered; no more than two terms can elapse between registrations).

(end of Motion)

3. FACULTY OF SOCIAL WORK

3.1 Program Revision – Master of Social Work (Thesis-Route)

MOTION: That the Master of Social Work (thesis route) be revised, effective 202710.

Master of Social Work (MSW) (thesis)

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

Current	Proposed																
<table border="1" style="width: 100%;"> <thead> <tr> <th>Course</th> <th>Cr. Hrs</th> </tr> </thead> <tbody> <tr> <td>SW 880</td> <td>3</td> </tr> <tr> <td>SW 881</td> <td>3</td> </tr> <tr> <td>Three of: SW 803, 810, 811, 812, 816, 817, 820, 821AA-ZZ, 831, 835, 840AA-ZZ, 849, 850AA-ZZ, 851, 852, 855,</td> <td>9</td> </tr> </tbody> </table>	Course	Cr. Hrs	SW 880	3	SW 881	3	Three of: SW 803, 810, 811, 812, 816, 817, 820, 821 AA-ZZ, 831 , 835, 840AA-ZZ, 849, 850AA-ZZ, 851 , 852, 855,	9	<table border="1" style="width: 100%;"> <thead> <tr> <th>Course</th> <th>Cr. Hrs</th> </tr> </thead> <tbody> <tr> <td>SW 880</td> <td>3</td> </tr> <tr> <td>SW 881</td> <td>3</td> </tr> <tr> <td>Three of: SW 803, 810, 811, 812, 816, 817, 820, 835, 840AA-ZZ, 849, 850AA-ZZ,</td> <td>9</td> </tr> </tbody> </table>	Course	Cr. Hrs	SW 880	3	SW 881	3	Three of: SW 803, 810, 811, 812, 816, 817, 820, 835, 840AA-ZZ, 849, 850AA-ZZ,	9
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SW 885	3	SW 885	3
SW 901	12	SW 901	12
TOTAL	30	TOTAL	30

Rationale:

Courses removed from the program template are either inactive or historical:

- SW 821AA-ZZ: SW 821 Selected Topics Social Admin was made historical in Spring/Summer 1999. The only one series course crated under this base course, SW 821AA Critical Indigenous Analysis, was also made historical in Winter 2017.
- SW 831 Work, Welfare & Social Justice was inactivated in Winter 2025.
- SW 851 Social Justice, Human Rights and Social Work will be inactivated in Spring/Summer 2026.
- SW 861 Ethical Issues/Ideologies/Prac was made historical in Fall 2019.

SW 853 Antiracist Perspectives in Social Work Practice is a new course introduced in Spring/Summer 2024 to replace SW 851 Social Justice, Human Rights and Social Work.

(end of Motion)

4. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

4.1 Program Revision – Doctor of Philosophy in Public Policy

MOTION: That the Doctor of Philosophy in Public Policy program be revised, effective 202730.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_1	Proposed
Doctor of Philosophy (PhD) in Public Policy Program Description The Ph-D- in Public Policy program prepares graduates to conduct advanced policy research across a variety of sectors. Through inquiry and application of interdisciplinary knowledge, the Ph-D- in Public Policy program equips students to advance public policy knowledge. Graduates are prepared to work as advanced researchers locally and globally in the academic, public, not-for-profit, and corporate	Doctor of Philosophy (PhD) in Public Policy Program Description The PhD in Public Policy program prepares graduates to conduct advanced policy research across a variety of sectors. Through inquiry and application of interdisciplinary knowledge, the PhD in Public Policy program equips students to advance public policy knowledge. Graduates are prepared to work as advanced researchers locally and globally in the academic, public, not-for-profit, and corporate sectors to

sectors to identify innovative strategies to address policy challenges. For more information, please visit School of Public Policy.

Admission Requirements

Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):

1. Applicants must have completed a ~~Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university~~ and will be expected to have achieved an average of 75 percent or better in their Master's program. In addition, JSGS requires three letters of reference.
2. ~~Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.~~
3. ~~Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.~~
4. ~~An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.~~
5. Applicants must respond to the personal statement questions [here](#).

Exceptional students may be considered for transfer from the MPP (or MPA) to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). ~~Before students will be transferred to the PhD program, they must also successfully complete an examination (see above).~~ The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.

Doctor of Philosophy (PhD) in Public Policy (after Master's)

Students with a ~~Master's~~ degree (thesis route) in Public Policy from an accredited university will be required to take a minimum of ~~nine (9)~~ credit hours of the core course

identify innovative strategies to address policy challenges. For more information, please visit School of Public Policy.

Admission Requirements

Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):

1. Applicants must have completed a **master's degree, or equivalent, from a recognized university in a relevant academic discipline** and will be expected to have achieved an average of 75 percent or better in their Master's program. **A thesis-based master's is not required for admission.** In addition, JSGS requires three letters of reference.
2. Applicants must respond to the personal statement questions [here](#).

Exceptional students may be considered for transfer from the MPP (or MPA) to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). **All other requirements for a [Transfer from a Thesis-based Master's of Public Policy Degree to a PhD Program](#) outlined in the Graduate Calendar must be met.** The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.

Doctor of Philosophy (PhD) in Public Policy (after Master's)

Students with a **master's** degree (thesis route) in **public policy** from an accredited university will be required to take a minimum of **twelve (12)** credit hours of the core course work. Students without this background **may** be required to acquire the relevant background before taking the formal PhD core courses.

Course	Cr Hrs
JSGS 803 and JSGS 851	6
JSGS 865	3
JSGS 869	3
JSGS 901	48
JSGS 990AB*	0
TOTAL	60

***A required zero-credit hour seminar for graduate students in the MPP and PhD programs. The course features reports and discussions on current research and policy issues presented by students, researchers, policy practitioners, and faculty. Students must attend at least 8 seminars per year and present their own research (in one session for**

work. Students without this background will be required to acquire the relevant background before taking the formal PhD core courses.

Course	Cr Hrs
JSGS 803 and JSGS 851	6
JSGS 865	3
JSGS 869	3
JSGS 901	48
JSGS 990AB*	0
TOTAL	60

~~*Students must register in JSGS 990AB each semester and attend at least 25 seminars during their program.~~

Students who have taken one or more of these courses previously (i.e., in a master's program) will be required to substitute an additional course or courses. Students may take additional courses in a particular subject area if they wish, subject to the approval of their advisory committee and the FGSR.

Students must write and successfully defend a thesis to complete the program. Students are expected to complete the program in a timely manner; for example, within three years as a full-time student, but a maximum of six years is allowed under FGSR's regulations.

~~Comprehensive Exam:~~

~~Students will complete a comprehensive examination following completion of their prescribed course work (see above). The comprehensive exam would involve the preparation of a paper and an oral exam. The paper would be linked to the research program that the student has identified and that would serve as the starting point for a thesis proposal to be completed after the comprehensive exam is successfully completed.~~

~~Following successful completion of the comprehensive exam, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.~~

Academic Performance Standards:

Satisfactory performance in research and course work is required and can be reviewed at any time as defined within the framework of the Faculty of Graduate Studies and Research regulations. The supervisory committee can meet to address any issues pertaining to the student's progress and could recommend termination of a student's program should progress be unsatisfactory. The Dean of FGSR or the FGSR PhD Committee may also initiate questions concerning a student's progress, as per FGSR regulations.

MPP or two sessions for PhD) before completing their program of study.

Students who have taken one or more of these courses previously (i.e., in a master's program) will be required to substitute an additional course or courses. Students may take additional courses in a particular subject area if they wish, subject to the approval of their advisory committee and the FGSR.

Students must write and successfully defend a thesis to complete the program. Students are expected to complete the program in a timely manner; for example, within three years as a full-time student, but a maximum of six years is allowed under FGSR's regulations.

Candidacy Assessment:

Students will complete a ***candidacy assessment*** following completion of their prescribed course work (see above). The ***candidacy assessment*** would involve the preparation of a paper and an oral exam. The paper would be linked to the research program that the student has identified and that would serve as the starting point for a thesis proposal to be completed after the ***candidacy assessment*** is successfully completed.

Following successful completion of the ***candidacy assessment***, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.

Academic Performance Standards:

Satisfactory performance in research and course work is required and can be reviewed at any time as defined within the framework of the Faculty of Graduate Studies and Research regulations. The supervisory committee can meet to address any issues pertaining to the student's progress and could recommend termination of a student's program should progress be unsatisfactory. The Dean of FGSR or the FGSR PhD Committee may also initiate questions concerning a student's progress, as per FGSR regulations.

Current

Proposed

https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4	
<p>Supplementary Material Required for Admission [...]</p> <p>Johnson-Shoyama Graduate School of Public Policy</p> <p>PhD</p> <ul style="list-style-type: none"> • PhD Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature and an initial methodology. <p>MPA, MPP, PhD in public policy and Master's Certificates</p> <ul style="list-style-type: none"> • A third letter of recommendation (for applications to the Fall 2024 term and beyond). <p>MPP and PhD in public policy (after Master's)</p> <ul style="list-style-type: none"> • Complete the Personal Statement questions for the JSGS Master of Public Policy (MPP) Program. • Complete the Personal Statement questions for the JSGS PhD in Public Policy (after Master's) Program. 	<p>Supplementary Material Required for Admission [...]</p> <p>Johnson Shoyama Graduate School of Public Policy</p> <p>MPA, MPP, PhD in Public Policy and Master's Certificates</p> <ul style="list-style-type: none"> • A third letter of recommendation (for applications to the Fall 2024 term and beyond). <p>MPP and PhD in Public Policy (after Master's)</p> <ul style="list-style-type: none"> • Complete the Personal Statement questions for the JSGS Master of Public Policy (MPP) Program. • Complete the Personal Statement questions for the JSGS PhD in Public Policy (after Master's) Program.

Rationale:

The current UofR graduate calendar entry for the JSGS PhD in Public Policy contains language that does not reflect a series of changes approved by the JSGS Joint Faculty Council (JFC) over time, nor several elements of current JSGS practice. The proposed motion brings the UofR calendar entry into alignment with these JFC-approved changes and with the JSGS graduate calendar entry at the University of Saskatchewan for the same program.

Specifically, the current entry (at https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_1):

1. Requires that “Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a master's degree in a cognate discipline such as economics, political science, sociology, or educational administration”. This was changed years ago. The JSGS PhD program at the University of Saskatchewan updated this language for the 2014-15 academic year to "Master's degree, or equivalent, from a recognized university in a relevant academic discipline" — the same wording proposed here. This was actioned following a Joint Faculty Council resolution in 2013. The UofR JSGS calendar entry did not align with this change at the time. JSGS practice has long admitted students with master's degrees from a wide range of disciplines (including, for the Fall 2026 intake, an applicant with a Master's in Leadership). The proposed wording aligns the UofR calendar entry with the USask graduate calendar entry for the same program and reflects longstanding admissions practice.
2. Is silent on whether a thesis-based Master's is required for admission, creating recurring ambiguity for applicants and review committees. The proposed broader admission language ("Master's degree, or equivalent, from a recognized university in a relevant academic

discipline") implicitly removes any thesis-based requirement, consistent with the USask graduate calendar entry for the same program. JSGS proposes the addition of a clarifying sentence — "A thesis-based Master's is not required for admission" — to make this explicit on the public-facing UofR calendar entry and to forestall further confusion on this point. The JSGS Admissions Committee may continue to consider the presence or absence of a thesis-based Master's as one factor in its holistic assessment of applications, but it is not a threshold requirement.

3. States that applicants with a course-based master's degree may be required to complete a written examination as a condition of admission (historically referred to as a "qualifying exam"). This requirement was removed through the JFC's approval of the recommendations of the PhD Working Group. The equivalent process at the University of Saskatchewan was formally eliminated from the USask graduate calendar in May 2024.
4. Does not reflect that the requirement that applicants prepare and submit a research program outline was removed at the University of Saskatchewan in 2023 as part of the JFC-approved recommendations of the PhD Working Group. The personal statement requirement (preserved in this motion) replaced the research program requirement at that time. The UofR JSGS calendar entry did not reflect this change.
5. Requires an interview as part of the admissions process. The interview requirement was also removed through the JFC's approval of the PhD Working Group recommendations.
6. With respect to transferring from the MPP (or MPA) to the PhD (beginning "Exceptional students may be considered ..."), contains a reference to the above qualifying exam. The proposed deletion removes this reference.
7. With respect to the "exceptional students" paragraph, contains a proposed addition referring to the FGSR requirements for "Transfer from a Thesis-based Master's Degree to a Ph.D. Program" (with an embedded link to <https://www.uregina.ca/graduate-studies-research/graduate-calendar/changes-transfers.html>) in order to provide additional clarity with respect to transferring from the MPP (or MPA) to the PhD.
8. With respect to the paragraph following the heading "Doctor of Philosophy (PhD) in Public Policy (after Master's)" contains an incorrect reference to "nine (9) credit hours of the core course work". This reference fails to account for a previously approved change to "twelve (12) credit hours" as evidenced in the table below that paragraph.
9. With respect to the paragraph following the heading "Doctor of Philosophy (PhD) in Public Policy (after Master's)" states that "Students without this background will be required to acquire the relevant background before taking the formal PhD core courses." This determination is left up to the supervisor; thus "may" instead of "will" is more appropriate. In practice, this requirement has not been enforced; whether a student undertakes additional preparatory coursework is appropriately determined by the supervisor and student considering the student's background and research direction. The change from "will" to "may" reflects this practice.
10. Updates the seminar attendance and presentation requirement to reflect the revised JSGS 990 Public Policy Seminar course description approved by JFC on February 12, 2026. The previous requirement that students attend 25 seminars over the duration of the program has been replaced with a requirement to attend at least 8 seminars per year and to present their own research one time (MPP) or two times (PhD) before completing their program of study. The text proposed here mirrors the approved JSGS 990 course description.
11. Changes the section labelled "Comprehensive Exam" to "Candidacy Assessment" to reflect the JSGS PhD Candidacy Assessment Guidelines approved by JFC on November 5, 2024. The JFC change responded to the University of Saskatchewan's policy change effective May 1,

2024, which required all USask units to replace comprehensive examination procedures with candidacy assessment procedures. The change in terminology brings the UofR calendar entry into alignment with the JFC-approved guidelines and with the USask graduate calendar entry for the same program.

Consequential Modifications:

Should these changes be approved, they would require consequential modifications to the program templates for the PhD program to ensure they do not reference the requirements being changed or removed.

The Supplementary Materials JSGS Section at https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4 have also been reviewed to scan for required updates (including the personal statement):

- The current page does not reflect the fact that the requirement that applicants prepare and submit a research program outline was removed at the University of Saskatchewan in 2023 as part of the JFC-approved recommendations of the PhD Working Group. The personal statement requirement (preserved in this motion) replaced the research program requirement at that time. The Supplementary Materials JSGS Section at https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4 did not reflect this change and the proposed deletion remedies that.

Management of Transition:

- The revised calendar entry and change to the Supplementary Materials JSGS Section reflects current practice and JFC-approved policy; no current student or applicant will be disadvantaged by its application.
- Five applications for the 202730 (Fall 2027) intake have already been completed and pushed forward to that intake, including at least one in which the applicant submitted a research program outline. These applications will be assessed under the revised requirements: the research program outline will no longer be a required element, and applications submitted without one will not be disadvantaged on that basis. Any research program outline material that has already been submitted by an applicant will be retained on file and may be considered as part of the applicant's overall package, at the applicant's option, but will not be required.
- Applications currently under review for the 202630 (Fall 2026) intake will continue to be assessed under JFC-approved practice, which already reflects most of the changes proposed in this motion.
- The revised calendar language will apply to applications received for the 202730 (Fall 2027) intake and onward.

(end of Motion)

4.2 Program Revision – Master of Health Administration

MOTION: That the admission requirements for the Master of Health Administration (MHA) program be changed, effective 202730.

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

Current	Proposed
<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants must have a minimum of 3 years relevant health sector experience <p>MHA Mid-Career Option For those who lack an undergraduate degree, but have considerable relevant health sector experience, there is an option to be admitted to the MHA program as mid-career.</p> <p>Note: The Master's Certificate in Health Systems Management from the University of Regina ladders into the MHA program. Students will be allowed to concurrently hold this Master's Certificate and the MHA degree, using the same courses for both credentials. This means that a student could earn the Master's Certificate, apply for entry and be accepted into the MHA program, and then take the additional courses to earn the MHA degree.</p>	<p>Admission Requirements</p> <p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. Applicants must have a minimum of 3 years relevant Canadian health sector experience. <p>MHA Mid-Career Option For those who lack an undergraduate degree, but have considerable relevant Canadian health sector experience, there is an option to be admitted to the MHA program as a mid-career professional.</p> <p>Note: The Master's Certificate in Health Systems Management from the University of Regina ladders into the MHA program. Students will be allowed to concurrently hold this Master's Certificate and the MHA degree, using the same courses for both credentials. This means that a student could earn the Master's Certificate, apply for entry and be accepted into the MHA program, and then take the additional courses to earn the MHA degree.</p>

Rationale:

The current FGSR graduate calendar entry for the MHA program does not align with the admission requirements approved by JSGS and published on the JSGS website (see <https://www.schoolofpublicpolicy.sk.ca/programs/masters-programs/master-of-health-administration.php#AdmissionsandDeadlines>). The FGSR entry:

- does not explicitly state that **Canadian** health sector experience is required, and
- does not clarify that the relevant experience is professional experience (i.e., paid roles, as opposed to volunteer roles), including for the mid-career option.

The JSGS website correctly lists these requirements (i.e., Canadian health sector experience and the mid-career exception). However, the discrepancy between the two sources has generated a significant number of ineligible applications. Of the 39 complete applications received to date for the May 1, 2026 intake deadline, 28 are from non-resident applicants who do not satisfy the Canadian health sector experience requirement. Reviewing and declining these applications places substantial administrative burden on JSGS staff and generates disappointment among applicants who relied on the less-specific FGSR wording in deciding to apply.

This motion aligns the FGSR calendar entry with the admission requirements already approved and applied by JSGS. It does not change JSGS practice; it corrects the public-facing FGSR listing to match that practice.

The revised wording is being proposed for the 202730 (Fall 2027) intake which corresponds to the first MHA application cycle that will open after this motion's expected approval. This effective date allows the FGSR application portal and graduate calendar to be updated with the revised wording before the next application cycle opens, ensuring that all applicants for that cycle have access to the accurate requirements at the time they apply.

Management of Transition:

- The revised admission requirements will take effect for the 202730 (Fall 2027) intake, the first cycle that opens after the motion's approval.
- Applicants for the May 1, 2026 deadline (Fall 2026 intake) were submitted under the current FGSR wording, which does not specify Canadian health sector experience. As has been the case in prior cycles, the absence of Canadian health sector experience renders an application less competitive in light of the program's design and intended student population. JSGS will continue to assess these applications on their overall merits in line with current practice.
- For the 202730 cycle, the FGSR website, FGSR graduate calendar, FGSR application portal, and the JSGS website will all reflect the revised wording before the application portal opens.
- JSGS will update its own website and application guidance materials as needed to ensure full alignment with the revised FGSR entry.

(end of Motion)

5. LA CITE UNIVERSITAIRE FRANCOPHONE

5.1 Program Revision – Master of Arts in French and Francophone Intercultural Studies (Course)

MOTION: That the following two programs be updated to remove FRN 802 and replace it with FRN 801 which is required for La Cité's master's program:

Master of Arts (MA) in French and Francophone Intercultural Studies (Course), effective 202630

Master's Certificate (MCert) in French and Francophone Intercultural Studies, effective immediately

Master of Arts (MA) in French and Francophone Intercultural Studies (Course)

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/la-cite.html#>

Current		Proposed	
FRN 801	3 credit hours	FRN 801	3 credit hours
FRN 8xx	3 credit hours	FRN 8xx	3 credit hours
FRN 803	6 credit hours	FRN 803	6 credit hours
FRN 8xx	3 credit hours	FRN 8xx	3 credit hours
FRN 8xx	3 credit hours	FRN 8xx	3 credit hours
FRN 8xx*	3 credit hours	FRN 8xx*	3 credit hours
FRN 8xx*	3 credit hours	FRN 8xx*	3 credit hours
FRN 8xx*	3 credit hours	FRN 8xx*	3 credit hours
FRN 900**	3 credit hours	FRN 900**	3 credit hours
FRN 900**	0 credit hours	FRN 900**	0 credit hours
TOTAL	30 credit hours	TOTAL	30 credit hours
<p>*In addition to FRN 801 (3 cr.), FRN 802 (3 cr.), FRN 803 (6 cr.), and FRN 900 (3 cr.), students are required to take at least 6 credits of courses offered by La Cité universitaire. Where the student's academic and professional goals warrant it and with the permission of the Graduate Co-ordinator, students may be allowed to take no more than three courses (the equivalent of 9 cr.) outside the program, in related disciplines and with the agreement of the Graduate Co-ordinator, only two of which (3 cr.) may be in English-language courses.</p> <p>**Students who are completing the course-based program route part-time and are unable to meet the requirements of FRN 900 Séminaire, can register instead for FRN 890, with the approval of the Graduate Co-ordinator.</p> <p>Students are required to take FRN 900 twice - once in the fall semester and once in the winter semester.</p> <p>Note: Students may not take an 8xx version of a course they have already taken at the 4xx level.</p>		<p>*In addition to FRN 801 (3 cr.), FRN 803 (6 cr.), and FRN 900 (3 cr.), students are required to take at least 6 credits of courses offered by La Cité universitaire. Where the student's academic and professional goals warrant it and with the permission of the Graduate Co-ordinator, students may be allowed to take no more than three courses (the equivalent of 9 cr.) outside the program, in related disciplines and with the agreement of the Graduate Co-ordinator, only two of which (3 cr.) may be in English-language courses.</p> <p>**Students who are completing the course-based program route part-time and are unable to meet the requirements of FRN 900 Séminaire, can register instead for FRN 890, with the approval of the Graduate Co-ordinator.</p> <p>Students are required to take FRN 900 twice - once in the fall semester and once in the winter semester.</p> <p>Note: Students may not take an 8xx version of a course they have already taken at the 4xx level.</p>	

Master's Certificate (MCert) in French and Francophone Intercultural Studies

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/la-cite.html#fact_2_3

Current		Proposed	
FRN 802	3 credit hours	FRN 801	3 credit hours
FRN 8xx*	3 credit hours	FRN 8xx*	3 credit hours
FRN 8xx*	3 credit hours	FRN 8xx*	3 credit hours
FRN 8xx*	3 credit hours	FRN 8xx*	3 credit hours
TOTAL	12 credit hours	TOTAL	12 credit hours
<p>*Excluding FRN 803, FRN 890 and FRN 900.</p> <p>Note: Students may not take an 8xx version of a course they have already taken at the 4xx level.</p>		<p>*Excluding FRN 803, FRN 890 and FRN 900.</p> <p>Note: Students may not take an 8xx version of a course they have already taken at the 4xx level.</p>	

Rationale:

FRN 802 is no longer required for the course-based Master's degree. An oversight resulted in it still being listed in the notes of the program and as a requirement for the Master's Certificate. No students are enrolled in the Master's Certificate program so this correction will not affect anyone.

(end of Motion)

ITEM(S) FOR INFORMATION

1. NEW COURSES

Faculty of Arts, Department of Politics and International Studies

PSCI 885 – Comparative Politics (Comprehensive Exam) (effective 202620)

This course is a semester long comprehensive exam in the Political Science Subfield of Comparative Politics. The exam will test the student's advanced knowledge of the comparative method, its application, and its strengths and weaknesses at the standard of PhD programs in Political Science.

PSCI 886 – Public Policy (Comprehensive Exam) (effective 202630)

This is a semester long comprehensive exam in the Political Science Subfield of Public Policy. The exam will test the student's advanced knowledge of public policy theories and scholarship at the standard of PhD programs in Political Science/Public Policy.

2. COURSE REPLACEMENTS

Faculty of Education (effective 202720)

Current	Proposed
<p>EDL 870AD Diversities and Educational Leadership (3)</p> <p>This course explores the complexity of diversities in educational leadership, exploring topics such as gender, religion, race, sexuality, and abilities in educational relations, structure, and policy. Students will apply theoretical and applied research in interrogating leadership frameworks and practices that reify and disrupt oppression and injustice in educational contexts.</p>	<p>EDL 830 Diversities and Educational Leadership (3)</p> <p>This course explores the complexity of diversities in educational leadership, exploring topics such as gender, religion, race, sexuality, and abilities in educational relations, structure, and policy. Students will apply theoretical and applied research in interrogating leadership frameworks and practices that reify and disrupt oppression and injustice in educational contexts.</p>

Faculty of Engineering and Applied Science (effective 202720)

Current	Proposed
<p>ENEL 792 Telecommunications and Computer Networks (3)</p> <p>Layered network models. Classification of Networks. Design Issues. Transmission Media. Wireless Transmission. Public Switched Telephone Network. Data Link Layer. Network Layer. Transport Layer. Overview of Local Area Networks. Prerequisite: Background in This course is normally taught odd years, fall semester</p>	<p>ENEL 743 Design of Computer Networks (3)</p> <p>Computer network fundamentals, network switching technologies, medium access control protocols, computer networks hierarchical design approaches, routing protocols and their design issues, LAN models and their design, internet technologies, quality of service, network traffic flow control and measurement, network security. Graduate students will be required to complete an additional component. This course is cross listed with ENEL 443.</p> <p>*Note: Students may receive credit for one of ENEL 792 or ENEL 743.</p>
<p>ENEL 789 Application Specific Integrated Circuit Design (3)</p> <p>Introduction to ASIC chips: circuit design, fabrication, testing and cost analysis. Advanced synchronous digital design techniques such as pipelining, parallelism, and caching. Application to sorting, encoding, decryption, and digital filters. Students do a design using a high-level design language (VHDL) and test it on a RAM-based FPGA. Prerequisite: Background in ; This course is normally taught every year, winter semester</p>	<p>ENEL 753 FPGA Design Using VHDL (3)</p> <p>Introduction to FPGA digital system design. Students will learn a high-level hardware design language (VHDL), the concurrent and sequential statements of VHDL, the principle and practice of combinational circuit design, the principle and practice of sequential circuit design, Finite State Machine, Register Transfer Methodology, the synthesis and implementation of digital design on a FPGA device, as well as advanced synchronous digital design techniques such as</p>

	<p><i>pipelining, parallelism, and caching. Students will develop a design and test it on an FPGA development board. Graduate students will be required to complete an additional component. This course is cross listed with ENEL 453.</i></p> <p><i>*Note: Students may receive credit for one of ENEL 789 or ENEL 753.</i></p>
<p>ENEL 784 Digital Control System Design (3) Sampled data control theory and quantization effects. Modeling, analysis and design of digital control systems. Design using transform and state space methods. Application to industrial systems, interfacing to transducers and creation of feedback systems. Students learn the use of specialized techniques and design tools in laboratory, culminating in a design and implementation of a digital control system. Prerequisite: Background in ; This course is normally scheduled even years, winter semester.</p>	<p>ENEL 763 Digital Control System Design (3) <i>This course is an introduction to digital control systems. Topics include: representing digital systems in the z-domain, difference equation representation of discrete-time systems, root locus plotting of discrete-time systems on the z-plane, discrete-time PID control, mapping between continuous-time systems and discrete-time systems, design using transform and state space methods, pure digital design, dead-beat systems. Graduate students will be required to complete an additional component. This course is cross listed with ENEL 463.</i></p> <p><i>*Note: Students may receive credit for one of ENEL 784 or ENEL 763.</i></p>
<p>ENEL 782 Power Systems Design (3) Application of concepts to power delivery and industrial use. Topics include power system stability/power quality, power system specification, and analysis/design. Course involves at least one design Project.</p>	<p>ENEL 773 Power Systems Design (3) Application of concepts to power delivery and industrial use. Topics include power system stability/power quality, power system specification, and analysis/design. Course involves at least one design Project. Graduate students will be required to complete an additional component. This course is cross listed with ENEL 473.</p> <p><i>*Note: Students may receive credit for one of ENEL 782 or ENEL 773.</i></p>

3. COURSE DELETIONS

Faculty of Engineering and Applied Science

That the following courses are made historical effective 202620.

AMPS 880 – Selected topics (Base course)

AMPS 900 - AMPS Seminar Course

AMPS 901 - Thesis Research

4. OTHER ITEMS

Faculty of Arts

The discontinuation of the Special Case MA program in Linguistics. As this special case program was never created via a formal motion through Council, a formal motion to discontinue this program is not needed, as confirmed by the University Secretary's Office. Prior to this coming to CCFGSR as an Information Item, this discontinuation was shared as an Information Item at the Match 11, 2026, Arts Faculty Council meeting.

Faculty of Graduate Studies and Research

The Faculty of Graduate Studies and Research has updated the Program Development Guide and

separated it into two separate documents:

1. Program Development Proposal Guide
2. Program Development Proposal Template

The Guide provides instruction on each section and the template, a Word Document, allows for easy completion of the required components of the Proposal.

Discipline Regulations Review Subcommittee

The Council Committee on the Faculty of Graduate Studies and Research approved the creation of the Discipline Regulations review subcommittee.

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

1.1 New Program – Diploma in Wāsākāmā Support Work

MOTION: To create the Diploma in Wāsākāmā Support Work, effective 202630.

Credit Hours	Diploma in Wāsākāmā Support Work Required Courses
Core Requirements	
3.0	INHS 100
3.0	INHS 130
3.0	INHS 131
3.0	INHS 132
3.0	INHS 135
6.0	INHS 139
3.0	INHS 140
3.0	INHS 145
6.0	INHS 149
3.0	INHS 170
3.0	INHS 175
6.0	INHS 179
3.0	INHS 200
Electives	
3.0	One Indigenous Language course
9.0	Three approved courses *
60.0	Total Credit Hours
	UGPA 60.00%; PGPA 60.00%
<small>*Note approved courses: Courses must be approved by Indigenous Health Studies Program Coordinator or designate. Examples of recommended courses include: Any ADMN, INHS, INDG, INSW, INDL, INCA, EIND, or INA courses, additional Indigenous language courses, INHS 250, INHS 258, INHS 210, INHS 300, INSW 321, INSW 377</small>	

Admission Requirements:

Students apply to be admitted to the Wāsākāmā Diploma program through the Indigenous Health program, First Nations University of Canada. Applicants are required to meet the undergraduate admission requirements as listed in the UG Calendar.

Graduation Requirements:

There is a 60% program grade point average (PGPA) and 60% undergraduate grade point average (UGPA) required for this program. Within the program, students must successfully complete all three programs and observe the number of required field practicum hours as set out in the course descriptions in INHS course descriptions.

Rationale:

Indigenous Services of Canada had partnered with First Nations University in supporting the development of the Wāsākāmā - Make A Circle diploma program. The developmental stages of this program were led by a panel of Guidance Circle members from different areas of the province.

The Wāsākāmā Support Worker Diploma Program brings together the Indigenous Birth, Sexual and Reproductive Health, and End of Life Care Support Worker programs to represent the full circle of care expended by First Nations community members. The full circle of care model demonstrates care from birth to transition into the after world.

Indigenous communities have long-standing teachings, practices and knowledges grounded in Indigenous ways of knowing related to the lifecycle that have existed since time immemorial. These teachings have ontological roots related to shared understandings about the value of all life and the interconnectedness of humans to one another and Mother Earth. This program incorporates Indigenous teachings that have been collaboratively developed with the guidance circle members, Elders, Knowledge Keepers, community members, allied health professionals, and stakeholders.

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

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

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

Through the process of reclaiming cultural knowledges related to the pivotal points of the life course (Elder & Elder, 1998) such as birth, reproductive and sexual health, and end-of-life – Indigenous communities are literally breathing life back into community traditions and our peoples using a strengths-based approach.

By building on the development of the IBWC program, First Nations University of Canada creates the space to respond to the needs of Indigenous communities and our non-Indigenous students and interested professionals. There is no other program of this nature across Canada.

By partnering with Indigenous Services Canada to include sexual and reproductive health and end-of-life care for Indigenous communities to support the IBWC courses the development of the diploma for the Wāsākāmā program will meet the needs of not only First Nations communities but all individuals accessing and receiving this circle of care. The program will expand beyond First Nations communities to be inclusive to anyone wanting to register in the program and become a Wāsākāmā support worker.

The Diploma includes all courses included in the Indigenous Birth Support Worker Certificate, the Indigenous End of Life Support Worker Certificate, and the Indigenous Reproductive Health Worker Certificate, one Indigenous language course, INHS 131, INHS 132, plus an additional 3 courses.

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

(end of Motion)

1.2 Program Revision – Microcredential in Event Production Management

MOTION: To revise the Micro-credential in Event Production Management, effective 202630.

Micro-credential in Event Production Management

Credit Hours	Micro-credential in Event Production Management Required Courses
6.0	Two of: SRS 215 – Volunteer Management, SRS 220 – Program, Delivery and Management, SRS 230 – Venue and Event Management, SRM 105, SRM 252, SRM 253, SRM 254, SRM 330
3.0	SRS 220
3.0	SRM 330
3.0	One of: SRS 132 – Live Event Production and Sport Communication, SRS 133 – Podcasting and Dynamic Storytelling , SRM 105, SRM 252 or SRM 253
9.0	Total credit hours
Note: Due to overlap in required courses, Sport and Recreation Management major students are not able to declare this micro-credential.	

Rationale:

Due to changes in subject and course numbering, as well as courses made historical, the proposed changes are required. In addition, the two prescribed courses are foundational to planning and event management, while the “choose one:” option allows students to select a course based on their interests and complements the required courses.

(end of Motion)

2. FACULTY OF MEDIA, ART, AND PERFORMANCE

2.1 New Program – Certificate in Screenwriting

MOTION: To create the Certificate in Screenwriting, effective 202720.

Credit Hours	Certificate in Screenwriting Required Courses
3.0	FILM 100
3.0	ENGL 100 or ENGL 110
3.0	FILM 200
3.0	FILM 210 or FILM 202
3.0	FILM 310
3.0	One of the following: ENGL 152, THTR 202, FILM 410
18.0	Total – PGPA 65.00% and 60.00% UGPA required

Rationale:

The Certificate in Screenwriting allows majors and non-majors the opportunity to learn and develop writing skills for screen-based media.

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

(end of Motion)

2.2 Program Revision – Bachelor of Fine Arts in Film Production, Bachelor of Film Studies, and Bachelor of Arts Honours in Film Studies

MOTION: To revise the Major requirements for the Bachelor of Fine Arts in Film Production, Bachelor of Arts in Film Studies and Bachelor of Arts Honours in Film Studies, effective 202720.

Bachelor of Fine Arts (BFA) in Film Production

Credit hours	BFA in Film Production Required Courses	Credit hours	BFA in Film Production Required Courses
0.0	MAP 001	0.0	MAP 001
Critical Competencies – 27 Credit Hours		Critical Competencies – 27 Credit Hours	
Communication in Writing		Communication in Writing – 6 Credit Hours	
6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110	6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110
Research Skills and Methodologies		Research Skills and Methodologies – 3 Credit Hours	
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 229 . ARTH 301, CTCH 203, 303, and THST 259 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.	3.0	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 305 . ARTH 301, CTCH 203, or CTCH 303 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.
Culture and Society		Culture and Society – 12 Credit Hours	
3.0	MAP 202 or MAP 209*	3.0	MAP 202 or MAP 209*
9.0	Any three courses in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, CRIM, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.	9.0	Any three courses in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, CRIM, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural and Social Sciences		Natural and Social Sciences – 6 Credit Hours	
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.	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.
Media, Art, and Performance – 15 Credit Hours		Media, Art, and Performance – 15 Credit Hours	
9.0	Three courses must be outside the major: chosen from, ART, ARTH, CTCH, MAP, INA, INAH, Music, Theatre	9.0	Three courses must be outside the major: chosen from, ART, ARTH, CTCH/ DES , INA, INAH, MAP, Music, THTR
6.0	Two courses may be within the major area.	6.0	Two courses may be within the major area.
Film Studies – 27 Credit Hours		Film Studies – 27 Credit Hours	
3.0	FILM 100	3.0	FILM 100
3.0	FILM 253	3.0	FILM 253
3.0	FILM 254	3.0	FILM 257
3.0	FILM 256	3.0	FILM 341
3.0	FILM 345	3.0	FILM 342
3.0	FILM 348	3.0	FILM 348
9.0	Three FILM courses at the 300- or 400-level or CTCH 303, 304, 305. At least one course must be at the 400-level.	9.0	Three FILM Studies courses at the student's discretion with at least one at the 400-level.
Core Film Production – 24 Credit Hours		Core Film Production – 24 Credit Hours	
3.0	FILM 200	3.0	FILM 200
3.0	FILM 201	3.0	FILM 201
3.0	FILM 202	3.0	FILM 202
3.0	FILM 209 (Must be taken concurrently with FILM 201)	3.0	FILM 209 (Must be taken concurrently with FILM 201)
3.0	FILM 300	3.0	FILM 300
3.0	FILM 301	3.0	FILM 301
3.0	FILM 400	3.0	FILM 400

Credit hours	BFA in Film Production Required Courses	Credit hours	BFA in Film Production Required Courses
3.0	FILM 401	3.0	FILM 401
Film Production Electives – 12 Credit Hours		Film Production Electives – 12 Credit Hours	
3.0	One course from FILM 203, 205, or ART 223	3.0	One course from FILM 203, 205, 210 , or ART 223
9.0	Three Film Production courses (two at the 300-level and one at the 400-level)	9.0	Three FILM Production courses (two at the 300-level and one at the 400-level)
Electives – 15 Credit Hours		Electives – 15 Credit Hours	
15.0	Five Open Electives	15.0	Five Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required	120.0	Total - PGPA 65.00% and 60.00% UGPA required
Note: Continuation in the BFA program will be based on portfolio, interview, and grade point average. *Film 201 and 209 must be taken concurrently. *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.		Note: Continuation in the BFA program will be based on portfolio, interview, and grade point average. *Film 201 and 209 must be taken concurrently. *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.	

Bachelor of Arts in Film Studies

Credit hours	Bachelor of Arts in Film Studies Required Courses	Credit hours	Bachelor of Arts in Film Studies Required Courses
0.0	MAP 001	0.0	MAP 001
Critical Competencies – 33 Credit hours		Critical Competencies – 33 Credit hours	
Communication in Writing (at least 6 credit hours)		Communication in Writing <u>6</u> credit hours	
6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110	6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110
Natural and Social Sciences (at least 6 credit hours)		Natural and Social Sciences <u>6</u> credit hours	
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.	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.
Culture and Society (at least 9 credit hours)		Culture and Society <u>9</u> credit hours	
3.0	MAP 202 or MAP 209	3.0	MAP 202 or MAP 209
6.0	Any two courses from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, CRIM, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation or other non-language courses offered through language department or program LING, RLST, PHIL, WGST.	6.0	Any two courses from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, CRIM, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation or other non-language courses offered through language department or program LING, RLST, PHIL, WGST.
Research Skills and Methodologies (at least 3 credit hours)		Research Skills and Methodologies <u>3</u> credit hours	
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, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.	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 305 . ARTH 301, CTCH 203, <u>or CTCH 303</u> 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		Critical Competency Electives – 9 credit hours	
9.0	Three courses from any of the above areas.	9.0	Three courses from any of the above areas.
Note: Course substitutions in the above categories may be granted by the Dean or Designate.		Note: Course substitutions in the above categories may be granted by the Dean or Designate.	
Major Requirements – 36 credit hours in the discipline		Major Requirements – 39 credit hours in the discipline	
3.0	FILM 100	3.0	FILM 100

Credit hours	Bachelor of Arts in Film Studies Required Courses	Credit hours	Bachelor of Arts in Film Studies Required Courses
6.0	Two Production courses Recommended: FILM 200, 201, 203, 205, 208	<u>9.0</u>	<u>Three FILM</u> Production courses. Recommended: FILM 200, 201, <u>209</u> , 203, 205, <u>210</u>
6.0	Two FILM courses from 253, 254, 256	<u>3.0</u>	FILM 253
		<u>3.0</u>	<u>FILM 257</u>
3.0	FILM 345	3.0	FILM <u>341</u>
		<u>3.0</u>	<u>FILM 342</u>
3.0	FILM 348	3.0	FILM 348
15.0	Five FILM Studies courses or CTCH Studies courses at the student's discretion.	<u>12.0</u>	<u>Four</u> FILM Studies courses at the student's discretion.
Media, Art, and Performance Requirements outside the Major – 12 credit hours		Media, Art, and Performance Requirements outside the Major – 12 credit hours	
9.0	Three courses outside the major.	<u>12.0</u>	<u>Four</u> courses outside the major: <u>chosen from ART, ARTH, CTCH/DES, INA, INAH, MAP, Music, THTR</u>
3.0	One MAP course or other approved (by Dean or Designate) Interdisciplinary Media, Art, and Performance course.		
Open Electives – 39 credit hours		Open Electives – <u>36</u> credit hours	
39.0	Open Electives	<u>36.0</u>	<u>Twelve</u> Open Electives
120	Total - PGPA 65.00% and 60.00% UGPA required	120	Total - PGPA 65.00% and 60.00% UGPA required
*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.		*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.	
		<u>*Film 201 and 209 must be taken concurrently.</u>	

Bachelor of Arts Honours (BA Hons) in Film Studies

Credit hours	Bachelor of Arts Honours in Film Studies Required Courses	Credit hours	Bachelor of Arts Honours in Film Studies Required Courses
		<u>0.0</u>	<u>MAP 001</u>
Critical Competencies – 33 Credit hours		Critical Competencies – 33 Credit hours	
Communication in Writing		Communication in Writing - <u>6 credit hours</u>	
6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110	6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110
Natural and Social Sciences (at least 6 credit hours)		Natural and Social Sciences - <u>6 credit hours</u>	
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.	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.
Culture and Society		Culture and Society - <u>9 credit hours</u>	
3.0	MAP 202 or MAP 209	3.0	MAP 202 or MAP 209
6.0	Any two courses from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, CRIM, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation or other non-language courses offered through language department or program LING, RLST, PHIL WGST.	6.0	Any two courses from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, CRIM, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation or other non-language courses offered through language department or program LING, RLST, PHIL, WGST.
Research Skills and Methodologies (at least 3 credit hours)		Research Skills and Methodologies - <u>3 credit hours</u>	

Credit hours	Bachelor of Arts Honours in Film Studies Required Courses	Credit hours	Bachelor of Arts Honours in Film Studies Required Courses
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, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.	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 <u>305</u> . ARTH 301, CTCH 203, <u>or CTCH 303</u> 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		Critical Competency Electives – 9 credit hours	
9.0	Three courses from any of the above areas.	9.0	Three courses from any of the above areas.
Note: Course substitutions in the above categories may be granted by the Dean or Designate.		Note: Course substitutions in the above categories may be granted by the Dean or Designate.	
Major Requirements – 36 credit hours in the discipline		Major Requirements – 36 credit hours in the discipline	
3.0	FILM 100	3.0	FILM 100
3.0	FILM 253	3.0	FILM 253
3.0	FILM 254	3.0	FILM <u>257</u>
3.0	FILM 256	3.0	FILM <u>341</u>
3.0	FILM 345	3.0	FILM <u>342</u>
3.0	FILM 348	3.0	FILM 348
6.0	Two Production or Studio courses	<u>9.0</u>	<u>Three FILM</u> Production courses. <u>Recommended: FILM 200, 201, 203, 205, 209, 210</u>
12.0	Four courses in the major at the student's discretion, two of which must be at the 400-level.	<u>9.0</u>	<u>Three</u> courses in the major at the student's discretion, two of which must be at the 400-level.
Honours Requirements		Honours Requirements – <u>15 credit hours</u>	
9.0	Three FILM courses at the 300-400 level	<u>12.0</u>	<u>Four</u> FILM <u>Studies</u> courses at the 300 <u>or</u> 400-level
3.0	Honours paper or project	3.0	Honours paper or project <u>FILM 491AA-ZZ</u>
3.0	MAP 400 or variable topic course as required or other senior seminar as approved by the Department Head or Associate Dean, Undergraduate.		
Media, Art, and Performance Requirements outside the Major – 12 credit hours		Media, Art, and Performance Requirements outside the Major – 12 credit hours	
9.0	Three courses outside the major.	<u>12.0</u>	<u>Four</u> courses outside the major: <u>chosen from ART, ARTH, CTCH/DES, INA, INAH, MAP, Music, THTR</u>
3.0	One MAP course or other approved (by Dean or Designate) Interdisciplinary Media, Art, and Performance course.		
Open Electives – 24 credit hours		Open Electives – 24 credit hours	
24.0	Eight Open Electives	24.0	Eight Open Electives
120.0	Total - PGPA 70.00% and 75.00% UGPA required	120.0	Total - PGPA 70.00% and 75.00% UGPA required
		* <u>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.</u> * <u>Film 201 and 209 must be taken concurrently.</u>	

Rationale:

These revisions reflect the updates to our Film Studies courses and clarify the enrolment pathway that students follow.

(end of Motion)

3. FACULTY OF NURSING

3.1 Admission Suspension – Bachelor of Science in Nursing After Degree Nursing Program

MOTION: That admissions be suspended to the Bachelor of Science in Nursing (BScN) After Degree Nursing Program (ADNP) for the 202730 intake, effective immediately.

Rationale:

The revised ANDP curriculum responds to significant student feedback over the years that the first term of the program is too heavy with too many credit hours. The majority of the courses in the ADNP are the same as those in the regular SCBScN program, although a few are scheduled at a different time. This allows the ADNP students to be in the same classes as SCBScN students, increasing diversity within the classroom for richer discussions, and ensures that class sizes remain viable: There are only 21 students admitted to the ADNP program each year. In order to achieve both of these objectives, the revised curriculum has students starting in the ADNP in the Spring/Summer term. This requires changes in admission dates, marketing, and other related activities. ADNP students also have to complete five (5) courses as part of the admission requirements. There is insufficient time for all of these activities to take place for an earlier admission in 202730. The suspension of admissions will assist with these challenges. The 21 seats that would have been filled with ADNP students in the 202730 admission year will instead be filled with students in the LPN to BSN, RPN to BSN or the 4-year SCBScN program. These seats will revert to ADNP for the 202820 admission year.

(end of Motion)

4. FACULTY OF SOCIAL WORK

4.1 Admission Revision – Fall 2026 Bachelor of Social Admission Process

MOTION: That for the Fall 2026 Bachelor of Social Work intake, the Faculty of Social Work will pilot admitting the top fifty (50) Pre-Social Work applicants directly into the Bachelor of Social Work program based solely on academic standing.

Rationale:

In an effort to meet the increasing diverse needs of students, the Faculty of Social Work (FSW) will implement Direct Entry into the Bachelor of Social Work, beginning Fall 2026. This time-limited measure is intended to address projected enrolment pressures and support timely student progression by streamlining admissions for a single intake cycle. Admitting the top 50 Pre-Social Work applicants based solely on academic standing ensures a transparent, equitable, and administratively efficient admissions process while maintaining academic standards. The 50 applicants will be admitted on top of those already accepted into the existing program for Fall 2026.

Limiting this approach to the Fall 2026 intake allows the FSW to respond to immediate capacity and planning considerations without establishing a permanent change to admissions policy, while providing time to develop and assess direct entry options for Fall 2027 and beyond. Additionally, the FSW considered the following:

- 1) **Remaining competitive.** Faculties of Social Work in universities and colleges across Canada are offering the Direct Entry to students directly out of High School, for example, Algoma University; Carleton University; Laurentian University; Toronto Metro University; York University; and Booth College. The University of Calgary will be implementing Direct Entry for the first time in Fall 2026. Given that the University of Regina alone offers a social work program in Saskatchewan, the FSW intends to remain competitive by firmly establishing itself in the Direct Entry landscape.
- 2) **Easier student access.** Accepting applicants solely on the basis of academic standing will eliminate the time factor attached to the existing application process. Applicants are currently required to include a statement of interest and describe their volunteer experiences in their application package. Still, the Fall 2026 approach will allow the FSW the opportunity to follow these students through the initial semesters and assess whether the written component of the competitive entry process makes a difference in their performance outcomes.
- 3) **Increased student enrollment.** The FSW was required to pursue opportunities to increase student enrollment. The Direct Entry is intended to provide such an opportunity.
- 4) **Increased teaching pressures.** The FSW considered that increased student numbers could potentially adversely affect teaching capacity. More students likely mean a need for more teachers. In recognition of this possibility combined with the fact that there is a shortage of faculty members/instructors, the FSW leadership is actively seeking to address these challenges. The FSW is also contemplating options to slightly increase sessional hiring or existing workloads. However, it should be noted that only 10 more students than the 2025 intake were accepted, and the largest intake numbers of 2018 have not been equalled or surpassed since. The FSW has just recently hired one faculty member from the bilingual funding, who will teach in both the English and French programs, and another is in the process of being hired. There are two additional open faculty lines that the FSW anticipates will be filled in the near future. These faculty hires will help to alleviate the shortage of instructors.
- 5) **Implications for accreditation.** The FSW recognizes that its high number of Sessional Instructors has implications for accreditation, the renewal of which is due in 2027. But faculty retirements and resignations continue to affect a stable and sufficient faculty complement, and have forced reliance on Sessional Instructors. The FSW leadership continues to advocate strongly for approval to hire and fill vacant permanent faculty positions which would reduce the number of sessional hires currently needed to teach courses, and in turn would contribute significantly to a successful accreditation renewal.

Note: The motions for the New Direct Entry Admission to the Bachelor of Social Work Program and the Discontinuance of the Pre-Social Work Program and Creation of a Social Work Qualifying Admission Pathway effective 202730 were both approved at CCUAS on April 7, 2026.

Please see **Attachment C** for the Letter of Support from the Council Committee on Academic Mission.

(end of Motion)

5. CENTRE FOR CONTINUING EDUCATION

5.1 Centre for Continuing Education Name Change

MOTION: To change the name of the Centre for Continuing Education to the School of Professional and Continuing Education (SPaCE), effective 202710.

Background and Rationale:

For over five decades, the academic unit currently known as the Centre for Continuing Education (previously under the names *Department of Extension*, from 1965 – 1980, and then operating as a Faculty-equivalent academic unit known as *University Extension*, from 1980 – 1999) has provided flexible access to University of Regina learning—both undergraduate (credit) and professional and continuing education (non-credit)—serving a large variety of stakeholders including domestic and international learners, rural and remote communities, alongside community and campus partners.

CCE’s 2022 Academic Unit Review (AUR) found CCE to be a highly functioning academic unit with strong leadership, essential university-wide academic services (e.g. Flexible Learning Division), and significant revenue contributions through a collaborative model with Faculties and its professional and continuing education offerings. The AUR reviewers explicitly recommended repositioning and renaming CCE as a *School or Faculty*, as a core academic unit, to align with University structures and CCE’s academic mandate. Specifically, reviewers recommended that the University “position the CCE within the academy to reflect the current organizational structure of the University ... and that consideration be given to changing the unit's name from Centre to Faculty or School.” CCE’s Dean committed in follow-up reporting to the Council Committee on Academic Mission (CCAM) (initial response in 2022 and 18-month follow-up in 2024) that a name change to a *School* would be implemented prior to the 5-year report due in 2027.

The proposed renaming as a *School* would also serve to align and standardize the unit’s mission with contemporary naming practices for university continuing and professional education units across Canada and internationally, thereby supporting name recognition within the broader community. The renaming also builds upon CCE’s current strengths, serving to highlight its robust and growing portfolio of **professional and continuing education** programs, positioning the unit with external communities as a

place to seek out professional and continuing education opportunities, thereby supporting both academic and business/financial goals of the unit.

Notably, as the University embarks on its new 10-year strategic plan, *Together, We Serve*, a School of Professional and Continuing Education is poised to advance the University's strategy to "be a university of lifelong learners, welcoming students at every stage of life, and preparing them to adapt, contribute, and lead during their studies and throughout life as alumni in a changing world shaped by complexity and uncertainty."

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

For more information and background on the change of name, please see **Attachment D**.

(end of Motion)

ITEM(S) FOR INFORMATION

1. Governance Office

1.1 Discipline Regulations Review Subcommittee

The Council Committee on Undergraduate Admissions and Studies approved the creation of the Discipline Regulations Review Subcommittee.

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I. PROGRAM INFORMATION

Program Name: Wāsākāmā Support Worker Diploma Program **WSWDP**

Type of Program:

	Certificate
x	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): Diploma in Wāsākāmā Support Work

Faculty(ies)/School(s)/Department(s): Kinesiology and Health Studies

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

Expected Start Date (Month/Year): June 2026

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Indigenous Services of Canada had partnered with First Nations University in supporting the development of the Wāsākāmā - Make A Circle diploma program. The developmental stages of this program were led by a panel of Guidance Circle members from different areas of the province.

The Wāsākāmā Support Worker Diploma Program brings together the Indigenous Birth, Sexual and Reproductive Health, and End of Life Care Support Worker programs to represent the full circle of care expended by First Nations community members. The full circle of care model demonstrates care from birth to transition into the after world.

Indigenous communities have long-standing teachings, practices and knowledges grounded in Indigenous ways of knowing related to the lifecycle that have existed since time immemorial. These teachings have ontological roots related to shared understandings about the value of all life and the interconnectedness of humans to one another and Mother Earth. This program incorporates Indigenous teachings that have been collaboratively developed with the guidance circle members, Elders, Knowledge Keepers, community members, allied health professionals, and stakeholders.

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

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

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

Through the process of reclaiming cultural knowledges related to the pivotal points of the life course (Elder & Elder, 1998) such as birth, reproductive and sexual health, and end-of-life – Indigenous communities are literally breathing life back into community traditions and our peoples using a strengths-based approach.

By building on the development of the IBWC program, First Nations University of Canada creates the space to respond to the needs of Indigenous communities and our non-Indigenous students and interested professionals. There is no other program of this nature across Canada.

By partnering with Indigenous Services Canada to include sexual and reproductive health and end-of-life care for Indigenous communities to support the IBWC courses the development of the diploma for the Wāsākāmā program will meet the needs of not only First Nations communities but all individuals accessing and receiving this circle of care. The program will expand beyond First Nations communities to be inclusive to anyone wanting to register in the program and become a Wāsākāmā support worker.

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

Vision

The vision of the Wāsākāmā: Make a Circle Diploma program is to create learning opportunities to deliver wholistic, culturally informed, strengths-based content which embodies Saskatchewan Indigenous cultural knowledge related to the life cycle. The vision is to bring this learning into Indigenous communities, to create spaces for Indigenous ways of knowing in the healthcare system, and to advocate for and create a community of knowledge and support by and for all Indigenous people anywhere on their educational journey.

Mission

The Wāsākāmā: Make a Circle Diploma's mission is to respond to requests from Saskatchewan Indigenous communities to provide learning in the areas involving Indigenous and community led life cycle teaching from birth to end-of-life care. The route of the circle includes the Sexual and Reproductive Health program. Our aim is to provide this knowledge from a trauma-and-violence informed and strengths-based lens that is grounded primarily in community engagement through face-to-face consultation and multiple online meetings. The purpose of this diploma program is to provide

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accessible, dignified training that is founded on Indigenous ways of knowing related to the lifecycle with a focus on reclaiming cultural knowledge, traditions, and practices.

Goals/Objectives

Short Term Goal

To provide community-informed courses in the area of Indigenous Birthing practice, Indigenous end-of-life care, and sexual and reproductive health support. These strengths-based, trauma-and-violence-informed courses will provide an opportunity for the completion of the Wāsākāmā diploma program offered through FNUniv.

Long Term Goal

Create partnership with Saskatchewan Health Authority and hospitals in Saskatchewan, First Nations communities, Tribal Councils, and community bands to hire and train in-hospital birth support workers as well as end-of-life care support workers, and sexual and reproductive health staff on and off community.

Program Delivery

The diploma program is a 60-credit course-based education program that includes the completion of the three certificates:

- Indigenous Birth Support Worker certificate
- Indigenous End of Life Care Support Worker certificate
- Indigenous Reproductive Health Support Worker certificate

All offered through the First Nations University of Canada. The program is delivered face to face, online, and/or through remote synchronized delivery to rural and northern communities, depending on the course.

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

This program is one of a kind in Canada. This program is the only diploma available that incorporates the full life spectrum through an Indigenous lens. This course that was created collaboratively with Indigenous communities and Elders at every point in the process. These courses also utilize a Two-Spirit lens, for a fully integrated and inclusive information sharing process.

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

This program is offered through First Nations University of Canada. Students of First Nations University will be afforded opportunities to meet the vision and mission of the University by enhancing the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations. Students will acquire and expand its base of knowledge and understanding in the best interests of First Nations and for the benefit of society by providing opportunities for quality bi-lingual and bi-cultural education.

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

This program is unique and does not overlap with any other existing University programming. The program builds from established and newly created courses and certificates. The Wāsākāmā Diploma program is unique to the UofR and FNUniv with its three new certificate programs being newly developed and from a community request initiative.

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III. STRATEGIC CONSIDERATIONS (CCAM)

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

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

INHS has been developed through consultation and collaboration with Indigenous communities in Saskatchewan, leaders of successful Indigenous health programs at other Canadian universities, and with other First Nations University departments and programs. Three main objectives of INHS are:

- 1) community engagement,
- 2) Indigenous student recruitment and retention, and
- 3) Indigenous health curriculum development.

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

In 2021 INHS began conversations with Indigenous Services Canada | Government of Canada, to develop a community-based birth support worker certificate that could be offered to potential students in northern and rural Indigenous communities. This program would be offered in person and remotely, to work with communities to develop their own birth support worker program. In much the same way, graduates of the End-of-Life Care Support Worker program would attain skills in community education, family and social dynamics, traditional end-of-life care customs and practices, and Indigenous health practices. Their main skill will be to educate and assist families and healthcare providers on traditional end-of-life care as part of their care practice.

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

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The diploma program supports FNUniv's vision of "a First Nations owned post-secondary institution that aspires to have transformative impact by bridging our ceremonies, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and successes of all students, First Nations communities, and Canada" by offering graduates who will support local and land-based practices around end-of-life care. Indigenous birthing practices and awareness of sexual and reproductive health within the Indigenous population.

This diploma program bridges between both Western and Indigenous methodologies incorporating the Two-Eyed Seeing approach. Graduates will learn from Kehte-ayak and Knowledge Keepers and learn to advocate for a developed practice process specific to the area they work within. This program was called upon by First Nations communities and FNUniv is responding to the call.

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

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

Therefore, the creation of this Wāsākāmā diploma, with implemented community support, has the potential to improve service provider understanding, adapting, and transforming western practices into culturally relevant experiences for the client and community. Graduates will provide support for other allied health services as a way to ensure the incorporation of wholistic approaches are included from birth to end-of-life care experiences.

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

Through an extensive community consultation process, the need for extending the scope of these Indigenous Birth Support worker roles to include end-of-life support or "death doula" services and education in sexual and reproductive health were repeatedly expressed.

Meetings with First Nations Communities produced overwhelming support for FNUniv to develop and offer the Wāsākāmā program. FNUniv received funding from ISC to build on this initiative in collaboration with communities, Kehte-ayak and healthcare stakeholders. Within the funding was a generous amount to primarily connect with Knowledge Keepers and Kehte-ayak, and human resources to ensure the program was successfully started.

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IV. Program Plan

1. What are the program admission requirements?

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

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	INHS 100	3
	INHS 200	3
	INHS 140	3
	INHS 145	3
	INHS 149	6
	INHS 130	3
	INHS 131	3
	INHS 132	3
	INHS 135	3
	INHS 139	6
	INHS 170	3
	INHS 175	3
	INHS 179	6
Elective Requirements	Languages course	3
	Three approved courses	9
Major Requirements (if applicable)		
Minor Requirements (if applicable)		

Registrar's Undergraduate Academic Programming Questionnaire

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

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Fundamentals of Grief and Loss	INHS 170	x	x	July 2026
End-of-Life Care Support Worker	INHS 175	x	x	July 2026
End-of-Life Care Practicum	INHS 179	x	x	November 2026
Communication Skills in the Healthcare System course	INHS 132	x	x	January 2026
High-Risk Behaviours	INHS 131	x	x	January 2026
Allyship & Advocacy	INHS 130	x	x	January 2026
Intro to Sexual & Rep Health course	INHS 135	x	x	January 2026
IRSW Indigenous Reproductive Health Support Worker-practicum?	INHS 139	x	x	May 2026

Registrar's Undergraduate Academic Programming Questionnaire

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

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

60 credits

Students are required to successfully complete the following certification courses to obtain the Wāsākāmā Support Worker Diploma Program **WSWDP**

IBWC	Indigenous Birth Support Worker Certificate Program 18 credits
ELSW	Indigenous End of Life Support Worker Certificate Program 18 credits
IRHW	Indigenous Reproductive Health Support Worker Certificate Program 18 credits

Along with four mandatory 3-credit courses - INHS 131, 132, language course, and three 3-credit courses approved by the program coordinator.

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

There is a 60% program grade point average (PGPA) and 60% undergraduate grade point average (UGPA) required for this program. Within the program, students must successfully complete all three programs and observe the number of required field practicum hours as set out in the course descriptions in INHS course descriptions.

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

Students will be recruited from First Nations communities. In addition, this program is open to any and all students interested in taking the program with no barriers based on sexual orientation, gender, race, or ability.

7. How will students be recruited to the program?

By networking with local community members through community consults, presentations, advertising, and relationship with Indigenous Services Canada.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5 year enrolment?

Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
6 students	8 students	12 students	12 students	12 students

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

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

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

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

This 60 credit - diploma program offered through the First Nations University of Canada, will be piloted - located/based at the FNUniv's Northern Campus as a way to strategically situate the program within accessible rural communities. There are several First Nations communities located near Prince Albert that are accessible by road. The program will then be delivered online or through synchronized delivery to rural and communities. Micro-credentials will also be available to graduates and allied professionals through a variety of means.

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?

Currently, INHS has funding to support offering the program. FNUUniv will seek additional funding from the province to support practicum placements across the three certificate programs. Enrolment will support sessional instructor for the additional courses.

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

Resources are currently addressed through grant funding.

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

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

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

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

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

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	Approx. 113,173	Approx 50,000.00	63,000
2	Approx. 150,897	Approx 50,000.00	100,00
3	Approx 226,346	Approx 100,000	126,000
4	Approx 226,346	Approx 100,000	126,000
5	Approx 226,346	Approx 100,000	126,000
5 Year Total	943, 108	400,000	541,000

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

Additional library holdings are estimated at 5000.00.

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



The program will be housed out of Northern Campus in Prince Albert. The program has one designated classroom and use of the Nursing Skills lab.

VI. Faculty/Department/Academic Unit Contact Person

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

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		April 28, 2026
Associate Dean (Undergraduate)		April 27, 2026
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: **Certificate in Screenwriting**

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year):

Expected Start Date (Month/Year): May 2027

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This certificate responds to the growing demand for post-secondary programs centred on screenwriting practice. As the first program of its kind in Saskatchewan, it addresses a clear gap in professional and creative training while providing students with foundational skills for further study and career opportunities in film and screen-based media practice.

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

This 18-credit program focuses on creative screen-based media practice. Students develop foundational skills that prepare them for pathways in the film/media arts sector or for continued post-secondary study. Instruction is practice-based, with courses centred on screenwriting, story outlines, and treatments.

Registrar's Undergraduate Academic Programming Questionnaire

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

There are no similar programs provincially. In Canada, this certificate will offer courses comparable to those in other film programs.

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

This certificate will help attract a diverse range of students to MAP. Many high school students are seeking pathways to continue their studies in film, and this program offers an accessible option in Saskatchewan. The certificate can also serve as a pathway into other MAP programs (Film Production, Film Studies, Theatre) or as an additional credential 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 on existing MAP courses and supported by the Department of English courses. The Certificate in Screenwriting primarily focuses on screenwriting coursework in film production, except for introductory courses such as ENGL 100 and ENG 110. It includes a flexible elective credit (3.0) that allows students to choose from ENG 152, THTR 202, or FILM 410. There are no duplicates or program overlaps 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 "*Where Makers Meet*," this new certificate will support collaborations within MAP and the Faculty of Arts.

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

The draft of the University of Regina's new strategic plan outlines how we will be an institution that "learns, discovers, and innovates in service to people, place, and community." This certificate program supports this statement by providing a service to the province of Saskatchewan that no other post-secondary institution offers. It also deepens connections with the arts, film, and theatre communities throughout the region and beyond.

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

Filmmaking and screenwriting for media are key parts of the local, provincial and national creative industries and are in demand as professional study areas across North America. This certificate strengthens community connections and offers students new ways to explore and hone their skills as creative writers and story builders. This certificate is strategic, as it can be added to current degree offerings in Film Production, Film Studies and Theatre, giving students more creative options as they build their educational path.

5. 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 screenwriting-focused program.

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

The same procedure as other programs in the Faculty of Media, Arts, and Performance.
--

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
	Film 100	3
	ENGL 100 or ENG 110	3
	FILM 200	3
	FILM 210 or FILM 202	3
	FILM 310	3
One of the following:	ENGL 152, THTR 202, or FILM 410	3
Elective Requirements		
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

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

Registrar's Undergraduate Academic Programming Questionnaire

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

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

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

18; No

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 Film students who are looking to gain specialization with additional skill and training; High school students and non-majors who are looking to develop writing skills in media.

7. How will students be recruited to the program?

We plan to work with recruitment and with MAP Student Program Centre to develop a promotion plan that will market this heavily to high school media programs across the province. We hope to recruit to high schools in Saskatchewan and expand to southern Alberta and to Manitoba.

Registrar's Undergraduate Academic Programming Questionnaire

8. What is the expected 5 year enrolment?

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

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

Through the MAP Student Program Centre and Department Head of FILM.

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.

Film 210 is offered online and typically has 35-40 students enrolled each year. Film 100 is offered in person in Fall and Winter and online in Spring/Summer. All other courses are offered in person.

Registrar's Undergraduate Academic Programming Questionnaire

V. Needs and Costs of the Program (CCB)

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

A sessional is required for Film 210, but CCE supported.

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

N/A

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

The Certificate in Screenwriting integrates established courses from our BFA program, which are instructed by current Film faculty and sessional instructors (Film 210). There will be no additional workload redirected.

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

N/A

Registrar's Undergraduate Academic Programming Questionnaire

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1	\$12,000	\$0	\$12,000
2	\$30,000	\$0	\$30,000
3	\$42,000	\$0	\$42,000
4	\$54,000	\$0	\$54,000
5	\$72,000	\$0	\$72,000
5 Year Total	\$210,000	\$0	\$210,000

- Calculations do not include international student enrolment.
- Calculations are based on the number of students estimated in the program, each taking all of the required Certificate courses in a single year.

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

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

No cost to the MAP Faculty.

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



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

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Mike Rollo	Mike.rollo@uregina.ca	306 585-4569

Registrar's Undergraduate Academic Programming Questionnaire

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		20-04-2026
Associate Dean (Undergraduate)		04-21-2026
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		



COUNCIL COMMITTEE ON ACADEMIC MISSION

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

Dr. Cathy Rocke
Dean, Faculty of Social Work

Dear Dr. Rocke

April 21, 2026

Re: Fall 2026 Bachelor of Social Work Intake

Thank you for Dr. Fields' presentation to CCAM regarding the following motion:

MOTION: That for the Fall 2026 Bachelor of Social Work intake, the Faculty of Social Work will pilot admitting the top fifty (50) Pre-Social Work applicants directly into the Bachelor of Social Work program based solely on academic standing.

I am happy to inform you that this motion was carried.

Respectfully,

A handwritten signature in black ink, appearing to read "Brian Sterenberg".

Brian Sterenberg
Acting Chair, CCAM

cc: Jacqueline Fields, Associate Dean Undergraduate, Faculty of Social Work
David Gregory, Interim Provost and Vice-President (Academic)
Nilgün Önder, AVP (Academic)

Item for Executive of Council (EoC)

Motion: That the University rename the *Centre for Continuing Education (CCE)* to the **School of Professional and Continuing Education (SPaCE)**, effective 202710.

1. Motion Context

1.1 Background

For over five decades, the academic unit currently known as the Centre for Continuing Education (previously under the names *Department of Extension*, from 1965 – 1980, and then operating as a Faculty-equivalent academic unit known as *University Extension*, from 1980 – 1999) has provided flexible access to University of Regina learning—both undergraduate (credit) and professional and continuing education (non-credit)—serving a large variety of stakeholders including domestic and international learners, rural and remote communities, alongside community and campus partners.

CCE’s 2022 Academic Unit Review (AUR) found CCE to be a highly functioning academic unit with strong leadership, essential university-wide academic services (e.g. Flexible Learning Division), and significant revenue contributions through a collaborative model with Faculties and its professional and continuing education offerings. The AUR reviewers explicitly recommended repositioning and renaming CCE as a *School* or *Faculty*, as a core academic unit, to align with University structures and CCE’s academic mandate. Specifically, reviewers recommended that the University “position the CCE within the academy to reflect the current organizational structure of the University ... and that consideration be given to changing the unit's name from Centre to Faculty or School.” CCE’s Dean committed in follow-up reporting to the Council Committee on Academic Mission (CCAM) (initial response in 2022 and 18-month follow-up in 2024) that a name change to a *School* would be implemented prior to the 5-year report due in **2027**.

The proposed renaming as a *School* would also serve to align and standardize the unit’s mission with contemporary naming practices for university continuing and professional education units across Canada and internationally, thereby supporting name recognition within the broader community. The renaming also builds upon CCE’s current strengths, serving to highlight its robust and growing portfolio of **professional and continuing education** programs, positioning the unit with external communities as a place to seek out professional and continuing education opportunities, thereby supporting both academic and business/financial goals of the unit.

Source: [CCE External Review \(2022\)](#)

Notably, as the University embarks on its new 10-year strategic plan, *Together, We Serve*, a School of Professional and Continuing Education is poised to advance the University's strategy to "be a university of lifelong learners, welcoming students at every stage of life, and preparing them to adapt, contribute, and lead during their studies and throughout life as alumni in a changing world shaped by complexity and uncertainty."

Source: [University of Regina Strategic Plan, Together We Serve](#)

1.2 Why "Professional and Continuing Education"?

Including **Professional** in the School's name explicitly signals our leadership in **professional certificates, workforce development, microcredentials, customized training, and employer partnerships**, while still encompassing lifelong and community learning. The external review noted the strong growth potential in microcredentials and professional programming; a name that reflects this mission helps us meet provincial skills needs and deepen partnerships with employers and government.

"**Professional and Continuing Education**" has been established as a phrase that encompasses the breadth of work and academic programming expected of similar units. In the US, the sister association to the Canadian Association for University Continuing Education (CAUCE), is UPCEA, previously known as the "University Professional and Continuing Education Association" and now known as "UPCEA: The Online and Professional Education Association." Internationally, the field of university continuing education now typically encompasses "professional, continuing, and online" education, commonly known through the "PCO" initialism.

Clarifying the use of "Professional" in the School's name

In this context, *Professional* is used in its widely accepted higher-education sense to describe **learning designed for individuals who are already participating in the workforce and who seek to deepen, extend, or update their knowledge and skills over the course of their careers**. This usage is distinct from — and intentionally does not overlap with — the University's degree-granting responsibilities for regulated professions such as Education, Engineering, Nursing, or Social Work. Those Faculties retain clear ownership of entry-to-practice pathways, professional accreditation, and disciplinary formation.

The term *Professional and Continuing Education* reflects **purpose and audience rather than jurisdiction**. It signals learning that is career-situated, frequently interdisciplinary, often short-cycle, and responsive to evolving workplace and community needs — including the ongoing professional learning expectations of regulated professions *after* initial qualification. In this way, the proposed name strengthens, rather than competes with, Faculty mandates by providing a coherent institutional home for alumni re-engagement, employer-partnered education, and lifelong learning that builds upon Faculty-based degrees. "Professional" in this context functions as an adjective, modifying "education" and

signalling alignment with *those engaged in a specified activity as one's main paid occupation* and indicating *a competent or skillful person*. “Professional and continuing education” is understood publicly to describe the work that CCE does at present and that the School will grow and build upon; this will in no way confuse the public, who are searching for the word “professional” when looking to upgrade their skills. The School’s name does not confer, imply, or seek authority over professional regulation, licensure, or entry-to-practice credentials, which remain the responsibility of the relevant Faculties and accrediting bodies.

Alumni alignment

This framing aligns closely with the University’s strategic goal of serving learners “throughout life as alumni.” Graduates of URegina’s professional Faculties return to the university seeking continuing professional development, microcredentials, and applied learning opportunities that complement — but do not replicate — their original degrees. Positioning SPaCE as the *School of Professional and Continuing Education* makes this pathway visible and navigable for alumni while preserving clear distinctions around degree authority and professional regulation.

Indeed, in the **2024 Alumni Engagement Survey** (performed by Engagement Analysis Inc. on behalf of the University of Regina) the **top answer** to the question “Which of the following areas do you consider most important for the University of Regina to meet alumni interests and needs?” was **providing ongoing educational opportunities** with 39% of respondents (601 of 1,522) choosing this answer. For CCE’s core audience (aged 30-39 and 40-54), this need was even higher at 42% and 43%, respectively.

Sources: *CCE External Review (2022)*; *national CE comparators (Appendix A)*

1.3 Addressing the current “Centre” designation mismatch

- **Policy misalignment and confusion:** CCE is not a research centre/institute as contemplated by the University’s policy on research centres and institutes, nor is it a Faculty- or unit-based service centre, as contemplated by the published guidelines for non-research centres. Rather, CCE is distinct from both categories of centres because it is an academic unit which provides both non-credit professional development programs and for-credit academic programs. It is recognized as an academic unit in the Senate By-laws as different from any other centres at the University. The proposed name change will resolve this matter.
- **External confusion:** “Centre” is often read as a research unit or service office, obscuring CCE’s academic identity and scope.

Sources: [U of R Policy RCH-010-005](#); [Guidelines for Non-Research Centres](#)

1.4 Differentiation & Discoverability

Nationally, large research-intensive universities brand their units as **Schools of Continuing Studies** (e.g., University of Toronto, York, McGill). Adopting **SPaCE** provides search engine

optimization (SEO) opportunities and **brand separation** from those labels while still aligning with Canadian practice that positions CE as a distinct academic unit.

Sources: U of T SCS; York SCS; McGill SCS website materials

1.5 Why a “School” and not a named “Faculty”?

“Schools” are the norm within the field of Professional and Continuing Education in Canada. Further, advice from the University Secretary indicated that a renaming to a School aligns with current University governance protocols, while still resonating with community partners, employers, and government.

2. Alignment with University Policy and Governance

2.1 University Act, Bylaws, and Policy

Renaming CCE to **SPaCE** is **compliant and governance-neutral**, similar in nature to the recent motion to rename the Faculty of Business Administration to the Hill Levene School of Business.

Sources: Hill Levene Senate materials

2.2 A lateral, governance-neutral change

This proposal is a **lateral nomenclature shift**. It does **not** alter Senate authority, academic approvals, credential governance, reporting relationships, budget authority, or collective agreements. It clarifies identity and aligns structures, as recommended by the external review.

Source: CCE External Review (2022)

2.3 Approval pathway

The University Secretary and Chief Governance Officer has advised that the proposed **School of Professional and Continuing Education (SPaCE)** name change will require approvals from the following bodies:

- CCE Council (motion passed on March 17, 2026);
- Council Committee on Academic Mission (CCAM) (motion passed on April 14, 2026);
- Council Committee on Undergraduate Admissions and Studies (CCUAS) (motion passed May 5, 2026);
- Council Committee on Budget (CCB) (motion passed May 11, 2026);
- Executive of Council (EoC); and
- Senate.

The University Secretary also noted CCAM’s interest in the progress of this initiative, as the body monitoring Academic Unit Review recommendations.

2.4 Consultation pathway

In addition to the approval pathway outlined in 2.3, formal and informal consultation with the following bodies are noted:

- CCE's Dean's Advisory Committee (February 19, 2026; March 19, 2026)
 - CCE Council (March 17, 2026)
 - Deans' Council (March 18, 2026)
 - CCE's ESL Academic Committee (March 24, 2026)
 - CCE staff through team meetings and other information sessions
-

3. Rationale and Benefits of SPaCE

1. **Professional prominence with inclusivity** – “Professional and Continuing Education” explicitly signals workforce and employer partnerships **and** embraces the full portfolio (microcredentials and professional development programs; flexible credit access; ESL/EAL; Conservatory of performing arts).
2. **Continuity with “Continuing Education”** – Retaining “Continuing Education” within the name provides continuity from “CCE” to “SPaCE.” Choosing to retain “Education,” rather than shifting to “Studies,” supports the connection to the unit’s role as an integrated academic partner within the university’s learning core, contributing to the university’s educational ecosystem.
3. **Market clarity & partner confidence** – Employers, government, and industry associate “Professional Education” with **job-relevant upskilling, custom training, and short-cycle credentials**—areas the external review identified as growth opportunities.
4. **Distinctive brand & search engine optimization (SEO) separation** – SPaCE avoids collision with the major School of Continuing Studies (**SCS**) brands (Toronto, York, McGill), improving searchability and recognition for Regina’s offering while still reading as a mainstream CE unit.
5. **Stronger internal coordination** – A School designation supports the review’s recommendations to streamline student services, integrate systems, and present a single academic front door across credit and non-credit.
6. **Faculty partnership model preserved** – The effective Flexible Learning Division (FLD) revenue-sharing model with Faculties is retained, with ongoing transparency and KPI reporting.

Sources: CCE External Review (2022); U of T/York/McGill SCS; peer CE units

4. Anticipated Questions & Responses

Q1. What does “Professional and Continuing Education” intend to convey in this context?

A. SPaCE is **modality- and audience-focused** (professional and continuing education, English language, microcredentials, and customized non-credit training), operating **in collaboration with Faculties**. Professional and continuing education in SPaCE will:

- Focus on career and professional development-focused **non-credit** credentials (microcredentials, certificates, bespoke training), **short-cycle** offerings, and career-aligned **for-credit** undergraduate certificates and diplomas.
- Continue to support and cultivate partnerships with Faculties, including **co-developed and co-branded** programs with Faculties when collaboration supports extending audience reach to non-traditional students and those seeking upskilling and reskilling opportunities.
- Respect that **for-credit degrees and Faculty-run executive programs** remain under the relevant Faculty/academic unit. This model is common within universities in Canada and internationally.

Opportunities for Faculties to further collaborate to develop and deliver professional and continuing education programs designed to serve alumni and other audiences is intended.

Q2. Why change now?

A. In the 2022 Academic Unit Review, external reviewers identified clear opportunities in workforce-oriented programming and recommended aligning our structure and identity with the University. An updated and professional-forward name helps us meet current and evolving labour market needs and partner expectations, while also serving to highlight the unit’s future-looking focus as a hub for professional and continuing education within the University, city, and province.

Part of the rationale for the change is, indeed, to support revenue growth for the university as a whole at this time. It is worth noting that in the current budget model, any net revenue derived from the delivery of CCE’s professional and continuing education programming is returned to the university, to be distributed and used by the institution. CCE retains no carry forward; net revenue earned benefits the entire academy.

In addition, as noted above, as the University embarks on its new 10-year strategic plan, *Together We Serve*, the School of Professional and Continuing Education is poised to advance the University’s strategic priority to “be a university of lifelong learners, welcoming students at every stage of life, and preparing them to adapt, contribute, and lead during their studies and throughout life as alumni in a changing world shaped by complexity and

uncertainty.” Alongside contributions to this priority, SPaCE will remain well-positioned to “strengthen flexible, relationship-centred learning across in-person, hybrid, and online delivery.”

Source: [University of Regina Strategic Plan, Together We Serve](#)

Q3. Does this align with CCE’s current program offerings?

A. Yes. This name change aligns closely with the unit’s current offerings of professional certificates, professional microcertificates, and career and professional undergraduate certificates and diplomas. (See **Appendix C.**) Further, this name change aligns with CCE’s current relationships with several professional associations and organizations. (See **Appendix D.**)

In the context of English language programs, it is anticipated that our learners may connect more directly with the new name vis-à-vis their own professional goals and that we may begin to amplify English language professional learning opportunities, especially through our short-term programs.

See also: [CCE’s website](#); [CCE’s professional development programs](#)

Q4. Does this affect governance, Senate authorities, or budget controls?

A. No. This is a lateral name change with *no* impact on Senate authorities, credentialing, or budget/reporting lines.

Q5. Will this increase costs?

A. Identity and signage costs will be **phased** (see Section 5.1) to minimize disruption and spread expenditures.

5. Resource & Implementation Plan

- **Identity & communications:** Update website, templates, and digital assets first; schedule physical signage during normal replacement cycles. Adopt a messaging frame (e.g. “Find your **SPaCE** to learn, work, and grow”) to launch the brand across campus and employer channels.
- **Systems:** Coordinate with IS, Registrar, and Advancement to update organizational codes, directories, forms; align non-credit registration and CRM work already underway per external review recommendations.
- **Data & KPIs:** Implement School-level dashboards for program mix, enrolments, revenues, learner outcomes, and partnership activity.

- **Collaboration principles (with Faculties):** Publish a one-page framework delineating scope, brand treatment, intake, IP, revenue share, and quality standards for **non-credit** offerings.
 - Build upon the existing [Continuing Education and Professional Development \(Non-Credit\) Microcredential Framework at the University of Regina](#) (UR Source, login required)
- **Change management:** Develop and implement a change management plan that engages staff members and instructors in the transition to the new identity to support alignment, ownership, and broad internal champions.

5.1 Financials — Estimated Costs

- **Direct costs:**
 - Phase 1 – Marketing assets (banners, tablecloths, etc.): \$5,000
 - Phase II – Interior signage (unit footprint, placards): \$5,000
 - Phase III – Outdoor & wayfinding signage: \$5,000
 - **Total estimated direct costs: \$15,000**
- **Indirect costs¹:**
 - Human Resources Department: \$68.88
 - CCE Marketing and Communications: \$2,627.90
 - Financial Services: \$560-\$840
 - Information Services: \$3,775 to \$5,862 + \$6,500
 - Registrar's Office and Enrolment Services: \$5,764
 - **Total estimated indirect costs: \$12,795.78 - \$21,662.78**

Total estimated (direct and indirect) costs: \$27,795.78 - \$36,662.78

Notes:

- Costs will be sequenced across fiscal periods to minimize disruption and leverage normal replacement cycles.
- CCE received a donation of \$10,000 from the Seniors' University Group in 2025 and a further \$10,000 in 2026 (\$20,000 total) to support any CCE priority or initiative. Funds from these donations will be used to support our name change efforts.

Source: Hill Levene renaming cost model; CCE estimates; institutional partner estimates

¹ For full details on indirect costs, please see the CCB memo submitted for the meeting of May 11, 2026, included in the EoC submission.

Appendix A — Environmental Scan — selected Canadian comparators drawn from the Canadian Association for University Continuing Education (CAUCE) membership

- **Distinctive “Professional + CE” nomenclature:**
 - **University of Winnipeg** — *Professional, Applied and Continuing Education (PACE)*.
 - **Queen’s University** — *Professional Studies*.
 - **University of Ottawa** — *Professional Development Institute*.
 - **Royal Roads University** — *Professional and Continuing Studies*.
 - **Brock University** — *Professional and Continuing Studies*.
- **Mainstream CE/Extended naming (illustrative):**
 - **University of Toronto** — *School of Continuing Studies*.
 - **York University** — *School of Continuing Studies*.
 - **McGill University** — *School of Continuing Studies*.
 - **University of British Columbia** — *Extended Learning*.
 - **University of Calgary** — *Continuing Education*.
 - **University of Alberta** — *Continuing Education* (calendar references to Continuing and Professional Education).
 - **University of Victoria** — *Continuing Studies*.
 - **Simon Fraser University** — *Continuing Studies*.
 - **University of Waterloo** — *Centre for Extended Learning*.
 - **Toronto Metropolitan University** — *The G. Raymond Chang School of Continuing Education*.
 - **Concordia University** — *Concordia Continuing Education*.
 - **University of Guelph** — *School of Continuing Studies*.
 - **Western University** — *Western Continuing Studies*.
 - **Memorial University** — *Continuous, Adult & Lifelong Learning (CALL)*.
 - **Thompson Rivers University** — *Open Learning*.
 - **MacEwan University** — *School of Continuing Education*.
 - **Mount Royal University** — *Faculty of Continuing Education (“Professional and Continuing Studies” also used widely)*.

Sources: Institutional websites; CAUCE membership directory

Observation: Canadian universities use varied labels (School of Continuing Studies; Continuing/Extended Education; Professional Studies; Open Learning). Units that foreground Professional (e.g., PACE, Professional Studies, PDI) align closely with SPaCE’s proposed scope and signal to employers.

- **International comparators using similar names:**
 - **University of Central Asia** — *School of Professional and Continuing Education*

- o James Madison University — School of Professional and Continuing Education
- o Hong Kong Metropolitan University — La Ka Shing School of Professional and Continuing Education

Appendix B — Source Documents & Policies

- [CCE External Review \(2022\)](#) — recommendations on unit status, structure, data/KPIs, partnerships, and growth in professional/micro-credential programming.
- **U of R Policies:**
 - o **RCH-010-005 Research Institutes and Centres** (centres/institutes as research vehicles): [U of R Policy RCH-010-005](#)
 - o **Guidelines for Non-Research Centres:** [Guidelines for Non-Research Centres](#)

Appendix C — Current CCE Credentials and Partners

CCE Program/Course	Partnership or CCE unit
PROFESSIONAL CERTIFICATES	
Advanced Leadership Professional Certificate	[CCE Professional Development]
Business Analysis Professional Certificate	[CCE Professional Development]
Change Management and Innovation Professional Certificate	[CCE Professional Development]
Professional Leadership Certificate	[CCE Professional Development]
Professional Management Certificate	[CCE Professional Development]
PROFESSIONAL MICROCERTIFICATES	
Business Communications Professional Microcertificate	[CCE Professional Development]
Effective Communications Professional Microcertificate	[CCE Professional Development]
High Impact Leadership Professional Microcertificate	[CCE Professional Development]
Responsive Management Professional Microcertificate	[CCE Professional Development]
Trauma-Informed/Sensitive Pedagogies and Practices Professional Microcertificate	Child Trauma Research Centre
PARTNERED PROFESSIONAL DEVELOPMENT PROGRAMS	
University of Regina Leadership Development Program	URegina Human Resources
Microcertificate in Artificial Intelligence: Machine Learning Solutions	University of Manitoba
Rick Hansen Foundation Accessibility Certification	Rick Hansen Foundation
Nuclear Engineering (graduate course as open enrolment/PD)	Faculty of Engineering & Applied Science
Corrosion of Nuclear Materials (graduate course as open enrolment/PD)	Faculty of Engineering & Applied Science
UNDERGRAD CERTIFICATES AND DIPLOMAS	
Certificate in Administration - Level I	Hill Levene School of Business
Certificate in Administration - Level II	Hill Levene School of Business

Certificate in Early Childhood Studies for the Helping Professions	Faculty of Education
Certificate of Extended Studies in Inclusive Education	Faculty of Education
Certificate in Local Government Administration	[CCE Career and Professional Development]
Advanced Certificate in Local Government Administration	[CCE Career and Professional Development]
Certificate in Public Relations	[CCE Career and Professional Development]
Advanced Certificate in Public Relations & Communications Management	[CCE Career and Professional Development]
Certificate in Liberal Arts	Faculty of Arts
Diploma in Liberal Arts	Faculty of Arts
Certificate in Nursing Readiness	Faculty of Nursing
Certificate in Nonprofit Sector Leadership and Innovation	Luther College

UNDERGRADUATE CERTIFICATES AND DIPLOMAS WITH FIRST NATIONS UNIVERSITY OF CANADA	
Certificate in Administration - Level I	First Nations University of Canada
Certificate in Administration - Level II	First Nations University of Canada
Certificate in Indigenous Management I	First Nations University of Canada
Certificate in Indigenous Management II	First Nations University of Canada
Certificate in Hospitality, Tourism and Gaming Entertainment Management	First Nations University of Canada
Certificate of Extended Studies in Aboriginal Education	First Nations University of Canada
Certificate of Extended Studies in First Nations Language	First Nations University of Canada
First Nations Language Instructor's Certificate	First Nations University of Canada
Certificate in Indigenous Access Transition Education	First Nations University of Canada
Certificate in Indigenous Environmental Management	First Nations University of Canada
Certificate in Indigenous Language I	First Nations University of Canada
Certificate in Indigenous Language II	First Nations University of Canada
Certificate in Language Guardianship	First Nations University of Canada
Certificate in Reconciliation Studies	First Nations University of Canada
Certificate in Indigenous Economic Development	First Nations University of Canada

Appendix D — Professional Association Affiliations

- Project Management Institute (PMI) recognizes the Project Management Certificate courses as PDUs
- International Institute of Business Analysis (IIBA) recognizes CCE as an Endorsed Education Provider, recognizing each course as 14 PDUs
- Chartered Professionals in Human Resources (CPHR) recognizes the Professional Leadership Certificate courses for CPD hours
- Project Management Certificate course hours can be applied towards the Canadian Construction Association Gold Seal Certification

- Nuclear Engineering non-credit course sections are recognized by APEGS for Engineering CDUs
- In addition, and in relation to the LGA, PR, and CESIE certificates, we have relationships with the following professional bodies:
 - UMAAS – Urban Municipal Administrators Association of Saskatchewan
 - SUMA – Saskatchewan Urban Municipalities Association
 - RMAA – Rural Municipal Administrators’ Association of Saskatchewan
 - SARM – Saskatchewan Associate of Rural Municipalities
 - IABC – International Association of Business Communicators, Regina Chapter
 - CPRS – Canadian Public Relations Society, Regina Chapter
 - SPTRB – Saskatchewan Professional Teachers Regulatory Board

1 May 2026

BRIEFING NOTE

SUBJECT: Response to the Council Committee on Budget's (CCB) request for additional costing and evidence connected to the proposal to rename the Centre for Continuing Education (CCE) as the School of Professional and Continuing Education (SPaCE)

To	Council Committee on Budget (CCB)
From	Christie Schultz, Dean, Centre for Continuing Education (CCE)
Meeting date	11 May 2026
Subject	Supplementary costing and monetized benefits for the proposed renaming to SPaCE

Purpose

To respond to CCB's request for (1) additional detail on direct and indirect costs associated with the renaming of CCE, and (2) evidence and monetized benefit estimates supporting the assumption that the name change will contribute to increased professional development (PD) programming revenue. This note incorporates confirmed estimates from CCE's internal marketing and communications strategist; Human Resources; Financial Services; the Registrar's Office; and Information Services.

Key Messages

- The previously presented \$15,000 signage estimate represents only one component of the rename effort; comprehensive costing also includes internal labour (HR, Marketing/Comms, Finance, Registrar, Information Services) as indirect transition costs.
- Updated total costing estimates, including indirect costs, are as follows:
 - Signage, physical materials (from proposal): \$15,000
 - Indirect HR, FS, IS, RO/ES, and CCE marketing labour costs: \$12,795.78 - \$21,662.78
 - Total: \$27,795.78 - \$36,662.78**
- Using the portfolio financial snapshot, a 5–15% revenue uplift in the (a) Career & Professional Development (credit) and (b) Non-credit Programs – Professional Development, portfolios correspond to an estimated incremental net surplus of approximately \$82,594 - \$247,782 annually (assuming current net surplus margins persist).
- The 15% uplift scenario is presented as a sector-informed upper bound, aligned with CAUCE's reporting of a 15.1% year-over-year increase in continuing education registrations among institutions that reported in both years.

Context

CCE's 2022 Academic Unit Review recommended that the University reposition and rename CCE as a School (or Faculty) to better reflect its academic mandate and align with university structures. CCE has committed to implementing a School designation prior to the five-year follow-up report due in 2027. (See previously submitted proposal.)

1. Comprehensive Costing (Direct and Indirect)

CCB requested a fuller accounting of both direct and indirect costs. This section separates:

- Direct (cash) costs
- Internal labour costs (time × loaded rates)

1.1 Direct (Cash) Costs

Physical signage & wayfinding (phased approach): \$15,000 (as per proposal).

1.2 Internal Labour Costs

Unit	Task cluster	Hours	Hourly rate	Estimated cost	Submitted by
Human Resources	Update Banner HR and related systems for department name change	1 hour	\$68.88/hr	\$68.88 ¹	Glendon Rolston
CCE Marketing & Communications	Update marketing assets (logos, templates, web, social, tracking, collateral, etc.)	(Up to) 55	\$47.78/hr	\$2,627.90	Connie Novitski
Financial Services	Banner Finance organizational name updates	8-12 hours	~\$70/hr	\$560-\$840	Glen Raboud
Information Services	Modifications to: Identity and Access Management, telephone systems, and other 'back office' functions; public web sites and UR Source; reports, data transfers, and in-house applications.	58-90 hours	~\$65/hr	\$3,775 to \$5,862	Art Exner
		<i>Possibly: ~100 hours for URDocs, if required</i>	~\$65/hr	\$6500 ²	

¹ Note from Glendon Rolston: "We do not make changes to position numbers for department name changes. The position numbers create our position history in Banner HR. Changing the position number breaks the history. The HR position numbers are all PERS## from when we were called Personnel."

² Scope of required UR Docs work isn't certain; the \$6500 is included in the range totals below. An additional \$20k may be required for contract services from Hyland (through IS) should other UR Docs development work be required institutionally in the given year. Multiple unit name changes would offer some economies of scale in this area.

Registrar's Office	System changes to Slate, Degree Audit; DOME; UR Docs; CASPUR; Banner; Documentation, forms, training; Student Awards; Materials updating (viewbook, comms presentation, admissions letters); Training and service manuals; Systems testing and documentation.	129.5 hours	Staff wage levels vary from \$35/hr to \$48/hr	\$5764 ³	Naomi Deren
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1.3 Internal/Indirect Labour Costs (Total)

The total anticipated internal labour costs will range from \$12,795.78 - \$21,662.78.

(Note: The upper estimate includes the higher estimate for IS work, plus the additional \$6500 cost for UR docs updates anticipated by IS.)

1.4 Subtotal (Direct and Indirect Costs)

Signage, physical materials (from proposal): \$15,000

Indirect HR, FS, IS, RO/ES, and CCE marketing labour costs: \$12,795.78 - \$21,662.78.

Total: \$27,795.78 - \$36,662.78

1.5 Additional Costs and Mitigation

Indirect and less visible costs are real but often not captured in cash budgets. They include:

- Temporary duplication/dual-branding and related rework risk
- Coordination and change-management overhead across units
- Opportunity cost of staff time diverted from other priorities

Mitigation measures (cost containment):

- Digital-first changeover (web/templates) before print/signage refresh
- Run-out then replace for collateral where feasible
- Single coordinated system-update window to minimize repeated rework
- Contingency fund of \$5,000, thereby directing the entire \$20,000 donation from the Seniors' University Group to this initiative

³ Please see Appendix A for detailed costing estimates from the RO/ES.

2. Evidence for Revenue Uplift and Monetized Benefits (Using Available Portfolio Data)

CCB requested evidence for the assumption that a name change will support revenue growth and requested monetary estimates for the benefits described in Section 3.3 of the proposal. This section therefore (a) briefly summarizes the external evidence base and (b) provides monetized benefit estimates .

2.1 External Evidence (Demand and Naming as a Market Signal)

The Canadian Association for University Continuing Education (CAUCE) reports substantial and growing demand for university continuing education: 44 reporting institutions (of a total of 50 current member universities⁴) recorded 576,733 continuing education registrations, including 289,290 in career and workforce development programming. (This latter category is aligned with the University of Regina’s career and professional development programs.) Among institutions reporting enrolment data in both the 2024 and 2025 surveys, registrations increased by 15.1% year-over-year, despite losses in the international student market. CAUCE’s sector brief further characterizes university continuing education units as workforce-responsive, partnership-driven, and commonly operating on cost-recovery or revenue-generating models. UPCEA’s documentation of its own brand evolution, from “University Professional and Continuing Education Association (UPCEA)” to “UPCEA: The Online and Professional Education Association,” highlights that naming and positioning influence how external audiences understand an organization’s purpose and offerings. Institutional examples (see full proposal) demonstrate the commonplace use of “Professional” nomenclature to signal market alignment.

2.2 Monetized Benefits – Scenarios Based on Current Portfolio Economics (5%, 10%, 15%)

Monetized estimates below use a single transparent assumption derived from the attached snapshot: incremental revenue attracted through improved market clarity/discoverability retains the same net surplus margin observed in the current portfolio. This simplifying assumption is easy to stress-test and relies only on 2026-27 budget figures. The 15% scenario is included as a sector-informed upper bound aligned with CAUCE’s reported 15.1% year-over-year increase among repeat-reporting institutions.

Note: For monetization, the two lines that most directly align with workforce-facing professional development—(a) Career & Professional Development (credit) and (b) Non-credit Programs – Professional Development—are combined here to represent the total revenue stream most likely to be affected by a strengthened “Professional and Continuing Education” market signal.

Combined base (credit CPD + non-credit PD): Operating revenues/recoveries: \$3,927,790; Net surplus: \$1,651,879; net surplus margin: 42.1%.

⁴ Please see the current list of institutional members here: <https://cauce-aepuc.ca/current-members/>
Note that full institutional members must be members of Universities Canada.

Assumed revenue uplift	Incremental revenue	Implied incremental net surplus
5%	\$196,390	\$82,594
10%	\$392,779	\$165,188
15%	\$589,168	\$247,782

Connection to proposal benefits (Section 3.3): These scenarios translate the proposal's claims about market clarity, professional prominence, and improved discoverability into quantifiable ranges (5–15% uplift). Under the University's current budget model, net revenue from CCE programming is returned to the institution; therefore, incremental net surplus represents institutional benefit rather than unit carry-forward (see proposal materials).

2.3 Interpretation and Caveats

These monetized estimates are bounded by the data available. Key caveats:

- The estimates assume the current surplus margin applies to incremental activity; actual margins may vary by program mix and delivery model.
- The estimates do not attempt to isolate the causal effect of naming alone; the name change is expected to work in combination with communications and market-facing execution.
- The estimates do not assume any changes in tuition rates or fee structures.

3. References

Canadian Association for University Continuing Education. (2026, February 24). Continuing education registrations reach over 576,000 at reporting Canadian universities. <https://cauce-aepuc.ca/continuing-education-registrations-reach-over-576000-at-reporting-canadian-universities/>

Lastra, R. (2026). Levelling up: The strategic role of university continuing education in advancing workforce resilience, building a learning society, and fostering equity in Canada (Sector brief). Canadian Association for University Continuing Education. <https://cauce-aepuc.ca/wp-content/uploads/2026/01/Levelling-Up-Report.pdf>

UPCEA. (2024, March 26). UPCEA brand evolution in an era of change. <https://upcea.edu/upcea-brand-evolution-in-an-era-of-change/>

Modern Campus. (2023, March 22). 60% of higher education leaders say continuing education is not well-integrated into institutional portfolio offerings. <https://moderncampus.com/about/newsroom/2023-state-of-continuing-education-report.html>

Appendix A: Detailed costing from the Registrar's Office / Enrolment Services

RO/ES Cost Estimates for a CCE Name Change – Submitted by Naomi Deren

April 24, 2025

Task/System	Time	Unit	Staff level and wage per hour	Cost
Slate overall systems	3.5 hours	Technical Services	APT 6 - \$48/hour	\$168
Degree Audit	3.5 hours	Technical Services	APT 6 - \$48/hour	\$168
VSB/DOME	3.5 hours	Technical Services	APT 6 - \$48/hour	\$168
UR Docs	14.5 hours	Technical Services	APT 6 - \$48/hour	\$696
CASPUR Reports testing	29 hours	Technical Services	APT 6 - \$48/hour	\$1,392
Banner Validation Tables	14.5 hours	Technical Services	APT 6 - \$48/hour	\$696
Documentation, forms and training	22 hours	Technical Services	APT 6 - \$48/hour	\$1,056
Student Awards/SAMS	2 hours	SAFA	APT 5 - \$45/hour	\$90
Materials updating - viewbook, comms, presentation, admissions letters, etc.	5 hours	Student Recruitment	APT 4 - \$42/hour	\$210
Training and service manuals for the Centre	2 hours	Enrolment and Student Records Centre	CUPE 5 - \$35/hour	\$70
Systems testing and documentation	30 hours	Fees, Records, Scheduling	CUPE 5 - \$35/hour	\$1,050
TOTAL ESTIMATE				\$5,764

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Research

Item(s) for Decision:

- 1. New Faculty Based Research Centre – Criminal Justice Centre for Advocacy, Research and Education (CJCARE)**

MOTION: To establish the faculty based research centre: Criminal Justice Centre for Advocacy, Research and Education (CJCARE).

Background and Description:

The Canadian criminal legal system disproportionately affects Indigenous, racialized, and marginalized communities. Its impact on these communities is not unique to Canada or western nations and the shortcomings of the criminal legal system can be observed within similarly situated groups across the world. The biases within these systems arise due to a multitude of factors including socioeconomic conditions, discrimination, lack of education, and more recently, the advent of social media and the parallel rise in mis/disinformation, among others.

The Criminal Justice Centre for Advocacy, Research and Education (CJCARE) will address this research void by acting as a nexus for transnational research, education, and advocacy within and with the community. It is dedicated to advancing the need for empirical, critical, interdisciplinary, and intersectional scholarship by developing, disseminating, implementing, and evaluating programs to foster a deeper understanding of issues affecting Indigenous, racialized, and other marginalized, vulnerable communities within the legal justice system and related areas. The centre will collaborate with an international network of scholars, practitioners, and policymakers to advance justice and equity. The Centre will focus on intersectionality and systemic barriers for impacted groups; restorative justice practices; policy analysis and reform; collaborative research with policymakers; evaluations of policies, programs, and interventions; community engagement and advocacy; and professional development for criminal justice academics and practitioners. Our members will use innovative and diverse methodologies to critically examine how these communities interact with and are impacted by legal systems, as victims, perpetrators, and professionals.

This proposal has been endorsed by the Council Committee on Research (CCR) and the Arts Faculty Council.

Attachments:

Attachment A – Proposal to Established the Criminal Justice Centre for Advocacy, Research and Education (CJCARE).

May 2026

**Foundation Document
Criminal Justice Centre for Advocacy, Research and Education (CJCARE)**

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1. Rationale

The Canadian criminal legal system disproportionately affects Indigenous, racialized, and marginalized communities.¹²³⁴⁵ Its impact on these communities is not unique to Canada or western nations and the shortcomings of the criminal legal system can be observed within similarly situated groups across the world. The biases within these systems arise due to a multitude of factors including socioeconomic conditions, discrimination, lack of education, and more recently, the advent of social media and the parallel rise in mis/disinformation, among others. However, the impact on racialized and marginalized communities across the globe is not fully known. Even within countries like Canada, such disparities persist. For example, data collection is not as robust throughout all segments of the criminal legal system. There is an urgent need for an interdisciplinary centre dedicated to collecting, analyzing, and disseminating empirically grounded research that can meaningfully shape policy, public understanding, and professional practice.

The Criminal Justice Centre for Advocacy, Research and Education (CJCARE) will address this research void by acting as a nexus for transnational research, education, and advocacy within and with the community. It is dedicated to advancing the need for empirical, critical, interdisciplinary, and intersectional scholarship by developing, disseminating, implementing, and evaluating programs to foster a deeper understanding of issues affecting Indigenous, racialized, and other marginalized, vulnerable communities within the legal justice system and related areas. The centre will collaborate with an international network of scholars, practitioners, and policymakers to advance justice and equity. The Centre will focus on intersectionality and systemic barriers for impacted groups; restorative justice practices; policy analysis and reform; collaborative research with policymakers; evaluations of policies, programs, and interventions; community engagement and advocacy; and professional development for criminal justice academics and practitioners. Our members will use innovative and diverse methodologies to critically examine how these communities interact with and are impacted by legal systems, as victims, perpetrators, and professionals.

¹ Alberton, A., & Gorey, K. M. (2021). Structural violence perpetrated against Indigenous peoples in Canadian criminal courts: Meta-analytic evidence of longstanding sentencing inequities. *Critical Social Work*, 22(1), 2-22. <http://doi.org/10.22329/csw.v22i1.6896>

² Cunneen, C., & Tauri, J. M. (2019). Indigenous peoples, criminology, and criminal justice. *Annual Review of Criminology*, 2(1), 359-381. <https://doi.org/10.1146/annurev-criminol-011518-024630>

³ McGuire, M. M., & Murdoch, D. J. (2022). (In)-justice: An exploration of the dehumanization, victimization, criminalization, and over-incarceration of Indigenous women in Canada. *Punishment and Society*, 24(4), 529-550. <https://doi.org/10.1177/14624745211001685>

⁴ Owusu-Bempah, A., & Wortley, S. (2014). Race, crime, and criminal justice in Canada. In S. M. Bucarius & M. Tonry (Eds.). *The Oxford handbook of ethnicity, crime, and immigration* (281-320). Oxford University Press.

⁵ Wortley, S. (2003). Hidden intersections: research on race, crime, and criminal justice in Canada. *Canadian Ethnic Studies Journal*, 35(3), 99-118. Retrieved from <https://www.proquest.com/scholarly-journals/hidden-intersections-research-on-race-crime/docview/215637047/se-2>

Through collaborative, interdisciplinary efforts, we will produce research that advances translational endeavors and shapes policy decisions and professional practice, utilizing cutting-edge approaches to dissemination. The Centre will do so by promoting partnerships between academia, government, service providers and community organizations with a transdisciplinary and multi-sectoral approach to address inequities within legal justice systems locally, nationally, and globally. A primary goal for CJCARE is to create a collaborative space for researchers across multiple disciplines to address systemic inequalities and advocate for issues affecting Indigenous, racialized, and marginalized communities. CJCARE will continue to support existing work on topics related to the criminal legal system, while strengthening research by fostering supportive networks with communities and those with lived experience in Canada and beyond. In so doing, CJCARE will support the communities whose lives have been negatively impacted by the criminal legal system.

2. Environmental Scan

Among the several Research Centres and Institutes at the University of Regina a few focus on justice-related issue through a population health lens (e.g. SPHERU) but none come at these issues from a criminological perspective. There are such centres elsewhere in Canada such as the Centre for Criminology and Sociological Studies at the University of Toronto and the Centre for Restorative Justice at Simon Fraser, but few focus explicitly on the intersection of criminal justice and community-based advocacy through an equity-oriented lens. Rather, much of this work takes place inside individual departments which can lack mechanisms for interdisciplinary collaboration, community engagement, or policy influence. CJCARE will address this gap by integrating collaborative and inter-and-transdisciplinary approaches that are informed by community needs and guided by equity.

In alignment with the Calls to Action issued by the Truth and Reconciliation Commission of Canada, CJCARE's research priorities directly support Calls to Action 30, 31, and 32, which address the overrepresentation of Indigenous peoples in custody and call for measurable goals to reduce incarceration rates. The Centre's work also responds to Calls to Action 33 through 38, which focus on culturally relevant programming, community-based alternatives, restorative justice, and the evaluation of correctional policies and practices.

Through research on systemic bias, restorative justice, program evaluation, and community-led justice initiatives, CJCARE contributes to long-term structural change in support of reconciliation and the development of culturally grounded services within the criminal legal system.

3. Alignment with University of Regina Strategic Priorities

The University of Regina is known for its commitment to community and social responsibility, which is a foundational tenant of CJCARE's mission. CJCARE is committed to active community engagement through knowledge sharing, advocacy, and collaboration, ensuring that the research we do remains grounded in the real needs and priorities of the communities we serve.

Together, we are stronger...

As a faculty-level Centre housed within the Faculty of Arts, CJCARE will serve as a central location for research, bringing together faculty, researchers, community organizations, and service providers in meaningful and innovative ways that bridge the gap between research and the real world. Specialists working with CJCARE will draw on social sciences, including justice studies/criminal justice/criminology, the humanities, and other areas of study, such as education and business. While mainstream scholarship often concentrates on intradisciplinary relationships, the aim will be to continue connecting research interests to facilitate space for diverse perspectives, foster more opportunities for multidisciplinary collaborations to address systemic inequalities, and set benchmarks for best practices in Saskatchewan. By developing collaborative projects with community and government partners, the Centre will conduct research on local legal system issues with transnational knowledge to inform and influence public policy.

CJCARE is committed to serving the community through knowledge translation and will organize public events to share research findings to ensure that our research remains relevant, responsive, and impactful beyond the university. CJCARE will also develop tool kits for justice-related professionals to apply research findings to their work.

CJCARE will provide a shared space for students, researchers, faculty members, service providers, and community members to come together and build a strong community. Through support of core staff, affiliated members will have access to support from grant writing to community connection and project management. Additionally, CJCARE will provide students with mentorship opportunities and engage them in meaningful community-based learning to support their academic and professional growth. With all connections centralized, the centre will help turn ideas into reality to meet real world demands.

CJCARE will fulfill the following objectives:

- Facilitate and support high quality research practices with public engagement
- Build more research partnerships with First Nations and Métis peoples, communities, and organizations, including the First Nations University of Canada
- Help put the University's research plan into action with the right tools and processes
- Increase recognition of our research at the local, provincial, national, and international levels
- Bring in more funding for research
- Give students, community, and researchers the support they need

4. Duration

CJCARE is envisioned as a permanent research centre, structured to become fiscally self-sustaining through competitive grants, research contracts, and donations.

5. Partnerships & Relationships

Partnerships and relationships will be foundational to CJCARE's core commitments. The Director and several Research Members have an extensive network within Canada and internationally. The existing relationships of members will benefit the Centre's collaborative

environment and reach. As such, those affiliated with CJCARE will continue to grow relationships with community organizations, policymakers, and governmental agencies.

CJCARE is also committed to reinstating and expanding graduate programs within the Department of Justice Studies (soon to be renamed Criminology). Members of the Centre will offer mentorship and supervision opportunities. When placements or research opportunities are still available, graduate students from related fields will be prioritised over undergraduates. If graduate students from outside the university seek additional mentorship or research supervision, University of Regina students will be given precedence.

The Centre will also be open to hosting Visiting Scholars to diversify perspectives and support inclusion in line with the host Centre's research priorities, which enrich the intellectual environment for students and faculty. As collaborators and contributors, they are expected to participate in activities such as grant applications, research, workshops, or talks involving members of the university and the community. In doing so, they help foster cross-Canada and international collaborations that extend beyond their time at the University of Regina. All applications will be processed through the Visiting Professionals and Scholars Program, which is part of the Global Mobility Office.

6. Management / Organizational Structure

The CJCARE will be a faculty-based centre, reporting to the Dean of Arts. It is governed by a director and supported by a Management Advisory Group and affiliated faculty. For a detailed framework for CJCARE's organizational structure, see Appendix B.

6.1 Appointment and Role of the Director

The Director leads CJCARE's strategy, research, operations, and stakeholder engagement. Appointed through a collegial process, the Director must be a tenured member in the Faculty of Arts at the University of Regina with expertise in criminal justice or a related field. The typical duration of an appointed Director will be for a three to five-year term, with the possibility of reappointment for up to a maximum of ten years. For more information on the appointment process, see Appendix C.

The Director is responsible for:

- Providing leadership and mentorship to researchers and practitioners affiliated with CJCARE,
- Leading strategic research planning in consultation with the CJCARE research team,
- Managing and overseeing the direction of the Centre's research initiatives,
- Reporting on operational activities,
- Overseeing the management of non-faculty personnel and staff who provide core services or administrative support to CJCARE,
- Facilitating communication and collaboration between researchers and stakeholders at partner universities,
- Appointing new researchers to CJCARE in consultation with current researchers and ensuring that the terms of appointment are agreed upon with respective department heads and deans (or equivalents),

- Informing the MAG of all faculty and researcher appointments,
- Assuming signing authority for CJCARE-related funding, delegating such authority, when necessary, in accordance with university policies,
- Serving as the primary liaison with external stakeholders,
- Maintaining an up-to-date Policy Manual that outlines internal governance, decision-making processes, and appointment procedures for researchers, consistent with the strategic direction of the partner universities and the mission of CJCARE.

6.2 Staffing Requirements

Non-academic staff will be hired in a phased manner as the needs and the resources available to the Centre evolve. The costs of staff will be borne by the grants, contracts, donations and overheads secured by Centre researchers. Initially, the Centre will draw on existing supports provided to research centres by the Faculty of Arts, the Office of Research Services (ORS) and the Office of Research Partnerships and Innovation (ORPI).

All staffing will be done in accordance with the relevant procedures established by Human Resources and in line with the relevant collective agreements that govern campus employment. Any initial staffing will be done with the resources available to the inaugural Director who holds the Law Foundation of Saskatchewan Chair in Police Studies.

Over time the Centre will strive to have a combination of long-term staff positions providing administrative, grant-writing, outreach and financial services support as well as shorter-term, project-specific staff such as project managers and research assistants. As with any new research centre all of this is contingent on the centre's capacity to raise the necessary funds through grants, contracts and donations.

For more detailed, on emergent and initial Staffing Requirement descriptions, please see Appendix D.

6.3 Oversight and Centre Governance

The day-to-day management of the Centre will be the responsibility of the Director acting in collaboration and with the support of the researchers and staff of the Centre.

Oversight of the Centre will be provided by the Management Advisory Group (MAG) made up of individuals from within the University. Strategic advice and direction will be provided by an Advisory Council made up of researchers, stakeholders, community representatives and others with an interest in the Centre's work. These roles of these two bodies are more fully explicated below.

6.3.1 Management Advisory Group (MAG): The Management Advisory Group (MAG) provides oversight, supports strategic direction, and ensures institutional alignment for CJCARE. MAG will also guide unit meetings and act as a liaison within collaborative partnerships with other organizations and institutes.

This group, comprised exclusively of University of Regina members, serves as the primary oversight body for the Centre:

1. The Dean of Arts or Associate Dean of Arts Research and Graduate Studies or their designate,
2. The Director of CJCARE,
3. University faculty associated with the CJCARE (2+, rotating annually),
4. A senior university administrator drawn from either the central administration or from deanery of a cognate faculty with expertise in the field (1+),

The MAG will meet one to two times per year, or more frequently if called by the Director, to review the operations of the Centre and provide institutional oversight. Its responsibilities include reviewing faculty appointments, monitoring funding and budget matters, ensuring compliance with university policies, and advising the Director on the overall strategic direction of CJCARE. As the Centre's primary decision-making body, the MAG provides formal governance oversight. The Chair presiding at any meeting of the MAG shall have a vote in all matters considered.

Duties and Responsibilities of the MAG:

- Selection of the Chair and establishment of the procedures by which it will operate,
- Support and advise the Director of CJCARE on issues when required or requested,
- To be informed of all appointments, including researchers, to CJCARE,
- Facilitate necessary administrative processes at the University of Regina to ensure, CJCARE's operations are effective and compliant with institutional policies,
- Ensure that CJCARE is aware of any national, provincial, and local funding opportunities, regulations, and initiatives that may benefit or impact the Centre,

6.3.2 Advisory Council: This larger body group, drawn from outside the university, provides strategic advice and guidance but does not have primary decision-making authority:

1. Non-government agencies (1+),
2. Legal representative from leadership roles:
 - a. Policing (1),
 - b. Judiciary (1),
 - c. Corrections (1),
 - d. Law Foundation of Saskatchewan (1),
3. Community partnerships/advocacy groups representative from leadership roles:
 - a. Mental health (1+),
 - b. Housing (1+),
 - c. Social Services (1+),
 - d. Addictions (1),
 - e. Correctional support/rights (1+),
4. Community members (at large 2+),
5. Significant donors (by invitation),
6. Additional members when needed based on expertise and relevance to CJCARE's mission.

The Advisory Council will meet at least once per year to review the Centre's accomplishments and activities from the previous year and to provide strategic advice on upcoming initiatives, partnerships, and projects. The Advisory Council does not serve as a decision-making body but offers external perspective and guidance aligned with CJCARE's mission. Members, or sub-groups of members, may be consulted from time to time on specific initiatives or projects requiring particular expertise.

Meeting dates will be established collaboratively with reasonable notice of the time and place and/or changes communicated electronically to each member, preferably 10 days before the meeting. Meeting agendas and associated materials will be sent to each member in advance of each meeting. Meetings may be conducted through online video calls or in-person.

The chair presiding at any meetings of the MAG shall have a vote in all matters considered.

Duties and Responsibilities of the Advisory Council:

- Support and advise the Director of CJCARE on issues when required or requested,
- Ensure that CJCARE is aware of any national, provincial, and local funding opportunities, regulations, and initiatives that may benefit or impact the Centre,

6.4 CJCARE Affiliations

As a Faculty of Arts-based Centre, CJCARE prioritizes membership from faculty within the Faculty of Arts while welcoming collaboration with scholars and practitioners beyond the faculty where appropriate.

Membership categories are defined as follows:

Researchers – Faculty of Arts

Tenured or tenure-track faculty members within the Faculty of Arts at the University of Regina who identify CJCARE as a primary research affiliation. Researchers are eligible to participate in governance and serve as Principal Investigators on grants administered through the Centre.

Research Associates – Non-Arts Faculty and Affiliated Professionals

Faculty members from other Faculties at the University of Regina, external academics, or non-faculty professionals with relevant expertise may be appointed as Research Associates. This category may also include Arts faculty affiliated for the purpose of a specific project or those whose primary research relationship is elsewhere. Research Associates are generally project-based and are not required to participate in Centre governance.

Research Fellows – External Researchers

Researchers based outside the University of Regina may be appointed as Research Fellows where their expertise aligns with a CJCARE project or research theme. Fellows may collaborate remotely and are not required to hold visiting appointments at the University. For an initial list of researchers with curriculum vitae and tentative membership, see Appendix E.

Current CJCARE members are free to recommend individuals for membership. The Centre's leadership evaluates recommendations and appointments to either category (Researcher or Research Associate) based on established procedures to ensure alignment with CJCARE's goals

and values. Members can also gain access to CJCARE resources, including grant-writing support, collaborative research opportunities, professional development workshops, and networking events designed to foster interdisciplinary collaboration that will benefit criminal justice scholarship and practice.

Membership is open to:

- **Researchers:** Faculty of Arts.
- **Research Associates:** Non-Arts faculty and affiliated professionals.
- **Research fellows:** External researchers.
- **Post-Doctoral Scholars and Graduate Students:** Appointed through formal supervisory or project-based arrangements.

Core Functions:

- Conduct interdisciplinary and community-informed research,
- Translate research into accessible knowledge,
- Engage in public and policy advocacy,
- Mentor emerging scholars and practitioners,
- Evaluate programs and interventions.

Duties and Responsibilities:

- Maintain high ethical standards and inclusive research practices,
- Develop and manage research initiatives,
- Disseminate findings through diverse platforms,
- Support educational programming and training,
- Maintain transparency in governance and financial management.

7. Physical Resources

Initial operations of CJCARE will be conducted remotely, with ongoing discussions with the faculty to work towards establishing a physical presence at the university in the coming years. The use of temporary spaces for meetings and events will be accessible through in-kind support at the faculty level. Securing designated space to operate at the University of Regina will include:

- Access to conference rooms at the University of Regina with technology for virtual meetings and conferencing,
- Space for holding community events and workshops (i.e. communal gathering place),
- Storage/printing/supplies space,
- Software/technology (e.g., computer, printers),
- Individual or shared working space for full-time and part-time employees.

If space at the University is unavailable, an accommodation for leasing space may be necessary.

9. Risk Assessment and Mitigation Strategies

As with any research project, the foundation of a new research centre requires consideration of potential risks, whether financial, ethical, or other, at the onset of development. As part of the risk management for CJCARE, the following potential risks have been identified and assessed, with outlined mitigation strategies.

Potential risks and mitigation:

Possible Risk:	High/Low probability and impact:	Explanation:	Mitigation:
Dissemination Gaps:	Low probability/medium impact	<p>It is the policy of CJCARE to prioritize the dissemination of research to support knowledge sharing, policy development, and practical application.</p> <p>Limitations or gaps in this aspect undermine the Centre’s mission and values.</p>	<ol style="list-style-type: none"> 1. Hiring a Knowledge Translator for the output of research results in an accessible language. 2. Hosting workshops, public forums, and conferences to share and exchange information between the public, other professionals, and the community. 3. Using innovative platforms that allow for greater mobility and reach for research results (e.g., social media). 4. Partnering with traditional media outlets for an additional modality. 5. Attending conferences hosted by other academic institutions or professionally recognized memberships.

<p>Research Focus Drift:</p>	<p>Medium probability/ medium impact</p>	<p>Given the long-term research commitment of the Centre may result in the drift of the Centre’s originally intended research direction. This may occur due to several reasons, including shifting research priorities and changing funding opportunities.</p> <p>Consequences of this may include limited focus on areas of research, heavy focus on research only, and a lack of interdisciplinary efforts or collaborations.</p>	<ol style="list-style-type: none"> 1. Maintaining a research agenda aligned with the mission through the advisement/direction of MAG and any established committees. 2. Monitoring and managing the direction of the research initiatives and members of the Centre.
<p>Ethical Risks:</p>	<p>Low probability/ high impact</p>	<p>In any research, several ethical concerns may arise, including the nature of power dynamics between the researcher and the participants. Additional ethical concerns include obtaining informed consent from participants, data storage, and culturally appropriate protocols.</p> <p>As the Centre’s mission aims to produce research by using innovative and diverse methodologies, by nature, each method may have additional ethical considerations to consider.</p>	<ol style="list-style-type: none"> 1. Adhering to the Research Ethics Board (REB) at the University of Regina and aligned institutions or professional codes of research (if applicable) by all appointed and employed members conducting research. 2. Seeking out information and implementation of community-informed protocols. 3. As per the statement by the Office of Research Services, all researchers are required to have taken the TCPS 2 certificate. https://www.uregina.ca/research/office-research-services/human-research/index.html
<p>Research Impact/Measurable Output:</p>	<p>Low probability/ high impact</p>	<p>Contribution to the body of growing literature, but also to the application of programs and policies, rather than producing knowledge for the interest of the researcher.</p>	<ol style="list-style-type: none"> 1. Tracking and reporting of research, funding, and partnership opportunities. 2. Appointment of a range of researchers from different areas of expertise.

		Gaps in this area would undermine the Centre’s Mission and Mandate.	
Responsibility to Indigenous Research:	Medium probability/ medium impact	The past intentions of institutions worldwide have in many instances not been based on good relations, are not completed with vested interests in communities, and have adopted a deficit rather than a strength-based approach. Instead, conducting research with communities needs to focus on bridging the gap between Indigenous and non-Indigenous knowledge. As such, honouring Indigenous knowledge by promoting academic accountability and transparency to the community is crucial.	<ol style="list-style-type: none"> 1. Mandating protocol training for community and cultural engagement for researchers and students. 2. Following an ethical framework as outlined by TCRS2 chapter on Research Involving the First Nations, Inuit, and Métis Peoples of Canada. 3. Emphasize the role of an Indigenous perspective from ethics to interpretation of results, and accessible access to results.

10. Performance Metrics

To evaluate whether the research at the Centre aligns with its mandate and mission, performance metrics across various areas will be assessed to ensure accountability, transparency, guide improvements, and demonstrate value to stakeholders.

Metrics set by CJCARE will assess the Centre in the areas of:

- Number of research projects, grants, and policy reports
- Researcher and student involvement
- Community partner engagement
- Dissemination impact (e.g., media uptake, website traffic)
- Advocacy outcomes (e.g., policy changes supported by research)

Output - Research	Indicator	Measure	Source	Method
Outcome 1: Establishing research projects and partnerships	1.1 Number of research projects	1.1.1 The number of completed and ongoing projects associated with the Centre	Centre Documentation/ Program and Operations Manager	Research project tracking documentation
	1.2 Number of research grants and contracts	1.2.1 The number of grants received by the Centre	Centre Documentation/ Program and Operations Manager	Research grant and contract tracking documentation
		1.2.2 The number of contracts signed with the Centre		
1.5 Number of upcoming proposals	1.6.1 The number of proposals submitted for funding	Centre Documentation/ Program and Operations Manager	Research project tracking documentation	
	1.6.2 The number of proposals submitted/awaiting ethics approval			Research grant and contract tracking documentation

Outcome - Researcher and student involvement	Indicator	Measure	Source	Method
Outcome 1: Recruitment and Support of Researchers/Research Associates	1.1 Number of researchers by the end of the first year <i>(32 individuals are currently interested in joining)</i>	1.1.1 The number in comparison to the attainment of the goal set	Centre Documentation/Director	Recruitment Tracking Document
Outcome 2: Recruitment and Support of Postdoctoral Students	2.1 Number of students by the end of the first year	2.1.1 The number in comparison to the attainment of the goal set 2.1.2 Students' satisfaction with involvement/mentorship with the Centre and self-evaluation	Centre Documentation/ Program and Operations Manager Self-report measure	Postdoctoral Tracking Document Survey after the first year of affiliation Postdoctoral Annual Report
Outcome 3: Recruitment and Support of Graduate students	3.1 Number of students by the end of the first year	3.1.1 The number in comparison to the attainment of the goal set 3.1.2 Students' satisfaction with involvement/mentorship with the Centre	Centre Documentation/ Program and Operations Manager Self-report measure	Student Tracking Document Survey after the first year of affiliation

Outcome - Community Partner Engagement	Indicator	Measure	Source	Method
Outcome 1: Collaboration practices	1.1 Shared decision-making in research planning with partnerships with non-governmental organizations or community partners	1.1.1 The number of projects co-developed with input from the community or participants 1.1.2 Community and participant feedback on research involvement	Centre Documentation/ Community Liaison and Outreach Support	Outreach Support Report
Outcome 2: Engagement quality	2.1 Developing new and continued engagement with community partnerships 2.2. Review and feedback of pilot study results (x2) provided by the community for evaluation	1.2.1 The number of new and recurring partnerships engaged in annually 1.2.2 The types of fields that partnerships are from (e.g., corrections vs. community) 2.2.1 Interviews or focus groups and surveys	Centre Documentation/ Community Liaison and Outreach Support	Outreach Support Report

Outcome 3: Recognition of contribution	3.1 Recognition of community and partnership contribution	3.1.1 Number of publications and events that include co-authorship and co-presentation	Centre Documentation/Community Liaison and Outreach Support	Outreach Support Report
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Output - Dissemination Impact	Indicator	Measure	Source	Method
Output 1: Using cutting-edge approaches to the dissemination of accessible research to diverse audiences (includes use of digital tools) <i>(Collective goal: 5,000 people reached within 3 years)</i>	1.1 Using multiple social media platforms 1.2 Uptake and social engagement by various users 1.3 Types of other traditional and media-based strategies	1.1.1 Number of community liaisons/outreach's use of supports 1.2.1 Number of media mentions, website visits, audience reach, engagement metrics, and in-person events 1.3.1 Number of opportunities engaged in by Centre members or academic publications	Centre Documentation/Community Liaison and Outreach Support	Outreach Support Report
Outcome 2: Provided educational resources to scholars, professionals, and the public <i>(Collective goal: 5,000 people reached within 3</i>	2.1 Hosted workshops and public forums (e.g., legal education events).	2.1.1 Number of hosted events <i>(Goal: 6 events within the first 3 years)</i> 2.1.2 Type and number of personal/participants attending (e.g.,	Centre Documentation/Community Liaison and Outreach Support	Outreach Support Report

years)	2.2 Hosted or presented at conferences	demographics) 2.1.3 Pre- and post-event surveys for knowledge and satisfaction 2.2.1 Number of hosted events, participants, organizations, and professional areas attended/reached		
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Output - Advocacy	Indicator	Measure	Source	Method
Output 1: Engagement with advocacy initiatives and evidence-based recommendations on local policy	1.1 Engagement with advocacy groups or points of self-directed advocacy (<i>Goal: 3 policy engagements within 3 years</i>)	1.1.1 The number and quality of policy briefs, submissions, or position statements 1.1.2 The number of engagements by legal stakeholders through the steps above	Year-end survey and Director	Qualitative and quantitative data
Output 2: Use Centre research to support funding applications or government appeals	2.1 The use of research results to support others advocating or the Centre as an advocate for change	2.1.1 At least once a year, work has been used to drive change	Year-end survey and Director Funding review and	Qualitative and quantitative data Published

	2.2 Completion of two-pilot studies that provide practical legal recommendations	2.2.1 Completed within three years of the establishment of the Centre	Director	findings/Community partnership engagement
Output 3: Creation of a hub for educational resources based on research findings	3.1 Accessibility of language 3.2 Presented in different mediums for a range of audiences	3.1.1 Number of tool kits and infographics created 3.1.2 Number of downloads	Community Liaison and Outreach Support	Outreach Support Report

11. Appendices

- A: CJCARE Code of Conduct
- B: Sample Organizational Layout
- C: Director Appointment Process
- D: Five-Year Budget Framework
- E: Emergent Staffing Descriptions
- F: Research Themes and Priority Areas

CJCARE will serve as a bold and necessary initiative to reshape how justice is understood, practiced, and transformed through research.

Appendix A: CJCARE Code of Conduct

Commitment to Mission and Values

- Uphold CJCARE’s mission to advance justice, advocacy, research, and education with integrity, equity, and respect for all individuals.
- Align professional and research activities with the principles of inclusivity, fairness, and ethical responsibility.
 - Remedy: If a member's actions are found to be misaligned with the Centre’s mission or values, they may be provided with corrective feedback and guidance, which could include additional training or mentoring to realign their approach with the Centre’s goals.

Respect and Inclusivity

- Treat all members, collaborators, participants, and community stakeholders with dignity and respect, regardless of race, gender, ethnicity, religion, age, disability, socioeconomic status, or any other characteristic.
- Foster an environment of inclusivity by actively listening to diverse perspectives and valuing contributions from all participants.
- Avoid language or behavior that could be considered discriminatory, harassing, or otherwise offensive.
 - Remedy: In cases of discriminatory behavior or harassment, an initial informal conversation with the individual(s) involved will be held. If the issue persists, a formal written warning may be issued, and further actions, such as suspension from projects or revocation of affiliation, could follow.
 - Remedy: A mediation process will be offered for resolving conflicts between parties involved in allegations of discrimination or harassment, with the possibility of further intervention from the Director or an external mediator if necessary.

Academic and Professional Integrity

- Conduct research, teaching, and professional activities in adherence to the highest standards of ethical behavior and integrity.
- Provide documentation of completion or proof of ethical certification for research involving human participants, such as TCPS 2: CORE or related ethical training.
- Ensure proper attribution of ideas and recognition of contributions in collaborative work, upholding authorship and intellectual property policies.
- Avoid plagiarism, falsification of data, or any actions that compromise the integrity of research.
 - Remedy: Any breach of academic integrity, such as plagiarism or falsification of data, will lead to immediate investigation. If found guilty, the individual may face suspension from research activities, retraction of publications, and potential removal from the Centre.

- Remedy: Researchers found to have violated ethical standards may be required to complete additional training on research ethics and integrity through the TCPS 2: CORE certificate before resuming their involvement with the Centre.

Collaboration and Teamwork

- Actively contribute to a collaborative and collegial environment, supporting interdisciplinary and team-based initiatives.
- Communicate openly, constructively, and respectfully, fostering a culture of mutual trust and shared purpose.
- Honour commitments to projects, governance activities, and community engagement initiatives, recognizing their importance to the Centre's success.
 - Remedy: If a member fails to uphold their commitments or hinders collaboration, they may be removed from specific projects or teams. Further, a performance review may be conducted to assess their continued involvement in CJCARE.
 - Remedy: Ongoing conflicts or lack of participation may lead to a formal evaluation of their role within CJCARE, with possible removal from leadership or governance positions if warranted.

Ethical Engagement with Communities

- Engage with community partners transparently and ethically, ensuring their voices and perspectives are prioritized in projects involving their participation.
- Avoid exploitative practices and ensure research or advocacy efforts benefit the communities involved.
- Adhere to all applicable laws, regulations, and ethical guidelines related to community-based research and advocacy.
 - Remedy: In cases of unethical engagement with communities, such as misrepresentation or exploitation, immediate corrective measures will be taken, including an investigation, restitution where applicable, and the possibility of being excluded from future community engagement efforts.

Professional Development and Mentorship

- Support the professional growth of students, early-career researchers, and practitioners through mentorship, skill-building opportunities, and constructive feedback.
- Share expertise and knowledge generously, fostering a culture of continuous learning and intellectual growth.
 - Remedy: If a mentor fails to provide adequate support or guidance, they may be subject to a review of their mentoring practices, with possible retraining or reassignment of mentorship responsibilities.

Conflict Resolution and Accountability

- Address disagreements or conflicts constructively, prioritizing resolution through dialogue and mutual understanding.

- Remedy: If consensus cannot be reached after discussion, the matter will be decided by a majority vote of committee members. In the case of a deadlock or unresolved issue, the Director of the Centre will make the final decision.
- Remedy: If the conflict or disagreement remains unresolved or is interpersonal in nature, the Centre will defer to the University of Regina's applicable policies and procedures for resolution.
- Bring concerns about violations of the Code of Conduct to the attention of the Director or designated leadership promptly.
- Cooperate fully with any inquiries or processes related to the resolution of conflicts or allegations of misconduct.
 - Remedy: If conflicts are not resolved through informal discussions, a formal mediation process will be initiated. This may involve the Director, a designated ombudsperson, or an external mediator.
 - Remedy: If a member is uncooperative or fails to adhere to conflict resolution processes, further actions, including suspension of membership, may be considered.

Responsible Use of Resources

- Use CJCARE's resources, including facilities, funds, and branding (e.g., logos), responsibly and in alignment with the Centre's mission and policies.
- Ensure transparency and accountability in financial matters, including the use of research funds and grants.
 - Remedy: Any misuse of resources or funds will result in an immediate investigation. If misconduct is found, the individual will be required to repay misused funds and could face suspension from research or leadership roles.

Confidentiality and Privacy

- Maintain confidentiality of sensitive information related to research, participants, and internal Centre matters, except as required by law or ethical obligations.
- Protect the privacy and data of research participants and collaborators in accordance with ethical and legal standards.
 - Remedy: Breaches of confidentiality or privacy will be taken seriously and investigated. The individual responsible may face disciplinary action, including revocation of access to research data and suspension from future projects.

Reporting and Enforcement of Ethical Conduct

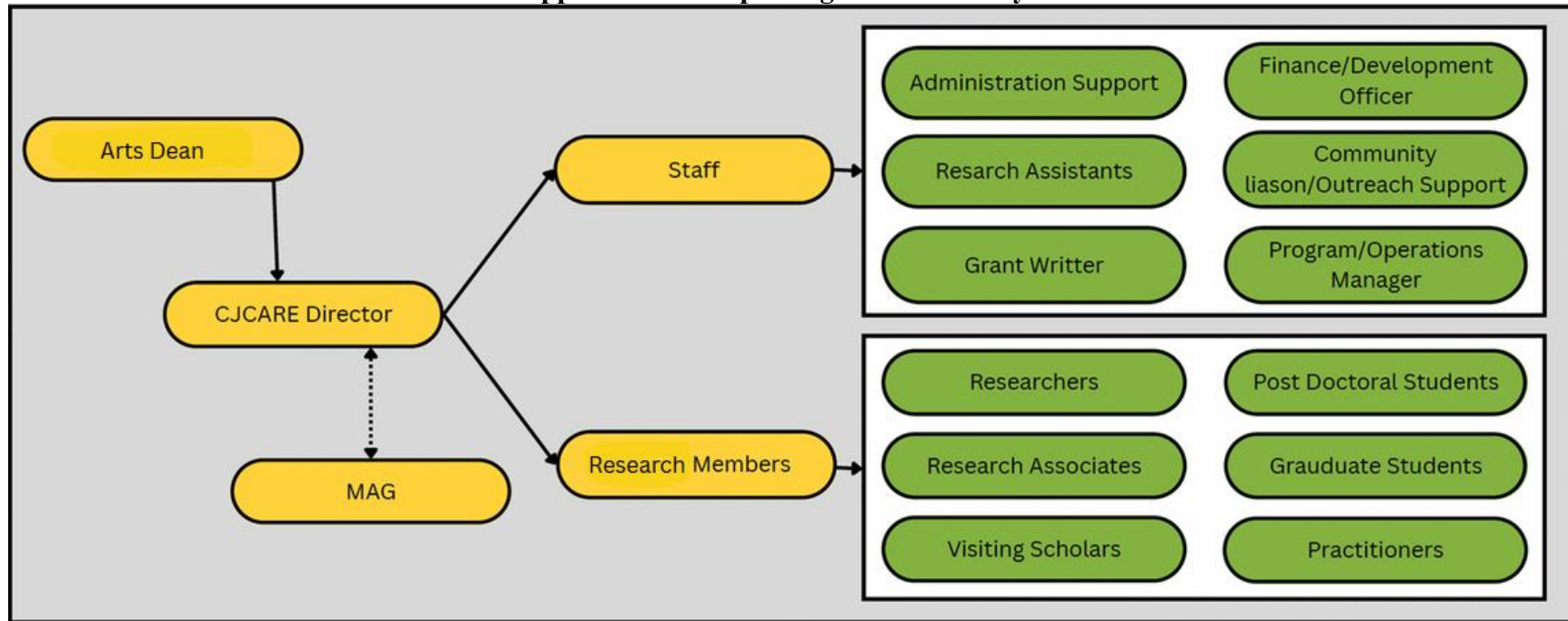
- Violations of the Code of Conduct may result in appropriate corrective actions, including additional training, suspension, or revocation of affiliation with CJCARE.
- Any member or participant who witnesses or experiences a breach of this Code is encouraged to report it to the Director or a designated ombudsperson.
- Reports will be handled confidentially and investigated promptly, with measures taken to ensure a fair and impartial process.

- Remedy: If a violation is substantiated, the Director will impose appropriate actions, including but not limited to counseling, corrective actions, suspension, or termination of affiliation with CJCARE, based on the severity of the issue.

Acknowledgment

All members, collaborators, and participants engaging with CJCARE must acknowledge and agree to abide by this Code of Conduct as a condition of their participation. Violations will result in an appropriate review and may lead to disciplinary measures as deemed necessary to maintain the integrity of the Centre.

Appendix B: Sample Organizational Layout



Appendix C: Director Appointment Process

1. Overview

The appointment of the Director of the Criminal Justice Centre for Advocacy, Research, and Education (CJCARE) is a critical process to ensure effective leadership and alignment with the Centre's mission. The selection process will be collegial, transparent, and in accordance with University of Regina policies and collective agreements.

1.1 Inaugural Director

As the founder of the Criminal Justice Centre for Advocacy, Research, and Education (CJCARE), Dr. Amin Asfari is the inaugural Director of the Centre. This initial appointment recognizes Dr. Asfari's role in establishing CJCARE and does not follow the search process outlined in this Appendix. Upon the conclusion of the inaugural term, all subsequent appointments of the Director will proceed in accordance with the processes described below.

2. Eligibility Criteria

- The Director must be a faculty member at the University of Regina's Faculty of Arts.
- The candidate should be a respected scholar and/or practitioner in criminal justice or a related field.
- The candidate should have experience in research leadership, grant acquisition, stakeholder engagement, and administrative management.
- The candidate should hold a tenured position at the University of Regina.

3. Appointment Process

3.1 Establishing the Search Committee

- The Management Advisory Group (MAG) will establish a Search Committee to oversee the recruitment and appointment of the Director.
- The Search Committee will include:
 - At least one Dean or Associate Dean from the Faculty of Arts at the University of Regina.
 - Two senior researchers affiliated with CJCARE.
 - A representative from the University of Regina's administrative leadership.

3.2 Call for Applications

- The Search Committee will issue a formal call for applications within the University of Regina.
- The position will be advertised internally through faculty communications and university-wide announcements.

3.3 Review and Shortlisting

- The Search Committee will review all applications and create a shortlist based on the eligibility criteria.
- Shortlisted candidates will be invited to participate in an interview process.

3.4 Interview and Selection

- Shortlisted candidates will be interviewed by the Search Committee.
- Candidates may be required to present a vision statement outlining their strategic direction for CJCARE.
- The Search Committee will provide recommendations to the MAG.

3.5 Final Approval

- The MAG will review the Search Committee's recommendations and provide final approval for the appointment.
- The Dean or Associate Dean of Research or their designate from the Faculty of Arts will issue the official appointment letter.

4. Term and Renewal

- The Director's term will be for five years, with the possibility of renewal based on performance and approval by the MAG.
- A performance review will be conducted in the fourth year of the term to determine renewal eligibility.

5. Transition Process

- Outgoing Directors will provide a transition plan, including key operational insights, ongoing projects, and funding commitments.
- A formal transition period will be established to ensure continuity in leadership and strategic direction.

6. Accountability and Reporting

- The Director will provide an annual report to the MAG, summarizing CJCARE's activities, achievements, financial status, and strategic initiatives.
- The Director is accountable to the MAG and must ensure compliance with university policies and governance structures.

Appendix D: Emergent Staffing Descriptions

Program/Operations Manager: Oversees the planning, implementation, and monitoring of research projects and centre initiatives. Coordinates timelines, supports reporting requirements, budget tracking, liaises between team members, and ensures deliverables are met according to funder and institutional guidelines.

Duties include:

- Supports and assists all the members of CJCARE and community partners.
- Liaises with Principal Investigators, Research Associates, and Research Assistants to track projects, budgets, and other reporting requirements.
- Liaises with Principal Investigators and Community Liaison/Outreach Support to provide project updates.
- Works with the Director to ensure project completion and funding requirements are met within a timely manner.
- Works with the Grant Writer and Principal Investigators in developing grant applications.
- Supports any Practicum Students and affiliated Student Researchers associated with the Centre.

Administrative Assistant: Provides essential day-to-day operational support to ensure smooth functioning of the research centre, including scheduling, records management, and coordinating logistics for meetings, events, and communications.

Duties include:

- Responsible for reception and administrative duties associated with the Centre (processing expenditures, routine communication/emails).
- Works with Community Liaison/Outreach Support to coordinate events and workshops with participants and stakeholder attendance.
- Assists with preparing annual reports along with unit and internal reviews.
- Works with the Program/Operations Manager in supporting CJCARE and community partners.
- Works with the Finance Director/Grant Manager and the Program/Operations Manager to ensure timely reporting.

Community Liaison/Outreach Support: Serves as a bridge between the Research Centre and community stakeholders, supporting meaningful engagement, relationship-building, and knowledge exchange. Coordinates community events, facilitates feedback processes, and ensures community voices are represented in research planning and dissemination.

Duties include:

- Creates and updates platforms for communication and knowledge mobilization (social media).
- Develops strategic communication and messaging for the Centre.
- Connects community partners and research affiliates.

- Engages community and community partners at the beginning of project creation to the end of the research process.
- Hosts events and workshops for justice-related professionals and community partners.
- Collects feedback and reports research impact from partners, social media, and hosted events.
- Responsible for disseminating research outcomes to community partners, stakeholders, and a wider audience.
- Creates and updates education tool kits for applied knowledge for the Centre website.
- Works with the Director to maintain relationships with community partners and develop new partnerships.

Grant Writer: Supports the Centre by identifying funding opportunities and preparing grant proposals aligned with the Centre’s strategic priorities. Collaborates with researchers, leadership, and other team members to develop compelling applications that highlight impact, sustainability, and innovation.

Duties include:

- Liaises with the Office of Research Services to identify funding opportunities and the submission of applications.
- Prepares and submits grant proposals, as well as tracks the application process.
- Works with Principal Investigators, Finance Director/Grant Manager, Community Liaison/Outreach Support and Program/Operations Manager in developing grant applications.
- Assists with reporting and donor communications.

Finance Director and Grant Manager: Oversees budgeting, financial planning, and reporting for the Centre. Ensures compliance with funder requirements and institutional policies. Works closely with leadership to support long-term financial sustainability through strategic planning, partnership development, and diversified funding streams.

Duties include:

- Liaises with Human Resources, Financial Services, and Advancement at the University of Regina.
- Secures research funding from Tri-Council funding, provincial and federal contracts, donor philanthropic foundations, fee-for-service, and endowments.
- Responsible for administration, reporting and management of all financial aspects, including operating budget, salaries, grant allocation, forecasting, and other associated tasks.
- Responsible for further financial development of the Centre.
- Works with the Grant Writer in drafting grant applications and supports the budget elements of grant applications.
- Works with the Administrative Assistant and Program/Operations Manager to ensure financial compliance throughout the project process.

Research Assistants: Support research activities, including literature reviews, data collection, analysis, report writing, and knowledge translation. May assist in preparing grant applications, ethics submissions, and dissemination materials.

Duties include:

- Supports research tasks from Principal Investigators and Research Associates.
- Supports additional contract-based research and evaluation activities delivered on a cost-recovery basis.
- Supports the Community Liaison/Outreach Support for knowledge translation, research dissemination, and to assist with hosting events and workshops.

Appendix E: List of Initial Membership

The following individuals are proposed as the Centre's Principal Researchers, including the CJCARE Director, Dr. Asfari. Each researcher will hold funding through the Centre through the University of Regina. An introduction to their research and curriculum vitae is also included.

Dr. Amin Asfari, PhD.

Associate Professor & LFS Chair in Police Studies, Department of Criminology, University of Regina, Canada.

Curriculum Vitae:

https://drive.google.com/file/d/1S4PeE_QicxOUybF0zeKM7cjXAPfsNcL9/view

Dr. Amin Asfari is an Associate Professor and the LFS Chair in Police Studies in the Department of Justice Studies at the University of Regina, Canada. His interdisciplinary research focuses on the experiences of marginalized communities, particularly American and Canadian Muslim communities, within the criminal legal system. His work explores how these communities interact with the system as victims, perpetrators, and professionals. His recent publications address (1) vicarious victimization among Muslim communities; (2) correctional programming and its relationship to mental health and religious services; (3) the impact of policing practices on victim interactions with the justice system. Amin is the co-author of *Jews and Muslims in the White Supremacist Conspiratorial Imagination* (Routledge, 2023), which examines the conspiratorial motivations behind white supremacist mass shooters targeting Jewish and Muslim communities. His latest book (with Anas Askar), with Lynne Rienner Publishers (2025) titled *Understanding of Islamophobia: Institutions, Individuals, and Trickle-Down Hate*, develops an integrated theory of Islamophobia that addresses its institutional, individual, and systemic dimensions. Dr. Asfari served as President of the Western Society of Society 2025-26.

Selected Publications:

- Asfari, A., & Gacek, J. (2024). The diversity-dissent paradox: Navigating police and university recruitment challenges amidst campus protest dynamics. *Journal of Criminology*. <https://doi.org/10.1177/26338076241297997>
- Asfari, A., & Shuraydi, A. (in press). Policing the Muslim subject: A Rawlsian critique of countering violent extremism programs. In K. Schmidt & R. Dichter (Eds.), *Fragile lands, power politics: Effects of violence and injustice on people, politics, and the environment*.
- Askar, A., & Asfari, A. (2024). Teaching to fear: How Islamophobia is perpetuated in criminology and criminal justice classrooms. *Journal of Criminal Justice Education*, 1–15. <https://doi.org/10.1080/10511253.2024.2398032>

Dr James Gacek, PhD.

Associate Professor and Associate Head, Department of Justice Studies, University of Regina, Canada.

Curriculum Vitae:

<https://docs.google.com/document/d/1LYLiF7bejyXdYzeImgwRgLqZPkatCGGr/view>

Dr. Gacek holds his PhD in Criminology from Edinburgh Law School, University of Edinburgh. He continues to extensively publish in reviews, journals and international fora, particularly in areas of (1) corrections and community justice; (2) green criminology; and (3) the broader socio-politics of judicial reasoning. At present he is conducting research on the nexus between aging and health in Canadian prisons, including but not limited to medical assistance in dying (MAiD) in Canadian federal corrections; accelerated aging in the Canadian prison context; prison palliative care; and the natural causes of death in custody.

Selected Publications:

- Gacek, J., Jochelson, R., Trask, B., Corcoran, L., & Ranieri, M. (2024). Morbid Matters: Medical Assistance in Dying in Federal Corrections. *Manitoba Law Journal*, 47(4), 1-40. (pre-print)
- Foley, G., Siqueira Cassiano, M., Ricciardelli, R., & Gacek, J. (2024). Correctional Transgender Policy in Canada's Federal Prison System. *Criminal Justice Policy Review* 0(0), 1-25.
- Gacek, J. (2022). *Portable Prisons: Electronic Monitoring and the Creation of Carceral Territory*. Montreal and Kingston: McGill-Queen's University Press.

Appendix G: Research Themes and Priority Areas

Research Themes:	Priority Area(s)	Description/Aim:
Intersectionality and systematic barriers for impacted groups	Intersectional Criminalization Pathways and Policy Gaps.	To analyze how intersecting identities (e.g., race, gender, disability, immigration status) shape pathways into the criminal legal system and are compounded by policy gaps in housing, education, and social services.
	Addressing gaps in the legal framework for addressing bias-motivated violence.	To examine how institutions and policies enable or fail to prevent hate crimes and targeted violence against racialized and marginalized communities, and disparities in sentencing.
Restorative justice (RJ) practices	Integrating RJ into Mental Health and Substance misuse interventions for marginalized Groups.	To explore how RJ programs can better address co-occurring mental health issues and substance use, especially for racialized individuals overrepresented in punitive systems.
	Alternatives to Punishment and Community-Led Justice.	Support the development, evaluation, and sharing of Indigenous-led and culturally rooted justice models that reflect community understandings of harm, healing, and accountability.
Policy analysis, advocacy, and reform	Defending Rights in the Digital Age.	Analyze how data-driven technologies — including algorithmic policing, predictive analytics, surveillance, and digital service delivery — reproduce or obscure systemic

		inequalities in justice, immigration, education, and social services. Advocate for transparent, accountable, and community-governed uses of technology that protect rights, privacy, and dignity, especially for historically targeted populations.
	Centering Justice in Climate and Environmental Policy.	Promote ecological governance frameworks rooted in Indigenous knowledge, land stewardship, and collective well-being. Support advocacy for just transition policies that are both environmentally sustainable and socially equitable.
Education, prevention, and training	Capacity Building for Frontline and Institutional Staff.	Equip professionals across justice, education, health, and social sectors with the knowledge and tools to recognize and address discrimination, respond to trauma, and promote equity in their practices.
	Prevention Education and Community Awareness on Human Trafficking.	Draw on survivor experiences and international frameworks to build awareness, reduce risk factors, and challenge stigma and misinformation.
Evaluation of institutional policies, programs, and interventions	Evaluating Correctional Practices and Community Programs for Reintegration.	Support community-informed alternatives and evidence-based reintegration strategies that reduce recidivism and reflect the lived realities of those impacted by incarceration.

	Evaluation of Community Policing Initiatives in Marginalized Communities	To assess the effectiveness and unintended consequences of community policing models in Indigenous, racialized, and marginalized communities, focusing on trust, accountability, and the reinforcement or disruption of systemic bias.
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