

# AGENDA



University  
of Regina

Go far,  
together.

## SENATE

**Date:** 10 June 2026  
**To:** University of Regina Senate  
**From:** Glenys Sylvestre, Chief Governance Officer and University Secretary  
**Re:** Meeting of 17 June 2026

A meeting of the University of Regina Senate is scheduled for Wednesday, 17 June 2026, 9:00 a.m. - 12:00 p.m. in the Administration Humanities Building, Fifth Floor Boardroom, Room 527 (AH 527).

| Time     | Tab No. | Tab                        | Item Name  |
|----------|---------|----------------------------|--|
| 9:00 AM  | 1       | Call to Order              | Call to Order and Introductions  |
| 9:05 AM  | 2       | Agenda                     | Approval of the Agenda   |
| 9:10 AM  | 3       | Minutes                    | Approval of the Minutes of 6 February 2026   |
| 9:15 AM  | 4       | Business Arising           | Business Arising from the Minutes  |
| 9:20 AM  | 5       | Verbal Updates and Reports |  |
|          | 5.1     | Information Item           | Chancellor's Report  |
|          | 5.2     | Information Item           | President's Report   |
|          | 5.3     | Information Item           | Annual Enrolment Report  |
|          | 5.4     | Information Item           | Report from the Board Members Elected by Senate                                      |
| 10:15 AM | BREAK   |                            |  |
| 10:30 AM | 6       | Academic Items             |  |
|          | 6.1     | Decision Item              | Items from Executive of Council  |
|          | 6.2     | Decision Item              | Items from the Senate Nominating Committee   |
|          | 6.3     | Decision Item              | Items from the Joint Committee of Council and Senate on Ceremonies<br>(Confidential) |
|          | 6.4     | Information Item           | Senate Appeals Committee Annual Report   |
| 11:15 AM | 7       | Presentation               | "Cracking the Infinity," presentation by Agustin D'Alessandro, 2026 3MT Finalist     |
| 11:45 AM | 8       | Information Item           | University Secretary's Report  |
|          | 8.1     | Information Item           | Senate Representative to the University of Regina Board of Governors                 |
| 12:00 PM | 9       | Adjournment                |  |
| 12:00 PM |         | Lunch                      | Administration Humanities Building, Fifth Floor Boardroom (AH 527)                   |

**Note:** Next Meeting of Senate – 9:00 a.m., Friday, 16 October 2026



System Headcount for Spring 2025

↓ 8,921

Down 431 students (-4.6%) from Spring 2024

System Headcount for Fall 2025

↓ 16,642

Down 646 students (-3.7%) from Fall 2024

System Headcount for Winter 2026

↓ 15,658

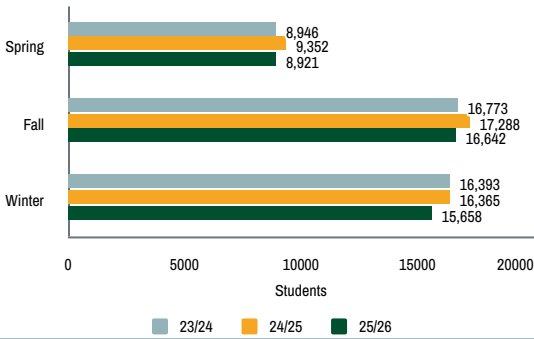
Down 707 students (-4.3%) from Winter 2025

Spring & Fall 2025 Graduates

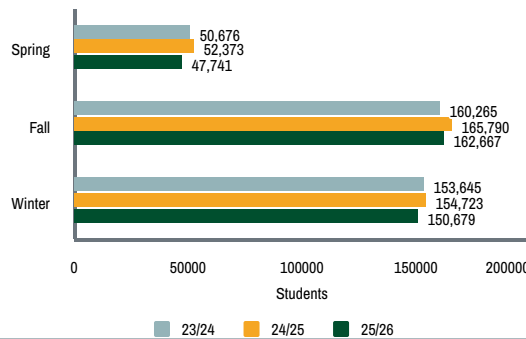
↑ 3,708

Up 24 (0.7%) from 2024

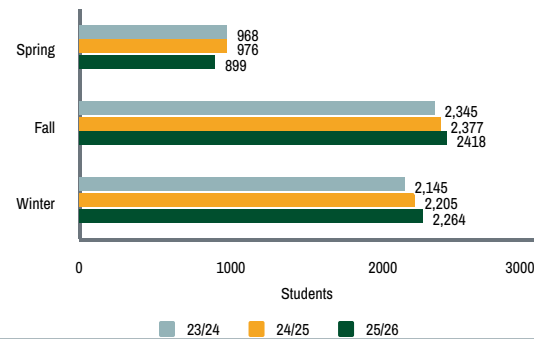
University System Headcount



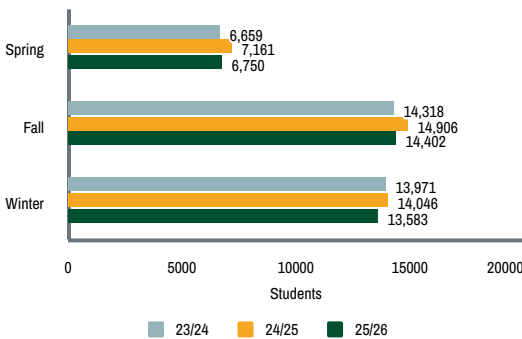
University System Credit Hours



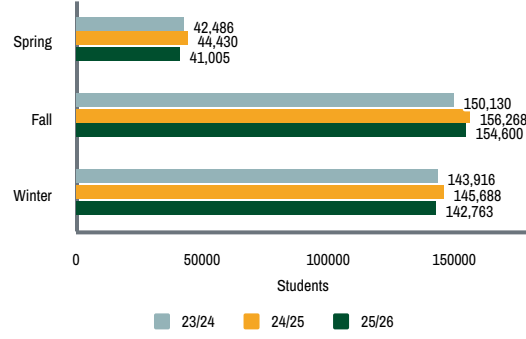
Indigenous Headcount



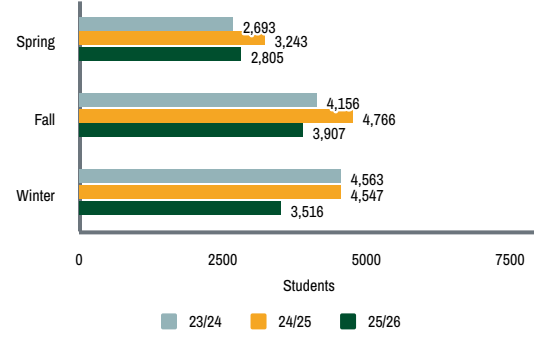
Undergraduate Headcount



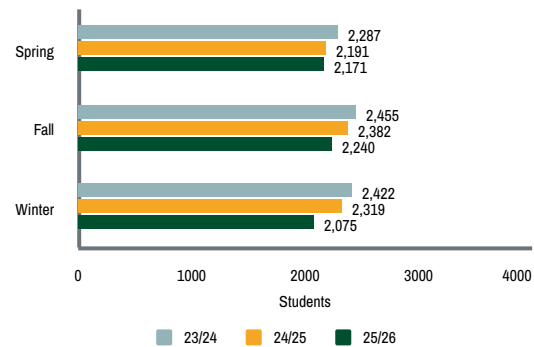
Undergraduate Credit Hours



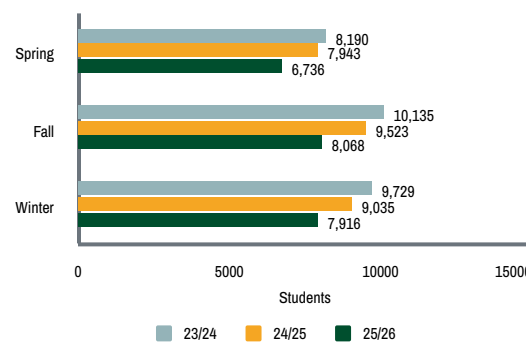
International Headcount



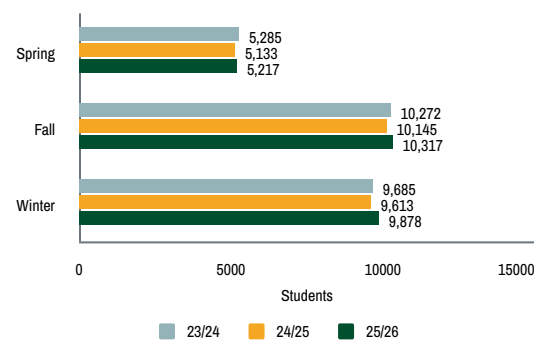
Graduate Headcount



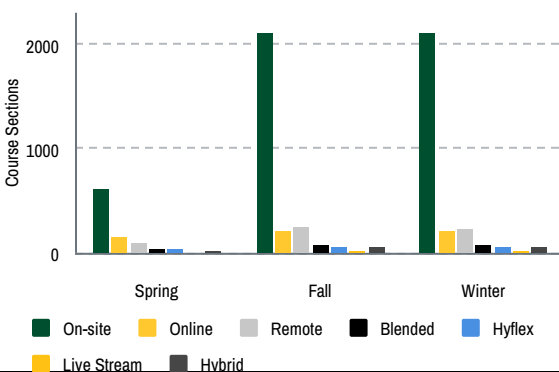
Graduate Credit Hours



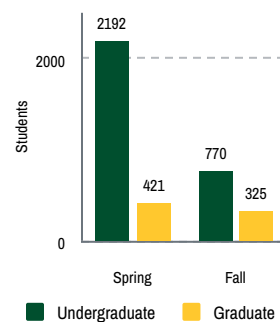
Domestic Headcount



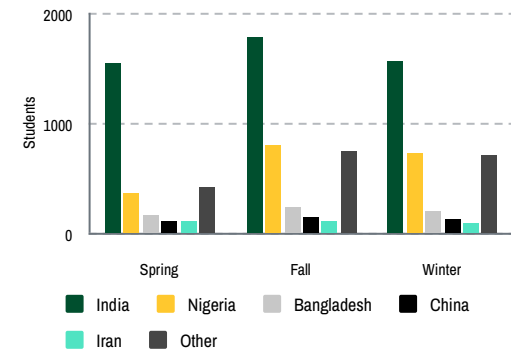
Instructional Methods



Spring and Fall Graduates



Top Five International Nations





## Background and Description

The following report is presented for information. The 2025-2026 academic year encompasses the spring/summer term of 2025, the fall term of 2025, and the winter term of 2026.

This report sets out the headcount and credit hour registration numbers of the University of Regina for the 2025-2026 academic year in comparison to the previous 2 years. Both headcount and credit hour data has been taken from the census date reports in each term except for the spring/summer term which has multiple census dates. For this reason the last day of lectures report is used for the spring/summer term. A variety of registration and supplemental reports are published on the University of Regina website by the Office of Institutional Research at

<https://www.uregina.ca/institutional-research/facts/index.html>

## Year-over-Year Enrolment Highlights

The year-over-year changes in total University system headcount are as follows:

- Spring/summer term headcount was 8,921, a decrease of -4.6% (-431 students).
- Fall term headcount was 16,642, a decrease of -3.7% (-646 students).
- Winter term headcount was 15,658, a decrease of -4.3% (-707 students).

The undergraduate headcount decreased by -5.7% (-411 students) in spring/summer, -3.4% (-504 students) in fall, and -3.3% (-463 students) in winter.

The graduate headcount decreased by -0.9% (-20 students) in spring/summer, -6.0% (-142 students) in fall, and -10.5% (-244 students) in winter.

The year-over-year changes in total University system credit hours are as follows:

- Spring/summer term credit hours decreased by -8.8% (-4,632 hours).
- Fall term credit hours decreased by -1.9% (-3,123 hours).
- Winter term credit hours decreased by -2.6% (-4,044 hours).

Undergraduate credit hours decreased by -7.7% (-3,425 hours) in spring/summer, -1.1% (-1,668 hours) in fall, and -2.0% (-2,925 hours) in winter.

Graduate credit hours decreased by -15.2% (-1,207 hours) in spring/summer, -15.3% (-1,455 hours) in fall, and -12.4% (-1,119 hours) in winter.

## Two-year Enrolment Highlights

The two-year comparison in the University system headcount are as follows:

- For the spring/summer term, headcount decreased by -0.3% (-25 students), and credit hour registration decreased by -5.8% (-2,935 credit hours) compared with two years earlier.
- For the fall term, headcount decreased by -0.8% (-131 students), while credit hour registration increased by 1.5% (2,402 credit hours) compared with two years earlier.
- For the winter term, headcount decreased by -4.5% (-735 students), and credit hour registration decreased by -1.9% (-2,966 credit hours) compared with two years earlier.

## Population Segments

The following counts include undergraduate and graduate students taking courses for credit and represent numbers at the end of the 4th week of lectures. They do not include students taking non-credit courses, such as those in the ESL program. The number of Indigenous students reflects only those who self-identify as Indigenous. Information on the top five international nations for international students has also been included.

- The year-over-year number of self-identified Indigenous students within the University system decreased by -7.9% (-77 students) for the spring/summer term, but increased by 1.7% (41 students) and 2.7% (59 students) for the fall and winter terms, respectively. The two-year comparison showed a decrease of -7.1% (-69 students) for the spring/summer term and increases of 3.1% (73 students) and 5.5% (119 students) for the fall and winter terms, respectively.
- The year-over-year change in the number of international visa undergraduate students showed decreases of -13.5% (-438 students) for the spring/summer term, -18.0% (-859 students) for the fall term, and -22.7% (-1,031 students) for the winter term. Compared with two years earlier, the number increased by 4.2% (112 students) for the spring/summer term, but decreased by -6.0% (-249 students) and -22.9% (-1,047 students) for the fall and winter terms, respectively.
- The top five countries for international students (using spring/summer, fall, and winter headcount data) are India (49.0%), Nigeria (19.0%), Bangladesh (6.0%), China (3.7%), and Iran (3.3%).
- The year-over-year change in the number of domestic students within the University system increased by 1.6% (84 students) for the spring/summer term, 1.7% (172 students) for the fall term, and 2.8% (265 students) for the winter term. The two-year comparison showed a decrease of -1.3% (-68 students) for the spring/summer term, but increases of 0.4% (45 students) and 2.0% (193 students) for the fall and winter terms, respectively.

## Convocation/Graduation

At the Spring convocation, 2,192 undergraduate students graduated, a decrease of -2.8% (-64 graduates), while 421 graduate students completed their degrees, an increase of 1.2% (5 graduates). In the Fall, 770 undergraduates graduated, a 9.1% increase (64 graduates), and 325 graduate students graduated, up 6.2% (19 graduates).

## Instructional Methods

Using data from the spring/summer, fall, and winter terms, the top three instructional methods include on-site (74.0%), online (8.8%), and remote (8.8%). The definitions of each instructional method follow.

**On-site:** synchronous, scheduled in a classroom.

**Remote:** synchronous, primarily delivered via Zoom.

**Online:** asynchronous, primarily delivered via UR Courses (Moodle).

**Live-stream:** synchronous, delivered via live-stream technology.

**Hybrid:** a course that has students in a classroom and students attending remotely.

**Hyflex:** a course that gives students the option of attending in-person or remotely.

**Blended:** a course that uses a blend of instructional methods.

**REPORT TO THE UNIVERSITY OF REGINA SENATE FROM THE  
EXECUTIVE OF COUNCIL MEETINGS OF  
25 FEBRUARY 2026, 25 MARCH 2026, 22 APRIL 2026, AND 27 MAY 2026**

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**LEGEND:**

**ITEM(S) FOR APPROVAL:**

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

**1.1 Faculty of Engineering and Applied Science**

**1.1.1 New Program – Master of Engineering in Industrial Systems Engineering  
(Course)**

**MOTION:** That the Master of Engineering (MEng) in Industrial Systems Engineering (ISE) (Course) program be created, effective 202630.

**Master of Engineering (MEng) in Industrial Systems Engineering (course)**

[https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engg-ise.html#fact\\_2\\_3](https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engg-ise.html#fact_2_3)

| <b>Course</b>                         | <b>Credit Hours</b>    |
|---------------------------------------|------------------------|
| ENIN 8XX                              | 3 credit hours         |
| ENIN 8XX                              | 3 credit hours         |
| ENIN 8XX                              | 3 credit hours         |
| ENIN 8XX                              | 3 credit hours         |
| ENIN 8XX                              | 3 credit hours         |
| ENIN 8XX                              | 3 credit hours         |
| ENXX 8XX                              | 3 credit hours         |
| ENXX 8XX                              | 3 credit hours         |
| ENXX 8XX                              | 3 credit hours         |
| ENIN 3XX to 8XX                       | 3 credit hours         |
| ENXX or related discipline 3XX to 8XX | 3 credit hours         |
| ENXX or related discipline 3XX to 8XX | 3 credit hours         |
| ENGG 701                              | 1 credit hour          |
| ENGG 702                              | 1 credit hour          |
| ENGG 703                              | 1 credit hour          |
| <b>Total</b>                          | <b>39 credit hours</b> |

**Rationale:**

Many qualified applicants are denied admission each year due to limited faculty availability, as several professors are not actively supervising M.Eng. students. To address this constraint, we propose a course-based M.Eng. program that does not require project supervision. This structure will allow us to admit more students, enhance accessibility, and increase potential revenue without overburdening faculty. However, to ensure academic rigor, the ISE graduate coordinator will serve as an academic advisor for these students. This course-based M.Eng. program will emphasize Industrial Systems Engineering, requiring students to complete three additional graduate courses compared to existing

M.Eng. programs. This ensures graduates are well-equipped with advanced technical knowledge and practical skills relevant to industry needs. Hopefully, this will help address the issue of low enrollment in some of our graduate courses.

Note: Students may claim ONE embedded master's certificate using these credit hours, similar to the existing MEng students.

For more information on this motion, please review the agenda and meeting materials for the 25 March 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

**1.1.2 Admission Requirement Revision – Industrial Systems Engineering Program  
WES ICAP Requirement**

**MOTION:** To make the WES-ICAP course-by-course evaluation of international transcripts optional but recommended for the Industrial Systems Engineering thesis-based programs, effective 202730

| Current  | Proposed   |
|--|--|
| <p><a href="https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4">https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4</a></p> <p><b>Engineering and Applied Science</b></p> <ul style="list-style-type: none"> <li>Students with international credentials <b>MUST</b> provide all post-secondary transcripts and degree certificates through the <a href="#">WES ICAP course by course</a> evaluation.</li> </ul> <p><b>Effective 202710</b> <del>---</del></p> <ul style="list-style-type: none"> <li><del>Applicants to the M.Eng program in Electronic Systems Engineering with international credentials * MUST provide all post-secondary transcripts and degree certificates through the <a href="#">WES ICAP course by course</a> evaluation.</del></li> </ul> <p><i>Applicants with international credentials applying to the following programs are not required to complete the WES ICAP course by course evaluation.<br/>At the request of the program, FGSR reserves the right to request a WES ICAP course by course evaluation:</i></p> <ul style="list-style-type: none"> <li><i>Master of Applied Science or PhD programs in Electronic Systems Engineering</i></li> </ul> | <p><b>Engineering and Applied Science</b></p> <ul style="list-style-type: none"> <li>Students with international credentials <b>MUST</b> provide all post-secondary transcripts and degree certificates through the <a href="#">WES ICAP course by course</a> evaluation.</li> </ul> <p><b>Effective 202710:</b> <i>Applicants with international credentials applying to the following programs are not required to complete the WES ICAP course by course evaluation. At the request of the program, FGSR reserves the right to request a WES ICAP course by course evaluation:</i></p> <ul style="list-style-type: none"> <li><i>Master of Applied Science or PhD programs in Electronic Systems Engineering (202710)</i></li> <li><i>Master of Applied Science or PhD programs in Industrial Systems Engineering (202730)</i></li> </ul> |

**Rationale:**

Applicants being considered for admission to the M.Eng. program will continue to be required to provide WES-ICAP evaluation of their international transcripts. FGSR reserves the right to request a WES-ICAP evaluation of any credential that cannot be assessed for equivalency to Canadian credentials.

Currently, WES-ICAP evaluation is required for all applicants to graduate programs in Industrial Systems Engineering. However, applicants' grades are often a secondary consideration when evaluating applications to thesis-based programs as alignment of research interests and research experience are typically given more weight in admissions decisions. Making the WES-ICAP evaluation optional for thesis-based applicants removes a barrier that may prevent strong applicants from considering the U of R while allowing applicants the choice to decide for themselves whether their chances of gaining admission are improved by providing the evaluation

(end of Motion)

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**1.1.3 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)

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**1.1.4 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)

**1.2 Johnson Shoyama Graduate School of Public Policy**

**1.2.1 Program Revision – Doctor of Philosophy in Public Policy**

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

| Current  | Proposed   |
|--|--|
| <p><a href="https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_1">https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_1</a></p>   |  |
| <p><b>Doctor of Philosophy (PhD) in Public Policy</b></p> <p><b>Program Description</b><br/>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 sectors to identify innovative strategies to address policy challenges. For more information, please visit School of Public Policy.</p> <p><b>Admission Requirements</b><br/>Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> <li>1. Applicants must have completed <del>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</del></li> </ol> | <p><b>Doctor of Philosophy (PhD) in Public Policy</b></p> <p><b>Program Description</b><br/>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 identify innovative strategies to address policy challenges. For more information, please visit School of Public Policy.</p> <p><b>Admission Requirements</b><br/>Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> <li>1. Applicants must have completed a <b>master's degree, or equivalent, from a recognized university in a relevant academic discipline</b> and will be expected to have achieved an average of 75 percent or better in their</li> </ol> |

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**Items from Executive of Council**

- 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 student's 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 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         |
| <b>TOTAL</b>          | <b>60</b> |

- 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         |
| <b>TOTAL</b>          | <b>60</b> |

**\*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 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

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**Items from Executive of Council**

|   |   |
|---|---|
| <p><del>*Students must register in JSGS 990AB each semester and attend at least 25 seminars during their program.</del></p> <p>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.</p> <p>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.</p> <p><b>Comprehensive Exam:</b><br/>Students will complete a <del>comprehensive examination</del> following completion of their prescribed course work (see above). The <del>comprehensive exam</del> 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 <del>comprehensive exam</del> is successfully completed.</p> <p>Following successful completion of the <del>comprehensive exam</del>, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.</p> <p><b>Academic Performance Standards:</b><br/>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.</p> | <p>years as a full-time student, but a maximum of six years is allowed under FGSR's regulations.</p> <p><b>Candidacy Assessment:</b><br/>Students will complete a <b>candidacy assessment</b> following completion of their prescribed course work (see above). The <b>candidacy assessment</b> 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 <b>candidacy assessment</b> is successfully completed.</p> <p>Following successful completion of the <b>candidacy assessment</b>, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.</p> <p><b>Academic Performance Standards:</b><br/>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.</p> |
| <p>Current<br/><a href="https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4">https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4</a></p>  | <p>Proposed</p>   |
| <p><b>Supplementary Material Required for Admission</b><br/>[...]</p> <p><b>Johnson-Shoyama Graduate School of Public Policy</b></p> <p><b>PHD</b></p> <ul style="list-style-type: none"> <li><del>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.</del></li> </ul>  | <p><b>Supplementary Material Required for Admission</b><br/>[...]</p> <p><b>Johnson Shoyama Graduate School of Public Policy</b></p> <p><b>MPA, MPP, PhD in Public Policy and Master's Certificates</b></p> <ul style="list-style-type: none"> <li>A third letter of recommendation (for applications to the Fall 2024 term and beyond).</li> </ul>   |

**Item 6.1**  
**Items from Executive of Council**

|   |  |
|---|--|
| <p><del>The research program outline is to contain a well-defined problem statement, a review of the appropriate literature and an initial methodology.</del></p> <p><b>MPA, MPP, PhD in public policy and Master's Certificates</b></p> <ul style="list-style-type: none"> <li>• A third letter of recommendation (for applications to the Fall 2024 term and beyond).</li> </ul> <p><b>MPP and PhD in public policy (after Master's)</b></p> <ul style="list-style-type: none"> <li>• Complete the Personal Statement questions for the JSGS Master of Public Policy (MPP) Program.</li> <li>• Complete the Personal Statement questions for the JSGS PhD in Public Policy (after Master's) Program.</li> </ul> | <p><b>MPP and PhD in Public Policy (after Master's)</b></p> <ul style="list-style-type: none"> <li>• Complete the Personal Statement questions for the JSGS Master of Public Policy (MPP) Program.</li> <li>• Complete the Personal Statement questions for the JSGS PhD in Public Policy (after Master's) Program.</li> </ul> |
|---|--|

**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](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](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](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)

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**2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

**2.1 Faculty of Education**

**2.1.1 Program Revision – Secondary Bachelor of Indigenous Education After Degree**

|  |
|--|
| <p><b>MOTION:</b> That the Secondary Bachelor of Indigenous Education After Degree program be revised, effective 202630.</p> |
|--|

**Item 6.1**  
**Items from Executive of Council**

| <b>Secondary Bachelor of Indigenous Education After Degree (BIEAD)</b><br><b>(60 credit hours)</b><br><span style="color: red;">EIND 100 required for admission</span>  |   |
|---|---|
| Term 1 (Fall)   | Term 2 (Winter)   |
| <span style="color: red;"><del>One of EIND 205 or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 (3)</del></span><br>EIND 200 (3)<br>E (major curriculum course) (3)<br>E (minor curriculum course) (3)<br>Non-education elective (3)<br><span style="color: blue;">Non-education elective (3)</span> | <span style="color: blue;">EIND 205(3)*</span><br>EIND 350 (3)<br>EPSY 350 (3)<br>E (major educ. course) (3)<br>E (major instr. course) (3)<br><span style="color: red;"><del>Non-education elective (3)</del></span> |
| Term 3  | Term 4  |
| ED 350 (3)<br>EFLD 051 (0) (OCRE)<br><span style="color: red;"><del>EIEA 355 (3)</del></span><br>EIND 305 (3)<br>EPSY 322 (3)<br><span style="color: red;"><del>CRIM 351 (3)</del></span><br><span style="color: blue;">ECCU 400 (3)</span>   | EFLD 400 (internship) (15)  |
| <span style="color: blue;">*EIND 205 (Recommended) may be replaced with INDG 201, 208, 210, 215, 216, 218, 219, 221, or 222</span>  |   |

**Rationale:**

These changes offer clarity to the students. EIND 100 is no longer required for program completion. Adding the note to EIND 205 communicates to students both the preferred course to align with program needs and the possible options that might be accepted.

(end of Motion)

**2.1.2 Admission Requirement Revision – Secondary Bachelor of Indigenous Education After Degree, Visual Arts Major**

**MOTION:** To revise the Secondary Bachelor of Indigenous Education After Degree, Visual Arts Major program, effective 202630.

| <b>Bachelor of Indigenous Education After Degree (BIEAD)</b><br><b>Secondary Program</b><br><b>Visual Arts Major (60 Credit Hours)</b><br><span style="color: red;">EIND 100 Required for Admission</span>                           |   |
|--|---|
| Term 1 (Fall)  | Term 2 (Winter)   |
| EVIS 101 or 202 (3)<br>EIND 200 (3)<br><span style="color: blue;">EAE 300</span> <span style="color: red;"><del>EVIS 326</del></span> (major curriculum course) (3)<br>E (minor curriculum course) (3)<br>Non-education elective (3) | EAE <span style="color: blue;">400</span> <span style="color: red;"><del>201</del></span> (3)<br>EAE 350 (3)<br>EIND 350 (3)<br>EPSY 350 (3)<br>EIND 205* or INDG 201, 208, 210, 215, 216, 218, 219, 221, 222 (3) |
| Term 3   | Term 4  |
|  |   |

**Item 6.1**  
**Items from Executive of Council**

|   |                            |
|---|----------------------------|
| ED 350 (3)<br>EFLD 051 (0)<br><del>ECCU 400</del> <del>EIEA-355</del> (3)<br>EIND 305 (3)<br>EPSY 322 (3)<br><del>JS CRIM</del> 351 (3) | EFLD 400 (internship) (15) |
| <u>*EIND 205 (Recommended) may be replaced with INDG 201, 208, 210, 215, 216, 218, 219, 221, or 222</u>                                 |                            |

| <u>Visual Arts Education Major*</u>  | <u>Minor</u>   |
|--|--|
| <ol style="list-style-type: none"> <li>1. <u>ART or INA 100-400 level (3)</u></li> <li>2. <u>Two of ART/ARTH/INA/INAH 100-400 level courses (6)</u></li> <li>3. <u>ART 220 or INA 220 (3)</u></li> <li>4. <u>ART 221 or INA 221 (3)</u></li> <li>5. <u>Three of ART or INA 200-400 level courses (9)</u></li> </ol> <p><u>Note: Required major curriculum courses EAE 300, EAE 350, and EAE 400.</u></p> | <ol style="list-style-type: none"> <li>1. <u>Minor _____ (3)</u></li> <li>2. <u>Minor _____ (3)</u></li> <li>3. <u>Minor _____ (3)</u></li> <li>4. <u>Minor _____ (3)</u></li> <li>5. <u>Minor _____ (3)</u></li> <li>6. <u>E (minor curriculum course) (3)</u></li> </ol> |
| <u>*Minimum 24 credit hours of academic course work in major</u>   |  |

**Rationale:**

These changes ensure that the Visual Arts curriculum classes that are named are appropriate. Adding the Major/Minor planning template will help students see what classes they need to take. EIND 100 is no longer required for program completion. Adding the note to EIND 205 communicates to students both the preferred course to align with program needs and the possible options that might be accepted.

(end of Motion)

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**2.1.3 Admission Suspension – Inclusive Education Minor**

**MOTION:** That admission to the Inclusive Education minor be suspended effective 202720 and made historical effective 203220.

**Rationale:**

Inclusive education is not an area of instruction (such as mathematics or English) but is an approach to teaching, and as such there is difficulty in placing students in field placements for this minor. Both our students and our field partners will be better served by interested students taking the extended certificate in Inclusive Education.

(end of Motion)

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**2.2 Faculty of Kinesiology and Health Studies**

**2.2.1 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<br>Required Courses |
|--|--|
| <b>Core Requirements</b>   |  |
| 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   |
| <b>Electives</b>   |  |
| 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 Work 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.

For more information on this motion, please review the agenda and meeting materials for the 27 May 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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## 2.3 Faculty of Media, Art, and Performance

### 2.3.1 New Program – Certificate in Musical Theatre Performance

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

| Credit Hours | Certificate in Musical Theatre Performance<br>Required Courses |
|--------------|--|
| 3.0          | THTR 114 - Introduction to Theatre Studies                     |
| 3.0          | THTR 131 - Acting I  |
| 3.0          | MUTH 221 - Theory and Analysis I                               |
| 3.0          | MUTH 211 - Ear Training I                                      |
| 3.0          | THTR 350 - Musical Theatre Dance I                             |
| 3.0          | THTR 351 - Musical Theatre Dance II                            |
| 3.0          | MU 331 - History and Development of Musical Theatre            |
| 3.0          | MUPE 381 - Singing from the Stage                              |
| 2.0          | MUVO 131 - Applied Voice Lessons                               |
| 2.0          | MUVO 132 - Applied Voice Lessons                               |
| 1.0          | One of MUEN 131 or 135 - Choral Ensemble                       |
| 1.0          | MU 280 - Repertoire Coaching                                   |
| <b>30.0</b>  | <b>Total 65% PGPA and 60% UGPA required</b>                    |

**Rationale:**

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

For more information on this motion, please review the agenda and meeting materials for the 22 April 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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**2.3.2 New Program – Certificate in Screenwriting**

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

| Credit Hours | Certificate in Screenwriting<br>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  |
| <b>18.0</b>  | <b>Total – PGPA 65.00% and 60.00% UGPA required</b> |

**Rationale:**

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

For more information on this motion, please review the agenda and meeting materials for the 27 May 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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**2.4 Faculty of Nursing**

**2.4.1 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)

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**2.5 Faculty of Science**

**2.5.1 Admission Requirement Revision – Admission, Re-admission, and Transfer and Academic Program General Information**

**MOTION:** That the “Admission, Re-Admission, and Transfer” and the “Academic Program General Information” sections of the Undergraduate Calendar be revised, effective 202630.

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

**Admission, Re-admission, and Transfer**

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

### **Restrictions on Transfer**

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

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

Applicants who have failed a core requirement of the Faculty of Science (~~CS 110, MATH 110, ENGL 100, or ENGL 110~~) [[CS 110 or CS 165 or STAT 165 \(depending on the program\), MATH 110, ENGL 100, or ENGL 110](#)], after the maximum number of repeat attempts are not admissible except by permission of the Associate Dean ([Academic Student Affairs](#)).

*2025-2026 University of Regina Undergraduate Calendar (p. 296) (p. 298 online version)*

### **Academic Program General Information**

#### **Bachelor of Science (BSc)**

##### **Structure of the Program**

To satisfy the requirements for a Bachelor of Science degree a student must complete a minimum of 120.0 credit hours (40 courses) distributed as follows:

1. A minimum of 66.0 credit hours must be taken in the Faculty of Science.
2. Of these:
  - A minimum of 42.0 credit hours must be taken in a major discipline;
  - For BSc and BSc Honours students who are majoring in Geography, Economics and Psychology, courses within the major requirements are considered to be within the Faculty of Science. Additional courses in these disciplines will continue to be treated as Arts electives (see below); and
  - A minimum of 18.0 credit hours must be taken in disciplines other than the major.
3. The following courses must be included:
  - 6.0 credit hours of natural science courses (must have a lab component). These courses are taught in the departments of Biology, Chemistry and Biochemistry, Earth Sciences and Physics;
  - MATH 103 or MATH 110; CS 110 [or CS 165 or STAT 165 \(depending on the program\)](#);
  - A minimum of 18.0 credit hours, including ENGL 100 and 110, must be taken in the Faculties of Arts and/or Media, Art, and Performance; and
  - Up to 36.0 credit hours of electives<sup>1</sup> (as required to total: 120.0 credit hours), which may include a maximum of 18.0 credit hours in courses from faculties other than Science, Arts, La Cité, or Media, Art, and Performance.

**Note:** <sup>1</sup>The Faculty of Science encourages its students to include at least one of INDG 100 (Indigenous Studies) or ENV5 100 (Indigenous Environmental Studies) among their electives.

### **Rationale:**

These changes bring the “Admission, Re-admission, and Transfer” and “Academic Program General Information” sections of the Undergraduate Calendar up to date with the recent changes made to several Science programs that allow CS 165 to be taken as an alternate to CS 110. This change will not

affect any students because it does not create restrictions on the programs/courses current and future students can take.

(end of Motion)

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## **2.6 Faculty of Social Work**

### **2.6.1 New Admission Requirements – Bachelor of Social Work**

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

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

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

#### **1. Academic Requirements**

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

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

#### **2. Assessment**

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

#### **3. Ranking**

Applicants who have met the academic requirements and, through the assessment process above, will be ranked by BSW Admission GPA. The Faculty of Social Work supports the principles of equity and promotes social and cultural diversity. Applicants who identify themselves as experiencing cultural and/or social barriers will be given additional consideration in the ranking process.

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

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

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

**Rationale:**

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

The proposed changes to the admission requirements of the Bachelor of Social Work are intended to support timely student progression, improve clarity and transparency in admissions pathways, and align the program with evolving institutional priorities and enrolment management practices. Introducing direct entry options from high school provides an opportunity to attract and retain qualified students earlier in their academic journey, reduce administrative complexity, and respond to increasing demand for social work education, while maintaining academic and professional standards. Presenting multiple admission models allows the Faculty to select an approach that balances equity, accessibility, program capacity, and resource considerations.

For more information on this motion, please review the agenda and meeting materials for the 22 April 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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

**MOTION:** To create the Social Work Qualifying Admission Pathway and discontinue the Pre-Social Work program, effective 202730.

**Admission requirements as a SW Qualifying Student:**

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

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

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

**Rationale:**

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

For more information on this motion, please review the agenda and meeting materials for the 22 April 2026 meeting of Executive of Council, which may be found on the University of Regina website here:

<https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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**2.6.3 Admission Requirement Revision – Fall 2026 Bachelor of Social Work  
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.

For more information on this motion, please review the agenda and meeting materials for the 27 May 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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## **2.7 La Cité universitaire francophone**

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

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

#### **Rationale:**

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

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

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

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

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

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

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

For more information on this motion, please review the agenda and meeting materials for the 22 April 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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

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

**Rationale:**

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

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

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

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Pedagogically, CFLS ONLINE balances communicative competence with structured language development. While it moves beyond purely grammar-heavy instruction, it integrates listening comprehension, reading comprehension, scaffolded oral production, written production, and systematic grammar study within meaningful contexts. This comprehensive approach ensures that learners develop accuracy as well as fluency, supporting adult and university students who require functional and academically appropriate language skills for professional, academic, and community settings. Designed for online delivery, CFLS ONLINE also meets the needs of working professionals, part-time students, and learners in dispersed communities, ensuring flexibility without compromising academic rigor. The online delivery of the program is being recommended as a distinct program due to differences in program structure compared to the existing in-person program.

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

**Program Description/ Description du programme**

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

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

**Admission Requirements/ Conditions d'admission**

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

**CFLS ONLINE/CFLS EN LIGNE**

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

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

Note:

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

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

À noter :

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

For more information on this motion, please review the agenda and meeting materials for the 22 April 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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**2.8 Registrar’s Office, Enrolment Services, and UR International**

**2.8.1 Admission Requirement Revision – English Language Proficiency Requirements**

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

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

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

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

**Rationale:**

IELTS and TOEFL Comparisons:

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

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

Additional information about the TOEFL updates can be found here:  
<https://www.ets.org/toefl/institutions/ibt/score-scale-update.html>

(end of Motion)

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## 2.9 Centre for Continuing Education

### 2.9.1 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 A on Pages 38-55 of the Agenda**.

(end of Motion)

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### **3. COUNCIL COMMITTEE ON RESEARCH**

#### **3.1 New Faculty Based Research Centre – Criminal Justice Centre for Advocacy, Research and Education (CJCARE)**

|  |
|--|
| <p><b>MOTION:</b> To establish the faculty based research centre: Criminal Justice Centre for Advocacy, Research and Education (CJCARE).</p> |
|--|

#### **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,

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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.

For more information on this motion, please review the agenda and meeting materials for the 27 May 2026 meeting of Executive of Council, which may be found on the University of Regina website here: <https://www.uregina.ca/university-leadership/governance/executive-of-council.html>

(end of Motion)

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## **ITEMS FOR INFORMATION**

The following items were approved at Executive of Council and are listed for information to Senate. If you would like further information about a particular motion, please see <https://www.uregina.ca/university-leadership/governance/executive-of-council.html> or contact the University Secretariat.

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

#### **1.1 Faculty of Engineering and Applied Science**

##### **1.1.1 Program Revision – Master of Engineering in Software Systems Engineering (Co-op)**

Executive of Council approved that the Master of Engineering (MEng) in Software Systems Engineering (co-op) be revised, effective 202630.

#### **1.2 Faculty of Graduate Studies and Research**

##### **1.2.1 Graduate Calendar Revision – Registration Status**

Executive of Council approved that the registration status section of the Graduate Calendar be updated to include GRST 995AX and GRST 995BE as full-time courses, effective immediately.

##### **1.2.2 Graduate Calendar Revision – General Regulations**

Executive of Council to revise the General Regulations in the Registration Regulations section of the Graduate Calendar, effective immediately.

#### **1.3 Faculty of Science**

##### **1.3.1 Graduate Calendar Revision – Department Description for the Department of Earth Sciences**

Executive of Council approved that the Earth Sciences department description be revised, effective immediately.

#### **1.4 Faculty of Social Work**

##### **1.4.1 Program Revision – Master of Social Work (Thesis-Route)**

Executive of Council approved that the Master of Social Work (thesis route) be revised, effective 202710.

**1.5 La Cité universitaire francophone**

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

Executive of Council approved 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.

**2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

**2.1 Faculty of Education**

2.1.1 Program Revision – Physical Education Programs

Executive of Council approved to change KIN 230 to KIN 231 in the Physical Education programs, effective 202630.

2.1.2 Program Revision – Four-Year Secondary Bachelor of Indigenous Education

Executive of Council approved that the Four-Year Secondary Bachelor of Indigenous Education program be revised, effective 202630.

2.1.3 Program Revision – Secondary Bachelor of Indigenous Education, Indigenous Studies Major

Executive of Council approved that the Secondary Bachelor of Indigenous Education, Indigenous Studies Major program be revised, effective 202630.

**2.2 Faculty of Education and the Centre for Continuing Education**

2.2.1 Program Revision – Certificate of Extended Studies in Inclusive Education

Executive of Council approved that the Certificate of Extended Studies in Inclusive Education be revised, effective 202630.

**2.3 Faculty of Kinesiology and Health Studies**

2.3.1 Program Revision – Bachelor of Sport and Recreation Studies and Bachelor of Sport and Recreation Studies Internship

Executive of Council approved the addition of EAP 100 and EAP 101 in the Bachelor of Sport and Recreation Studies and Bachelor of Sport and Recreation

Studies Internship, effective 202630.

**2.3.2 Program Revision – Microcredential in Event Production Management**

Executive of Council approved to revise the Micro-credential in Event Production Management, effective 202630.

**2.4 Faculty of Media, Art, and Performance**

**2.4.1 Program Revision – Certificate in Audio Recording and Sound Design**

Executive of Council approved that the Certificate in Audio Recording and Sound Design be revised, effective 202630.

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

Executive of Council approved to remove DES 110 and DES 111 from the following programs, effective 202630:

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

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

Executive of Council approved that the major requirements for the Bachelor of Arts in Theatre & Drama Studies and the Bachelor of Fine Arts in Devised Performance & Theatre Creation be revised, effective 202630.

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

Executive of Council approved 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.

**2.5 Faculty of Science**

**2.5.1 Program Revision – Diploma in Computer Science**

Executive of Council approved to replace the CS 215 requirement with “CS 100-, 200-, 300-, or 400-level, except CS 100” in the Diploma in Computer Science, effective 202630.

2.5.2 Program Revision – Bachelor of Science in Economics

Executive of Council approved that the Bachelor of Science in Economics be revised, effective 202720:

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

2.5.3 Program Revision – Bachelor of Science Honours in Economics

Executive of Council approved to replace the CS 110 requirement in the Bachelor of Science Honours in Economics program with “One of CS 110, CS 165, CS 165,” effective 202720.

**3. Joint Report – Council Committee on the Faculty of Graduate Studies and Research and Council Committee on Undergraduate Admissions and Studies**

3.1 2028-2029 Academic Schedule

Executive of Council approved the 2028-2029 Academic Schedule.

**4. Faculty of Graduate Studies and Research Scholarship and Awards Committee**

4.1 Governor General’s Academic Gold Medal

Executive of Council approved that Regan Toni (Master of Social Work) be awarded the Governor General’s Academic Gold Medal.

**5. Council Committee on Undergraduate Awards**

5.1 Governor General’s Academic Silver Medal

Executive of Council approved that Vanna Hung from the Faculty of Science be awarded the Governor General’s Academic Silver Medal.

5.2 University Medal

Executive of Council approved that Eshaal Rubiya from the Faculty of Arts, in Federation with Champion College be awarded the University Medal.

5.3 President's Medal

Executive of Council approved that Nimra Burki from the Faculty of Arts, in Federation with Champion College be awarded the President's Medal.

**6. Council Committee on Budget**

6.1 Annual Report

The Annual Report was received for information.

## ATTACHMENT A

# Centre for Continuing Education Name Change

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## 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 \(2022\)](#)

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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

## ATTACHMENT A

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*

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## 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.

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## 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 costs<sup>1</sup>:**
  - 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*

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<sup>1</sup> 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*

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- 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 &amp; 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                  |
|--|--|
| <b>PROFESSIONAL CERTIFICATES</b>   |  |
| 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]           |
| <b>PROFESSIONAL MICROCERTIFICATES</b>  |  |
| 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             |
| <b>PARTNERED PROFESSIONAL DEVELOPMENT PROGRAMS</b>                               |  |
| 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 |
| <b>UNDERGRAD CERTIFICATES AND DIPLOMAS</b>                                       |  |
| 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

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- 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

# ATTACHMENT A

Item 6.1

Items from Executive of Council



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 <sup>1</sup> | 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 <sup>2</sup>  |                 |

<sup>1</sup> 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.”

<sup>2</sup> 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 <sup>3</sup> | Naomi Deren |
|--------------------|---|-------------|--|---------------------|-------------|

**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

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<sup>3</sup> 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 universities<sup>4</sup>) 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%.

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<sup>4</sup> 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>

# ATTACHMENT A

## 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**  
**SENATE**

Item for Approval

**Subject:** Items from the Senate Nominating Committee

**Item(s) for Decision:**

**1. Membership on Senate Standing Committees**

**MOTION:** That Senate approve the recommendation from the Senate Nominating Committee that the individuals whose names are designated with highlights on the attached report (Attachment A) be approved to fill the vacancies on Senate Standing Committees for the terms indicated.

**Background and Description:**

Each year, the Senate Nominating Committee meets to review the forthcoming vacancies on Senate Standing Committees. The Senate Nominating Committee met on June 10, 2026 to review the slate of volunteers to be filled and agreed upon the slate of nominations as appended to the report as **Attachment A.**

(end of Motion)

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**2. Senate Election of District Representatives**

**Background and Description:**

The University of Regina Act provides that 14 members of the Convocation may be elected to the University of Regina Senate. The Chancellor of the University and the elected members of Senate serve three-year terms and are eligible for re-election to a second consecutive term.

A call for nominations to elect Senate District Representatives was issued at the October 2025 Senate meeting. Nominations were called for the following districts:

- District 1 (Moosomin-Estevan) – 1 Member
- District 2 (Weyburn-Indian Head) – 1 Member
- District 5 (Maple Creek-Rosetown-Lloydminster) – 1 Member
- District 10 (Moose Jaw) – 1 Member
- District 11 (Regina) – 2 Members

The following persons were declared elected by acclamation:

- District 1 (Moosmin-Estevan) – Tania Hlohovsky Andrist

- District 10 (Moose Jaw) – Amy Lunov

Three nominations were received for District 11 (Regina). Therefore, an election was required to be held.

The following persons were declared elected:

- District 11 (Regina) – Karen McIver
- District 11 (Regina) – William Wells

District 2 (Weyburn-Indian Head) did not receive any nominations. This position will remain vacant for 2026-2027. A call for nominations will be issued at the October Senate meeting in accordance with Senate Bylaws.

**2.1 Appointment of Senate District Representative to District 5 (Maple Creek-Rosetown-Lloydminster)**

**MOTION:** That Senate approve the recommendation of the Senate Nominating Committee to appoint Olivia Arnal as the representative from District 5 (Maple Creek-Rosetown-Lloydminster) from July 1, 2026 to June 30, 2027.

No nominations were received for District 5 (Maple Creek-Rosetown-Lloydminster). As per Section 3.2.7 of the Senate Bylaws:

*District Representative Vacancy – One Year Appointment*

*If no person is nominated as a representative for a particular district by April 15<sup>th</sup> in the election year, the Secretary will advise the Chair of the Senate Nominating Committee.*

*The Senate Nominating Committee may recommend an appointee for the vacancy for the district representative to be approved at the next scheduled Senate meeting. The appointed district representative will serve a maximum one year term and be eligible for nomination for the following election.*

The Senate Nominating Committee recommended at its meeting on June 10, 2026 to appoint Olivia Arnal to serve a one year term from July 1, 2026 to June 30, 2027.

(end of Motion)

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# ATTACHMENT A

Item 6.2

Items from the Senate Nominating Committee

## SENATE STANDING COMMITTEE MEMBERSHIP

---

### 1. Executive Committee – 2 Year Term

| <u>Member</u>        |                      | <u>End of Term</u> |
|----------------------|----------------------|--------------------|
| Chancellor           | <i>Ex-Officio</i>    | N/A                |
| President            | <i>Ex-Officio</i>    | N/A                |
| University Secretary | <i>Resource</i>      | N/A                |
| Christie Schultz     | Academic Member      | 2028               |
| William Wells        | Elected or Appointed | 2028               |
| Jim Tomkins          | Elected or Appointed | 2027               |

### 2. Nominating Committee – 2 Year Term

| <u>Member</u>        |                       | <u>End of Term</u> |
|----------------------|-----------------------|--------------------|
| Chancellor           | <i>Ex-Officio</i>     | N/A                |
| President            | <i>Ex-Officio</i>     | N/A                |
| University Secretary | <i>Resource</i>       | N/A                |
| Phillip Choi         | Academic/Professional | 2028               |
| Bilkies McKen        | Academic/Professional | 2028               |
| Art Wakabayashi      | Academic/Professional | 2028               |
| John Bumbac          | Elected               | 2027               |

### 3. Committee on Membership and Elections – 2 Year Term

| <u>Member</u>        |                      | <u>End of Term</u> |
|----------------------|----------------------|--------------------|
| Chancellor           | <i>Ex-Officio</i>    | N/A                |
| President            | <i>Ex-Officio</i>    | N/A                |
| University Secretary | <i>Resource</i>      | N/A                |
| Erin Oldford         | Academic Member      | 2028               |
| Nilgün Önder         | Academic Member      | 2027               |
| Femi Ogunrinde       | Elected or Appointed | 2027               |
| Vacant               | Elected or Appointed | 2028               |
| TBA                  | Student Member       | 2027               |

### 4. Committee on Affiliation and Federation – 2 Year Term

| <u>Member</u>        |                      | <u>End of Term</u> |
|----------------------|----------------------|--------------------|
| Chancellor           | <i>Ex-Officio</i>    | N/A                |
| President            | <i>Ex-Officio</i>    | N/A                |
| University Secretary | <i>Resource</i>      | N/A                |
| Brett Vandale        | Affiliated College   | 2028               |
| David Dick           | Academic Member      | 2027               |
| Tom Phenix           | Fed. College Head    | 2027               |
| Lindsay Folk         | Elected or Appointed | 2028               |
| Tania Andrist        | Elected or Appointed | 2028               |

# ATTACHMENT A

Item 6.2

Items from the Senate Nominating Committee

## 5. Committee to Review the Bylaws of Senate – 2 Year Term

| <u>Member</u>         |                             | <u>End of Term</u> |
|-----------------------|-----------------------------|--------------------|
| Chancellor            | <i>Ex-Officio</i>           | N/A                |
| President             | <i>Ex-Officio</i>           | N/A                |
| University Secretary  | <i>Ex-Officio</i>           | N/A                |
| Ward Strueby          | Elected or Appointed        | 2027               |
| Monica Deters         | Elected or Appointed        | 2027               |
| Tania Andrist         | Elected or Appointed        | 2027               |
| <b>Pam Klein</b>      | <b>Elected or Appointed</b> | <b>2028</b>        |
| <b>Michelle James</b> | <b>Elected or Appointed</b> | <b>2028</b>        |

## 6. Senate Appeals Committee – 2 Year Term

| <u>Member</u>         |                             | <u>End of Term</u> |
|-----------------------|-----------------------------|--------------------|
| Chancellor            | <i>Ex-Officio</i>           | N/A                |
| University Secretary  | <i>Ex-Officio</i>           | N/A                |
| <b>Aziz Douai</b>     | <b>Dean</b>                 | <b>2028</b>        |
| Cathy Rocke           | Dean                        | 2027               |
| <b>Holly Paluk</b>    | <b>Elected or Appointed</b> | <b>2028</b>        |
| Vacant                | Elected or Appointed        | 2026               |
| Paul Ottmann          | Elected or Appointed        | 2027               |
| Pam Klein             | Elected or Appointed        | 2027               |
| <b>Femi Ogunrinde</b> | <b>Elected or Appointed</b> | <b>2028</b>        |
| Jim Tomkins           | Elected or Appointed        | 2027               |
| TBA                   | Student Member (UG)         | 2027               |
| TBA                   | Student Member (UG)         | 2027               |
| TBA                   | Student Member (GR)         | 2027               |
| TBA                   | Student Member (GR)         | 2027               |

## 7. Joint Committee of Senate and Council on Ceremonies – 2 Year Term

| <u>Member</u>        |                       | <u>End of Term</u> |
|----------------------|-----------------------|--------------------|
| Chancellor           | <i>Ex-Officio</i>     | N/A                |
| President            | <i>Ex-Officio</i>     | N/A                |
| University Secretary | <i>Ex-Officio</i>     | N/A                |
| Registrar            | <i>Resource</i>       | N/A                |
| Femi Ogunrinde       | Senate Member         | 2027               |
| <b>Lindsay Folk</b>  | <b>Senate Member</b>  | <b>2028</b>        |
| TBA                  | Council Member        | 2028               |
| Richard Dosselmann   | Council Member        | 2027               |
| Appointed by Alumni  | Alumni Representative | 2027               |

# ATTACHMENT A

Item 6.2

Items from the Senate Nominating Committee

## SENATE FACULTY/ACADEMIC UNIT COUNCIL MEMBERSHIP

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1. Faculty of Arts – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Monica Deters | Member | 2027               |
| John Bumbac   | Member | 2027               |

2. Faculty of Business Administration – 2 Year Term

| <u>Member</u>  |        | <u>End of Term</u> |
|----------------|--------|--------------------|
| Femi Ogunrinde | Member | 2027               |
| Paul Ottmann   | Member | 2028               |

3. Faculty of Education – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Vacant        | Member | 2027               |
| Ward Strueby  | Member | 2027               |

4. Faculty of Engineering and Applied Science – 2 Year Term

| <u>Member</u>   |                     | <u>End of Term</u> |
|-----------------|---------------------|--------------------|
| Dwayne Gelowitz | Member (APEGGS Rep) | N/A                |
| Vacant          | Member              | 2027               |

5. Faculty of Graduate Studies and Research – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| John Bumbac   | Member | 2027               |
| Tania Andrist | Member | 2028               |

6. Faculty of Kinesiology and Health Studies – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Vacant        | Member | 2027               |
| TBA           | Member | 2028               |

7. Faculty of Media, Art, and Performance – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Vacant        | Member | 2027               |
| William Wells | Member | 2028               |

# ATTACHMENT A

Item 6.2

Items from the Senate Nominating Committee

## 8. Faculty of Nursing – 2 Year Term

| <u>Member</u>    |        | <u>End of Term</u> |
|------------------|--------|--------------------|
| Lacey Bennett    | Member | 2027               |
| Andrew McLetchie | Member | 2028               |

## 9. Faculty of Science – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Vacant        | Member | 2027               |
| TBA           | Member | 2028               |

## 10. Faculty of Social Work – 2 Year Term

| <u>Member</u>  |        | <u>End of Term</u> |
|----------------|--------|--------------------|
| Femi Ogunrinde | Member | 2027               |
| Vacant         | Member | 2027               |

## 11. Centre for Continuing Education – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Lindsay Folk  | Member | 2028               |
| Bilkies McKen | Member | 2028               |

## 12. La Cite universitaire francophone – 2 Year Term

| <u>Member</u> |        | <u>End of Term</u> |
|---------------|--------|--------------------|
| Vacant        | Member | 2027               |

**UNIVERSITY OF REGINA**  
**SENATE**

Item for Decision

**Subject:** Joint Committee of Senate and Council on Ceremonies

**Item(s) for Approval:**

**1. Addition of Honorary Degree Candidates to the Approved Roster**

**MOTION:** That the list of honorary degree candidates for addition to the Approved Roster, *as appended to the University's Official File*, be approved.

Due to the confidential nature of this information, the candidates' names and biographies are detailed in the report distributed confidentially prior to the meeting.

**Background and Rationale:**

The Ceremonies Committee took the following considerations into account when selecting candidates for nomination to Executive of Council and Senate:

1. A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service.
2. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence.
3. A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation.
4. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavor. This occasion or circumstance should be specified.

The following persons are not eligible for consideration for an honorary degree:

- Current members of the Board of Governors or Senate (excluding Chancellors Emeriti);
- Current or recent members of the faculty or staff of the University;
- Current students;
- Holders of elected office at any level (such as municipal, provincial, or federal).

(end of Motion)

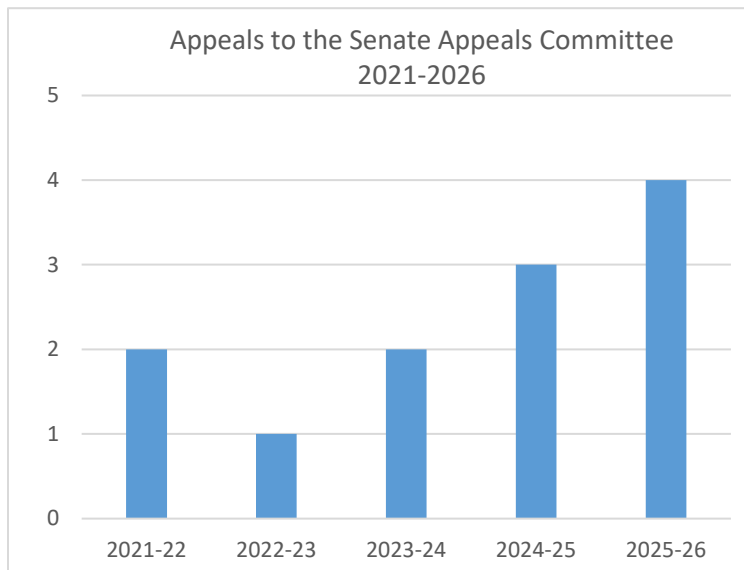
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## UNIVERSITY OF REGINA SENATE

**Item for Information**

**Subject:** Senate Appeals Committee Annual Report

**Background and Description:**



The Senate Appeals Committee is to act as an appeal tribunal for decisions of the Council Discipline Committee and the Council Committee on Student Appeals, in accordance with Section 33(1)(e) of the University of Regina Act.

The Committee will uphold the decision of the Committees being appealed from unless the appellant can demonstrate that the decision was contrary to the evidence presented or manifestly unfair to the appellant.

During the 2025-2026 academic year, the Senate Appeals Committee considered four (4) appeals. There are three (3) appeals pending to be heard in the Spring/Summer 2026 term.

The rise in appeals to the Senate Appeals Committee over the past two academic years seems to be related two factors:

- The introduction of generative artificial intelligence (genAI) and the significant increase in academic misconduct investigations. It has taken some time for students, instructors, and investigating deans to consider the widespread use of genAI tools on academic integrity expectations, and the identification of and investigation of potential academic misconduct; and
- We saw an increased number of second and subsequent academic misconduct findings, which carry more significant academic penalties, in accordance with the University’s principle of progressive discipline. Students are more likely to appeal decisions with significant consequences to the Senate Appeals Committee, sometimes as a “last resort” to continue their studies without interruption.

| 2025-2026   |   |
|---|---|
| Circumstance of the Appeal  | Senate Appeals Committee Decision   |
| The Council Discipline Committee upheld the decision of the Faculty to assign a grade of XF (academic misconduct) in the course and an indefinite expulsion (for a period of no less than 2 years) from the University. | The Senate Appeals Committee upheld the decision of the Council Discipline Committee. |
| The Council Discipline Committee upheld the decision of the Faculty to assign a grade of XF (academic misconduct) in the course and an indefinite expulsion (for a period of no less than 2 years) from the University. | The Senate Appeals Committee upheld the decision of the Council Discipline Committee. |

|  |  |
|--|--|
| <p>The Council Discipline Committee upheld the decision of the Faculty to assign a grade of XF (academic misconduct) in the course and an indefinite expulsion (for a period of no less than 2 years) from the University.</p> | <p>The Senate Appeals Committee upheld the decision of the Council Discipline Committee.</p>   |
| <p>The Council Discipline upheld the decision of the Faculty to assign a grade of XF (academic misconduct) but voted to ameliorate the expulsion to a two-term suspension.</p>   | <p>The Senate Appeals Committee upheld the finding of academic misconduct but voted to ameliorate the penalty. The Senate Appeals Committee amended the penalty to a grade of XF in the course (removing the two-term suspension).</p> |

**UNIVERSITY OF REGINA**  
**SENATE**

**Item for Information**

**Subject:** 2026 Election of a Senate Member to the University of Regina Board of Governors

**Background and Description:**

Monica Deters' first term as the Senate member elected to the University of Regina Board of Governors will expire on June 30, 2026. A call for nominations was sent by the University Secretariat with a nomination deadline of June 3, 2026. One nomination was received during the call.

Monica Deters expressed her interest in serving for a second term. Therefore, Monica Deters is declared elected by acclamation to serve from July 1, 2026 to June 30, 2029.