

EXECUTIVE OF COUNCIL

Date: 17 February 2022
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 23 February 2022

A meeting of Executive of Council is scheduled for 23 February 2022, 2:30-4:30 p.m. via Zoom. As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 26 January 2022 - *circulated with the Agenda***
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
 - 6.1 Council Committee on Undergraduate Admissions and Studies, Appendix I, pp. 2-39
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Graduate Studies and Research
 - 7.1.5 Faculty of Kinesiology and Health Studies
 - 7.1.6 Faculty of Social Work
 - 7.1.7 Centre for Continuing Education
8. **Other Business**
9. **Adjournment**

**REPORT TO EXECUTIVE OF COUNCIL
FROM THE COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
23 FEBRUARY 2022**

ITEM(S) FOR APPROVAL:**1. CENTRE FOR CONTINUING EDUCATION****1.1 English as a Second Language Program – Revisions**

MOTION: That the English as a Second Language Program at the University of Regina offer EAP 100 Advanced English Reading and Communication and EAP 101 Advanced English Writing and Research as 3-credit courses each, effective 202230.

BACKGROUND AND RATIONALE:

With the intention of creating a more formal *bridging* (sometimes known as *pathway*) program into the University of Regina for students who are in the process of expanding their academic English language proficiency, CCE is proposing to offer its final level of the English for Academic Purposes (EAP) program for credit.

The central objective is that the ESL Division offer the final level of the EAP program, for English as an Additional Language speakers, including both international and domestic students, in two courses: EAP 100, Advanced Reading and Communication, and EAP 101, Advanced Writing and Research as credit courses with 3 credits each.

In the same way that completion of ESL 050 level non-credit has done for many years, completing EAP 100 and EAP 101 will satisfy the English Language Proficiency requirement for studies at the University of Regina. Like students in 050 at present, students in the EAP program will still be *conditionally accepted* into the University of Regina until the successful completion of these courses.

Once the courses are approved to be offered for credit, Faculties will be able to choose whether they will accept these courses as part of their programs (typically as pre-approved elective courses).

This initiative is being brought forward on the recommendation of the recent ESL Program Unit Review to be comparable to many other institutions by offering credit courses. Additionally, the ESL Program is working to increase our numbers to their pre-pandemic levels by offering the same quality of English language education for credit. Finally, the CCE Director, CPD and ESL Program are willing to support the changes that would follow from offering credit courses.

The following four sections explain the rationale for this motion in more detail under the headings I. EAP structure, and pedagogy, II. Course models, III. Inclusion, IV. Market and Environment.

I. EAP structure and pedagogy

EAP courses focus on developing a high level of language skill proficiency suitable for communication in English in post-secondary environments. The intended students are English as Additional Language speakers which creates a different pedagogical approach from teaching academic language use to English speakers, or speakers of English as a Second Dialect. The courses also introduce English language learners to Canadian teaching and learning methods.

Courses in the ESL Program are developed using integrated language learning pedagogy, which means that at least two of the four language skills (reading, writing, listening and speaking) are integrated into one carefully scaffolded, multi-step lesson. For example, in one two-hour lesson students may discuss what they know about a topic, study vocabulary related to that topic, study language structures appropriate to the level, listen to a dialogue or read an article on the topic that uses the vocabulary and language structures, and then be given writing homework. The topic or content is chosen so that students can meet their language-learning goals, but lessons and assessments are prepared to assess the learners' language skill, and not knowledge of the content. The content is the vehicle for language learning.

The vehicle for language learning in the EAP Program is academic content for students who want to pursue post-secondary education. As they develop English language proficiency for full admission to the university, EAP students build academic skills that help them succeed in their program including academic vocabulary, short lectures or short readings from academic disciplines, current social and political issues, and academic integrity. Students are assessed on their ability to use target language structures, and content is included in assessment in the development and consistency of their argument.

By way of comparison, the content of our Language Instruction for Newcomers to Canada (LINC) Program presents functional language used in practical situations such as medical appointments and health, job hunting, meeting the teacher and handling public school communications, etc. When students have accumulated the required number of artifacts that show proficiency at one level, they move onto the next level. The Customized Program uses experiential learning and some functional language for short-term visits to give students from partner institutions a brief look at life in Canada. They often receive credit for their work in their home university.

Skill levels in EAP Courses

The EAP Program developed and approved outcomes and indicators, assessment specifications, course syllabi and speaking and writing rubrics for each skill at each level. We used the Common European Framework of Reference for Languages (CEFR) (a Council of Europe guide for creating English language learning syllabi, curriculum guidelines, teaching and learning materials and assessments), after first articulating it to our program. The outcomes, indicators, specifications and syllabus assessment breakdown follow, while the rubrics (with the 050 name) are found in **Attachment A**.

Outcomes and indicators for Advanced EAP are:

<p>WRITING</p> <ul style="list-style-type: none"> · Compose a clear, well-structured essay on a moderately complex subject. · Compose a clear, well-structured summary of a level-appropriate text. · Apply formatting conventions to cite sources · Compose personal messages in formal and informal correspondence for an expanded range of social purposes. · Write with control of language use appropriate to the level. · Apply writing strategies to compose level-appropriate texts. 	<p>READING</p> <ul style="list-style-type: none"> · Comprehend level-appropriate texts. · Comprehend lengthy and complex multi-step directions and instructions for academic tasks. · Apply reading strategies to level-appropriate texts.
<p>SPEAKING</p> <ul style="list-style-type: none"> · Deliver formal prepared presentations on moderately complex, researched, independently chosen topics. · Produce semi-spontaneous speech on abstract to moderately abstract topics. · Exchange information in moderately complex contexts. · Produce speech with errors that rarely impede understanding. · Apply a range of reported speech and quotation conventions. · Apply a broad range of communication strategies in moderately complex contexts. 	<p>LISTENING</p> <ul style="list-style-type: none"> · Comprehend level-appropriate discourses · Comprehend level-appropriate, moderately complex social interactions. · Comprehend lengthy and complex multi-step directions and instructions for academic tasks. · Apply listening strategies to level-appropriate aural texts.

The specifications for Advanced EAP are:

<p>WRITING</p> <ul style="list-style-type: none"> · Essay genres: Midterms: ad/disadvantages; compare/contrast; Final: opinion/argumentative; Writing: literary analysis · Cognitively demanding (academic or professional, complex, and abstract) topic · 4-6 paragraphs · 400-500 words · 15 minutes for individual brainstorm/outline · Revise and edit 	<p>READING</p> <ul style="list-style-type: none"> · 1200-1450 words · 40 minutes · Cognitively demanding (academic or professional, complex, and abstract) topic · Authentic newspaper and magazine articles/Literary works · A wide range of complex sentences, many with several subordinate clauses · 14-20 questions · Literal questions: 50-60% Inferential questions: 40-50% · 95% known vocabulary including 3000 most frequent (GSL); textbook vocabulary; AWL lists 1 -9; enough idiomatic language to follow detailed narratives
<p>SPEAKING</p> <ul style="list-style-type: none"> · Cognitively demanding (academic or professional, complex, and abstract) topic · Presentation: Based on an individually chosen research topic derived from a news article: 10-15 minutes · Semi-spontaneous speech: Topic list received at time of presentation; 3 minutes to plan; 5-7 minutes speaking 	<p>LISTENING</p> <ul style="list-style-type: none"> · 140-170 wpm · One section of 15-20 minutes or two sections of 8 to 10 minutes each · Cognitively demanding (academic or professional, complex, and abstract) topic · Authentic text or simulated authentic instructor-recorded

<ul style="list-style-type: none"> · Spontaneous speaking: Topic received at time of presentation; 3-5 minutes monologue · Interview: 8-10 minutes 	<ul style="list-style-type: none"> · Literal questions: 60-68% Inferential questions: 32-40% · A wide range of complex sentences with several subordinate clauses · 97% known vocabulary including 3000 most frequent (GSL); textbook vocabulary; AWL lists 1-9; enough idiomatic language to follow detailed narratives
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Assessments in the EAP Program

EAP students are typically assessed in each skill, so each assessment period includes four exams representing reading, listening, writing and speaking. The following chart from the Advanced EAP Core syllabus illustrates this assessment breakdown.

Skill	Module I (20%)	Module II (35%)	Module III (45%)
Reading	5%	8.75%	11.25%
Listening	5%	8.75%	11.25%
Writing	5%	8.75%	11.25%
Speaking	5%	8.75%	11.25%

Exams are created using the program specifications. Writing and speaking assessments are graded with rubrics that have also been developed and approved by the ESL Academic Committee (see **Attachment A**). The rubric categories are indicative of the skills focus of EAP classes, including vocabulary, grammar, content and organization for writing and language awareness, language use, topic focus and pragmatic awareness for speaking. Content is assessed according to the consistency and development of ideas with a minor portion of the grade going to the way the student handled the subject matter.

II. Course Models:

	EAP 100 Advanced English Reading and Communication	EAP 101 Advanced English Writing and Research
Skill Focus	Speaking, Reading, Listening	Writing
# of Credits	3	3
Hrs/Week	12	9
Delivery	Online, hyflex, blended or face-to-face, up to 40% asynchronous/online	

Students must pass both EAP 100, and EAP 101 to meet the U of R ELP requirement. They do not have to pass both classes in the same semester. Students have three opportunities to pass each course.

The EAP course hours of 12 and 9 hours per week, 252 hours per term, allow for a rigorous course of study that is comparable to La Cité's French as a Second Language Certificate.

Students who successfully complete the proposed Advanced English Reading and Communication 100 and Advanced English Writing and Research 101 could be eligible for six credits towards their degree.

Students who are in EAP 100 Advanced English Reading and Communication and/or EAP 101 Advanced English Writing and Research and may enrol in the ESL+1 program and take an undergraduate credit course from the authorized course list. In doing so, they earn credits toward their degree more quickly. Students who require an EAP 90 level course to complete the level are not eligible to take ESL+1.

Instructor credentials

Permanent Academic Staff will teach these courses. All permanent Academic Staff have at least these qualifications from our most current Permanent Instructor posting:

The candidate will have a M.Ed. or M.A. in Teaching English as a Second Language (Master's degree in related areas such as Applied Linguistics, English, Curriculum Design will also be considered). The candidate must possess a minimum of Level 2 TESL Canada certification or Standard 2 TESL SK or equivalents. Experience will include a minimum of five years teaching English for Academic Purposes (EAP), experience in teaching in an integrated skills program across various levels of proficiency, and the candidate must possess knowledge of second language acquisition and teaching methodology. The candidate will have experience in curriculum development, in particular demonstrated strengths in the creation of materials and assessment tools. In addition, the candidate will provide evidence of a creative and reflective approach to language teaching as well as knowledge of the Common European Framework.

Meetings with other units

The ESL Program has met with the units whose course content intersects with some EAP content. These units include the Indigenous Literatures in English at FNUUniv, whose RDWT 120 includes writing instruction for some FNUUniv students making it similar to EAP 101 Advanced English Writing and Research. (EAP 100 Advanced English Reading and Communication, on the other hand, was seen as a different course from RDWT 120 with no significant overlapping content.) In our discussion, the Program Coordinator recognized that RDWT 120 and EAP 101 are different courses for different students. RDWT 120 has a strong Humanities focus, where EAP 101 prepares students to write in a variety of programs. RDWT 120 is only open to FNUUniv students while EAP 101 is open to students who require English language skill development. A note has been added to the course description stating that students cannot receive credit for both RDWT 120 and EAP 101.

We also met with the English Department, who also considered that the focus of our courses on language learning, and the content as the vehicle for that learning differentiates EAP courses from English courses. Again, EAP 101 was the focus of discussion as its content is most similar to first year English courses, and again we recognized that the structure and pedagogical approach to EAP courses differentiate them from English 100 and 110. We noted that EAP courses are designed for conditionally admitted students who need to satisfy their language requirement, and therefore precede English 100. We also discussed the possibility that fully

admitted students experiencing academic challenges may want to take EAP 100 or 101. Fully admitted students can register in EAP 100 or 101 with permission of the ESL Director and their Faculty. In this case, students would receive credits according to the guidelines of their program.

The ESL Program also met with Faculties of Engineering, Kinesiology, Science, Business and Arts during the CCE Fall meetings. Faculties accepting these courses may come to be designated as "bridging program" Faculties.

III. Inclusion

EAP for credit would create a more inclusive program for prospective international and domestic students who need English language training by reducing the cost and length of their degree program.

Current University of Regina English language policies add financial strain to International students and extend the time necessary for them to complete their degree. In addition, the non-credit status of EAP courses implies that English language learning is remedial, which does not reflect the status of other language learning on campus. Nor does it acknowledge the rigorous expectations on EAP learners. Offering EAP for credit will validate the learning that takes place in the EAP Program and make it comparable to learning other language courses.

Granting Advanced EAP learners credit for their studies will increase equity and inclusion for speakers of languages other than English. It will acknowledge the post-secondary level academic and linguistic knowledge that International students bring to the university community and include them within the same rights and obligations as all credit students.

IV. Market and Environment

A number of Canadian universities offer credits for English language courses (typically at the most senior level) and/or allow ESL students to take credit courses during their language studies similar to the University of Regina's ESL + 1 program. Examples of larger universities offering credit are the University of Toronto, McGill, and the University of Alberta. An environmental scan of comprehensive universities of a comparable size to the University of Regina done in 2020 showed that Capilano University, Carleton University, Thompson Rivers University, Trent University, and Victoria Island University all offer some credits for ESL study. See **Attachment B**.

It is expected that granting credits for the final level of EAP will encourage more international students who need to satisfy the ELP requirement to apply to the University of Regina. Although English as Additional Language Speakers can satisfy that requirement by submitting international language test scores such as the IELTS or TOEFL, research at a number of universities has shown that students who take at least one term of an intensive English Language Program do better in their future studies than those who enter with just test scores and they tend to stay to complete their studies. English language courses provide students with a welcoming orientation to the local and university communities and the academic expectations of their new learning context, while improving their language skills. Early integration into credit studies will engage students in their degree programs and support future success.

Credit EAP courses could also attract domestic, non-native speakers of English who want to pursue post-secondary studies but need to satisfy the ELP requirement, and students who have satisfied the ELP requirement, but who need additional language support.

The University of Regina International Office strongly supports offering credit EAP courses and is eager to start recruiting international students in this way as soon as possible.

(end of Motion)

1.2 ESL Course Level Names – Revision

MOTION: That the ESL 005, ESL 010, ESL 020, ESL 030 and ESL 040 level names be changed, effective 202220.
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ESL 005 (Low Basic) – EAP 005 Foundations 1 (Beginner)

ESL 010 (Basic) – EAP 010 Foundations 2 (Elementary)

ESL 020 (High Basic) – EAP 020 Vantages 1 (Low Intermediate)

ESL 030 (Intermediate) – EAP 030 Vantages 2 (Intermediate)

ESL 040 (High Intermediate) – EAP 090 High Intermediate

Approved by ESL Academic Committee electronic vote on December 9, 2021

Approved by CCE Council electronic vote on December 17, 2021

BACKGROUND AND RATIONALE:

In order to allow a smooth transition through the levels of the EAP Program, the current 005, 010, 020, 030, and 040 will move from the 15, 25, and 35 non-credit terms to the 10, 20, and 30 credit terms in the Banner system. These courses will not receive credits.

These changes in Banner make this an appropriate time to change the names of the levels. The level names will appear on student credit transcripts effective 202220. At the ESL Academic Committee Meeting on December 3, 2021, the Director of the Centre for Continuing Education suggested that the level names be reviewed. Suggestions were submitted by members of ESL and a motion to change the names for ESL 005 to ESL 030 was passed by electronic vote.

The course names for ESL 040 level were approved by the ESL Academic Committee on September 28, 2021. These changes are noted in the Centre for Continuing Education section of the Undergraduate Calendar in **Attachment C**.

(end of Motion)

1.3 EAP 030 Vantages 030 (Intermediate) – Direct Entry Scores

MOTION: To include Direct Entry for EAP 030 Vantages 2 (Intermediate) in the ESL section of the Undergraduate Calendar, effective 202220.

Approved by ESL Academic Committee electronic vote on December 9, 2021

Approved by CCE Council electronic vote on December 17, 2021

BACKGROUND AND RATIONALE:

In an effort to attract more students to the EAP Program, Direct Entry scores for EAP 030 Vantages 2 will be added. The IELTS and Duolingo tests will be articulated to EAP 030 Vantages 2 level based on current scores for Advanced EAP and High Intermediate levels. This change needs to be reflected in the University Calendar.

The following equivalency charts explain how these scores articulate to EAP 030 Vantages 2. Although the TOEFL iBT score is included for Direct Entry into Advanced EAP, further research would have to be done to reach an accurate score for Direct Entry into High Intermediate and Intermediate. The scores for the IELTS and Duolingo tests are more closely aligned, making a clearer articulation to EAP 030 Vantages 2.

Direct Entry scores		
LEVEL	IELTS	Duolingo
Advanced	Overall IELTS (Academic) score of 6.0 with no band score lower than 5.0	Duolingo score of 95 – 105
High Intermediate	Overall IELTS (Academic) score of 5.5 with no band score lower than 5.0	Duolingo score of 85-90
Vantages 2	Overall IELTS (Academic) score of 5.0 with no band score lower than 4.5	Duolingo score of 75-80

These changes are noted in the Centre for Continuing Education section of the Undergraduate calendar as part of the fifth motion.

Comparison chart showing the equivalencies.

	Informational websites and comparison charts
Duolingo and IELTS	<ul style="list-style-type: none"> - https://studyabroad.shiksha.com/duolingo-to-ielts-score-conversion-articlepage-2487 - https://englishtest.duolingo.com/scores

ESL equivalency draft chart from August 2014: Note that these are exit scores resulting from analysis of tests that students write to pass the level	https://netstorage.cc.uregina.ca/oneNet/NetStorage/DriveT%40VOL2/cce/esl/Academic/Curriculum%20Revitalization%20Process/2014.2%20Phase%20II%20Myra%20and%20Amy/Phase%20II%20Documents/Alignment%20CLBs%20and%20Tests%20Draft%20as%20of%20August%202014.pdf
Comparison of the TOEFL iBT, CBT, PBT, IELTS and TOEIC	<ul style="list-style-type: none"> - https://www.edupac-id.com/blog/universal-conversion-table-for-the-toefl-ibt-pbt-cbt-test-score/ - https://crushthegretest.com/ielts-vs-toefl/
Comparison of IELTS and CEFR	<ul style="list-style-type: none"> - https://collegedunia.com/exams/ielts/cefr-and-ielts-level - https://www.ielts.org/about-ielts/ielts-in-cefr-scale - https://www.ielts.org/-/media/pdfs/ielts-and-the-cefr.ashx?la=en

(end of Motion)

2. FACULTY OF ENGINEERING AND APPLIED SCIENCE

2.1 Petroleum Systems Engineering – Admission Suspension

MOTION: To suspend admission for the Petroleum Systems Engineering Major at undergraduate level, effective 202230.

Rationale:

The motion to suspend admission to the Petroleum Systems Engineering program **at undergraduate level** is a necessary step in the creation of the new Energy Systems Engineering (ERSE) program. High school students and undergraduate students transferring in from other faculties or outside Universities will be accepted into the first-year engineering general program and will qualify to transfer to the ERSE program as of 202330. **The Petroleum Systems Engineering Program at graduate level will remain.**

(end of Motion)

2.2 Energy Systems Engineering Major – New Program

MOTION: To create the Energy Systems Engineering Major (ERSE), effective 202320.

Rationale: The Petroleum Systems Engineering (PSE) program has experienced declining undergraduate enrollment since the oil and gas industry’s downturn happened in 2015. The proposed Energy Systems Engineering program covers a broad category of engineering disciplines that deal with energy production, transportation, and storage. The Energy Systems Engineering program aims to serve the U of R’s strategic plan to “commit to climate action through development and research initiatives, as well as ecological and economic sustainability through responsible stewardship of the land and resources.”

Restructuring to Energy Systems Engineering is necessary to address the challenges that the PSE program is facing. The inclusive meaning of “energy” allows the current petroleum-focused curriculum to expand and incorporate more format of energy (such as wind, solar, nuclear, etc.). The resulting room for adjustments enables adapting to the fluctuating energy market sensitive to unforeseen social or political events. From the marketing point of view, the proposed Energy Systems Engineering program is more general and appealing to young generations.

No university in Canada offers an energy-related curriculum as comprehensive as the proposed Energy Systems Engineering program with three options:

- Petroleum Engineering
- Sustainable Energy Engineering
- Energy Transportation and Storage

The Energy Systems Engineering program targets to be the principal supplier of competent much-needed engineers to the national and international energy industry.

Why do we need the Petroleum Engineering option?

Canada’s oil and gas industry will continue to play an essential role in the global energy market. The demand and supply for oil and gas will remain dominant in the coming decades despite the transition from fossil fuels to clean energy. The PSE program has developed a robust curriculum accredited by CEAB since 2003. It has equipped with rich and solid research capacity and competence, and most importantly, accumulated 20 years of experience in teaching Petroleum Engineering. As the world economy recovers from COVID-19, the oil and gas industry will face the challenge of recruiting engineers to fill new or vacant positions due to the lack of recent graduates. The PSE program's academic asset should remain available to fill this gap between the demand and supply of quality engineers and meet the mutual needs of industry and students.

Why do we need the Sustainable Energy Engineering option?

The global energy market is shifting from traditional fossil fuels to clean energy in response to the world's effort to achieve net-zero greenhouse gas emissions to address climate change. The International Energy Agency (2021) has recently reported that the net-zero emissions call for a rapid transition to clean energy throughout 2030. Current situation indicated the fast-changing environment of the energy industry towards clean energy. Therefore, the Sustainable Energy Engineering option is essential for cultivating future engineers in need, developing and enhancing the required clean energy technology, and increasing the undergraduate enrollment of the PSE program or EGSE program after restructuring.

Why do we need the Energy Transportation and Storage option?

With the increasing trend in energy transportation and storage in Saskatchewan and Canada, an undergraduate program from the specialized knowledge field will help the Faculty of Engineering & Applied Science to grow. Moreover, these new technologies attract increasing job demand for engineering graduates. Since no similar engineering programs are available, this new option will increase the demand and attract significant interest from the student communities.

Proposed ERSE Curriculum Program Structure

Please note: The term “option” is the language used by the Canadian Engineering Accreditation Board. For University purposes, “option” will be updated to “concentration” in the Undergraduate Calendar to align with the University of Regina’s approved credential framework.

Bachelor of Applied Science in Energy Systems Engineering

Energy Systems Engineering is a broad category of engineering that deals with energy production, transportation, and storage in the most efficient, economical, and environmentally friendly manner. It covers the conventional and unconventional forms of energy, including fossil fuels and sustainable energy resources, such as solar, wind, geothermal, hydro, and nuclear, etc. The interdisciplinary skills developed through the program facilitate the seamless transition into the future shape of energy. Energy Systems Engineers take the lead on sustainability and resolve highly complex energy problems our society faces.

Petroleum Engineering Option

The Petroleum Engineering option evaluates, designs, and manages technologies in evaluating reserves, surface collection, and treatment facilities for oil and gas. Advanced computer utilization and automation combined with effective communications skills are integrated within the program. Techniques developed for the recovery of petroleum can be applied to the extraction of other important minerals. Petroleum engineering option also focuses on activities such as pollution remediation and greenhouse gases control.

Credit hours	
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG 123
3.0	ENGG 140
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
Term 3 (Fall)	
3.0	ENEL 280
3.0	ENGG 141
3.0	ENER 201
3.0	GEOG 102
3.0	MATH 217
Term 4 (Winter, Spring/Summer)	
3.0	ENER 203
3.0	ENIN 233
3.0	CHEM 105
3.0	MATH 213
3.0	STAT 289
Term 5 (Fall)	
3.0	GEOG 270
3.0	ENEV 261

Credit hours	
3.0	ENGG 303
3.0	ENER 301
3.0	ENGG 330
Term 6 (Spring/Summer)	
3.0	BUS 260
3.0	ENEV 223
3.0	ECON 201
3.0	ENIN 253
3.0	ENIN 350
Term 7 (Winter)	
3.0	ENIN 355
3.0	ENER 305
3.0	ENER 331
3.0	ENER 333
3.0	*Approved elective
Term 8 (Fall)	
1.0	ENER 400
3.0	ENER 431
3.0	ENER 433
3.0	ENER 435
3.0	*Approved Elective
3.0	*Approved Elective
Term 9 (Winter)	
3.0	ENGG 401
3.0	ENER 409
3.0	ENER 437
3.0	*Approved Elective
3.0	*Approved Elective
136.0	TOTAL
*Approved Electives - Petroleum ENER 380, ENER 381, ENER 480, ENER 481, ENER 483, ENER 484, ENER 485, ENER 490, ENER 491, ENER 492	
Approved electives - Sustainable Energy ENER 351 ENER 451, ENER 453, ENER 455, ENER 457	
Approved Electives - Energy transportation & Storage ENER 371, ENER 373, ENER 471, ENER 473. ENER 475, ENER 477	
Social Sciences and Humanities elective: choose one Faculty of Arts or La Cité course.	

The Sustainable Energy Engineering option introduces the technologies that are committed to climate action by developing renewable energy resources, such as solar, wind, geothermal, hydro, and nuclear, etc. Sustainable energy systems generate, convert, distribute, store, and utilize energy in exhaustibly mitigating greenhouse gases emissions. The curriculum provides fundamental knowledge and hands-on experiences in designing, developing, and managing sustainable energy systems.

Credit hours	
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG 123
3.0	ENGG 140
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
Term 3 (Fall)	
3.0	EDEL 280
3.0	ENGG 141
3.0	ENER 201
3.0	GEOL 102
3.0	MATH 217
Term 4 (Winter, Spring/Summer)	
3.0	ENER 203
3.0	ENIN 233
3.0	CHEM 105
3.0	MATH 213
3.0	STAT 289
Term 5 (Fall)	
3.0	GEOL 270
3.0	ENEV 261
3.0	ENGG 303
3.0	ENER 301
3.0	ENGG 330
Term 6 (Spring/Summer)	
3.0	BUS 260
3.0	ENEV 223
3.0	ECON 201
3.0	ENIN 253
3.0	ENIN 350
Term 7 (Winter)	

Credit hours	
3.0	ENIN 355
3.0	ENER 305
3.0	ENER 371
3.0	ENER 351
3.0	Approved elective
Term 8 (Fall)	
3.0	ENER 400
3.0	ENER 451
3.0	ENER 453
3.0	ENER 455
3.0	Approved elective
Term 9 (Winter)	
3.0	ENER 409
3.0	ENGG 401
3.0	ENER 457
3.0	Approved elective
3.0	Approved elective
136.0	TOTAL
Approved Electives - Petroleum ENER 331, ENER 333 ENER 431, ENER 433, ENER 435, ENER 437, ENER 380, ENER 381, ENER 480, ENER 481, ENER 483, ENER 484, ENER 485, ENER 490, ENER 491, ENER 492	
Approved electives - Energy transportation & storage ENER 373, ENER 471, ENER 475, ENER 473, ENER 477	

Bachelor of Applied Science in Energy Systems Engineering

Energy Transportation and Storage option

The Energy Transportation and Storage option focus on knowledge development in energy distribution, conversion, and storage systems essential for sustaining the increasing energy demands. It includes piping engineering design and materials, pipeline integrity management, pressure vessel design, and energy conversion and storage materials. Machine learning for energy systems facilitated by advanced computer utilization and automation is integrated within the curriculum.

Credit hours	
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG 123
3.0	ENGG 140
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111

Credit hours	
3.0	PHYS 119
Term 3 (Fall)	
3.0	ENEL 280
3.0	ENGG 141
3.0	ENER 201
3.0	GEOL 102
3.0	MATH 217
Term 4 (Winter, Spring/Summer)	
3.0	ENER 203
3.0	ENIN 233
3.0	CHEM 105
3.0	MATH 213
3.0	STAT 289
Term 5 (Fall)	
3.0	GEOL 270
3.0	ENEV 261
3.0	ENGG 303
3.0	ENER 301
3.0	ENGG 330
Term 6 (Spring/Summer)	
3.0	BUS 260
3.0	ENEV 223
3.0	ECON 201
3.0	ENIN 253
3.0	ENIN 350
Term 7 (Winter)	
3.0	ENIN 355
3.0	ENER 305
3.0	ENER 371
3.0	ENER 373
3.0	Approved elective
Term 8 (Fall)	
3.0	ENER 400
3.0	ENER 471
3.0	ENER 473
3.0	ENER 475
3.0	Approved elective
Term 9 (Winter)	
3.0	ENER 409
3.0	ENGG 401
3.0	ENER 477

Credit hours	
3.0	Approved elective
3.0	Approved elective
136.0	TOTAL
Approved Electives - Petroleum ENER 331, ENER 333 ENER 431, ENER 433, ENER 435, ENER 437, ENER 380, ENER 381, ENER 480, ENER 481, ENER 483, ENER 484, ENER 485, ENER 490, ENER 491, ENER 492	
Approved electives – Sustainable Energy & transportation ENER 351, ENER 451, ENER 453, ENER 455, ENER 457	

(end of Motion)

3. FACULTY OF ARTS

3.1 Economics Major Program – Revision

MOTION: To add ECON 373 in the list of courses with a major component that is required for all Economics Major Programs to read as follows, effective 202230.

Bachelor of Arts in Economics

Credit Hours	BA Economics Major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
6.0	Two of ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
3.0	One of ECON 321 or 351
9.0	Three ECON courses
3.0	ECON 480
3.0	One of Math 103 or 110
45.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
Requirement met in major	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GES 121
3.0	One of: ENGL 110, RLST 245, 248, PHIL 100, SOST 110
6.0	Two language courses (or one six-credit course) in the same language other than English
3.0	Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except RLST 181, 184, 186, 188, 284, 288)
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ

Credit Hours	BA Economics Major Required Courses
Requirement met in major	Any course in ECON, GES (except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST
3.0	Any course in INCA, INDG (except INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ, GES 344, JS 350, 351, KIN 105, LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial Indigenous content, including special studies.
27.0	Subtotal
Open Electives	
48.0	16 elective courses
120.0	Total: 60.00% PGPA and UGPA required

Bachelor of Arts Honours in Economics

Credit Hours	BA Honours in Economics
BA Honours Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
6.0	Two of ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
3.0	ECON 401
3.0	ECON 402
3.0	ECON 480 (with a grade of at least 75%)
3.0	ECON 499
9.0	Three ECON courses
3.0	STAT 160 or 200
3.0	One of MATH 103 or 110
60.0	Subtotal: 75.00% major GPA required
Arts Core Requirements	
27.0	Same as stated for BA in Economics
Open Electives	
33.0	11 elective courses
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Bachelor of Arts Combined Major in Economics and Business Administration

Credit Hours	BA Economics and Business Administration Required Courses
Combined Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
6.0	Two of ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
3.0	ECON 480
6.0	Two ECON courses
3.0	BUS/ADMN 100
3.0	BUS/ADMN 210

Credit Hours	BA Economics and Business Administration Required Courses
3.0	BUS/ADMN 260
3.0	BUS/ADMN 285
3.0	BUS/ADMN 288
3.0	BUS/ADMN 290
6.0	Two BUS/ADMN courses
6.0	Two 300- or 400-level BUS/ADMN courses
3.0	One of MATH 103 or 110
63.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
27.0	Same as stated above for <u>BA in Economics</u>
Open Electives	
30.0	10 open electives
120.0	Total: 60.00% PGPA and UGPA required

Bachelor of Arts Combined Major in Economics and History

Credit Hours	BA Economics and History Combined Major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
6.0	Two of ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
3.0	ECON 480
6.0	Two ECON courses
3.0	One 100-level HIST course
3.0	One 100-level or 200-level* HIST course (can include INDG 228 or INDG 229)
9.0	Three 200-level HIST courses* (can include INDG 228 or INDG 229)
15.0	Five 300- or 400-level HIST* courses (can include PSCI 331)
*Students must complete at least one 200- or 300-level course from each of Groups I-IV, and a second 200- or 300-level course from at least two of the groups. See chart under the Department of History.	
60.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
Requirement met in major	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GES 121
3.0	One of: ENGL 110, RLST 245, 248, PHIL 100, SOST 110
6.0	Two language courses (or one six-credit course) in the same language other than English
3.0	Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except RLST 181, 184, 186, 188, 284, 288)
Requirement met in major	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ
Requirement met in major	Any course in ECON, GES (except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST
3.0	Any course in INCA, INDG (except INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ, GES 344, JS 350, 351, KIN 105, LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial Indigenous content, including special studies.
24.0	Subtotal
Open Electives	

Credit Hours	BA Economics and History Combined Major Required Courses
36.0	12 open electives
120.0	Total: 60.00% PGPA and UGPA required

Bachelor of Arts in Economics and Society

Credit Hours	BA Economics and Society Major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
15.0	Five ECON courses
6.0	Two of: ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
6.0	Two 300- or 400- level ECON courses
9.0	Three other 200-, 300-, 400-level courses from at least two different disciplines in the following list: ANTH, GES, HIST, INDG, IS, JS, PHIL, PSCI, PSYC, RLST, SOC, SOST, WGST
45.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
Requirement met in major	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GES 121
3.0	One of: ENGL 110, RLST 245, 248, PHIL 100, SOST 110
6.0	Two language courses (or one six-credit course) in the same language other than English
3.0	Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except RLST 181, 184, 186, 188, 284, 288)
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ
Requirement met in major	Any course in ECON, GES (except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST
3.0	Any course in INCA, INDG (except INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ, GES 344, JS 350, 351, KIN 105, LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial Indigenous content, including special studies.
27.0	Subtotal
Open Electives	
48.0	16 open electives
120.0	Total: 60.00% PGPA and UGPA required

Bachelor of Science Honours in Economics

Credit Hours	BSc Economics Honours in Required Courses
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
6.0	Two of ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
3.0	ECON 401
3.0	ECON 402

3.0	ECON 480 (with a grade of at least 75%)
3.0	ECON 499
6.0	Two STAT courses above 200 or MATH course above 110 (except for MATH 124 and 127)
3.0	STAT 160 or 200
3.0	CS 110
3.0	One of MATH 103 or 110
60.0	Subtotal: 75.00% major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, or Media, Art, and Performance elective courses
6.0	Two Natural Science electives
6.0	Two Science electives (not ECON)
12.0	Four Science, Arts, or Media, Arts, and Performance electives
18.0	Six Open electives
120.0	Total: 70.00% PGPA and 60.00% UGPA required

(end of Motion)

3.2 Faculty of Arts Admission Requirements – Revision

MOTION: To revise the Faculty of Arts admission requirements, effective 202230.

Arts Transition Program

- a. Students with GPAs* 50.00-59.99% will be offered admission via the Arts Transition Program.
- b. Students with GPAs* below 50.00% are not admissible to the Arts Transition Program except with permission from the Associate Dean (Undergraduate) or Designate.

*GPA will be assessed using:

- AGPA: applicants who are new to the University of Regina are assessed on all recognized post-secondary courses attempted, or
- UGPA: applicants who have previously attempted 15 or more credit hours at the University of Regina are assessed using only their University of Regina grades.

Rationale:

At the October 2020 Senate meeting, when the Arts Transition Program admission requirements were passed, students with GPA's below 50.00% became inadmissible to the Faculty of Arts.

There are some students who will decide to return to their studies after a lengthy time away because their personal circumstances have changed. Often a low academic average can be a result of turmoil, crisis, or personal situations rather than a lack of academic ability. If a student is required to withdraw from the University of Regina, they will have to sit out a minimum of two years, but after that time, if given another chance, a returning student may be eligible to apply for Fresh Start, or a new student may do very well compared to their previous attempts. Some examples of previous petitioning students and the outcome when accepted on petition:

1. An applicant applied to the University of Regina after attending the University of Saskatchewan and being required to withdraw and had an average below 50.00%. The student had outlined her challenges which included two miscarriages and emotional and physical stress that affected her studies. After a 14 year break, she had applied to come to the University of Regina, and outlined the changes in her life

including having two children, a foster child, a supportive spouse, and employment that taught her to become and advocate for those who cannot speak for themselves. Returning to studies allowed this student to work towards her personal and career goals and become (in her words) “her better self.” This student has now completed 84 credit hours and has a 79.00% UGPA.

2. An applicant applied to the University of Regina after attending the University of Alberta, and being required to withdraw had an average below 50.00%. This student outlined her challenges which included moving far from home, culture shock, lack of social life, lack of balanced support system, and lack of confidence. Her family was able to move closer to her, and she began to make friends and gain peer support. She recovered academically because she overcame her psychological difficulties and her fear of failure and started to return to studies with taking one course. She was able to continue her studies, and now has an 84.00% average at the University of Regina.
3. A more recent example (since new regulation was put in place): An applicant returned to the University of Regina after a requirement to withdraw and a 15 year break, but had an average below 50.00%. He had previously attended when he was 21 years old, and since that time, had become an Educational Assistant, a husband, and a father. He had reflected on his past decisions, wanted to set a good example of his children, and was ready to return to academic pursuits, but with a 42.00% average from 15 years ago, he was not eligible for this opportunity.

(end of Motion)

3.3 Bachelor of Arts in Journalism – Revision

MOTION: To remove the note from the Bachelor of Arts in Journalism (BAJ) and Bachelor of Journalism (BJ), effective 202230.

Credit hours	BA in Journalism Required Courses
Pre-Journalism (years 1 and 2)	
60.0	As stated in the Pre-Journalism template.
Journalism Studies (years 3 and 4, competitive admission)	
Note: Courses taken before admission to the program are not counted towards years 3 and 4 of the program	
0.0	Arts 099
3.0	JRN 300
3.0	JRN 301
3.0	JRN 302
3.0	JRN 303
3.0	JRN 304
3.0	JRN 308
3.0	300-level JRN course
3.0	JRN 401 or 402
3.0	Two 400-level JRN courses
15.0	Five additional electives
15.0	JRN 400 (internship)
60.0	Subtotal: 65.00% major GPA required
120.0	Total: 65.00% PGPA and 60.00% UGPA required

Credit hours	Bachelor of Journalism Required Courses
Note: Courses taken before admission to the program are not counted towards years 3 and 4 of the program	
3.0	JRN 300
3.0	JRN 301
3.0	JRN 302
3.0	JRN 303

3.0	JRN 304
3.0	JRN 308
3.0	300-level JRN course
3.0	JRN 401 or 402
6.0	Two 400-level JRN courses
15.0	Five additional electives
15.0	JRN 400 (internship)
60.0	Total: 65.00% PGPA and 60.00% UGPA required

Rationale:

Not allowing students to use additional courses taken prior to being admitted to the School of Journalism has a disproportionate negative affect on students who study on a less than 5-course per term schedule (i.e. students who come to the BAJ program with more than 60 credit hours in pre-journalism, working students, students with disabilities, etc.) This does not affect the number or type of JRN classes required by our degrees.

(end of Motion)

3.4 Bachelor of Journalism – Revisions

MOTION: To update the description and course sequencing information on the Bachelor of Journalism (BJ), effective 202230.

Bachelor of Journalism (BJ)

This degree is designed for students with a previous degree who seek a specialization in journalism. ~~Please note: First-year BJ is the pre-qualifying program that degree holding students who do not have a prior journalism degree or experience are required to take in preparation for entering the MJ program.~~

~~The two years required to obtain the Bachelor of Journalism degree, 60 credit hours, must be completed in full at the University of Regina, following admission to the School of Journalism and will included 3 terms of coursework and one term as an intern in the journalism field. For degree-holding students who do not fully qualify to directly enter the MJ program, one non-degree preparatory BJ year is required for MJ admission. Such students also have the option to remain in the BJ program to complete the requirements for a BJ degree, rather than advancing to the master's level.~~

Student must meet a required standard in this internship to obtain the degree.

Credit Hours	Bachelor of Journalism Required Courses
Note: Courses taken before admission to the program are not credited towards these requirements.	
3.0	JRN 300
3.0	JRN 301
3.0	JRN 302
3.0	JRN 303
3.0	JRN 304
3.0	JRN 308
3.0	300-level JRN course
3.0	JRN 401 or 402
6.0	Two 400-level JRN courses
15.0	Five additional electives
15.0	JRN 400 (internship)
60.0	Total: 65.00% PGPA and 60.00% UGPA required

Course Sequencing

All students will take the following courses in the first term: JRN 300, 301, 302, 303, and 304; and the following courses in the second term: 308, and one 300 level JRN elective and two additional JRN or general electives. The internship is designated JRN 400.

Internships are offered in the summer or fall terms. The placement is determined by the School.

In the fourth term student are required to take 9 or more credit hours of journalism electives at the 400-level which must include JRN 401 or 402. The remaining electives may be taken outside the School of Journalism.

Students are generally expected to study full-time and will typically sequence their courses as follows:

First term (fall): JRN 300, 301, 302, 303, and 304.

Second term (winter): JRN 308, JRN 305 and/or JRN 306 to meet the prerequisites for JRN 401 and/or JRN 402, and any necessary electives. Students are encouraged to take all 300-level JRN classes offered in this semester to prepare for internships.

Internship terms (spring/summer and/or fall): JRN 400. The placement is determined by the School. Students may also take an elective or two in a semester "off", or in addition to the internship (special permission is required to take a course in the same term as the internship).

Final term: 9 credit hours of JRN 4XX courses, which must include JRN 401 or 402, and any remaining electives.

Rationale:

The course sequencing information has been re-written for clarity, to reflect the less prescriptive number of electives per term, and to correct a minor error in elective counts.

(end of Motion)

3.4 Bachelor of Arts in Journalism and Bachelor of Journalism – Residency Requirement Revision

MOTION: To revise the residency requirement that all courses must be completed after admission to the School of Journalism, effective 202230.

Page 69 of the 2021-2022 Undergraduate Calendar

Academic Program	Admission, Re-Admission, and Transfer	Residency Requirements
<p>BA in Journalism</p> <p>Bachelor of Journalism</p>	<p>Students who have completed or are completing the pre-journalism stage of the BA in Journalism must apply to the School of Journalism for admission to the final two years of the program.</p> <p>Students with a previous degree must apply to the School of Journalism for admission to the Bachelor of Journalism program.</p>	<p>Two years of Journalism studies must be completed in full at the U of R.</p> <p>60 credit hours, including:</p> <ul style="list-style-type: none"> • <u>half of the credit hours required for the major.</u> • <u>nine credit hours in the minor (if any).</u>

Rationale:

The residency requirement is revised to align with the removal of the requirement to complete all 60 credit hours required by the Bachelor of Arts in Journalism and Bachelor of Journalism after admission.

(end of Motion)

4. FACULTY OF SCIENCE

4.1 Minor in Environmental Geoscience – New Program

MOTION: To create a minor in Environmental Geoscience. This minor is to be mutually exclusive from the Minor in Geology, effective 202230.

<u>Credit Hours</u>	<u>Minor in Environmental Geoscience required courses</u>
<u>3.0</u>	<u>GEOL 102</u>
<u>3.0</u>	<u>GEOL 201</u>
<u>6.0</u>	<u>Two GEO courses any level</u>
<u>6.0</u>	<u>Two of GES 300- or 400-level, GEOL 300- or 400-level, BIOL 356, 456, or ENEV 321, 322, 334 etc.</u>
<u>18.0</u>	<u>Subtotal: 65.00% Minor GPA required</u>
Note: Students eligible for a Science minor (or concentration) may choose to complete the minor (or concentration) in Environmental Geoscience or in Geology, <u>but not both.</u>	

Rationale:

There is currently no minor option for this program.

(end of Motion)

4.2 Diploma in General Science – Revision

MOTION: To add Environmental Geoscience as a concentration in the Diploma in General Science, effective 202230.

<u>Credit hours</u>	<u>Diploma in General Science</u>
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104
3.0	CHEM 105 or 140
3.0	CS 110
3.0	ENGL 100
3.0	ENGL 110
3.0	GEOL 102
3.0	MATH 103 or 110
3.0	MATH 111 or 112
3.0	PHYS 109 or 111
3.0	PHYS 119 or 112
3.0	STAT 100 or 160
3.0	One Arts, La Cité, or Media, Art, and Performance course
0.0-6.0	Science, Arts, La Cité, or Media, Art, and Performance course(s)

12.0 – 18.0	Completion of a Concentration in Science* Options include: Biology, Biochemistry, Chemistry, Geology, <u>Environmental Geoscience</u> , Applied Mathematics, Pure Mathematics, Statistics, Physics
60.0	Total: 65% PGPA and 60% UGPA
*For the purposes of the Diploma in General Science, requirements for a Concentration in Science corresponds with the Minor requirements outlined in the Department section for each discipline.	

Rationale:

To provide accessible options for Diploma students interested in Environmental Studies.

(end of Motion)

ITEMS FOR INFORMATION

1. CENTRE FOR CONTINUING EDUCATION

1.1 Calendar Revisions

The above motions require changes to the 2022-2023 Undergraduate calendar. **Attachment C** reflects these changes in the Centre for Continuing Education section, which includes the English as a Second Language section of the calendar.

Additional ESL information requiring updates is also found in the Undergraduate Admissions on pages 3 and 15 and under the Faculty of Arts on page 74 of the Undergraduate Calendar.

These changes include the removal of all CanTEST information from the CCE section of the 2022-2023 Undergraduate Calendar due to its discontinuance as an official English Language Proficiency exam.

CanTEST was used as an official English Language Proficiency exam, however, it has now been discontinued. Therefore, reference to all CanTEST information should be removed from the Undergraduate Calendar. These deletions are noted in the Centre for Continuing Education section of the calendar as part of the sixth motion.

Additional CanTEST information is also found in Undergraduate Admissions on page 3 and also under General Information for Students on page 59 of the Undergraduate Calendar.

1.2 Course Descriptions

EAP Foundations 1

Foundations 1 is an intensive English language level for speakers of languages other than English who have not studied English before. There are three courses, including a Core class of 15 hours per week, a Grammar and Writing Skills class of 3 hours per week and a Communications class of 3 hours per week. The Core class is worth 70% of the level grade, and the Grammar and Writing, and the Communication class are each worth 15% of the level grade.

EAP 005 0:15-0 Foundations 1 Core Class

This course focusses on developing reading, writing, listening and speaking skills using concrete, personal and everyday topics at the beginner level. Vocabulary and grammar components are also integrated into the lessons.

***Prerequisite: Foundations 1 EAP Placement Test Scores ***

Co-requisite: EAP 006 and EAP 007

EAP 006 0:3-0 Foundations 1 Grammar and Writing Class

This course focuses on developing beginning writing skills, including forming letters of the English alphabet, spelling, and writing simple sentences using concrete, personal and everyday topics.

***Prerequisite: Foundations 1 EAP Placement Test Scores ***

Co-requisite: EAP 005 and EAP 007

EAP 007 0:3-0 Foundations 1 Communications Class

This course focuses on developing listening and speaking skills that involve concrete, personal and everyday topics, including recognizing and pronouncing English vowel and consonant sounds, and fulfilling simple social functions.

***Prerequisite: Foundations 1 EAP Placement Test Scores ***

Co-requisite: EAP 005 and EAP 006

EAP Foundations 2

Foundations 2 is an intensive English language level for speakers of languages other than English who can communicate concrete, personal and everyday topics in conversation and writing. There are three courses, including a Core class of 15 hours per week, a Grammar and Writing Skills class of 3 hours per week and a Communications class of 3 hours per week. The Core class is worth 70% of the level grade, and the Grammar and Writing, and the Communications class are each worth 15% of the level grade.

EAP 010 0:15-0 Foundations 2 Core Class

This course focusses on developing reading, writing, listening and speaking skills using concrete common and familiar topics at the elementary level. Vocabulary and grammar components are also integrated into the lessons.

*** Prerequisite: Completion of EAP 005 AND EAP 006 AND EAP 007 or Foundations 2 level EAP Placement Test Scores ***

Co-requisite: EAP 011 and 012

EAP 011 0:3-0 Foundations 2 Grammar and Writing Class

This course focuses on developing elementary writing skills, including sentence and paragraph writing using concrete common or familiar topics.

*** Prerequisite: Completion of EAP 005 AND EAP 006 AND EAP 007 or Foundations 2 level EAP Placement Test Scores ***

Co-requisite: EAP 010 and 012

EAP 012 0:3-0 Foundations 2 Communications Class

This course focuses on developing elementary listening and speaking skills that involve concrete common or familiar topics.

*** Prerequisite: Completion of EAP 005 AND EAP 006 AND EAP 007 or Foundations 2 level EAP Placement Test Scores ***

Co-requisite: EAP 010 and 011

Vantages 1

Vantages 1 is an intensive English language level for speakers of languages other than English who can communicate using concrete common and familiar topics in conversation or in writing. There are three courses including a Core class of 15 hours per week, a Writing Skills class of 3 hours per week and a Communications class of 3 hours per week. The Core class is worth 70% of the level grade, and the Grammar and Writing and the Communications class are each worth 15% of the level grade.

EAP 020 0:15-0 Vantages 1 Core Class

This course focusses on developing reading, writing, listening and speaking skills using somewhat simple general knowledge at the intermediate level. Vocabulary and grammar components are also integrated into the lessons.

*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 1 level EAP Placement Test Scores ***

Co-requisite: EAP 021 and EAP 022

EAP 021 0:3-0 Vantages 1 Grammar and Writing Class

This course focuses on developing intermediate writing skills, including sentence and paragraph writing using simple general knowledge.

*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 1 level EAP Placement Test Scores ***

Co-requisite: EAP 020 and EAP 022

EAP 022 0:3-0 Vantages 1 Communication Class

This course focuses on developing intermediate communication skills that involve simple general knowledge.

*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 1 level EAP Placement Test Scores ***

Co-requisite: EAP 020 and EAP 021

Vantages 2 Level

Vantages 2 is an intensive English language level for speakers of languages other than English who can communicate simple general knowledge orally or in writing. There are two courses including a Core class of 15 hours per week and a Writing Skills class of 6 hours per week. The Core class is worth 70% of the level grade, and the Writing Skills or Communications class is worth 30% of the level grade.

EAP 030 0:15-0 Vantages 2 Core Class

This course focusses on developing reading, writing, listening and speaking skills using somewhat complex general knowledge at the intermediate level. Vocabulary and grammar components are also integrated into the lessons.

*** Prerequisite: Completion of EAP 020 AND 021 AND 022 or Vantages 2 EAP Placement Test Scores or Direct Entry into Vantages 2 level***

Co-requisite: EAP 031

EAP 031 0:6-0 Vantages 2 Grammar and Writing Class

This course focuses on developing intermediate writing skills, including sentence and paragraph writing on topics that require somewhat complex general knowledge.

*** Prerequisite: Completion of EAP 020 AND 021 AND 022 or Vantages 2 EAP Placement Test Scores or Direct Entry into EAP Vantages 2 level***

Co-requisite: EAP 030 (only one of EAP 031 or EAP 032 are required to pass the level)

EAP 032 0:6-0 Vantages 2 Communication Class

This course focuses on developing intermediate communication skills that involve somewhat complex general knowledge.

*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 2 level EAP Placement Test Scores or Direct Entry into EAP Vantages 2 level ***

***Co-requisite: EAP 030 (only one of EAP 031 or EAP 032 are required to pass the level) ***

High Intermediate Level

High Intermediate is an intensive English language level for speakers of languages other than English who communicate using somewhat complex general knowledge. There are two courses, including an Academic English Reading and Communication class and an Academic English Writing class.

EAP 090 0:12-0 High Intermediate English Reading and Communication

Course Description:

This course focuses on moderately complex and abstract academic skill development in listening, speaking and reading for moderately complex and abstract topics.

*** Prerequisite: Completion of Vantages 2 level (EAP 030 and ONE of 031 or 032) or High Intermediate EAP Level Placement Test Scores or Direct Entry to EAP High Intermediate Level ***

EAP 091 0:9-0 High Intermediate English Writing

Course Description:

This course presents moderately complex and abstract academic writing, including complex grammatical and sentence construction, paragraph and essay structures.

*** Prerequisite: Completion of Vantages 2 level (EAP 030 and ONE of 031 or 032) or EAP High Intermediate Level Placement Test Scores or Direct Entry to EAP High Intermediate Level ***

EAP Advanced Level

This is an intensive academic English language level for advanced speakers of languages other than English who can communicate using moderately complex, abstract topics. Completing this level (both EAP 100 and EAP 101) satisfies the University of Regina English Language Proficiency requirement.

EAP 100 3:12-0 Advanced English Reading and Communication

Course Description:

This course covers interesting and often controversial topics while developing advanced academic reading, listening and speaking skills for complex and abstract topics.. It includes academic integrity, critical thinking, and study skill.

*** Prerequisite: Completion of EAP 090 High Intermediate Academic English Reading and Communication or EAP Advanced Level Placement Test Scores or Direct Entry to EAP Advanced Level or permission of the department***

***Co-requisite: EAP 101 in order to complete the level and satisfy the University English Language Proficiency requirement for full admission to University degree programming. ***

*** Fully admitted students can register in EAP 100 with permission of the ESL Director and their Faculty.***

EAP 101 3:9-0 Advanced English Writing and Research

Course Description:

This course presents formal academic or professional writing and research skill development for advanced English language learners using complex, and abstract topics.

*** Prerequisite: Completion of EAP 091 High Intermediate Academic English Writing or EAP Advanced Level Placement Test Scores or Direct Entry to EAP Advanced Level or permission of the department ***

***Co-requisite: EAP 100 in order to complete the level and satisfy the University English Language Proficiency requirement for full admission to University degree programming. ***

Fully admitted students can register in EAP 101 with permission of the ESL Director and their Faculty.

Students will not receive credit for both EAP 101 and RDWT 120.

2. FACULTY OF NURSING

2.1 CNUR 301: Leadership and Influencing Change

CNUR 301: Leadership and Influencing Change has always been intended to be delivered in French and has been developed and offered in French. (FR), which indicates the courses is delivered in French, was inadvertently left off the the original motion for the program plan and is now being added.

Bachelor of Science in Nursing (BScN) Bilingual Option

Credit hours	BScN Bilingual Option, required courses
3.0	CNUR 100 (FR)
3.0	CNUR 101
3.0	CNUR 102 (FR)
3.0	CNUR 103
3.0	CNUR 104
3.0	CNUR 106 (FR)
3.0	CNUR 107
3.0	CNUR 201 (FR)
3.0	CNUR 202
3.0	CNUR 203
3.0	CNUR 204
3.0	CNUR 205
3.0	CNUR 206
3.0	CNUR 209 (FR)
3.0	CNUR 300 (FR)
3.0	CNUR 301 (FR)
6.0	CNUR 302 (FR*)
6.0	CNUR 303
6.0	CNUR 304
6.0	CNUR 305
3.0	CNUR 400 (FR)
6.0	CNUR 401
3.0	CNUR 402 (FR)
6.0	CNUR 403 (FR)
6.0	CNUR 404 (FR)
93.0	Subtotal: 65% GPA required
3.0	BIOL 110
3.0	BIOL 111
3.0	BIOL 222
3.0	FRN 352

Credit hours	BScN Bilingual Option, required courses
3.0	INDG 100 (FR)
3.0	STAT 100 (FR)
3.0	FRN 340AI Directed Elective (FR)
3.0	Open Elective (FR)
3.0	Open Elective (FR)
120.0	Total: 65.00% PGPA required
(FR) denotes courses delivered in French	
*Theory provided in English; Clinical provided in French	

ATTACHMENT A

050 Essay Scoring Rubric	Total Score: /20	Name:
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	5	4	3	2	1
Content	<i>A fully developed position that satisfies academic content requirements</i>	<i>A sufficiently developed position with slightly imbalanced focus or argumentation</i>	<i>A modestly presented position that relies on generic, over-generalized or clichéd ideas</i>	<i>A somewhat relevant position that requires more focus, elaboration or justification</i>	<i>An insufficient position that is vague, underdeveloped, contradictory or excessively off-topic</i>
Introduction	<ul style="list-style-type: none"> ○ Precisely focused and relevant lead in that orients the reader to the thesis with a clear sense of purpose and sophistication 	<ul style="list-style-type: none"> ○ Appropriately focused lead in that identifies the thesis clearly, with minor indications of over-generalization 	<ul style="list-style-type: none"> ○ Relevant lead in that identifies the thesis but in a noticeably hasty and perhaps still overly broad approach 	<ul style="list-style-type: none"> ○ Broad, general focus that states a position but is noticeably oversimplified and/or only indirectly relevant 	<ul style="list-style-type: none"> ○ Not entirely clear or relevant; possibly off-topic/tangential or irrelevant
Body	<ul style="list-style-type: none"> ○ Clearly highlighted and fully expanded ideas with relevant information (in the form of facts, statistics, opinions, etc.) 	<ul style="list-style-type: none"> ○ Presented and developed ideas that require some further elaboration or justification 	<ul style="list-style-type: none"> ○ Presented general ideas that require more development and justification 	<ul style="list-style-type: none"> ○ Evident main ideas at times, but content is overly generic, redundant or tangential 	<ul style="list-style-type: none"> ○ Very limited and repetitive ideas, not always distinguishable from each other
Conclusion	<ul style="list-style-type: none"> ○ Fully justified and sufficient closing, with clear implications 	<ul style="list-style-type: none"> ○ Relevant and generally justified closing, but implications may be unclear or lacking 	<ul style="list-style-type: none"> ○ Related closing that is somewhat repetitive and premature/unjustified 	<ul style="list-style-type: none"> ○ Evident attempts at closing, though it remains inadequate, premature, repetitive and/or unjustified 	<ul style="list-style-type: none"> ○ Closing is completely inadequate or unjustified, or excessively repetitive
Organization	<i>Message is read easily and progresses smoothly</i>	<i>Message is read generally comfortably</i>	<i>Message is followed with minor accommodation</i>	<i>Message is followed with significant effort</i>	<i>Message requires constant effort/accommodation</i>
Paragraphing	<ul style="list-style-type: none"> ○ Information is sequenced wholly logically; paragraphing is fully appropriate 	<ul style="list-style-type: none"> ○ Information is sequenced mostly logically, with minor lapses; paragraphing is sufficient 	<ul style="list-style-type: none"> ○ Information is sequenced generally appropriately with some noticeable lapses; paragraphing is minimally adequate for academic writing 	<ul style="list-style-type: none"> ○ Information is sequenced somewhat inadequately or illogically; paragraphing is somewhat limited or awkward 	<ul style="list-style-type: none"> ○ Information is often disorganized; paragraphing is lacking, insufficient or coincidental
Coherence	<ul style="list-style-type: none"> ○ Message reads smoothly and offers a clear sense of direction/progression 	<ul style="list-style-type: none"> ○ Message reads generally clearly, and direction/progression is evident at most times 	<ul style="list-style-type: none"> ○ Message can be followed throughout, with minor accommodation and noticeable jaggedness 	<ul style="list-style-type: none"> ○ Message is somewhat choppy; progression is halted or lacking at noticeable instances, requiring re-reading 	<ul style="list-style-type: none"> ○ Message is random or confusing; progression is often lacking; message requires frequent re-reading
Cohesion	<ul style="list-style-type: none"> ○ Connections are flexible and successful at the word, phrase and clause level; ideational relationships are clear, with accurate use of referencing conventions and substitutions 	<ul style="list-style-type: none"> ○ Connections are successful at the word and phrase level, but minor overuse, limitations or errors are evident; some minor imprecision in referencing conventions and substitutions 	<ul style="list-style-type: none"> ○ Connections are generally appropriate at the word level, with noticeable limitations and overuse; referencing conventions and substitutions are faulty at times, but create only temporary confusion 	<ul style="list-style-type: none"> ○ Connections are adequate at times, but word-level forms and noticeable overuse and errors predominate; referencing conventions and substitutions are error-prone 	<ul style="list-style-type: none"> ○ Connections are noticeably overused, insufficient or incorrect on frequent occasions
Vocabulary	<i>Lexis is precise, academic and sophisticated, with minimal errors</i>	<i>Lexis is appropriate and generally flexible with some restrictions</i>	<i>Lexis is sufficient but with noticeable restrictions and minor accommodation</i>	<i>Lexis addresses the task in a noticeably limited, repetitive and/or unsophisticated manner</i>	<i>Lexis is intrusively restricted, overused, casual/familiar and/or error-prone</i>
Word Choice	<ul style="list-style-type: none"> ○ Precise word choice, with clear awareness of style, register, connotation, collocation and lexical chunks, despite very minor lapses 	<ul style="list-style-type: none"> ○ Appropriate and sufficient word choice, with emerging awareness of style and register, connotation, collocation and lexical chunks 	<ul style="list-style-type: none"> ○ Adequate academic word choice with modest use of collocation, lexical chunks, etc.; errors in more advanced usage are evident 	<ul style="list-style-type: none"> ○ Limited/inadequate word choice for the topic, with noticeable repetition/overuse and limitations with academic vocabulary 	<ul style="list-style-type: none"> ○ Excessively limited and repetitive word choice that is simple, generic and non-academic
Word Form	<ul style="list-style-type: none"> ○ Accurate and flexible morphology throughout, with virtually no errors 	<ul style="list-style-type: none"> ○ Accurate morphology in most cases, with occasional errors and restrictions with complex vocabulary 	<ul style="list-style-type: none"> ○ Morphology is sufficiently varied, despite some noticeable restrictions and frequency of errors 	<ul style="list-style-type: none"> ○ Simple word forms are generally accurate, but morphology is somewhat limited and inflexible 	<ul style="list-style-type: none"> ○ Common, high frequency words are formed correctly but less familiar vocabulary results in frequent inaccuracies
Spelling				<ul style="list-style-type: none"> ○ Noticeable spelling errors that are intrusive at times 	<ul style="list-style-type: none"> ○ Confusing/intrusive and error-prone spelling, apart from common, familiar words
Grammar	<i>Highly developed grammar with very few errors and no detractions from meaning</i>	<i>Well developed and controlled base of structures that still show some systematic errors</i>	<i>Sufficient base of structures that demonstrate noticeable, but not intrusive, errors and restrictions</i>	<i>Modest range of structures with clearly noticeable limitations and errors</i>	<i>Restricted range of structures with excessive reliance on familiar patterns and/or excessively intrusive errors</i>
Range	<ul style="list-style-type: none"> ○ Highly varied and flexible sentence lengths, structures and patterns 	<ul style="list-style-type: none"> ○ Moderately flexible range of structures is evident, with some limitations in style and complex structures 	<ul style="list-style-type: none"> ○ Adequate use of a range of structures with noticeable lack of flexibility and range 	<ul style="list-style-type: none"> ○ Acceptable range of simple and compound structures, but complex structures are limited and/or repetitive 	<ul style="list-style-type: none"> ○ Reliance on simple and compound constructions, with obvious repetition an overuse of structures
Accuracy	<ul style="list-style-type: none"> ○ Well controlled structures throughout, with very rare and limited-type errors 	<ul style="list-style-type: none"> ○ Overall control of most structures, with some persistent non-interfering errors in complex structures 	<ul style="list-style-type: none"> ○ Simple structures are handled generally well, but errors are evident in more complex structures 	<ul style="list-style-type: none"> ○ Acceptable structure at times, but persistent lower-level structure errors are intrusive 	<ul style="list-style-type: none"> ○ Frequent and possibly confusing/intrusive errors in many structures
Mechanics				<ul style="list-style-type: none"> ○ Evident punctuation errors that cause temporary inconvenience 	<ul style="list-style-type: none"> ○ Very significant punctuation errors that are intrusive and lead to confusion

Comments:

050 Speaking Scoring Rubric	Total Score:	/15	/20	Name:
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	5	4	3	2	1
Language Delivery	<p><i>Speech rate and flow are fully smooth and natural; clear, fluid and sustained</i></p> <ul style="list-style-type: none"> Speech rate is well-paced and varied appropriately Speech flow is smooth, with natural rhythm, intonation and stress patterns Pronunciation is perfectly clear, with no impact from first language 	<p><i>Speech rate and flow are mostly smooth and natural; mostly clear, fluid and sustained, with minor lapses</i></p> <ul style="list-style-type: none"> Speech rate is generally well-paced and appropriately varied, with some hesitations; speech flow is varied Evident rhythm, intonation and stress patterns at most times, though minor inconsistencies remain Pronunciation of individual sounds is well controlled, but minor lapses with word stress may remain 	<p><i>Speech rate and flow are generally appropriate, but noticeably unnatural at times</i></p> <ul style="list-style-type: none"> Speech rate is appropriate to communicate meaning, but may be noticeably fast or measured; flow may not vary Rhythm, intonation and stress patterns tend to be evident with familiar language only; complex output is noticeably variable Pronunciation can be followed but is noticeably in the developmental stage; errors may impede but do not fracture meaning 	<p><i>Speech rate is excessively fast or noticeably measured on many occasions</i></p> <ul style="list-style-type: none"> Speech rate is noticeably jerky on occasion; flow is slow and somewhat hesitant or too fast Rhythm, intonation and stress patterns are attempted, but speech tends to be “choppy” Pronunciation often distracts from meaning; first language interference causes confusion at times 	<p><i>Speech rate is broken by excessive pauses or breaks</i></p> <ul style="list-style-type: none"> Speech rate is excessively jerky; flow is too slow and requires significant accommodation from listeners Rhythm, intonation and stress patterns are coincidental or non-existent Pronunciation is very distracting and meaning is frequently obscured
Language Use	<p><i>Fully developed language use, with broad range and flexibility in structures and lexis; errors are minimal and rather insignificant</i></p> <ul style="list-style-type: none"> Structures are highly flexible; varied in length and complexity; no obvious limitations Sophisticated vocabulary with keen awareness of style, collocation, connotation; full flexibility and range Accuracy is maintained throughout, including in more complex structures and advanced word forms; errors are rare, non-systematic and unobtrusive; meaning is communicated with ease 	<p><i>Well developed language use, with emerging range and flexibility; errors are infrequent and do not interfere with meaning</i></p> <ul style="list-style-type: none"> Structures often vary in length and complexity, with generally effective use Appropriate word choice with a sense of style, collocation and connotation; varied application of vocabulary Accuracy is generally well controlled in most structures and word forms; errors occur in complex language only; meaning is communicated generally effectively 	<p><i>Sufficient language use for the task, though limitations and persistent (though relatively minor) errors are evident</i></p> <ul style="list-style-type: none"> Adequate use complex structures with noticeable limitations Adequate word choice reflecting topic-relevant academic vocabulary Some noticeable errors and limitations in form with complex words; simpler grammar and vocabulary is used generally effectively; meaning is communicated with rare difficulty 	<p><i>Somewhat limited language use, with evidence of memorization and/or overuse</i></p> <ul style="list-style-type: none"> Limited or incorrect use of complex structures, with a reliance on simple constructions Limited and perhaps repetitive word choice; may be overly casual/informal and/or noticeably memorized Structure or word form errors interfere with meaning; meaning is obscured at times 	<p><i>Restricted language use, with obvious reliance on overuse, memorization or notes</i></p> <ul style="list-style-type: none"> Minimal or no evidence of complex sentence structures Frequent sentence-level grammatical errors impede understanding Vocabulary is overly familiar and/or repetitive Word form knowledge is very limited
Topic Focus	<p><i>A fully relevant and developed position that satisfies academic content requirements</i></p> <ul style="list-style-type: none"> Precisely focused and relevant lead in that orients the listener to the topic with a clear sense of purpose and sophistication Clearly highlighted and fully expanded ideas with relevant information (in the form of facts, statistics, opinions, etc.) Fully justified and sufficient closing, with clear implications 	<p><i>A sufficiently developed position with slightly imbalanced focus or argumentation</i></p> <ul style="list-style-type: none"> Appropriately focused lead in that identifies the topic clearly, with minor indications of over-generalization Presented and developed ideas that require some further elaboration or justification Relevant and generally justified closing, but implications may be unclear or lacking 	<p><i>A modestly presented position that relies on generic, overgeneralized or clichéd ideas</i></p> <ul style="list-style-type: none"> Relevant lead in that identifies the topic but in a noticeably hasty and perhaps still overly broad approach Presented general ideas that require more development and justification Related closing that is somewhat repetitive and premature/unjustified 	<p><i>A somewhat relevant position that requires more focus, elaboration or justification</i></p> <ul style="list-style-type: none"> Broad, general focus that states a position but is noticeably oversimplified and/or only indirectly relevant Evident main ideas at times, but content is overly generic, redundant or tangential Evident attempts at closing, though it remains inadequate, premature, repetitive and/or unjustified 	<p><i>An insufficient position that is vague, underdeveloped, contradictory or excessively off-topic</i></p> <ul style="list-style-type: none"> Not entirely clear or relevant; possibly off-topic/tangential or irrelevant Very limited and repetitive ideas, not always distinguishable from each other Closing is completely inadequate or unjustified, or excessively repetitive
Pragmatic Awareness	<p><i>Fully appropriate format and natural style for the context</i></p> <ul style="list-style-type: none"> Talk is clearly structured and delineated at all times, with clear progression that is followed with ease Fully appropriate interaction, with skilful use of tactics and devices (e.g. hook, rhetorical questions, etc.) Body language and eye contact are managed with ease and naturalness 	<p><i>Mostly appropriate format and generally natural style for the context, with some minor but noticeable lapses</i></p> <ul style="list-style-type: none"> Talk is generally well structured, with minor lapses in delineation; generally clear progression, with only temporary and non-intrusive lapses Appropriate interaction with flexible use of tactics and devices to capture and hold the audience’s attention Body language is well managed, with minor lapses when recalling information or transitioning 	<p><i>Format and style are sufficiently appropriate to retain the audience’s attention with some accommodation</i></p> <ul style="list-style-type: none"> Talk can be followed and recovered at most times, but progression can be lacking in noticeable instances Interaction is sufficient to hold the audience’s attention, but some noticeable lapses and limitations in style occur Body language and eye contact are sufficient through the talk, but uneasiness and/or strain are evident at times 	<p><i>Format and style are noticeably mechanical and retain the audience’s attention only at times</i></p> <ul style="list-style-type: none"> Talk requires significant effort to be followed; organization and progression are not clear Interaction is noticeably mechanical, with a tendency to “talk at” not “talk to” the audience 	<p><i>Format and style are excessively rigid and mechanical; cannot capture or recover audience’s attention</i></p> <ul style="list-style-type: none"> Talk cannot be followed without serious strain on the audience Interaction does not capture or hold the audience attention in any meaningful way Body language is excessively mechanical, with little meaningful eye contact

Comments:

Master copy - "Bridging Programs"

University	ESL Program housed in:	Bridging/ Equivalent Program Name	# of Levels: EAP	Credit hours from EAP	Total # of U credit classes Ss can take while in EAP	BRIDING/EQUIVALENT PROGRAM						Note:
						Engl. Requirement: Entry to Bridging or Equivalent	Continue from EAP	Direct Entry Bridging or Equivalent	# of Terms in Bridging or Equivalent	hrs/wk in Bridging (excl. U classes)	Total # of EAP Courses in Bridging or Equivalent	
Capilano	Faculty of Education, Health, Human Development	Pathways EAP +Academics	2	more than 9	3	EAP 090: IELTS 5.5 overall, and no one score less than 5.0	yes	yes	2	15-19	3	EAP 100 and EAP 101 are taken together. These are academic credit-bearing courses that may count as breadth electives in some Capilano University programs. Check the for more information.
Carleton	School of Linguistics and Language Studies	ESLA*	3	more than 9	0		yes	yes	3	below 10	2	Success at the 1900 level (final grade of B- or higher) allows [students] to study with no more ESLA courses to complete or ESLR course load restrictions
Thompson Rivers	Faculty of Education and Social Work	Academic Preparation Certificate	2	more than 9	3	Level 4: IELTS 5.5+ with no bands below 5.0	yes	yes	2	11 to 14	6	
Trent University	ESL: English for University (Undergraduate Certificate Program)	The Trent-ESL Pathway Program English for University - Academic English	2	2	2	Direct Entry to Acad English 1: IELTS 5.5 overall; 5.5 in writing Direct Entry to Acad English 2: IELTS 6.0 overall; 6.0 in writing	yes	yes	2	more than 22	5	Courses: Academic Communication, Academic Analysis, Grammar Workshop (Academic English 1), University Transition (Academic English 2), Writing Conferences Credit courses can be taken with Academic English 1 and 2 (max of two additional half-credit courses for up to one full undergraduate credit)
Vancouver Island University	Faculty of International Language	University Preparation	2	3	2	UPREP 4: IELTS 5.5 (no band lower than 5.0), UPREP 5: IELTS 6.0 (no band lower than 5.5)	yes	yes	2	20-22	4	"University Preparation 5 with a minimum grade of "C", [...] will be given 3 academic credits. These credits may be used for any non-specified elective towards certificate, diploma, and degree programs at VIU."

Note. Master copy - "Bridging Program (Excel)"

University	ESL Program housed in:	Bridging/ Equivalent Program Name	# of Levels: EAP	Credit hours from EAP	Total # of U credit classes Ss can take while in EAP	BRIDING/EQUIVALENT PROGRAM						Note:
						Eng. Requirement: Entry to Bridging or Equivalent	Continue from EAP	Direct Entry Bridging or Equivalent	# of Terms in Bridging or Equivalent	hrs/wk in Bridging (excl. U classes)	Total # of EAP Courses in Bridging or Equivalent	
Alberta	Faculty of Extension	UAlberta Bridging (BP1, BP2)	3	0		2 BP1: IELTS 5.0, with no band score less than 4.5	yes	yes	3	unknown	3	"BP3 Sections" These sections are 100-level (first year) credit courses open exclusively to BP students after they successfully complete BP Stage 2. "Added benefits: "Small class size" "Instructors who
Brock	ESL Services	ACT (Academic Transitions)	5	0		1 IELTS 6.0 or equivalent						
Capilano*	Faculty of Education, Health, Human Development	Pathways EAP +Academics	2	more than 9		3 EAP 090: IELTS 5.5 overall, and no one score less than 5.0	yes	yes	2	15-19	3	EAP 100 and EAP 101 are taken together. These are academic credit-bearing courses that may count as breadth electives in some Capilano University programs. Check the for
Saskatchewan	Language Center	University Bridging	2			Level 4: IELTS 6.0 (minimum 5.5 in all	yes	placement test		unknown	unknown	
Carleton	School of Linguistics and Language Studies	ESLA*	3	more than 9		0	yes	yes	3	below 10	2	Success at the 1900 level (final grade of B- or higher) allows [students] to study with no more ESLA courses to complete or ESLR course load restrictions
Thompson Rivers*	Faculty of Education and Social Work	Academic Preparaion Certificate	2	more than 9		3 Level 4: IELTS 5.5+ with no bands below 5.0	yes	yes	2	11 to 14	6	
Trent	Other	English for	2	2		2 Direct Entry to	yes	yes	2	more than 22	5	Courses:
Waterloo	Other: Renison University College	BASE iBASE (summer intensive)	4	0		2	yes	yes	2	20-22	6	Renison University College "official English language training provider for the
York	Continuing Ed	YUBridge Program	4	0		3 Term 1: IELTS 5.0 overall, with a minimum of 5.0 in Writing Term 2: IELTS 6.0	yes	yes	2	20-22	unknown	online tutorials by TA for YUBridge ss. In addition to YUBridge, there are two other program options: Pre-desitnation York & Destination York.
Victoria	Continuing Ed	University Pathway	3	0		7 IELTS 5.5 overall; no section less than 5 (R/S/L/W)	yes	yes	3	unknown	unknown	academic support through labs and tutorials
Vancouver Island	Faculty of International Language	University Preparation	2	3		2 IELTS 5.5 (no band lower than 5.0), ELSU 5 - IELTS 6.0 (no band lower than 5.5)	yes	yes	2	20-22	4	"University Preparation 5 with a minimum grade of "C", [...] will be given 3 academic credits. These credits may be used for any non-specified elective towards certificate, diploma, and degree programs at VIU."
Waterloo	Department of English Language Program	Academic Pathway (Full-time & part-time)	3	0		2 Academic 5: IELTS 6	yes	placement test	1	more than 22	2	Upon completion, students will have "earned 6 university credit hours that can be applied to further study at UWinnipeg, [...]." Academic 5 (AM classes – 15hr/wk & PM – adjunct (support) course 8hr/wk, Fri PM – cultural activities Part-time students can earn 3 credits.

FLEXIBLE LEARNING (FL)

Flexible Learning (FL) works closely with the University of Regina academic faculties and support institutions to provide flexible learning options to students in Regina, across Saskatchewan and beyond. Classes are delivered using the following modes: Face- to-face, Online, LIVE-streamed, Video-conferenced and Blended. Flexible Learning offers a large selection of on-campus courses with flexible class times from early morning to evenings, on Saturdays and in the spring and summer (May, June, July, and August).

Online Courses

The University of Regina is continually expanding its online course offerings. Students can access courses which are entirely online, or which utilize a combination of instructional methods. The schedule can be viewed at www.uronline.ca.

LIVE-streamed Courses

LIVE-streamed courses are offered throughout the province. Students watch the on-campus class via the LIVE-streamed eCast Network on any device connected to the internet. Students have the choice of taking the course in a classroom setting with other students or can utilize our YOURHOME section, which allows students to watch from anywhere on any computer or mobile device. The schedule can be viewed at <https://www.uregina.ca/cce/flexible-learning/live-streamed/index.html>.

Off-Campus Face-to-Face Courses

Flexible Learning delivers many courses each year on a face-to-face basis through regional colleges and the Faculty of Social Work Saskatoon Campus. Full-time first- and second-year University of Regina studies are offered at most college locations. The schedule can be viewed at: <https://www.uregina.ca/cce/flexible-learning/regionalcolleges/index.html>

<https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/post-secondary-institutions>

Full-time first- and second-year University of Regina studies are offered at most college locations. The University of Regina schedule can be viewed at:

<https://www.uregina.ca/cce/flexible-learning/regionalcolleges/index.html>

University of Regina Faculty of Social Work

www.uregina.ca/socialwork

Flexible Learning offers Social Work programs on both full- and part-time basis in Saskatoon and throughout Saskatchewan.

Video-Conference Courses

Students attend a course at an off-campus location equipped with video-conferencing equipment.

Blended Courses

Blended courses employ a combination of the following: face-to-face, LIVE-streamed, online and/or video-conference instruction.

Early Morning

Flexible Learning offers early morning courses beginning at 7:30 am.

Evening and Saturday Courses

Flexible Learning offers evening and Saturday courses, providing students with flexibility and convenience. All faculties offer a variety of courses scheduled in the evenings as well as on Saturdays.

Spring and Summer University

Flexible Learning offers a large selection of courses in May, June, July and August, both on and off-campus. Spring and Summer University lets students:

- Finish a program faster.
- Lighten a course load during the fall and winter terms.
- Catch up on missed courses.
- Complete a class in a compressed time frame.

The schedule can be viewed at www.ursummer.ca.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

Tests to Establish English Proficiency

University of Regina ESL Placement Test

For information on ESL Placement test dates and registration, contact the ESL Program at 306-585-4585.

Canadian Test of English for Scholars and Trainees (CanTEST)

~~Candidates must register at least seven days before the test date (photo ID required). The test takes 3.5 hours and results are available a week later. CanTEST dates offered by the U of R are as follows:~~

Dates for 2021*	Dates for 2022
February 6	TBD
May 8	TBD
November 6	TBD
Note: 2021 and 2022 dates are subject to change. *The test may not be offered in 2021.	

For additional information about the University's English Proficiency requirements, please refer to the Admissions section.

English as a Second Language **English for Academic Purposes (EAP) Academic** Program

The University of Regina **ESL EAP** Program offers a 12-week non-credit Academic Program, 3 times per year coinciding with University of Regina academic terms for students 16 years of age and older. Students receive 252 hours of instruction per term **consisting of core curriculum (15 hours/week) and skills courses (6 hours/week)** from TESL Canada certified ESL instructors. Instructional activities involve individual, pair and group work and include workshops, seminars, and socio-cultural activities. Evaluation is based on graded assignments **and in-class examinations, tests, mid-term and final examinations**. Students are required to purchase course texts and other materials at an approximate cost of \$250.00 CAD.

Classes are held on campus **and through remote and blended delivery modes** with an average class size of 18 students. **The ESL Program has its own computer lab with scheduled class time.** Upon successful completion, Advanced EAP (**Level 050**) students receive a certificate of completion at a formal closing ceremony.

Many EAP learners need to satisfy the English language proficiency (ELP) requirement to remove conditions for admission pertaining to language in order to pursue their degree programs. Passing Advanced EAP (**Level 050**) (**EAP 100 Advanced English Reading and Communication, AND EAP 101 Advanced English Writing and Research**) of the **ESL EAP Academic** Program satisfies the University of Regina **English Language Proficiency ELP** requirement. **Passing Advanced EAP only removes conditions relating to English language proficiency and does not change any academic conditions relating to admission.** Students who are conditionally admitted to the University of Regina can **continue begin** their credit studies in the term immediately after successfully completing their ESL studies. (See the **ESL+1 Program** section which enables students to take **a additional** credit classes while studying at the Advanced EAP level).

CENTRE FOR CONTINUING EDUCATION

Mandatory Orientation and Placement Testing

New students write an **in-house on-line** placement test and are placed in one of six levels:

1. **EAP 005 Foundations 1 (Beginner) (low-basic)**
2. **EAP 010 Foundations 2 (Elementary) (basic)**
3. **EAP 020 Vantages 1 (Low Intermediate) (high-basic)**
4. **EAP 030 Vantages 2 (Intermediate)**
5. **EAP 040 090 High Intermediate**
6. **Advanced EAP Level 050 EAP 100 Advanced**

The placement testing is part of a general orientation program preceding the start of each term's classes.

Students who have submitted proof of an overall IELTS (Academic) Band score of 6.0 with no IELTS Band score less than 5.0 or a TOEFL iBT score of 70 with no skill below 17, or a TOEFL Paper score of 525, or a CAEL score of 50, or a Duolingo score of 95-105 will be directly admitted into Advanced EAP (**Level 050**). Students who have submitted proof of an overall IELTS (Academic) Band score of 5.5 with no IELTS Band score less than 5.0, or a Duolingo score of 85-90 will be directly admitted into **ESL 040 High Intermediate EAP**. **Students who have submitted proof of an overall IELTS (Academic) Band score of 5.0 with no IELTS Band score less than 4.5, or a Duolingo score of 75-80 will be directly admitted into EAP 030 Vantages 2 (Intermediate)**. These scores must be submitted no later than the 100% Refund (minus tuition deposit) deadline. If documents are submitted prior to the start of the term, there is no requirement to write the in-house placement test. Test results may not be more than 2 years old at the time of application to the ESL program if they are to be considered for placement.

English for Academic Purposes Program Curriculum

Within the **ESL English for Academic Purposes (EAP)** Program, for levels 005 to 030, the curriculum consists of an integrated core **class courses** supplemented by **one skills class per level**. **either one or two skills classes depending on the level of the student**.

Within the **integrated** core courses students study listening, speaking, reading, and writing through a theme-based integrated curriculum. The core courses **are offered include 15 hours of instruction per week a week Monday to Friday**.

The skills courses focus on specific language skills and are offered through classroom instruction, workshops, seminars **and examinations, and socio-cultural activities**. In the lower levels, skills classes consist of writing and/or communication **and include 6 hours per week**. **In the highest, Advanced EAP (Level 050), skills classes consist of Literature and Writing (a writing and research class recommended for students entering Undergraduate Studies) and Advanced Writing (a writing and research class recommended for students entering Graduate Studies)**.

In EAP 090 High Intermediate and EAP 100 Advanced, there are two courses at each level. These courses are: EAP 090 High Intermediate English Reading and Communication at 12 hours a week, and EAP 091 High Intermediate English Writing at 9 hours a week, EAP 100 Advanced English Reading and Communications at 12 hours a week and EAP 101 Advanced English Writing and Research at 9 hours a week.

Courses are graded numerically **and carry no degree credit** and EAP 100 Advanced English Reading and Communication and EAP 101 Advanced English Writing and Research carry 3 credits each. A student who passes EAP 090 High Intermediate English Reading and Communication is eligible to take EAP 100 Advanced English Reading and Communication. A student who passes EAP 091 High Intermediate English Writing is eligible to take EAP 101 Advanced English Writing and Research.

Performance Regulations

In levels 005 to 030, to **receive a full** pass the level, the student must achieve a minimum grade of 60% in the **integrated** core class, and an average grade of 60% weighted across the **integrated** core and skill classes.

No conditional passes will be given.

Students who are enrolled in Advanced EAP (Level 050) and who are applying to a degree credit program will be granted conditional acceptance if their previous education qualifies them academically for admission. Full Admission (the removal of conditions pertaining to language proficiency) will be confirmed or revoked by University of Regina Admission Offices upon receipt of the final grades in EAP 100 Advanced Level (Level 050 including both EAP 100 and EAP 101 courses).

Students who receive a Fail grade may repeat the course once. Second and subsequent failures have additional requirements that must be met before registration can occur. Refer to the ESL Policy book for details.

ESL English for Academic Purposes Program Dates

Registration follows a first-come, first-served basis. Students are recommended to apply as early as possible so that they can ensure a spot in their chosen term.

ESL Tuition Fees

All fees are subject to change without notice.

A **non-refundable** tuition deposit is required for each session. **The first deposit is non-refundable.** The remainder of tuition fees are due on the first day of classes.

2022 1 Winter and Spring/Summer Tuition fees (approximate) for Visa students in the Academic Program are as follows with an approximate additional cost of \$250 for materials:

Full Program 21 hours per week, 252 hours per term *includes \$4500 non-refundable tuition deposit	\$4220
Core Class 15 hours per week- 180 hours per term	\$3014.29
Skills Class 3 hours per week (36 hours/term) 6 hours per week (72 hours/term)	\$602.86 \$1205.71

2022 1 Winter and Spring/Summer Tuition Fees (approximate) for Permanent Residents and Canadian citizens are as follows with an approximate additional cost of \$250 for materials:

Full Program 21 hours per week 252 hours per term *includes \$4500 non-refundable tuition deposit	\$3310
Core class 15 hours per week- 180 hours per term	\$2364.29
Skills class 3 hours per week (36 hours/term) 6 hours per week (72 hours/term)	\$472.86 \$945.71

2022 1 Tuition Fees (approximate) for Visa students in the Academic Program are as follows with an approximate additional cost of \$250 for materials:

Full Program 21 hours per week 252 hours per term *includes \$4500 non-refundable tuition deposit	\$4315
Core class 15 hours per week- 180 hours per term	\$3082.14
Skills class 3 hours per week (36 hours/term) 6 hours per week (72 hours/term)	\$616.43 \$1232.86

2022 1 Fall Tuition fees (approximate) for Permanent Residents and Canadian citizens are as follows with an approximate additional cost of \$250 for materials:

CENTRE FOR CONTINUING EDUCATION

Full Program 21 hours per week 252 hours per term *includes \$4500 non-refundable tuition deposit	\$3385
Core class 15 hours per week 180 hours per term	\$2417.86
Skills class 3 hours per week (36 hours/term) 6 hours per week (72 hours/term)	\$483.57 \$967.14

Deadline

The deadline for the submission of applications is approximately one month before classes start: August 1 (fall term), December 1 (winter term), and April 1 (spring/summer term). Late applications may be considered after the deadline, but some classes may be at full capacity.

For information on 2022-23 tuition fees contact:

English as a Second Language Program

Wakpá Tower, Room 114
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Regina, SK, Canada S4S 0A2
Tel: 306-585-4585
Fax: 306-585-4971
E-mail: esl@uregina.ca Website: www.uregina.ca/esl

ESL Scholarships

Current and incoming ESL students are eligible for a variety of ESL-specific scholarships. Please consult the ESL website at www.uregina.ca/esl/student-services/scholarships.html for details.

ESL + 1 Program

The following students will qualify for admission to the ESL+1 Program: Students who qualify to take an Advanced EAP class (**Level 050**) (via passing **ESL-040 EAP High Intermediate level**) or by achieving an appropriate score on the ESL placement exam or submitting an IELTS (Academic), TOEFL, Duolingo, or CAEL score with an acceptable score to allow for direct entry into Advanced EAP, as per the Mandatory Orientation and Placement Testing in this section, and who are offered conditional admission to a credit undergraduate program at the University of Regina in the Faculties of Arts (Economics only), Business Administration, Engineering and Applied Science, or the Centre for Continuing Education, ~~will qualify for admission to the ESL + 1 program.~~

- ESL students participating in this program may take an undergraduate credit course from the authorized course list while enrolled in Advanced EAP. Courses not on the authorized list may qualify but require prior approval from the Director of ESL and the advisor of the Faculty the student is conditionally admitted to.
- Admission will be completed or revoked upon receipt of the final grade for Advanced EAP. Because students must pass Advanced EAP to be admitted to the University, students must pass both Advanced EAP and the credit course to receive credit for the credit course. Students who initially fail Advanced EAP but pass the credit course, and who successfully retake Advanced EAP and are admitted to the University, may then receive credit for the previously completed credit course.
- Students must consult with the ESL department and the Faculty that has conditionally accepted them to ensure their course choice is appropriate for their program, and that the credit for the course can be used in the program. The Faculty of Engineering and Applied Science requires students receive permission from one of their faculty advisors before registering in a credit course.
- Students are responsible for having the appropriate academic prerequisites for any courses they take.
- Advising support and tutorial support will be provided, but it is the responsibility of the student to ensure that they can handle the workload of the **ESL-EAP** courses and the **additional** credit course.

- Students who drop the Advanced EAP (**Level-050**) course will be dropped from the credit course (with refunds based on the normal refund schedule). This may affect the student's immigration status.

FastTrack Courses

FastTrack 020 (EFST 020) is an intensive, condensed version of the Academic program **high-basic-ESL Low Intermediate EAP 020 Vantages 1 Level 020**. Students must have successfully completed level **EAP 010 Foundations 2 (Elementary)** or attempted level **EAP 020** within the last 2 terms of the Academic program. Placement into Level **EAP 020** is not sufficient to study in the fast-track program.

FastTrack 030 (EFST 030) is an intensive, condensed version of the Academic program **Intermediate ESL EAP 030 Vantages 2 Level 030**. Students must have successfully completed level **EAP 020 Vantages 1 020** or attempted level **EAP 030** within the last two terms of the Academic program. Placement into Level **EAP 030** is not sufficient to study in the fast-track program.

These courses are intended for highly motivated and dedicated learners who would like to accelerate their progress through the ESL program.

Fundamentals for Success Courses

Fundamentals for Success Courses help ESL students improve their chances of academic success and help members of the community improve their language skills for professional or personal reasons. Proficiency in the Fundamentals for Success classes does not satisfy the English Language Proficiency requirement for University admission; however, students who want to be admitted to the University of Regina can improve their skills in order to prepare for a University entrance exam, such as the ESL Placement test, the IELTS, **TOEFL or Duolingo, or the CanTEST**. Fundamentals for Success classes are offered on a part-time basis during the Academic ESL Program term and on a full-time intensive basis during the time between terms. They are not graded and are pass/fail courses.

Fundamentals for Writing Success

In this course, learners will improve their writing skills through close reading and studying the writing styles and techniques of academic writers as well as offering important self-editing skills. Fundamentals for Writing Success is recommended and specifically designed for intermediate ESL students (such as those who are in Level **EAP 020 Vantages 1 (Low Intermediate) 020** or above in our Academic Program) who wish to improve their writing skills.

Fundamentals for Communicative Success

The most common English skills in our daily communication are speaking and listening. Fundamentals for Communicative Success will enhance the ability to comprehend and articulate words and sentences in English accurately and fluently.

This course includes intensive coverage of decoding (sound recognition) of different vowel and consonant sounds; sentence-level grammar in context; and thematic vocabulary development.

Fundamentals for Workplace Success

This is a course recommended and specifically designed for intermediate EAL students who have attained at least CLB level 2, and who are looking to improve their Communicative English skills. In this course you will develop confidence and skill with communication in English using key speaking and listening strategies that will benefit you in the workplace, whether you are already working or seeking employment.

For further information on ESL programs, contact:

English as a Second Language Program

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