AGENDA

University of Regina | Go far, together.

EXECUTIVE OF COUNCIL

Date: 20 May 2025
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 28 May 2025

A meeting of Executive of Council is scheduled for 28 May 2025, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who chose to attend as guests.

AGENDA

1. Approval of the Agenda

2. Approval of the Minutes of 23 April 2025 – *Circulated with the Agenda*

3. Business Arising from the Minutes

4. Remarks from the Chair

5. Report from the University Secretary

5.1 Results of the 2025 Executive of Council Call for Nominations, *For Information*, Appendix I, pp. 3-4

6. Report from Committees of Council

6.1 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 5-33
6.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix III, pp. 34-109
6.3 Faculty of Graduate Studies and Research Scholarships and Awards Committee, *Distributed Confidentially*
6.4 Council Committee on Undergraduate Awards, *Distributed Confidentially*
6.5 Joint Committee of Council and Senate on Ceremonies, *Distributed Confidentially*

7. Graduand Lists

7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
- 7.1.1 Faculty of Arts
- 7.1.2 Faculty of Business Administration
- 7.1.3 Faculty of Education
- 7.1.4 Faculty of Engineering and Applied Science
- 7.1.5 Faculty of Graduate Studies and Research

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

8. Other Business

8.1 On Campus Housing – Tactical Occupancy Plan, *For Information,* Appendix IV, pp. 110-128

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

10. Adjournment

UNIVERSITY OF REGINA
Executive of Council

Subject: Results of the 2025 Executive of Council Call for Nominations

Background and Description:

The following is a summary of the results of the call for nominations to fill the vacancies on Executive of Council. Only new members are listed on this report. Terms are for two years, beginning July 1, 2025.

Arts (Humanities):	Marcel DeCoste Craig Melhoff
Arts (Social Sciences):	Amin Asfari Donald Sharpe Michelle Stewart
Business Administration:	Amanda Hancock Sanobar Anjum Siddiqui
Campion College:	Allison Fizzard Robert Petry
Centre for Continuing Education:	Karlie Butler
Education:	Michael Cappello Alexandra Stoddart
Engineering and Applied Science:	Irfan Al-Anbagi Austin Daley Wei Peng
First Nations University of Canada:	Richard Dosselmann
Graduate Studies and Research:	Priya Ortega Christine Ramsay
Johnson Shoyama Graduate School:	Danette Starblanket
Kinesiology and Health Studies:	Cory Kulczycki Jessica Lewgood
Library:	Cara Bradley Alyssa Hyduk

	Christina Winter
Luther College:	Yvonne Petry
Media, Art, and Performance:	Tina Alexander-Luna Michael Angell Susan Johnston Andrew Manera Evie Johnny Ruddy
Nursing:	Mohamed Baydoun Shauna Davies Melanie Goodwin Selena Talbot
Science:	Martin Argerami Kathryn Bethune Peter Douglas Zisis Papandreou Harold Weger Cory Widdifield

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. CENTRE FOR CONTINUING EDUCATION

1.1 English for Academic Purposes – Admission Suspension

MOTION: To suspend admission to EAP 005 – Foundations 1 (Beginner), EAP 010 – Foundations 2 (Elementary), or EAP 020 – Vantages 1 (Low Intermediate) into the English for Academic Purposes (EAP) program, effective 202610.

Rationale:

Admissions and registrations in EAP 005, 010, and 020 have declined in the last five years, with most semesters after Winter 2020 having 10 or fewer registrations in these levels. Although trends due to recent IRCC policy changes and restrictions are still emerging, low EAP 005, 010 and 020 enrolment is expected to continue for at least the near future.

2018-2025 EAP 005-020 registration data:

Term	005 Registrations	010 Registrations	020 Registrations
Winter 2018	9	13	26
Spring/Summer 2018	0	23	29
Fall 2018	0	18	33
Winter 2019	0	5	14
Spring/Summer 2019	0	7	19
Fall 2019	0	16	19
Winter 2020	0	16	12
Spring/Summer 2020	0	0	0
Fall 2020	0	0	0
Winter 2021	0	0	3
Spring/Summer 2021	0	0	0
Fall 2021	0	0	7
Winter 2022	0	8	9
Spring/Summer 2022	3	1	7
Fall 2022	2	6	9

Winter 2023	0	0	0
Spring/Summer 2023	0	8	5
Fall 2023	9	8	8
Winter 2024	0	9	8
Spring/Summer 2024	0	10	15
Fall 2024	0	10	8
Winter 2025	0	0	10

The 2025-26 Undergraduate Calendar page 360 will be revised as follows:

Mandatory Orientation and Placement Testing

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

EAP 005 Foundations 1 (Beginner) ~~*not being offered in 2025-2026~~ admissions suspended

EAP 010 Foundations 2 (Elementary) ~~*not being offered in 2025-2026~~ admissions suspended

EAP 020 Vantages 1 (Low Intermediate) ~~*not being offered in 2025-2026~~ admissions suspended

EAP 030 Vantages 2 (Intermediate)

EAP 090 High Intermediate

EAP 100 Advanced

(end of Motion)

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2. FACULTY OF SOCIAL WORK

2.1 Concurrent Programs – Undergraduate Calendar Revision

MOTION: To add language on Concurrent Programming into the admission section of the Faculty of Social Work section of the Undergraduate Calendar, effective 202620.

P. 334 of the 2025-2026 Undergraduate Calendar

Admission, Re-admission, and Transfer

Admission to the University

Students who have attempted fewer than 24 credit hours of university courses will be admitted based on the high school admission criteria. Students who have attempted 24 or more credit hours of university courses must have a minimum university grade point average of 70.00% or a completed baccalaureate degree. All students who designate social work as their program of study on the application form will be admitted to the category of Pre-Social

Work. Students requesting to transfer from another University of Regina faculty to the Faculty of Social Work will also be admitted to Pre-Social Work. Students are limited to a maximum of two SW courses (SW 100 and SW 202) either as U of R courses or approved courses taken from another institution, before being admitted to the Bachelor of Social Work (BSW) program. The application to the BSW program is the second admission step.

Concurrent Program

The Faculty of Social Work is a professional program and thus must be the primary faculty for students registered in the Faculty of Social Work. Concurrent programs are allowed with other faculties that do not require prime designation.

Students wanting to complete a concurrent program must submit a completed Application for Undergraduate Concurrent Program form. Signatures of approval are required from the Primary Program Advisor and the Secondary Program Advisor.

Rationale:

The information chart about adding a secondary /concurrent program that was previously published in the Undergraduate Calendar was removed and it is now necessary to have a Social Work specific regulation for students, admissions processors, and advisors.

(end of Motion)

2.2 Social Work Practicum Regulation – Undergraduate Calendar Revision

MOTION: To remove "SW 348 placements must be completed in Saskatchewan" from the Undergraduate Calendar, effective 202620.

Social Work Practicum Information for U of R BSW Students

The following practicum information pertains to students taking the U of R (Saskatchewan-based) BSW program and does not apply to students in the Yukon University BSW program.

Instructions to apply for a practicum placement are on the Social Work website. ~~SW 348 placements must be completed in Saskatchewan.~~ SW 448 may be completed internationally or outside of Saskatchewan in Canada. Students taking SW 448 internationally must submit an international practicum portfolio as part of the placement process.

Rationale:

An internal faculty decision was made to remove the policy regarding mandated in province SW 348 practicums. This motion ensures that the UG Calendar reflects the changes and current practicum policies.

(end of Motion)

2.3 Social Work Practicum Regulation – Undergraduate Calendar Revision

MOTION: To remove "Limited Spring/Summer practicum placements for SW 448 and SW 348 may be available for special projects offered through the Faculty of Social Work. In extenuating circumstances, Faculty approval for Spring/Summer practicum may be considered for placements in rural or northern Saskatchewan, or out-of-province/international placements," effective immediately.

Social Work Practicum Information for U of R BSW Students

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SW 348 and SW 448 are available in the fall and winter terms only. ~~Limited Spring/Summer practicum placements for SW 448 and SW 348 may be available for special projects offered through the Faculty of Social Work. In extenuating circumstances, Faculty approval for Spring/Summer practicum may be considered for placements in rural or northern Saskatchewan, or out-of-province/international placements.~~ SW 448 may be completed on a part-time basis over two terms, starting in the fall term only.

Rationale:

The BSW Field Education does not offer Spring/Summer practicum placements, and this is already outlined in the Field Education Manual. This text in the UG calendar is misleading and confusing for students. To provide clear and concise information to prospective practicum students, we are motioning to remove this from the UG calendar.

(end of Motion)

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3. REGISTRAR'S OFFICE AND ENROLMENT SERVICES

3.1 Mature Admission – Admission Requirement Revision

MOTION: To approve revisions to the Mature Admission requirements, effective 202620.

P. 29 of the 2025-2026 Undergraduate Calendar

Mature Admission

Mature applicants may be admitted to the following faculties and programs: Arts; La Cité universitaire francophone; Education (including the Indigenous Education Program, SUNTEP, and YNTEP programs); Media, Art, and Performance; Kinesiology and Health Studies; Science (through the Science Qualifying Program); Social Work; and the Centre for Continuing Education.

Mature admission to undergraduate programs may be granted to applicants who meet the following criteria:

- Canadian Citizen, Refugee, Protected Person, or Permanent Resident of Canada;
- 21 years of age before the start of the term to which they are applying;
- attempted fewer than 15 credit hours of approved post-secondary courses; and
- can demonstrate the ability to succeed at university through life or work-related experiences.

Additional admission requirements must be met for programs that have faculty-specific pre-requisite high school or university equivalent courses (required by courses in the U of R program). These include:

- Education - BEd Elementary: One of Workplace and Apprenticeship Mathematics 30, Foundations of Math 30, or Pre-Calculus 30; BEd Secondary with a major or minor in Math, Physics, or Chemistry: Pre-Calculus 30
- Bachelor of Kinesiology (all majors) – Pre-Calculus 30

Applicants applying for mature admission must submit the following:

- application for undergraduate admission;
- application fee;
- personal statement;
- high school transcript, if out of secondary school for fewer than five years;
- faculty-specific supplementary information, if applicable; and
- proof of language proficiency.

Mature students will be reassessed on the completion of 12 credit hours to ensure they have obtained minimum academic standing. Students who have not met minimum academic standing will be required to attend mandatory academic advising.

Background

In January 2025, the Registrar's Office and Enrolment Services were asked to review the Mature Admission policy at the University of Regina.

Summary (prepared by Naomi Deren, Director of Enrolment Services):

- An environmental scan among 15 universities showed that mature admissions policies are inconsistent, and that the University of Regina's policy has fewer requirements in comparison to most of these other universities. **See Attachment A**.
- What is consistent among most universities is that pre-requisite high school or university equivalent courses are required for courses in a program as part of a mature admission policy.
- In looking at the UGPAs of students admitted under the mature admission policy, they are similar to the UGPAs of students admitted on the basis of their final high school transcript. **See Attachment B.**
- Minor adjustments to our mature admission policy will improve the admissions process and ensure better alignment with Canadian universities, while maintaining accessibility for mature students.

Recommendation:

- Mandate faculty-specific pre-requisite high school or university equivalent courses (required by courses in the U of R program). These would include:
- Education - BEd Elementary: One of Workplace and Apprenticeship Mathematics 30, Foundations of Math 30, or Pre-Calculus 30; BEd Secondary with a major or minor in Math, Physics, or Chemistry: Pre-Calculus 30
- Bachelor of Kinesiology (all majors) – Pre-Calculus 30
- Develop criteria for use by admissions processors to assess mature statements. If the statements do not meet minimum requirements, admission will not be granted (**see Attachment C**).
- Create a regulation where mature admissions are required to be reassessed on the completion of 12 credit hours (minimum academic standing).

We do not advise making any additional changes to the current requirements, for the following reasons:

- Looking at the UGPA groupings of this admit category and comparing them to UGPA groupings of students who were admitted based on their final high school transcript, there is little difference in percentages among students scoring in the different ranges (see Appendix 2). The conclusion reached is that mature admits are not performing better or worse academically compared to final high school admits.
- Increasing the requirements will negatively impact enrolment. Approximately half of mature applicants submit a high school transcript.

(end of Motion)

3.2 UNIV 001: University Preparedness – Course Revisions

MOTION: To revise UNIV 001: University Preparedness Course, effective immediately.

UNIV 001 University Preparedness

This course is a zero-credit course required of all new undergraduate students. It aims to facilitate students' transition to university by enhancing their academic skills that are essential to university studies, introducing them to university expectations, and providing them with an opportunity to learn and practice the principles of academic integrity at the very inception of their university studies.

The course is composed of asynchronous online modules and a short quiz for each module in several areas. These areas include academic integrity, academic writing, research skills, and study skills. The course is equivalent to approximately 10-12 hours of class time.

~~Students are expected to complete the course in the first four weeks of the start of classes in the term they begin their studies at the University of Regina. The course is graded Pass/Fail. Students must successfully complete all the quizzes to pass the course. They have the opportunity to repeat any of the quizzes until they succeed.~~

~~In the event that a student does not successfully complete the course in the first four-week block of time, they will get a grade of Fail and be registered in the course scheduled for the second four-week block of time. This process will be repeated for a third time if the student fails again to complete the course scheduled for the second four-week.~~

~~Those students who fail to complete the course in all three four-week block classes will be denied access to the University's Learning Management System UR Courses (except for UNIV 001) until they pass the course. Students must pay the course fee every time they register for the course.~~

~~Please note that while the course will be graded P/F and included in the student advising report, the course and course grade will not appear in students' transcripts.~~

Students are expected to complete the course in the first term they begin their studies at the University of Regina or in the term they are readmitted to the University. The course is graded Pass/Fail. Students must successfully complete all the quizzes to pass the course. They can repeat any of the quizzes until they succeed. In the event that a student does not successfully complete UNIV 001, they will get a grade of Fail and will be registered in the next available section of the course.

All records of attempts of UNIV 001 will appear in students' unofficial and official transcripts and Advising Report.

Prerequisites: Admission to the University of Regina as an undergraduate student

Credit hours – 0.00

Grading mode: Pass/Fail

~~Fee: $50 fee to cover administrative costs~~

Effective date: 202530

Course Modules

1) Strategies for Success ~~Skills to Get Started~~

Topics will include time management; note taking; tips for studying and writing exams; and respectful communication.

2) Academic Writing Skills across Disciplines

Different types of written assignments; understanding instructor's writing assignment requirements; developing arguments; using analytical logic; writing with clarity; referencing sources.

3) Research Skills

Where/how to start research for a class assignment; how to find relevant resources; library search terms; credibility of sources; where/how to get support.

4) Academic Integrity

Core values of academic integrity; why academic integrity is important; what is academic misconduct; main types of academic misconduct and examples; ~~and~~ how to avoid academic misconduct; academic misconduct procedures; and student rights.

5) Respectful Conduct

A review of the University's Student Code of Conduct (non-academic) and ~~non-academic misconduct~~; the R~~r~~espectful U~~u~~niversity P~~p~~olicy~~; student code of conduct,~~ and where to get help.

Each module will be developed by content experts.

Background and Rationale:

In 2020-21, the University was engaged in retention planning with a view to enhancing student success, retention, and completion. One of the five action plans that resulted from the retention plan following campus-wide engagement and consultations was to create an introduction to university course. The research done as part of the retention plan as well as campus-wide consultations revealed the need for a foundational introductory course to support student transition from high school to university and enhance student success and learning experiences. The proposed zero-credit course aims to meet this identified need in an efficient and structured way without necessitating changes to the requirements of individual academic programs. It will help build a foundation for students' academic success.

Governance:

A university-level committee will have oversight of the course. This committee will be composed of academic representatives from Faculties/academic units and chaired by the AVP (Academic). It will have the authority to decide when/how the course content needs to be updated or revised. Any changes to the course title, course description, prerequisites, grading mode etc. will be forwarded to CCUAS for approval per the University's course approval/revision policy. An institutional-level ~~new~~ staff position will be responsible for the administrative type of duties to ensure that the course operates smoothly and that students are supported. ~~The course fee charged to students will be used for this purpose.~~

(end of Motion)

3.3 Undergraduate Credential Framework – Revisions

MOTION: To approve revisions to the Undergraduate Credential Framework, effective immediately.

Background

The Undergraduate Credential Framework (approved by Senate in June 2021) is a guideline document that has been in use since that time. Some minor edits have been made to the baccalaureate program as found in **Attachment D** to:

- recognize the development of 3-year (90 credit) baccalaureate programs;
- create alignment with the SHEQAB quality assurance standards for a baccalaureate program; and
- add clarity to the designation of "High Honours" for students who complete Honours program routes.

(end of Motion)

ATTACHMENT A

Environmental Scan

Institution	Mature Admission Policy/Docs Required	High school courses needed?	Considerations
University of Regina	• Must be 21 years of age • Must submit a written profile • Canadian or permanent residents	No	• In place for some programs • Admits are restricted to fewer courses and must meet with an academic advisor
University of Saskatchewan	• Must be 21 years of age • Must submit a written request for mature admission and current resume • Competitive and admission not guaranteed • Applicants are asked to apply through regular admission routes, and will be selected to apply for mature admission If they are not eligible	Yes – pre-requisites	May be restricted to fewer classes
University of Manitoba	• Must be 21 years of age and Canadian citizen or permanent resident • Mature students are eligible for University 1, Engineering (see note), Art, and Music	Engineering mature student applicants still require a minimum of 70% in Grade 12 English, Chemistry, Physics, and Mathematics and a minimum average of 80% over these subjects.	Students interested in one of the advanced entry program options must apply to University 1 to complete the required first year courses
University of Winnipeg	• Must be 21 years of age and a Canadian citizen or permanent resident, and meet one of the following: ○ High school graduate ○ Passed at least three 40S courses (or equivalent) in the last three years ○ Have taken the General Education Development Tests	Not necessarily	

Institution	Mature Admission Policy/Docs Required	High school courses needed?	Considerations
	(GED) and will present the results with your application ○ Attended another or post-sec institution, and achieved minimum grades		
University of Brandon	• Must be 21 years of age and Canadian citizen/permanent resident • Only documentation required is proof of age.	No	
University of Alberta	• Must be 21 years of age	English Language Arts 30, another 30-level subject from Group A, B, or C (or equivalent), and any pre-requisites	Only available for some faculties and programs
Mount Royal University	• Must be 21 years of age • Admission is competitive	Must present at least two Grade 12 level courses for admission (English 30 and a Group A course). More than two may be required if they are pre-requisites.	
University of Lethbridge	• Must be 21 years of age and Canadian citizen/permanent resident • Three routes: 1. High School Admission Route with an admission average of at least 60%, or 2. Minimum final grade of 65% in English 30-1 or 30-2, as well as passing grades in two other 30-level courses, or	Not necessarily	The number of seats available for this applicant type are limited

Institution	Mature Admission Policy/Docs Required	High school courses needed?	Considerations
	3. Demonstrated potential for academic success and excellence in non-academic areas. To prove this, they must provide transcripts, standardized test scores, a letter of intent, and a resume.		
University of Calgary	• Must be 21 years of age and a Canadian citizen/permanent resident	Yes – these vary by faculty and look to be English 30 plus pre-requisites	
University of British Columbia	• UBC recommends that students who do meet requirements start at a college and complete a university transfer program before applying to UBC • Those who have not been involved in full-time education for four years or more may apply for special consideration. Can be very competitive and admission is not routine. Applicants need to present pre-requisites and other degree-specific entry requirements (portfolio, audition, etc.)	Yes – pre-requisites	Only available for some faculties and programs
Simon Fraser University	• Must be 23 or older (before the start of classes for the semester you are applying to), and a Canadian citizen or permanent resident • Must submit a personal information profile and one letter of reference • Preference is given to applicants who have	No. although students could use high school courses to satisfy the analytical skills competency requirements.	

Institution	Mature Admission Policy/Docs Required	High school courses needed?	Considerations
	successfully completed some post-secondary work • Applicants for degree programs are expected to meet the English language proficiency and quantitative and analytical skills competency requirements specified for transfer students.		
University of Northern British Columbia	• Must be 21 years of age and a Canadian citizen/permanent resident • Students must submit transcripts (for pre-req checks) and resume	Yes – pre-requisites	The University may exercise its discretion by admitting on a probationary basis.
Lakehead University	• To be considered for admission as a Mature/Adult Student, students must be a Canadian citizen or permanent resident who has not been engaged in full-time studies for at least two years and have completed less than one year at a community college. • They may have to complete a Mature Student Profile • Admission is not guaranteed, students who are not admitted are recommended for the Academic Support Access Program	Yes – pre-requisites	
Laurentian University	• Must be 19 years of age • Must submit a letter outlining the reasons for pursuing university	Not specified	

Institution	Mature Admission Policy/Docs Required	High school courses needed?	Considerations
	studies and a resume or CV specifying current education, interests and work experience		
Guelph University	• Must be out of full-time high school for two years or more and have never attended a post-secondary institution • Must present specific high school pre-requisites with an admission average of 75% • Must submit a support letter • Admission is not guaranteed	Yes – all admission subject requirements	
Toronto Metropolitan University	• Must be 21 and away from formal education for two years or more • Must present specific high school pre-requisites with an admission average of 70%. Must meet the competitive average. • Must submit a supplementary form	Yes – all admission subject requirements	

Note – all admission types at universities, including the University of Regina, require mature admits meeting ELP requirements.

UGPA Comparisons

UGPA Groupings of Mature Admits*

Row Labels	Grand Total	Percentage of students in these groups
40-49.99	145	10.75%
50-59.99	232	17.20%
60-69.99	368	27.28%
70-79.99	410	30.39%
80-89.99	183	13.57%
90-99.99	11	0.82%
Grand Total	**1349**	

UGPA Groupings of SK Students Admitted Based on Final High School Transcripts*

Row Labels	Grand Total	Percentage of students in these groups
40-49.99	422	10.56%
50-59.99	665	16.64%
60-69.99	1068	26.73%
70-79.99	1235	30.91%
80-89.99	568	14.21%
90-100	38	0.95%
Grand Total	**3996**	

*Both charts include admits from 201910 to 202510 and list their current UGPAs. We eliminated large groups of students from both categories who presented all NPs.

Note that the percentage of students in each UGPA grouping is very similar for both groups and indicates that mature admits perform at a similar academic level as students admitted based on their final high school transcript.

Mature Statement Admissions Criteria Checklist

- ❑ Provides an explanation of their goals and how University of Regina program aligns with those goals
- ❑ Includes a plan showing how the goals will be achieved
- ❑ Shows demonstrated growth from life experiences
- ❑ Lists work and/or volunteer experiences
- ❑ Demonstrates professionalism

Note – this list will also be provided to applicants so that they understand what to include in their personal statement

ATTACHMENT D

Undergraduate Credential Framework at the University of Regina

Definitions

Collaborative Program. Refers to a formalized collaboration between the University of Regina and a partner institution to offer a degree program or a combined degree program. In this model, both institutions have general responsibilities in the development and the delivery of curriculum. It generally results in a U of R credential with recognition of the collaboration on the parchment issued. "In collaboration with XXXXX". This is also known as a Joint Program.

Combined Degree Program. Normally offered by two institutions under formal agreement leading to the outcome of two credentials, one from the U of R and one from the other institution.

Concentration. A focus within a program, usually within a major, comprising a cluster of courses on a particular theme or topic – or – a disciplinary component of a multidisciplinary degree program. A major in Biology with a concentration in Micro-Biology for example.

Concurrent Enrolment. Refers to the process of admission to two programs at the same time.

Conjoint Program. Refers to a program involving two or more faculties in cooperation to offer a dual degree program.

Credential. Refers to a degree, diploma, or certificate.

Dual Degree. Refers to a conjoint program that provides the outcome of two different degrees. This can be internal (conjoint) or external (combined).

Joint Program. See Collaborative Program.

Major. Refers to the primary area of specialization in a degree program.

Micro-Credential. Refers to a series of courses in a specific subject area that normally provide opportunities for academic or professional development.

Minor. Refers to a secondary area(s) of specialization in a subject area outside of a major.

Residency. Residency refers to the minimum number of University of Regina credit hours that a student must complete within their credential completion requirements

Specialization. Refers to a focused area of study attached to a specific major, with specific coursework that is required beyond major requirements. Specializations are not normally offered at the undergraduate level unless they are attached to an honors program.

Framework at a glance:

The undergraduate framework is presented here in short format. Please see the specific template on each for further information.

Credential Category	Level	Cr Hrs.	Parchment Nomenclature	Paper	Digital	Major	Minor	Specialization	Distinction /Great Distinction	Honours/High Honours	Year of Study Equivalency
Microcredential (Credit)	Undergraduate	>3 and <15	Microcredential in	N	Y	N	N	N	N	N	N/A
Certificate	Undergraduate	15 to 30	Certificate in	Y	Y	N	N	N	N	N	1/2 to 1 year
Diploma	Undergraduate	60	Diploma in	Y	Y	Y	Not normally	N	N	N	2 years
Baccalaureate ~~(Special)~~	Undergraduate	90	Bachelor of	Y	Y	Y	Y	N	Y	N	3 years
Baccalaureate	Undergraduate	120+	Bachelor of	Y	Y	Y	Y	Hons only	Y	Hons only	4 years
Baccalaureate (After Degree)	Undergraduate	60+	Bachelor of	Y	Y	Y	Y	N	Y	N	2 years
Post Baccalaureate Certificate	Undergraduate	Minimum 15	Post Baccalaureate Certificate in	Y	Y	N	N	N	N	N	1/2 year
Post Baccalaureate Diploma	Undergraduate	Minimum 30	Post Baccalaureate Diploma	Y	Y	Y	N	N	N	N	1 year
Conjoint/Double Degree	Undergraduate	Minimum 150	Bachelor of	Y – 1 for each	Y – 1 for each	Y	Y	N	Y	N	5 to 6 years
Collaborative/Joint Degree	Undergraduate	120	Bachelor of	Y	Y	Y	Y	N	Y	N	4 years

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Credit Micro-Credential	3 or more credit hours but less than 15 credit hours	n/a	n/a
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
n/a	n/a	n/a	No
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Credit Micro Credential in XXXXX No other notations apply.		Undergraduate - Credit	n/a
Definition	A credit micro-credential is a concentrated set of courses, or a bundle of for credit modules, in a specific subject area or specialized topic. Credit micro-credentials are normally developed to provide academic opportunities for individuals to achieve or enhance specific skills, competencies, and/or knowledge. A credit micro-credential may be taken as a standalone endeavor, or concurrently with a certificate, diploma, or degree program. Note: A digital micro-credential may be issued via the ARUCC National Network (MyCreds.ca) on the completion of the specific micro-credential requirements.		
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations are not available in a micro-credential program.		
Admission Requirements	Faculties have the right to establish admission requirements that reflect their target audience.		

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Undergraduate Certificate	15 to 30 credit hours	"Certificate in"	No
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
No	No	No	No
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Certificate in XXXXXX No other notations apply.		Undergraduate - Credit	Up to 1 year

Definition	An undergraduate certificate is a program of studies that recognizes the completion of a series of courses. They generally include: • interdisciplinary course completion requirements in a thematic area of interest but not confined to a single disciplinary area; or • completion requirements that are confined to a specific area of study that form ~~that form~~ a distinctive complement to studies in an undergraduate discipline; or • provide acknowledgement of proficiency in a given area of study; or • build specific skills or competencies related to a profession for the purposes of employment and/or, recognition by an external professional organization; or • facilitate an interest in gaining an insightful understanding of a specific area of study. Certificate programs should normally facilitate laddering of the course requirements with full transferability to a U of R diploma (when available) or a U of R baccalaureate program in the specific area of study, and/or to a major in that specific area of study. There are no minors or majors in a certificate program.
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations are not available in a certificate program.
Admission Requirements	Applicants follow the general admission requirements of the University and the Faculty.

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Undergraduate Diploma	60	"Diploma in"	30 credit hours must be completed in the major area of study.
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
Not normally	No	No	No
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript Notation: Diploma in XXXXXX No other notations apply.		Undergraduate	2 years

Definition	An undergraduate diploma is a program of study that recognizes the completion of a series of courses that: • Have a strong emphasis in a specific area of study. • Have an interdisciplinary component that provides exposure to disciplines outside of the specific area of study. • May contain a 30 credit hour requirement in a specific subject area to qualify for a major (Diploma in Business Administration with a Major in Marketing for example). A diploma program should facilitate laddering of the course requirements with full transferability to a U of R baccalaureate program in the specific area of study and/or to a major in that specific area of study. A diploma may have a major but does not have minors.
Major, Minor, Concentration, and Specialization Regulations	**Major** A diploma program may have a major on the completion of 30 credit hours in the subject area of the major. Minors, concentrations, and specializations are not normally available in a diploma program.
Admission Requirements	Applicants follow the general admission regulations of the university and the Faculty.

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Baccalaureate Degree – including Honours.	~~120 (minimum)~~ ~~*see note 1~~90 – 3 Year 120 (minimum) – 4 Year	"Bachelor of"	Normally, a minimum of 30 credit hours are completed in the major area of study *See note 2
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
18 credit hours must be completed in the minor area of study	Yes, for honours programs (4 Year only).	Yes.	Yes
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript Notation: Bachelor of XXXXXX or Bachelor of XXXX (Honours) (High Honours) for an honours program where the student GPA is 85% or higher Other notations if eligible include: International, Co-operative Education, Internship, Bilingual mention/mention bilingue, Distinction, Great Distinction, Major in XXXXXX, Major in XXXXX with a Concentration in XXXXXX, Double Major in XXXXXX and XXXXXX, Minor in XXXXXX, Double Minor in XXXXXX and XXXXXX.		Undergraduate	3 years (90 credit) 4 years (120+ credits)
Definition	~~A baccalaureate degree is the recognition given for the completion of a series of courses that are mostly within a specific area of study. The program normally includes interdisciplinary subject areas outside of the specific area of study in addition to the completion of courses in a specific area of study. A baccalaureate program will normally include exposure to one or more courses in the following subject areas:~~ • ~~Indigenous Studies~~ • ~~Science~~ • ~~Math~~ • ~~Statistical and/or Research Analysis~~ • ~~Writing~~ • ~~Philosophy and/or Critical Thinking~~ • ~~Languages~~ • ~~Humanities and Social Sciences~~		

	~~Exposure to other subject areas when credit hour completion requirements permit, are encouraged~~ Refer to the Saskatchewan Higher Education Quality Assurance Board Bachelor's Degree Level Standard (Approved July 26, 2018) Note 1. A baccalaureate program will sometimes be attached to accreditation or licensure requirements which limit the exposure to interdisciplinary subjects. Note 2. Honours programs will have more rigorous course completion and performance standards than what is found in the regular program.
Major, Minor, Concentration, and Specialization Regulations	**The Application of Credit Hours to a Major/Minor** A minimum of 50% of the credit hours used in the award of a major or a minor must be unique to that major or minor. Core program and elective requirements may be used to fulfill a major or minor requirement. **Major Completion Requirements** A major within a baccalaureate program would normally require the completion of a minimum of 30 credits within the specified major area. **Major with a Concentration** A major with a concentration requires the completion of 30 credits within the specified major area and the completion of a minimum of 9 credits (within that 30 credits) in the area of concentration. **Major with a Specialization** A major with a specialization (normally available in Honors programs only) requires the completion of a minimum of 30 credits within the specified major area and an additional 9 credits of course work in that major area. The additional 9 credits may include 400 level coursework, a thesis requirement, a special project requirement, or a research requirement. **Double Major Completion Requirements** A double major can be specified provided the requirements include the completion of a minimum of an additional 30 credit hours within the specified double major subject area that are over and above the normal 120 credit hour completion requirements (150 credit hours in total). **Combined Major Completion Requirements** A combined major can be structured in a way to fit within the 120 credit hour completion requirements provided that there are a minimum of 45 credit hour completion requirements outside of the combined major subject areas. **Minor Completion Requirements** A minor within a baccalaureate program requires the completion of a minimum of 12 credit hours within the minor subject area. More than one minor may be

	completed where faculty regulations permit but courses that have been applied in the award of one minor may not be applied to the other. **Combinations of Majors with Minors** Available when faculty regulations permit. ~~Note 1: Some 90 credit baccalaureate programs exist in the Faculty of Media, Art, and Performance that may be awarded or on the completion of a combined B. Ed. program. These programs may be taken concurrently or after the completion of the B.Ed. program.~~ Note 1~~2:~~ Some faculties may have major requirements of less than 30 credits. In these cases, the minimum number of credit hours cannot be less than 15.
Admission Requirements	Applicants follow the general admission requirements of the University and the Faculty.

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
After Degree Baccalaureate	60 credit hours	"Bachelors of"	Yes
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
Yes	No	Yes	Yes
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript Notation: Bachelor of XXXXXX Other notations if eligible, include: International, Co-operative Education, Internship, Bilingual mention/mention billingue, Distinction, Great Distinction, Major in XXXXXX, Major in XXXXX with a Concentration in XXXXXX, Minor in XXXXXX.		Undergraduate	2 years

Definition	An after degree is a credential that is made available to individuals who have completed a baccalaureate program and would like to expand their knowledge to a different specific area of study. While most after degree programs are designed to meet professional licensure or professional recognition requirements, they can also be designed to facilitate the upgrading of knowledge in a specific area of study or to upgrade knowledge in a Canadian context. An after degree program may contain majors and minors and follow the same completion requirements for these designations as does the completion of a baccalaureate program.
Major, Minor, Concentration, and Specialization Regulations	**The Application of Credit Hours to a Major/Minor** A minimum of 50% of the credit hours used in the award of a major or a minor must be unique to that major or minor. Core program and elective requirements may be used to fulfill a major or minor requirement. **Major Completion Requirements** A major within an after degree program requires the completion of a minimum of 30 credits within the specified major area. **Major with a Concentration** A major with a concentration requires the completion of a minimum of 30 credits within the specified major area and the completion of a minimum of 9 credits (within that 30 credits) in the area of concentration. **Major with a Specialization**

	A major with a specialization is not normally available in an after degree program. **Double Major Completion Requirements** A double major is not available in an after degree program. **Combined Major Completion Requirements** A combined major is not normally available in an after degree program. **Minor Completion Requirements** A minor within an after degree program requires the completion of a minimum of 12 credit hours within the minor subject area. More than one minor is not normally available in an after degree program. **Combinations of Majors with Minors** Available when faculty regulations permit.
Admission Requirements	Applicants must have a recognized baccalaureate degree for admission. Other admission requirements may include English language proficiency and/or other requirements as established by a Faculty.

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Post Baccalaureate Certificate	Minimum of 15 credit hours	"Post Baccalaureate Certificate in"	No
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
No	No	No	No
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Post Baccalaureate Certificate in XXXXX. No other designations apply.		Undergraduate	0.5 years
Definition	A post baccalaureate certificate is a program that has been designed within a specialized specific subject area with advanced courses normally found at the 300- and 400-levels. They are normally offered to individuals who require courses in a specialized area for the purposes, licensure or professional association recognition, or career progression/specialization.		
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations are not available in a post-baccalaureate certificate program.		
Admission Requirements	Applicants must have a recognized baccalaureate degree for admission. Other admission requirements may include English language proficiency and/or other requirements as established by a Faculty.		

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Post Baccalaureate Diploma	Minimum 30 credit hours	"Post Baccalaureate Diploma in"	No
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
No	No	No	No
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Post Baccalaureate Diploma in XXXXX Other notations if eligible: Major in XXXXXX		Undergraduate	1 year
Definition	A post baccalaureate diploma is a program that has been designed within a specialized specific subject area with advanced courses normally found at the 300- and 400-levels. They are normally offered to individuals who require courses in a specialized area for the purposes, licensure or professional association recognition, or career progression/specialization.		
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations are not available in a post-baccalaureate diploma program.		
Admission Requirements	Applicants must have a recognized baccalaureate degree for admission. Other admission requirements may include English language proficiency and/or other requirements as established by a Faculty.		

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Conjoint/Double Degree	Minimum 150 Credit Hours	Two parchments are issued, one for each program. "Bachelor of"	Yes. In one of, but not both, programs and not in the specific subject are of the 2nd credential.
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
Yes	No	No	Yes
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript Notation: Bachelor of XXXXXX Other notations, if eligible, include: International, Co-operative Education, Internship, Bilingual mention/mention billingue, Distinction, Great Distinction, Major in XXXXXX Minor in XXXXXX.		Undergraduate	5 to 6 years depending on the credit hour completion requirements.
Definition	A conjoint or double degree program allows the structured completion of two programs simultaneously and at a faster pace than if the two programs were completed separately. Conjoint or double degree programs are generally offered via the collaboration of two faculties. Conjoint or double degree programs normally have up to 30 credit hours that can be cross credited and applied to both programs.		
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations are normally not available in a conjoint or double degree. Faculties may approve majors and minors within these programs in situations where course completion requirements would facilitate the award of these designations. See Undergraduate Baccalaureate degree for more information.		
Admission Requirements	Applicants follow the specific admission requirements of the program.		

Level: Undergraduate

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Collaborative/Joint Degree Program	Minimum 120 Credit Hours	"Bachelor of"	Yes, if the agreement specifies.
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
Yes, if the agreement specifies.	No	No	Yes
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript Notation: Bachelor of XXXXXX Other notations if eligible: International, Co-operative Education, Internship, Bilingual mention/mention billingue, Distinction, Great Distinction, Major in XXXXXX Minor in XXXXXX.		Undergraduate	4 years.
Definition	A collaborative or joint degree program exists when the University of Regina partners with another post-secondary institution in the delivery of a degree program(s). Collaborative and joint degree programs require the development of a formalized agreement which details the responsibilities for delivery, academic content, student admission procedures, financial arrangements, and so on. Assistance with this process is available from the office of the Associate Vice-President, Academic.		
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations can be made available in a collaborative or joint degree program and would follow the same regulations as a U of R baccalaureate program. See Undergraduate Baccalaureate degree for more information.		
Admission Requirements	Applicants follow the general admission requirements as specified in the formal agreement.		

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF ARTS

1.1 Master of Journalism – Program Suspension

MOTION: To extend the suspension of admissions to the Master of Journalism program, effective until 202730.

Rationale:

The School of Journalism currently has only two active, in-scope faculty members and no funding available to increase the faculty complement. This extension will therefore enable the unit to:

i. Focus limited resources on consolidating a strong foundation for the new Bachelor of Arts in Journalism, News-media, and Communications degree;
ii. Accommodate sabbatical leaves;
iii. Better assess volatile student demand (particularly for international students);
iv. Adapt program offerings in light of new teaching strengths as the staff complement evolves.

(end of Motion)

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2. FACULTY OF ENGINEERING AND APPLIED SCIENCE

2.1 Graduate Programs in Energy Systems Engineering – New Programs

MOTION: That the Graduate Program in Energy Systems Engineering, offering the following six degree programs, be created, effective 202530.

- Doctor of Philosophy (PhD) in Energy Systems Engineering (after MASc in Engineering)
- Doctor of Philosophy (PhD) in Energy Systems Engineering (after MEng)
- Doctor of Philosophy (PhD) in Energy Systems Engineering (after Bachelor's)
- Master of Applied Science (MASc) in Energy Systems Engineering (Thesis)
- Master of Engineering (MEng) in Energy Systems Engineering (Project)
- Master of Engineering (MEng) in Energy Systems Engineering (Co-op)

Doctor of Philosophy (PhD) in Energy Systems Engineering (after MASc in Engineering)
Normally, a student will enter the PhD program following the completion of a Master of Applied Science (MASc) degree which requires the completion of a master's thesis at the U of R or a similar program at a recognized university. The minimum course requirements for the completion of the PhD program are:

ENER 8XX	6 credit hours
ENXX 8XX	6 credit hours
ENGG 800	3 credit hours
ENGG 900	0 credit hours
ENER 901	45 credit hours
TOTAL	**60 credit hours**

Doctor of Philosophy (PhD) in Energy Systems Engineering (after MEng)

The program requirements for a student with a Master of Engineering degree from the U of R or an equivalent degree who is admitted to the PhD program in Engineering will be:

ENER 8XX	6 credit hours
ENXX or related discipline 8XX	6 credit hours
ENGG 903	3 credit hours
ENGG 800	3 credit hours
ENGG 900	0 credit hours
ENER 901	45 credit hours
TOTAL	**63 credit hours**

Note: ENGG 903 is a research methodology course and is to ensure that the student will be adequately prepared for PhD level research. Only students who have received their MEng from U of R are required to take this course.

Doctor of Philosophy (PhD) in Energy Systems Engineering (after Bachelor's)

ENER 8XX	12 credit hours
ENXX 8XX	12 credit hours
ENXX or related discipline 8XX	6 credit hours
ENGG 800	3 credit hours
ENGG 900	0 credit hours
ENER 901	60 credit hours
TOTAL	**93 credit hours**

Master of Applied Science (MASc) in Energy Systems Engineering (thesis)

The Master of Applied Science is a research-oriented program with a thesis requirement.

ENER 8XX	6 credit hours
ENXX 8XX	3 credit hours

ENXX 8XX or ENER 3XX to 4XX	3 credit hours
ENXX or related discipline 8XX	3 credit hours
ENGG 900	0 credit hours
ENER 901	15 credit hours
TOTAL	**30 credit hours**

Master of Applied Science (MASc) in Energy Systems Engineering (project)
The Master of Engineering degree program with a project report attracts practicing engineers. It complements the Graduate Cooperative Education Program which seeks to integrate academic experience with professional, on-the-job experience to facilitate professional development.

ENER 8XX	12 credit hours
ENXX 8XX or ENER 3XX to 4XX	6 credit hours
ENXX or related discipline 8XX	6 credit hours
ENGG 701	1 credit hours
ENGG 702	1 credit hours
ENGG 703	1 credit hours
ENER 902	3 credit hours
TOTAL	**30 credit hours**

Master of Applied Science (MASc) in Energy Systems Engineering (co-op)
The Master of Engineering (Co-op) Program seeks to integrate academic experience with professional, on-the-job experience to facilitate professional development. It consists of the following requirements:

ENER 8XX	12 credit hours
ENXX 8XX or ENER 3XX to 4XX	6 credit hours
ENXX or related discipline 8XX	6 credit hours
ENGG 601	0 credit hours
ENGG 602	0 credit hours
ENGG 701	1 credit hours
ENGG 702	1 credit hours
ENGG 703	1 credit hours
ENER 902	3 credit hours
TOTAL	**30 credit hours**

Rationale:

The University of Regina does not have a graduate program in Energy Systems Engineering that focuses on graduate education and research in the areas of sustainable energy engineering and energy transportation and storage. The Sustainable Energy Engineering option introduces the technologies that are committed to climate action by developing renewable energy resources such as solar, wind, hydro, geothermal, biomass and nuclear energy. Sustainable energy systems generate, convert, distribute, store, and utilize energy in exhaustively mitigating greenhouse gas emissions. The curriculum provides fundamental knowledge and hands-on experiences in designing, developing, and managing sustainable energy systems. The Energy Transportation and Storage option focuses 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 and material optimization facilitated by advanced computer utilization and automation is integrated into the curriculum.

Attachment A – Energy Systems Engineering Proposal

(end of Motion)

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3. FACULTY OF GRADUATE STUDIES AND RESEARCH

3.1 Registration Status – Graduate Calendar Revision

MOTION: That the Registration Status section of the Registration Regulations page of Graduate Calendar be updated to provide clarifying language around full-time registration, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#reg	Proposed
Registration Status A student's status will be determined as follows: **Full-time**: • registration in GRST 995AJ • registration in 6 credit hours or more in a term; • registration in a Psychology internship course (PSYC 876-879, PSYC 880AA, PSYC 880AB); • registration in any JSGS internship course (JSGS 850AA-ZZ); • registration in any Co-operative Education/Work Term course (ARTS 601, 602; CS 601, 602; ENGG 601, 602; SCI 601, 602; GBUS 801, 802, 803; MBA 801, 802, 803); • registration in GRST 995AA for post program for students who have completed course and other program credit hour requirements, but have not	**Registration Status** A student's status will be determined as follows: **Full-time**: • registration in GRST 995AJ • registration in 6 credit hours or more in a term; • registration in a Psychology internship course (PSYC 876-879, PSYC 880AA, PSYC 880AB); • registration in any JSGS internship course (JSGS 850AA-ZZ); • registration in any Co-operative Education/Work Term course (ARTS 601, 602; CS 601, 602; ENGG 601, 602; SCI 601, 602; GBUS 801, 802, 803; MBA 801, 802, 803); • registration in GRST 995AA for post program for students who have completed course and other program credit hour requirements, but have not

finished writing or defending the thesis/project/practicum; • registration in GRST 996AA, for students who have received approval for an extension; • registration in the last requirements of a graduate program (e.g. just have one course remaining); and who will otherwise be engaged in thesis research/writing. These students register in the required credit hours, but registration must be for a minimum of 3 credit hours. Students in this category must contact FGSR who will notify Financial Services to adjust their Income Tax (T2202) form. **Part-time:** • registration in less than 6 credit hours in a term; • registration in GRST 995AB for post-program students using university facilities; • registration in GRST 996AB, for students who have received approval for an extension; • registration in GRST 999 (non-resident maintenance) for students not using university facilities. *Registration normally must be for a minimum of 3 credit hours for students who have credit hours remaining ~~on~~ their program.*	finished writing or defending the thesis/project/practicum; • registration in GRST 996AA, for students who have received approval for an extension; • registration in the last requirements of a graduate program (e.g. just have one course remaining); and who will otherwise be engaged in thesis research/writing. These students register in the required credit hours, but registration must be for a minimum of 3 credit hours. Students in this category must contact FGSR who will notify Financial Services to adjust their Income Tax (T2202) form. ***Others (e.g. UR International, SAFA, Financial Services, etc.) may have different requirements for full-time registration. Please check with the office in question if you are unsure whether you are considered full-time for their purposes.*** **Part-time:** • registration in less than 6 credit hours in a term; • registration in GRST 995AB for post-program students using university facilities; • registration in GRST 996AB, for students who have received approval for an extension; • registration in GRST 999 (non-resident maintenance) for students not using university facilities. *Registration normally must be for a minimum of 3 credit hours for students who have credit hours remaining **in** their program.*

Rationale:

This graduate calendar update provides additional wording on full-time registration. This is to notify students that what the Faculty of Graduate Studies and Research deems as full-time registration may not align with how other areas both on-campus and off define full-time registration.

(end of Motion)

3.2 Academic Standards – Graduate Calendar Revision

MOTION: That the Academic Standards section of the Program Requirements page of the Graduate Calendar be updated, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/program-requirements.html#aca	Proposed

Academic Standards A grade of 70% or more must be achieved in all normal graded course work, but students subject to a qualifying or probationary period may be required to achieve a higher overall average in the required course(s). Students who do not achieve the required grade in a course, may repeat that course or substitute another course, if the academic unit and FGSR agree. For fully qualified students, only one course may be repeated. Supplemental examinations are not an option. **NOTE**: Qualifying and probationary students will be discontinued if an unacceptable grade is received in one course; a qualifying student may be allowed to retake a maximum of one course. Following completion of the qualifying or probationary conditions, the student will be notified of a change of status to fully qualified. Students with an unacceptable grade on their record are NOT eligible for funding through FGSR. A failing grade or a grade of Deferred or Incomplete renders a student ineligible for graduate funding until either the failed course (or substitute) or the outstanding course work is successfully completed. **[…]**	**Academic Standards** A grade of 70% or more must be achieved in all normal graded course work, but students subject to a qualifying or probationary period may be required to achieve a higher overall average in the required course(s). Students who do not achieve the required grade in a course, may repeat that course or substitute another course, if the academic unit and FGSR agree. For fully qualified students, only one course may be repeated. Supplemental examinations are not an option. **NOTE:** Qualifying and probationary students will be discontinued if an unacceptable grade is received in one course; a qualifying student may be allowed to retake a maximum of one course. Following completion of the qualifying or probationary conditions, the student will be notified of a change of status to fully qualified. ***Should a probationary student wish to request a change to fully qualified status before the end of their probationary period, they may submit a request in writing to their graduate program coordinator. Such requests will not be granted unless the student has obtained a GPA of 80% or better in a minimum of two graded courses. Early removal of probationary requirements will only occur on the recommendation of the academic unit and with the approval of the Dean of FGSR.*** Students with an unacceptable grade on their record are NOT eligible for funding through FGSR. A failing grade or a grade of Deferred or Incomplete renders a student ineligible for graduate funding until either the failed course (or substitute) or the outstanding course work is successfully completed. **[…]**

Rationale:

Probationary students are generally admitted as Probationary because there is concern by the academic unit that the student is not ready for graduate-level courses. After two graduate courses, it may become apparent to the academic unit that the student should no longer be probationary due to their good performance in those courses. This benefits students because probationary students have limited access to funding opportunities. It also recognizes students' readiness and ability to take a graduate program – making them equal to their peers.

(end of Motion)

3.3 Non-Degree Student – Graduate Calendar Revision

MOTION: That the Non-Degree Student section of the Classification of Students page of the Graduate Calendar be updated, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/student-classification.html	Proposed
Non-Degree Student A student with an eligible academic record who wishes to take a limited number of specified graduate courses for professional development. The application must be accompanied by a brief letter of intent outlining the purpose for taking the courses, official transcripts, and one official letter of reference. *Non-Degree students are afforded the opportunity to register in up to four (4) approved courses over a period of one year, or the completion of the specified courses, whichever occurs first.* The start point for the one-year completion date is the term directly following the issuance of the acceptance letter. Students who have not completed the prescribed courses may make a formal request for an extension, justifying the reasons why an extension may be warranted. Non-degree students who withdraw or whose time limit expires~~,~~ and have yet to complete the original set of approved courses, may request reinstatement, providing the original application as a non-degree student is not more than three years old and progress in previous non-degree courses is deemed satisfactory. If the application is older than three years, a new application will be required. Following the termination of status as a non-degree student, for subsequent admission in this category, a new application must be submitted. Acceptance requires that the applicant's previous record is satisfactory, and that the academic unit is able to accommodate the request. ~~Courses taken as a non-degree student do not transfer to graduate programs at this institution although the student may be granted advanced standing if the student pursues further education here.~~	**Non-Degree Student** A student with an eligible academic record who wishes to take a limited number of specified graduate courses for professional development. The application must be accompanied by a brief letter of intent outlining the purpose for taking the courses, official transcripts, and one official letter of reference. *Non-Degree students are afforded the opportunity to register in up to four (4) approved courses over a period of one year, or the completion of the specified courses, whichever occurs first.* The start point for the one-year completion date is the term directly following the issuance of the acceptance letter. Students who have not completed the prescribed courses may make a formal request for an extension, justifying the reasons why an extension may be warranted. Non-degree students who withdraw or whose time limit expires and have yet to complete the original set of approved courses, may request reinstatement, providing the original application as a non-degree student is not more than three years old and progress in previous non-degree courses is deemed satisfactory. If the application is older than three years, a new application will be required. Following the termination of status as a non-degree student, for subsequent admission in this category, a new application must be submitted. Acceptance requires that the applicant's previous record is satisfactory, and that the academic unit is able to accommodate the request.

Rationale:

By removing this sentence, we are allowing non-degree students the ability to request/seek to transfer credits earned as non-degree students to a graduate program at the University of Regina. As with all requests for transfer credit, the decision to allow a course to be counted towards the requirements of a program lies with the academic unit delivering the program, and approval from FGSR. There is no reason that our own courses should not transfer into our programs, provided they fit into a program. It presents a great way to potentially retain students for a longer time at the

University, and offers students an opportunity to try out a few graduate classes before deciding on a graduate program without losing the ability to count those courses in the program they choose.

(end of Motion)

3.4 Feed and Program Changes and Program Transfers – Graduate Calendar Revision

MOTION: That details about the laddering process be added in the Fees and Program Changes and Program Transfers sections of the Graduate Calendar, effective 202530.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/fees.html	Proposed
Change in Route/Focus A change in route/focus fee of $50 CDN will be charged to students requesting a change in route/focus of the program in which they are currently registered and includes: thesis, project, practicum, course and co-op routes as well as changes from M.Eng. (project) to MASc (thesis) or for MEd regarding a focus change.	**Change in Route/Focus** A change in route/focus fee of $50 CDN will be charged to students requesting a change in route/focus of the program in which they are currently registered and includes: thesis, project, practicum, course and co-op routes as well as changes from M.Eng. (project) to MASc (thesis) or for MEd regarding a focus change. ***Students laddering into a master's degree program may request a transfer into the degree program without submitting a new application provided that the admission requirements for the degree program are met and the academic unit has given permission for the change.***
https://www.uregina.ca/graduate-studies-research/graduate-calendar/changes-transfers.html	
Program Changes and Program Transfers **[…]** **Program Transfers.** Students are to complete a Request for Graduate Transfer Within a Graduate Program form through UR Self Service -> Students -> Graduate Student Requests*. Requests for a transfer is to be initiated by the student, supported by the student's supervisor, the Graduate Program Coordinator, and the Associate Dean, (Grad) of the faculty associated with the program. Program transfers include: • transfer of program route (thesis, project, practicum, course based, internship), • transfer from one area of study to another within the same degree* • transfer in level (Master to Doctoral or vice versa)*	**Program Changes and Program Transfers** **[…]** **Program Transfers.** Students are to complete a Request for Graduate Transfer Within a Graduate Program form through UR Self Service -> Students -> Graduate Student Requests*. Requests for a transfer is to be initiated by the student, supported by the student's supervisor, the Graduate Program Coordinator, and the Associate Dean, (Grad) of the faculty associated with the program. Program transfers include: • transfer of program route (thesis, project, practicum, course based, internship), • transfer from one area of study to another within the same degree* • transfer in level (Master**'s** to Doctoral or vice versa)* • ***laddering from graduate certificate program into master's degree program***

An outline of what courses are transferring to the new program should accompany these requests. Students seeking to change from one degree to another, or to a different academic unit, must submit a new application and pay the associated fee. *Please note, some transfer requests ~~can not~~ be accommodated online. If you are unable to select the appropriate transfer option online please contact FGSR for a paper request form. **[…]**	An outline of what courses are transferring to the new program should accompany these requests. Students seeking to change from one degree to another, or to a different academic unit, must submit a new application and pay the associated fee. *Please note, some transfer requests ***cannot*** be accommodated online. If you are unable to select the appropriate transfer option online please contact FGSR for a paper request form. *****Admission requirements must be met for the Master's degree program, and students must receive permission from their unit to pursue this option. A unit reserves the right to require students to submit a new application for the Master's degree program. Students should note the following when requesting a program transfer:*** ***For programs that have an embedded certificate option:*** ***A student who has been admitted to the graduate certificate program can transfer into the Master's degree program and earn both credentials. However, the graduate certificate will only be awarded upon completion of the requirements for the Master's degree.*** ***For programs without an embedded certificate option:*** ***A student who wishes to transfer to the Master's degree program would receive transfer credit for courses completed during the certificate program but would forfeit the certificate. Upon completion of the requirements for the Master's degree program, they would graduate only with the Master's degree.*** **[…]**

Rationale:

This motion streamlines the laddering process between graduate certificates and Master's degrees. A program transfer is less onerous for both students and faculties while still allowing faculties final say in who they are admitting into their Master's programs. Since many students will try a certificate program as a way of testing out whether they are interested in completing the full Master's degree, allowing for program transfers eliminates a potential barrier to laddering these students into our Master's degree programs. Admission requirements for the Master's degree must be met for a transfer to be allowed.

It is better for students because they currently run into difficulties when transferring from their certificate program to the Master's program. Students must have their graduate certificate conferred before they can enroll in their Master's degree program, forcing an unnecessary disruption in their studies as they wait to become eligible to register. Numerous factors such as late entry of grades or the scheduling of Executive of Council meetings can therefore delay students' progress. A program transfer allows for a more seamless transition for the student.

If this change is approved, units will still retain the right to have students submit a new application to the Master's program if they do not want to allow for the program transfer. It also ensures academic standards are met as students need to have met the admission requirements necessary for a Master's degree before the transfer can be approved.

(end of Motion)

3.5 Completion of a Subsequent Credential – Graduate Calendar Revision

MOTION: To add a new Completion of a Subsequent Credential section to Program Requirements page of the Graduate Calendar, effective 202530.

Program Requirements
https://www.uregina.ca/graduate-studies-research/graduate-calendar/program-requirements.html

Completion of a Subsequent Credential

Individuals who have completed a graduate credential at the University of Regina or at another recognized post-secondary institution may seek admission to a subsequent credential when:

- the credential is in a different discipline; or,
- the credential is at a higher level in the same discipline.

Individuals may not be admitted to a different route of a program from which they have already graduated (e.g., the practicum route of a program in which the applicant has already earned a credential through the course route).

An exception may be granted at the discretion of the faculty/academic unit when:

- A credential has been completed from an institution that is not recognized;
- A credential has been evaluated by an international credential evaluation service and has been deemed to be not equivalent to a Canadian credential;
- A licensure organization requires an individual to repeat their credential;
- A credential is considered to be stale-dated, and the individual would substantially benefit from refreshing or updating their credential with more modern content; or,
- In unusual circumstances at the discretion of the Dean of FGSR (or designate).

Note 1: While an international credential evaluation service may deem a credential not to be equivalent to a Canadian credential, individuals may only need to take a few courses to apply for professional licensure or accreditation in their profession. In those cases, individuals are strongly encouraged to apply for admission as a Non-Degree Student so that they can take the necessary courses.

Note 2: The Dean of FGSR reserves the right to refuse admission to a program deemed to offer a credential that is equivalent to or lower than a credential an individual has already received. This includes graduate certificate programs that ladder into Master's degree programs if the applicant already holds the corresponding Master's degree and Master's degree programs if the applicant already holds a PhD in the same area.

Note 3: Decisions on admissibility to graduate programs are at the sole discretion of the Dean of FGSR and cannot be appealed.

Rationale:
This prevents students from taking programs that yield the same credential through different routes and mirrors language in the Undergraduate Calendar.

(end of Motion)

3.6 Calculation of Averages – Graduate Calendar Revision

MOTION: That the Calculation of Averages for Graduate Students section of the Grading System page in the graduate calendar be updated, effective 202620.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html#gra	Proposed
Calculation of Averages for Graduate Students ~~Standing will be determined on the basis of weighted percentage average (WPA) computed by dividing the sum of the credit hours times the marks accumulated during the term by the total credit hours attempted. In summary, WPA is calculated as:~~ ~~*The sum of (credit hours X marks)*~~ ~~*The sum (credit hours)*~~ ~~For purposes of the calculation, a grade of NP is calculated at 55%, a grade of XF is counted at 0%. The minimum passing grade for all course work completed as a graduate student is 70%. Competence in writing skills is required in courses at the University of Regina.~~ **Grades Assigned on Withdrawal.** The part of term is divided into three periods for grades: • Period 1: no grade; the course does not appear on the student's official transcript. • Period 2: grade of W; appears on the student's official transcript but is neutral in the calculation of grade point averages. • Period 3: grade of NP: appears on the student's official transcript and is a failing grade that counts as 55% in calculation of grade point averages. After the end of period 2 (= the "academic withdrawal deadline"), a grade can be converted from NP to W only with the authorization of FGSR which will normally gives its approval only when a withdrawal is requested for reasons	**Calculation of Averages for Graduate Students** ***Academic standing is determined by use of a grade point average (GPA), calculated by (1) multiplying, for each course, the credit hours*** ***by the grade earned, (2) adding together the products of that calculation, (3) adding together the credit hours for the courses used, and (4) dividing the first sum by the second. The calculation is not rounded but is truncated to two decimal places.*** ***Only percentage grades, grades of NP, and grades of XF are used in GPA calculations. Grades of 0%-55% and NP are all counted as 55% in the calculation, grades of XF are counted as 0%, and grades of 55% to 100% are used as recorded.*** ***Cumulative grade point average (CGPA) is calculated using all U of R courses taken, whether passed or failed, undergraduate or graduate, repeated or not.*** ***Graduate grade point average (GGPA) is based on all U of R graduate courses taken, but when a course has been repeated, only the grade in the most recent approved attempt is used.***

beyond the student's control (for example, illness, accident, involuntary job transfer, or serious personal problems). Requests received after the end of the term will usually only be considered in terms of a full withdrawal from all of the term's courses. A written request may be, and supporting documentation will be, required (supporting documentation will be treated as confidential). Regardless of whether or not there is an associated fee adjustment, students who are on student loan funding during a term in which they withdraw for medical or compassionate reasons should notify Saskatchewan Student Loans of their withdrawal~~,~~ and provide a copy of the supporting documentation.	**Grades Assigned on Withdrawal.** The part of term is divided into three periods for grades: • Period 1: no grade; the course does not appear on the student's official transcript. • Period 2: grade of W; appears on the student's official transcript but is neutral in the calculation of grade point averages. • Period 3: grade of NP: appears on the student's official transcript and is a failing grade that counts as 55% in calculation of grade point averages. After the end of period 2 (= the "academic withdrawal deadline"), a grade can be converted from NP to W only with the authorization of FGSR which will normally gives its approval only when a withdrawal is requested for reasons beyond the student's control (for example, illness, accident, involuntary job transfer, or serious personal problems). Requests received after the end of the term will usually only be considered in terms of a full withdrawal from all of the term's courses. A written request may be, and supporting documentation will be, required (supporting documentation will be treated as confidential). Regardless of whether or not there is an associated fee adjustment, students who are on student loan funding during a term in which they withdraw for medical or compassionate reasons should notify Saskatchewan Student Loans of their withdrawal and provide a copy of the supporting documentation.

Rationale:

At the undergraduate level, a grade earned between 0-40% is treated as a grade of 40% in the calculation of the GPA and a grade of NP is treated as a grade of 40%. At the graduate level, NP is treated as a grade of 55% but any grade less than that is recorded as the grade given (between 0-55%). This means that at the graduate level you can get a better grade by not participating in a class at all (and earning an NP) than by participating and getting a low/failing grade. In addition to this issue, when a graduate student repeats a course, both grades count toward the calculation of their GPA. This is not consistent with how repeated courses are treated at the undergraduate level where only the most recent grade toward their GPA (regardless of whether the most recent grade is higher/lower). Given that some graduate programs have very few graded courses, it can be impossible for a student who received a very low failing grade to return to first class standing and therefore resume their eligibility for FGSR scholarships and other awards. Implementing these changes allows a student who fails a class the possibility of returning to first class standing and resuming eligibility for scholarships. The wording used in this motion mirrors the undergraduate calendar information (https://www.uregina.ca/registrar/assets/docs/pdf/calendar/2025-2026.pdf - page 61).

(end of Motion)

4. FACULTY OF MEDIA, ART, AND PERFORMANCE

4.1 WES-ICAP Requirement – Admission Requirement Revision

MOTION: To require the WES-ICAP course by course report for applicants with international credentials in all MAP Programs, effective 202620.

Current https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4	Proposed
Media, Art, and Performance The following materials must be provided to the relevant MAP area (Interdisciplinary Programs, Film, Music or Visual Arts) **MAP - Interdisciplinary Programs in Media and Artistic Research:** • A proposal that clearly demonstrates the need for supervision in more than one subject area, and indicates the availability of supervision and resources in these areas. PhD proposal: six to eight pages; MA and MFA proposal: three to five pages. • Appropriate supporting materials for the relevant degree to be obtained: PhD and specific Path (Path A: Thesis; B: Artistic Research, or C: Thesis/Artistic Research Hybrid); or MA; or MFA. Materials can include a portfolio of creative work, scholarly writing sample, artist statements, curatorial statements, etc., as requested on the MAP/FGSR program website. For more detailed instructions, refer to Interdisciplinary Studies in MAP • Applicants applying to PhD path B or C or the MFA must upload a portfolio of creative work to the application portal. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link. **MAP - Film Production:** • A proposal (three to five pages) stating clearly the degree to be obtained (MFA) and describing the intended focus of study. The proposal should provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking. • Applicants must upload a portfolio of previous creative work in film/media, with details on the applicant's creative role in the film/media project to the application portal.	**Media, Art, and Performance** ***Applicants with international credentials applying for a graduate program in Media, Art, and Performance MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation.*** The following materials must be provided to the relevant MAP area (Interdisciplinary Programs, Film, Music or Visual Arts) **MAP - Interdisciplinary Programs in Media and Artistic Research:** • A proposal that clearly demonstrates the need for supervision in more than one subject area, and indicates the availability of supervision and resources in these areas. PhD proposal: six to eight pages; MA and MFA proposal: three to five pages. • Appropriate supporting materials for the relevant degree to be obtained: PhD and specific Path (Path A: Thesis; B: Artistic Research, or C: Thesis/Artistic Research Hybrid); or MA; or MFA. Materials can include a portfolio of creative work, scholarly writing sample, artist statements, curatorial statements, etc., as requested on the MAP/FGSR program website. For more detailed instructions, refer to Interdisciplinary Studies in MAP • Applicants applying to PhD path B or C or the MFA must upload a portfolio of creative work to the application portal. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link. **MAP - Film Production:** • A proposal (three to five pages) stating clearly the degree to be obtained (MFA) and describing the intended focus of study. The proposal should

Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.

MAP - Film Studies:

- A proposal (three to five pages) stating clearly the degree to be obtained (MA) and describing the intended focus of the thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale and a review of the relevant literature.
- A scholarly writing sample, such as an essay from an undergraduate course, an honours thesis, a critical blog, etc.

MAP - Music:

- A Letter of Intent (1–2 page statement that delineates plans for research and performance). Complete a theory placement exam. Submit a writing sample (a recent, upper-level English essay, minimum 1500 words). An audition is also required for any students applying for performance or conducting degrees. To obtain or submit music entrance requirement materials, contact the Music Department Head. See the MAP Music website for specific audition requirements, and to view instructor profiles and research areas. Music applicants may be requested to participate in an online video interview with University of Regina Music Faculty members as part of the application process.

Submit your portfolio through the application portal. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.

MAP - Visual Arts:

A portfolio is required to apply for the MFA. Please use the application system to upload individual images, and include:

- Documentation: 15-20 high quality, JPEG format images (maximum 2MB each) of artwork you made within five years of this application. As this is an MFA program, not a Design Program, do not include graphic art or visual communication design. Video samples (no more than 10 minutes total) can be shared by URL or shared folder through the appropriate field in the Application Management System. Be sure the link is active and viewable by anyone with the link.
- Image List: Include the title, date, medium, and dimensions of each artwork. Save the list in .pdf

provide a synopsis of the primary MFA Research Project, (a film/media project of any genre) and the critical context for its undertaking.

- Applicants must upload a portfolio of previous creative work in film/media, with details on the applicant's creative role in the film/media project to the application portal.

Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.

MAP - Film Studies:

- A proposal (three to five pages) stating clearly the degree to be obtained (MA) and describing the intended focus of the thesis. The proposal should provide a synopsis of the thesis topic and provide the background, rationale and a review of the relevant literature.
- A scholarly writing sample, such as an essay from an undergraduate course, an honours thesis, a critical blog, etc.

MAP - Music:

- A Letter of Intent (1–2 page statement that delineates plans for research and performance). Complete a theory placement exam. Submit a writing sample (a recent, upper-level English essay, minimum 1500 words). An audition is also required for any students applying for performance or conducting degrees. To obtain or submit music entrance requirement materials, contact the Music Department Head. See the MAP Music website for specific audition requirements, and to view instructor profiles and research areas. Music applicants may be requested to participate in an online video interview with University of Regina Music Faculty members as part of the application process.

Submit your portfolio through the application portal. Links to digital materials should be provided as full URLs to a live website or file sharing service (such as DropBox, Google Docs, or WeTransfer). Ensure that links to the file sharing service are active and accessible to anyone with the link.

MAP - Visual Arts:

A portfolio is required to apply for the MFA. Please use the application system to upload individual images, and include:

- Documentation: 15-20 high quality, JPEG format images (maximum 2MB each) of artwork you made within five years of this application. As this is an MFA program, not a Design Program, do not include graphic art or visual communication design. Video

format. • An Artist Statement: 400-600 words, Times New Roman font, double-spaced, in .pdf format. Your Artist Statement describes your work and practice, and the experiences and ideas that inform them. It demonstrates your awareness of contemporary art and your relationship to it.	samples (no more than 10 minutes total) can be shared by URL or shared folder through the appropriate field in the Application Management System. Be sure the link is active and viewable by anyone with the link. • Image List: Include the title, date, medium, and dimensions of each artwork. Save the list in .pdf format. • An Artist Statement: 400-600 words, Times New Roman font, double-spaced, in .pdf format. Your Artist Statement describes your work and practice, and the experiences and ideas that inform them. It demonstrates your awareness of contemporary art and your relationship to it.

Rationale:

Applicants frequently apply with credentials from abroad that are very difficult and time-consuming for students to secure and programs to assess. In order to ensure that these applicants receive a fair and thorough evaluation of their credentials in the admissions process and in consideration for scholarships, it is necessary that this evaluation is carried out by qualified individuals. MAP Graduate Programs do not have the training, expertise or capacity to fairly and thoroughly evaluate international GPA conversions from the information received in applications.

World Education Services (WES) is a credential evaluation service. It provides an evaluation of transcripts and degree certificates received from universities all over the world for a fee that is paid by the applicant. Because transcripts are received directly from universities and do not pass through students' hands, WES-evaluated credentials meet FGSR's requirements for secure official transcripts, and save students from having to submit unofficial transcripts while waiting to obtain official transcripts from their home institution at a later date if they choose to come here. WES provides a report that lists each course taken by the student accompanied by a letter grade and a GPA converted to a standard 4.0 GPA scale. Additionally, WES evaluates the equivalency of the foreign credential to Canadian credentials. For example, WES may determine that a student who has completed a three-year Bachelor's degree has education that is actually equivalent to a 4-year Bachelor's degree in Canada.

Currently, the Faculties of Engineering and Applied Science, Education, Business, and Social Work require WES-ICAP evaluation of all foreign credentials, as does the Department of Computer Science. Adopting WES-ICAP evaluation ensures standardization and fairness in assessing all credentials of all MAP applicants.

(end of Motion)

4.2 Interdisciplinary Programs – Admission Requirement Revision

MOTION: That the application requirements for Interdisciplinary Programs in MAP be revised, effective 202620.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/map-interdisc.html	Proposed
Entrance Requirements and Application Students entering the Master of Arts program must hold a four-year undergraduate degree from an accredited university or a similar recognized qualification from a comparable institution. Students entering the Master of Fine Arts program should in most cases hold a Bachelor of Fine Arts or a Bachelor of Music. Qualified applicants will be considered for admission to the program on the basis of academic standing and a proposal leading to an MA thesis or an MFA project. ~~This proposal~~ must clearly demonstrate the need for supervision in more than one area of knowledge and must indicate the availability of resources and supervision in these areas. In addition to the ~~proposed program~~, applicants should submit appropriate supporting material (portfolio, sample of scholarly writing, etc.) and a proposed format for their graduation project. An audition and/or interview may be required. Once students have begun course work a more detailed, formal proposal will be submitted to the supervisors and ~~IDS~~ Graduate Committee for approval.	**Entrance Requirements and Application** ***1. Students entering the PhD program must hold an MA or MFA from an accredited institution. Qualified applicants will be considered for admission to the program on the basis of academic standing and a proposal (6-8 pages) leading to a thesis (Path A), research-creation project (Path B), or hybrid research-creation/thesis project (Path C)***. ***2.*** Students entering the Master of Arts program must hold a four-year undergraduate degree from an accredited university or a similar recognized qualification from a comparable institution. ***The applicant must submit a proposal (4-5 pages) stating clearly the degree to be obtained and describing the intended focus of the thesis study.*** ***3.*** Students entering the Master of Fine Arts program should in most cases hold a Bachelor of Fine Arts or a Bachelor of Music. Qualified applicants will be considered for admission to the program on the basis of academic standing and a proposal ***(4-5 pages)*** leading to an MA thesis ***or a Music*** or MFA project***. An audition and/or interview may be required.*** ***4. Proposals*** must clearly demonstrate the need for supervision in more than one area of knowledge and must indicate the availability of resources and supervision in these areas. In addition to the ***proposal***, applicants should submit appropriate supporting material (***artist*** portfolio, sample of scholarly writing, etc.) and a proposed format for their graduation project. An audition and/or interview may be required. Once students have begun course work***,*** a more detailed, formal proposal will be submitted to the supervisors and ***IDP*** Graduate Committee for approval. ***5. The following will be taken into consideration:*** • ***Quality of the intended focus of study*** • ***Artistic merit of the support material – details must be provided about the applicant's role in the support material (writer, creator, director, producer, editor, etc.)*** • ***Undergraduate academic record of achievement (minimum GPA of 75%)*** • ***Professional/Independent production, academic, and/or artistic experience*** • ***Ability of the student to succeed at an advanced level*** • ***Reference letters***

	• ***Willingness of the faculty to supervise*** ***Applicants must also fulfill all the requirements listed under Application Procedures on the FGSR website.*** ***Application deadline here.*** ***For English Language Requirements please click here.***

Rationale:

This motion clarifies the application requirements for all three MAP graduate degrees in the MAP Interdisciplinary Grad Programs: PhD in Media and Artistic Research; MA in Media and Artistic Research; and MFA in Media and Artistic Research. It adds language describing the PhD, which had been missing, clarifies requirements for the MA and MFA, and re-articulates all requirements more clearly in bullet form.

(end of Motion)

4.3 Master of Music Application Requirement – Graduate Calendar Revision

MOTION: That Application Requirements be added to the Master of Music Program Information section, effective 202620.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/music.html#fact_2_1	Proposed
Entrance Requirements Students entering the Master of Music (MMus) degree program will ordinarily hold a music degree comparable to the degree Bachelor of Music offered by the University of Regina. Bachelor of Music Education graduates accepted to the Master of Music program are normally required to complete additional undergraduate music courses, and to do so by the end of the first semester of graduate study. Applicants for the MMus in Performance degree program (instrumental or vocal) will ordinarily perform an in-person audition arranged through the department head. International applicants, and Canadian applicants who are not within driving distance of Regina, will be considered on the basis of a video recording (an audio recording alone is not acceptable). **Audition Requirements:** **[…]**	**Entrance Requirements** Students entering the Master of Music (MMus) degree program will ordinarily hold a music degree comparable to the degree Bachelor of Music offered by the University of Regina. Bachelor of Music Education graduates accepted to the Master of Music program are normally required to complete additional undergraduate music courses, and to do so by the end of the first semester of graduate study. Applicants for the MMus in Performance degree program (instrumental or vocal) will ordinarily perform an in-person audition arranged through the department head. International applicants, and Canadian applicants who are not within driving distance of Regina, will be considered on the basis of a video recording (an audio recording alone is not acceptable). ***Application Requirements:***

	Applicants must meet all the requirements listed under Application Procedures on the FGSR website. **Audition Requirements:** **[…]**

Rationale:

This motion clarifies the application requirements for the Master of Music program.

(end of Motion)

4.4 Master of Fine Arts (Studio Art Practice) – Graduation Requirements Revision

MOTION: That the graduation requirements for Master of Fine Arts Program (Studio Art Practice) be changed, effective 202620.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/visual-arts.html	Proposed
Master of Fine Arts Program (Studio Art Practice) The MFA program focuses on studio art practice/production and its contextualization within contemporary practice and critical discourse. Students meet with studio faculty on an individual basis. Weekly seminars allow students to discuss art theory and criticism and to develop and clarify individual research projects. The program is intentionally small (a maximum of five students are accepted each year) to allow for intensive interaction between students and faculty. The MFA program is supported by faculty members from the Department of Visual Arts, Faculty of Media, Art, and Performance, MAP Interdisciplinary Studies (IDS), MAP Creative Technologies Program, First Nations University of Canada, and Luther College. The MFA program culminates with a graduating exhibition at the Fifth Parallel Gallery on campus or an alternate exhibition space chosen by the student, and a comprehensive support paper of 25-50 pages. The degree requirements are completed by an oral defense, assessed by an external examiner, with a committee of Visual Arts faculty and an external Chair.	**Master of Fine Arts Program (Studio Art Practice)** The MFA program focuses on studio art practice/production and its contextualization within contemporary practice and critical discourse. Students meet with studio faculty on an individual basis. Weekly seminars allow students to discuss art theory and criticism and to develop and clarify individual research projects. The program is intentionally small (a maximum of five students are accepted each year) to allow for intensive interaction between students and faculty. The MFA program is supported by faculty members from the Department of Visual Arts, Faculty of Media, Art, and Performance, MAP Interdisciplinary Studies (IDS), MAP Creative Technologies Program, First Nations University of Canada, and Luther College. The MFA program culminates with a graduating exhibition at the Fifth Parallel Gallery on campus or an alternate exhibition space chosen by the student, and a comprehensive support paper of 25-50 pages ***(5,000-12,500 words), as formally recognized by FGSR***. The degree requirements are completed by an oral defense, assessed by an external examiner, with a committee of Visual Arts faculty and an external Chair.

Rationale:

A few years ago, the Department informally reached consensus on the length of paper to include word count. This standardizes and formalizes the length of the comprehensive support paper.

(end of Motion)

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5. FACULTY OF SOCIAL WORK

5.1 WES ICAP Course-by-Course Exemption – Admission Requirement Revision

MOTION: To exempt applicants with international credentials from the WES ICAP Course-by-Course report if they have completed a BSW degree and a research course from a Canadian post-secondary institution for Master of Social Work Application, effective 202720.

Current https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4	Proposed
Social Work and Indigenous Social Work: • Applicants with international credentials who apply for admission to the Master's of Social Work (MSW) Program are required to provide the WES International Credential Advantage Package (ICAP) Course-by-Course report for degree equivalency and GPA calculation as per FGSR.	**Social Work and Indigenous Social Work:** • Applicants with international credentials who apply for admission to the Master's of Social Work (MSW) Program are required to provide the WES International Credential Advantage Package (ICAP) Course-by-Course report for degree equivalency and GPA calculation as per FGSR. ***Applicants who have completed a BSW degree from a Canadian post-secondary institution are exempt from the requirement to provide the WES ICAP Course-by-Course report.*** • ***A qualifying research course that has not been completed in a Canadian post-secondary institution but is part of an applicant's international credentials must be assessed by WES for equivalency.***

Rationale:

The requirement for WES report is to ensure the consistency in degree equivalency and GPA calculation for international credentials. The requirement is unnecessary for applicants with Canadian BSW degrees, as their credentials fall within the Canadian education system and many of these programs are accredited with the CASWE-ACFTS. Exemption on the WES report will reduce unnecessary financial and administrative process from these applicants.

(end of Motion)

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6. LA CITE UNIVERSITAIRE FRANCOPHONE

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

MOTION: That the Master of Arts (MA) in French and Francophone Intercultural Studies (course) be changed effective 202530.

Master of Arts (MA) in French and Francophone Intercultural Studies (Course)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/la-cite.html#

Current		Proposed	
	Cr Hrs		Cr Hrs
FRN 801	3	FRN 801	3
~~FRN 802~~	3	***FRN 8xx***	3
FRN 803	6	FRN 803	6
FRN 8xx	3	FRN 8xx	3
FRN 8xx*	3	FRN 8xx*	3
FRN 8xx*	3	FRN 8xx*	3
FRN 8xx*	3	FRN 8xx*	3
FRN 900**	3	FRN 900**	3
FRN 900**	0	FRN 900**	0
Total	**30**	**Total**	**30**

Justification:

Ceci permettra d'offrir la flexibilité de choix de cours aux étudiant.e.s ayant choisi la maîtrise à option de cours.

Rationale:

This will provide flexibility in course choice to students who have chosen the Master's degree course route option. This course is not offered regularly and can hinder students from finishing their program.

(end of Motion)

ITEMS FOR INFORMATION

1. NEW COURSES

Faculty of Engineering and Applied Science (effective 202530)

ENER 807 - Engineered Nanocompsites

This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites. *This course is cross listed with ENGG 807.

ENER 823 - Multiscale Modeling (MSM) of Materials Design

The course presents the material structures and their influence on material design in conjunction with various time and length scales. Topics like continuum mechanics, finite element analysis and molecular dynamics will be covered. The students learn the methods for coupling different length scales and develop a comprehensive knowledge of MSM. *This course is cross listed with ENGG 823.

ENER 829 - Nuclear Energy Engineering

This course will cover a broad range of engineering aspects related to a range of nuclear power plant designs, including: reactor nutronics, reactor operations, radiation protection, criticality safety, thermal hydraulics, nuclear fuel cycle, and radioactive waste management. *This course is cross listed with ENGG 829.

ENER 830 - Corrosion of Nuclear Materials

This course will provide an overview of corrosion phenomena including corrosion types, kinetics, and prevention strategies. Additionally, a detailed overview will be provided covering corrosion phenomena encountered by nuclear materials, including the corrosion of fuel cladding, pressure tubing, liquid metal, molten salt, and corrosion experienced by various form of radioactive waste. *This course is cross listed with ENGG 830.

ENER 831 - Nuclear Energy Licencing and Regulatory Affairs

This course will describe the fundamentals of licensing and regulatory affairs in the nuclear industry. The course will describe the Nuclear Safety and Control Act, the current regulatory framework, the role of licensees, the role of the regulator, and the licensing process for reactor facilities. This course will review how the IAEA influences global nuclear safety as well as Canada's international obligations in the field of nuclear energy. The course will also cover how the oversight of reactor facilities is shared between several provincial and federal authorities. *This course is cross listed with ENGG 831.

ENER 832 - Reinforced Machine Learning for Material Optimization

Reinforced machine learning (RML) has become a revolutionary tool within material science research and reshapes the understanding of materials allowing the precise analysis of complicated material properties and predicting material properties suitable for engineering applications. This course will start with introducing the broad spectrum of machine learning techniques before narrowing down to RML techniques and their application in material property prediction, structure-property relationship, process optimization, and data-driven material discovery. *This course is cross listed with ENGG 832.

ENER 880 – Selected Topics in Energy Systems Engineering

Base course for selected topics.

ENER 901 – Energy Systems Engineering Research

Thesis Research

ENER 902 – Energy Systems Engineering Project

A supervisor-approved project requiring an in-depth study and investigation of an Energy Systems Engineering problem. An examining committee consisting of the supervisor and one or more internal member(s) will provide a written evaluation of the project report. If the project report is deemed satisfactory, an oral presentation open to the entire University community will be made.

2. COURSE REPLACEMENTS AND CHANGES

Faculty of Engineering and Applied Science (effective 202620)

Current	Proposed
~~ENPE~~ 824 Surface Facilities and Energy Conversion Geothermal power plants require high-temperature hydrothermal resources that come from dry steam or hot water wells. Thus this course covers the surface facilities required for producing and utilizing hydrothermal resources. Moreover, geothermal energy should be converted to other forms of energy to do useful work, and hence an understanding of the energy conversion, process, and storage is necessary.	***ENER*** 824 Surface Facilities and Energy Conversion Geothermal power plants require high-temperature hydrothermal resources that come from dry steam or hot water wells. Thus this course covers the surface facilities required for producing and utilizing hydrothermal resources. Moreover, geothermal energy should be converted to other forms of energy to do useful work, and hence an understanding of the energy conversion, process, and storage is necessary. ****Note: Students may receive credit for one of ENPE 824 or ENER 824.***
~~ENPE~~ 828 Drilling and Production for Geothermal Engineering This course is designed to foster participants knowledge in the area of design, characteristics, and application of drilling fluids and their rheology, circulation system, casing and liner, cementing, vertical and directional drilling, bottomhole assembly and completion, zone isolation, etc. in high-~~temperature~~ and high-~~pressure~~ (HPHT)/deep formations. Production from geothermal resources and high temperature zones and corresponding bottomhole infrastructures ~~ell~~ be explained. ~~Production~~ analysis, optimization, and challenges related to both drilling and prodcution from HPHT zones will be included. Pressure drop calculations during both drilling and production as well as decline analysis and lifting systems are included.	***ENER*** 828 Drilling and Production for Geothermal Engineering This course is designed to foster participants knowledge in the area of design, characteristics, and application of drilling fluids and their rheology, circulation system, casing and liner, cementing, vertical and directional drilling, bottomhole assembly and completion, zone isolation, etc. in high-***pressure*** and high-***temperature*** (HPHT)/deep formations. Production from geothermal resources and high temperature zones and corresponding bottomhole infrastructures ***will*** be explained. Production analysis, optimization, and challenges related to both drilling and ***production*** from HPHT zones will be included. Pressure drop calculations during both drilling and production as well as decline analysis and lifting systems are included. ****Note: Students may receive credit for one of ENPE 828 or ENER 828.***
~~ENPE~~ 825 Geothermal Simulation and Plant Design Introduction to pressure, temperature, and flow models in geothermal reservoirs, as well as analysis. Basic equipment and design for dry team, single/double flash, and binary cycle geothermal power plants. Rankine/Kalina cycles are used to analyze and improve plant thermodynamic efficiency. Environmental, economic, and social effects of plants.	***ENER*** 825 Geothermal Simulation and Plant Design Introduction to pressure, temperature, and flow models in geothermal reservoirs, as well as analysis. Basic equipment and design for dry team, single/double flash, and binary cycle geothermal power plants. Rankine/Kalina cycles are used to analyze and improve plant thermodynamic efficiency. Environmental, economic, and social effects of plants. ****Note: Students may receive credit for one of ENPE 825 or ENER 825.***
~~ENPE~~ 827 Fundamentals of Geothermal Engineering This course covers fundamental and advanced aspects of geothermal engineering on various topics, including	***ENER*** 827 Fundamentals of Geothermal Engineering This course covers fundamental and advanced aspects of geothermal engineering on various topics, including

coupling of fluid flow and thermal process in porous medium, geothermal reservoir modeling, software application, geothermal technology using closed-loop and enhanced geothermal system (EGS), and systematic usage of geothermal energy and its relationship with other renewable energy.	coupling of fluid flow and thermal process in porous medium, geothermal reservoir modeling, software application, geothermal technology using closed-loop and enhanced geothermal system (EGS), and systematic usage of geothermal energy and its relationship with other renewable energy. ***Note: Students may receive credit for one of ENPE 827 or ENER 827.***
ENGG 823 Multiscale Modeling (MSM) of Materials Design The course presents the material structures and their influence on material design in conjunction with various time and length scales. Topics like continuum mechanics, finite element analysis & molecular dynamics will be covered. The students learn the methods for coupling different length scales and develop a comprehensive knowledge of MSM.	ENGG 823 Multiscale Modeling (MSM) of Materials Design The course presents the material structures and their influence on material design in conjunction with various time and length scales. Topics like continuum mechanics, finite element analysis & molecular dynamics will be covered. The students learn the methods for coupling different length scales and develop a comprehensive knowledge of MSM. ***This course is cross listed with ENER 823.***
ENGG 807 Engineered Nanocomposites This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites. *Note: Students cannot get credit for both ENGG 880AA and ENGG 804.*	ENGG 807 Engineered Nanocomposites This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites. *Note: Students cannot get credit for both ENGG 880AA and ENGG 804.* ***This course is cross listed with ENER 807.***
ENEV ~~886DD~~ Biotechnology for Environmental Systems Engineering An introduction to microbial structure, physiology, ecology and environmental relationships with emphasis on the application of microbial systems to environmental systems engineering. Includes a survey of microbiological processes that occur within and/or influence the function of engineered and natural systems, stoichiometry, conventional and state-of-the-art microbiological measurements, etc.	ENEV ***867*** Biotechnology for Environmental Systems Engineering An introduction to microbial structure, physiology, ecology and environmental relationships with emphasis on the application of microbial systems to environmental systems engineering. Includes a survey of microbiological processes that occur within and/or influence the function of engineered and natural systems, stoichiometry, conventional and state-of-the-art microbiological measurements, etc. ***Note: Students may receive credit for one of ENEV 867 or ENEV 886DD.***
ENIN ~~880AN~~ Wind Turbine Technology Reading, research, discussion and writing on advanced topics in wind engineering. These may include aerodynamics: Two-dimensional aerodynamics and three-dimensional effects; windatlas; wind assessment; atmospheric layer and turbulence; control of wind turbine; grid connections; wind turbine simulation.	ENIN ***837*** Wind Turbine Technology Reading, research, discussion and writing on advanced topics in wind engineering. These may include aerodynamics: Two-dimensional aerodynamics and three-dimensional effects; windatlas; wind assessment; atmospheric layer and turbulence; control of wind turbine; grid connections; wind turbine simulation. ***Note: Students may receive credit for one of ENIN 837 or ENIN 880AN.***
ENPE ~~880AQ~~ Advanced Phase Behaviour	ENPE ***862*** Advanced Phase Behaviour

The course covers advanced topics pertaining to PVT studies for hydrocarbon fluids, heptanes-plus characterization, gas-liquid equilibra, and equation of state (EOS). Students are required to code EOS programs to quantify phase behaviour for a wide range of gas-oil systems and project work is mandatory.	The course covers advanced topics pertaining to PVT studies for hydrocarbon fluids, heptanes-plus characterization, gas-liquid equilibra, and equation of state (EOS). Students are required to code EOS programs to quantify phase behaviour for a wide range of gas-oil systems and project work is mandatory. ***Note: Students may receive credit for one of ENPE 862 or ENPE 880AQ.***
ENPE ~~880AM Solution of Flow Problems~~ Course develops techniques for the solution of a wide variety of single phase flow problems in porous media for compressible/incompressible flow. Two dimensional flow will be considered for the greater part. Selected mathematical techniques, analytical/numerical, will be developed for specific problems. Some cases, analytical and numerical solutions will be compared.	ENPE ***863 Mathematical and Numerical Solutions to Fluid Flow in Porous Media*** Course develops techniques for the solution of a wide variety of single phase flow problems in porous media for compressible/incompressible flow. Two dimensional flow will be considered for the greater part. Selected mathematical techniques, analytical/numerical, will be developed for specific problems. Some cases, analytical and numerical solutions will be compared. ***Note: Students may receive credit for one of ENPE 863 or ENPE 880AM.***
ENGG ~~880AB~~ Nuclear Energy Engineering This course will cover a broad range of engineering aspects related to a range of nuclear power plant designs, including: reactor nutronics, reactor operations, radiation protection, criticality safety, thermal hydraulics, nuclear fuel cycle, and radioactive waste management.	ENGG ***829*** Nuclear Energy Engineering This course will cover a broad range of engineering aspects related to a range of nuclear power plant designs, including: reactor nutronics, reactor operations, radiation protection, criticality safety, thermal hydraulics, nuclear fuel cycle, and radioactive waste management. ***Note: Students may receive credit for one of ENGG 829 or ENGG 880AB. This course is cross listed with ENER 829.***
ENGG ~~880AC~~ Corrosion of Nuclear Materials This course will provide an overview of corrosion phenomena including corrosion types, kinetics, and prevention strategies. Additionally, a detailed overview will be provided covering corrosion phenomena encountered by nuclear materials, including the corrosion of fuel cladding, pressure tubing, liquid metal, molten salt, and corrosion experienced by various form of radioactive waste.	ENGG ***830*** Corrosion of Nuclear Materials This course will provide an overview of corrosion phenomena including corrosion types, kinetics, and prevention strategies. Additionally, a detailed overview will be provided covering corrosion phenomena encountered by nuclear materials, including the corrosion of fuel cladding, pressure tubing, liquid metal, molten salt, and corrosion experienced by various form of radioactive waste. ***Note: Students may receive credit for one of ENGG 830 or ENGG 880AC. This course is cross listed with ENER 830.***
ENGG ~~880AH~~ Nuclear Energy Licencing and Regulatory Affairs This course will describe the fundamentals of licensing and regulatory affairs in the nuclear industry. The course will describe the Nuclear Safety and Control Act, the current regulatory framework, the role of licensees, the role of the regulator, and the licensing process for reactor facilities. This course will review how the IAEA influences global nuclear safety as well as Canada's international obligations in the field of nuclear energy. The course will also cover how the oversight of reactor facilities is shared between several provincial and federal authorities.	ENGG ***831*** Nuclear Energy Licencing and Regulatory Affairs This course will describe the fundamentals of licensing and regulatory affairs in the nuclear industry. The course will describe the Nuclear Safety and Control Act, the current regulatory framework, the role of licensees, the role of the regulator, and the licensing process for reactor facilities. This course will review how the IAEA influences global nuclear safety as well as Canada's international obligations in the field of nuclear energy. The course will also cover how the oversight of reactor facilities is shared between several provincial and federal authorities. ***Note: Students may receive credit for one of ENGG 831 or ENGG 880AH. This course is cross listed with ENER 831.***

ENGG ~~880AD~~ Reinforced Machine Learning for Material Optimization Reinforced machine learning (RML) has become a revolutionary tool within material science research and reshapes the understanding of materials allowing the precise analysis of complicated material properties and predicting material properties suitable for engineering applications. This course will start with introducing the broad spectrum of machine learning techniques before narrowing down to RML techniques and their application in material property prediction, structure-property relationship, process optimization, and data-driven material discovery.	ENGG ***832*** Reinforced Machine Learning for Material Optimization Reinforced machine learning (RML) has become a revolutionary tool within material science research and reshapes the understanding of materials allowing the precise analysis of complicated material properties and predicting material properties suitable for engineering applications. This course will start with introducing the broad spectrum of machine learning techniques before narrowing down to RML techniques and their application in material property prediction, structure-property relationship, process optimization, and data-driven material discovery. ****Note: Students may receive credit for one of ENGG 832 or ENGG 880AD. This course is cross listed with ENER 832.***

Faculty of Science – Department of Computer Science (effective 202620)

Current	Proposed
CS 712 Foundations of Statistics and Machine Learning Statistical basis for machine learning. Topics include distributions, probabilities, sampling, hypothesis testing, Bayes' theorem, maximum likelihood, machine learning theory, classes of machine learning, linear regression, kernel methods, dimensional reduction, gradient descent, ensemble techniques, and neural networks.	**CS 712 Foundations of Statistics and Machine Learning** Statistical basis for machine learning. Topics include distributions, probabilities, sampling, hypothesis testing, Bayes' theorem, maximum likelihood, machine learning theory, classes of machine learning, linear regression, kernel methods, dimensional reduction, gradient descent, ensemble techniques, and neural networks. ***This course is cross-listed with STAT 712.***

Faculty of Social Work (effective 202620)

Current	Proposed
MISW 900 – Internship Research Report	MISW 900 – Internship ***Seminar and*** Research Report

3. COURSE INACTIVATION

Faculty of Social Work

That **SW 851 Social Justice, Human Rights and Social Work** be inactivated effective 202620.

4. INFORMATION ITEMS

Faculty of Business Administration

In September 2024, the Faculty of Business Administration requested a moratorium on admissions into the Executive Master of Business Administration (EMBA) Program, effective Fall 2024. The one-year moratorium on admissions passed and admissions re-opened for Fall 2025.

Faculty of Media, Art, and Performance

In November 2024, the Faculty of Media, Art, and Performance requested a moratorium on admissions into the Master of Arts in Film Studies Program, effective Fall 2024. The one-year moratorium on admissions passed and admissions re-opened for Fall 2026.

5. BUSINESS ARISING FROM THE MINUTES

Corrections from March 12,2024, CCFGSR meeting

Motion withdrawal from the Faculty of Science

The Faculty of Science is withdrawing their course change request for CS 712, from the March 12, CCFGSR and March 26, Executive of Council. It was realized that that CS 712 was already scheduled with 0-3 lab hours and did not require the 1 lab hour change that was requested. As 0-3 lab hours will serve Computer Science better, they are withdrawing the course change motion and will re-submit a new motion to change the course description for CS 712.

Effective dates from some course changes/replacements and courses that were made historical were adjusted

As some of the courses are already scheduled in the open registration terms, the effective dates need to be adjusted to 202620. The courses are:
Faculty of Engineering and Applied Science
ENIN 880CN to ENIN 841
ENIN 880CG to ENIN 842
ENIN 903
ENGG 800

Faculty of Kinesiology and Health Studies
KHS 892

Faculty of Graduate Studies and Research

GRST 994AA
GRST 994AB
GRST 994AC
GRST 994AD
GRST 994AE
GRST 994AF
GRST 994AG
GRST 994AH
GRST 994AI
GRST 994AJ
GRST 994AK
GRST 994AL
GRST 994AM
GRST 994AN
GRST 994AO
GRST 994AP
GRST 994AQ

ATTACHMENT A

Faculty of Graduate Studies and Research
Program Development Guide

Revised: August 22, 2022

This package contains a variety of tools to assist you in preparing a Program Proposal. The **Checklist for New Graduate Program Proposals** has been developed to help you keep track of the steps from submission of the notice of intent all the way through to Senate approval. The process begins by sending the **Letter of Intent to Develop a New Graduate Program** to FGSR, accompanied by a brief cover letter. The next step is to complete the **Template for a New Graduate Program Proposal**. Once completed, this will serve as the Program Proposal that accompanies your **Notice of Motion to Create a New Graduate Program**; a template is provided to assist you in preparing the Notice of Motion. Finally, a set of additional resources is included to help you navigate the approvals process and to assist you in completing the Template for a New Graduate Program Proposal. These include:

- An overview of the steps involved in the approvals process
- Suggestions for getting help in estimating the expenses and revenues the proposed program is expected to generate
- Sample questions to include in a survey of student interest in the proposed program
- Sample questions to include in a survey of employer interest in the proposed program

Overview of Steps for Developing New Graduate Programs

1. LETTER OF INTENT TO FGSR

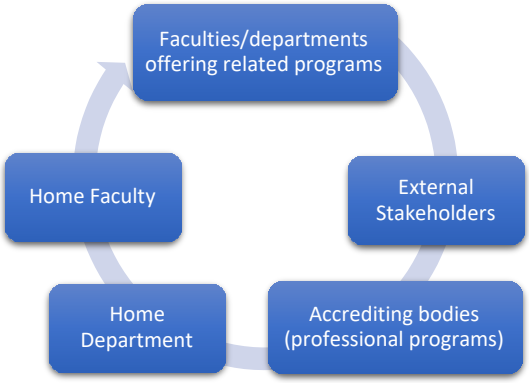
Send one page letter outlining purpose of program, credentials offered, who it is targeted to, mode of delivery, and projected timeline of first intake to grad.ExecutiveAssistant@uregina.ca

2. RESEARCH DEMAND AND AVAILABILITY

Explore need for program and availability within U of R and elsewhere (Saskatchewan, Western Canada, elsewhere in Canada)

- Labour market/Societal needs survey
- Survey student interest and demand
- Environmental scan of similar programs at U of R
- Environmental scan of similar programs elsewhere

3. PRE-APPROVAL CONSULTATION



4. COMPLETE TEMPLATE

Following consultation with all affected parties, complete *Template for New Graduate Program Proposal*

5. CONSULT WITH FGSR PROGRAM DEVELOPMENT ADVISORY PANEL (PDAP)

Revise proposal as needed based on feedback from PDAP before proceeding to formal approval

5. SUBMIT FOR FORMAL APPROVAL

Complete template for *Notice of Motion to Create a Graduate Program.*
Proposal must receive formal approval from academic unit in Council before proceeding through remaining steps to full approval

Checklist for New Graduate Program Proposals

- ☐ Letter of Intent memo submitted to **grad.executiveAssistant@uregina.ca**
- ☐ Research informing need and structure of program is complete
- ☐ Pre-approval consultation with all relevant stakeholders, including your department/Line Faculty, departments/Faculties offering related programs, external stakeholders such as prospective students and employers, and, for professional programs, accrediting bodies is complete
- ☐ Template for a New Graduate Program Proposal has been completed to prepare Program Proposal
- ☐ Program Proposal has been submitted to FGSR at **grad.executiveAssistant@uregina.ca**
- ☐ Feedback from FGSR Program Development Advisory Panel has been used to revise the Program Proposal
- ☐ Notice of Motion to Create a New Graduate Program template has been completed
- ☐ Program proposal has received formal approval from Department, where applicable
- ☐ Program proposal has received formal approval from Line Faculty graduate studies committee, where applicable
- ☐ Program proposal has received formal approval from Line Faculty Council
- ☐ Program proposal has received formal approval from CCFGSR
- ☐ Program proposal has received formal approval from Executive of Council
- ☐ Program proposal has received formal approval from Senate

Letter of Intent to Develop a New Graduate Program

Submit to **grad.executiveAssistant@uregina.ca**

Proposed program name: Graduate Program of Energy Systems Engineering (PhD, MASc, MEng)

Department/Faculty housing the program: Faculty of Engineering and Applied Science

Date of anticipated first intake: Fall 2025

Submitted by: Dr. Na (Jenna) Jia and Dr. Jacob Muthu

We are requesting to create an Energy Systems Engineering Graduate Program within the Faculty of Engineering and Applied Science at the University of Regina. This new graduate program is an addition to the existing Petroleum Systems Engineering Graduate Program but focuses on teaching and research in the areas of Sustainable Energy Engineering and Energy Transportation and Storage. The new Energy Systems Engineering Graduate Program will consist of Doctor of Philosophy (PhD), Master of Applied Science (MASc) and Master of Engineering (MEng) degrees in clean energy technologies such as solar, wind, hydro, geothermal, biomass and nuclear energy as well as safe and efficient energy transportation and storage.

The Faculty of Engineering and Applied Science created an Energy Systems Engineering Undergraduate Program and started to offer it in Fall 2023. The first two cohorts of students were admitted to the program and have started their studies already. The newly created Energy Systems Engineering Graduate Program will allow graduate students who are interested in engaging in clean energy research, thereby filling the HQP training gap in the development of clean energy technologies as required by the province of Saskatchewan and Canada. The program will be situated within the Faculty of Engineering and Applied Science, along with six other existing graduate programs.

Please accept this request for creating an Energy Systems Engineering graduate program in the Faculty of Engineering and Applied Science. We believe this newly created program will be an important asset to the University in attracting high-quality graduate students to contribute significantly to the energy transition in the province of Saskatchewan and Canada.

Regards,

Dr. Na (Jenna) Jia

Professor and Program Chair of the Energy Systems Engineering Program

Dr. Jacob Muthu

Associate Professor and Graduate Coordinator of the Energy Systems Engineering Program

Template for a New Graduate Program Proposal

Table of Contents

How to use this template

This template has been prepared by FGSR to assist you in collecting and organizing the information that will be needed to facilitate review at each step of the approval process.

Before completing the template, be sure that you have consulted with all relevant stakeholders, including your department/Line Faculty, departments/Faculties offering related programs, external stakeholders such as prospective students and employers, and, for professional programs, accrediting bodies.

Following this consultation, complete the information required in each of the 12 sections. Additional rows can be added or removed from tables as necessary.

Appended to the end of this template are suggestions for getting help with completing Sections 6.4 – 6.6. Please feel free to reach out to grad.executiveAssistant@uregina.ca for additional assistance.

When the template is ready to be reviewed by the FGSR Program Development Advisory Panel, please send it to grad.executiveAssistant@uregina.ca

1 Checklist of Approvals for New Graduate Programs

Name of Program: Graduate Program of Energy Systems Engineering

Line Faculty: Faculty of Engineering and Applied Science

Department (if applicable)**: N/A**

Table 1: Tracking of approval milestones

Department Approval	Date: N/A
Line-Faculty Council Approval	Date: January 16, 2025
Recommended by CCB	Date:
Recommended by CCAM	Date:
Approval at CCFGSR	Date:
Approval at Executive of Council	Date:
Approval at Senate	Date:

2.1 Program Objectives

a) Describe the benefits the unit, Faculty and university hope to receive from offering the program.

The Faculty of Engineering and Applied Science and the University of Regina will benefit from the Energy Systems Engineering Graduate Program in the following ways:

- Expansion of our graduate program
- Diversification of energy-related research in the Faculty
- Recruitment of more graduate students
- Establishment of graduate-level courses in sustainable energy and energy transportation and storage
- Increase in revenue for the Faculty and the University

b) Describe the specific academic focus of the program.

The Energy Systems Engineering Graduate Program allows graduate students to develop broad knowledge and skills in two domains. One is sustainable energy engineering while the other is energy transportation and storage. The graduate program will focus on the development and utilization of solar, wind, hydro, geothermal, biomass and nuclear energy and safe and efficient energy transportation and storage methods. This graduate program also provides graduate students with in-depth knowledge of specific topics and research skills training.

c) Describe the area of knowledge or professional training not currently available at the University of Regina that the program will initiate, or uniquely reconfigure.

The University of Regina does not have a graduate program in Energy Systems Engineering that focuses on graduate education and research in the areas of sustainable energy engineering and energy transportation and storage. The new graduate program has four degree offerings:

1. Doctor of Philosophy (PhD) in Energy Systems Engineering
2. Master of Applied Science (MASc) in Energy Systems Engineering (thesis)
3. Master of Engineering (MEng) in Energy Systems Engineering (project)
4. Master of Engineering (MEng) in Energy Systems Engineering (co-op)

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

optimization facilitated by advanced computer utilization and automation is integrated into the curriculum.

2.2 Program Outcomes

List five to seven outcomes in bullet form that describe the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of the program. The focus is on the "output" of the program from a student's perspective, that is, the knowledge, skills, and competencies they will be able to list on a resume after completing the program.

- Graduate students in Energy Systems Engineering (ERSE) will acquire advanced knowledge in a variety of sustainable energy technologies and the transportation of fuels and wastes from energy production.
- ERSE graduate students will learn sustainable energy production, transportation, and storage in the most safe, efficient, economical, and environmentally friendly manner.
- ERSE graduate students will be well-equipped to lead the optimization of the energy production landscape in the era of energy transition.
- ERSE students will acquire research skills in developing new sustainable energy technologies as well as energy transportation and storage methods.
- The ERSE Graduate Program will supply competent, much-needed engineers to the national and international energy industry.
- The ERSE Graduate Program demonstrates the U of R's commitment to climate action through development and research initiatives, as well as ecological and economic sustainability through responsive stewardship of the land and resources.

3.1 Program Overview

Provide an overview of the program requirements exactly as they are to appear in the Academic Calendar. Update the details in the template below with the proposed program's details.

Brief program description:

The Faculty of Engineering and Applied Science proposes to offer graduate programs in Energy Systems Engineering (ERSE) with a focus on delivering advanced-level courses in ERSE and conducting research in Sustainable Energy Engineering and Energy Transportation and Storage. The Sustainable Energy Engineering option focuses on developing renewable energy technologies such as solar, wind, hydro, geothermal, biomass and nuclear energy. On the other hand, the Energy Transportation and Storage option works on energy distribution, conversion, and storage systems essential for sustaining the increasing energy demands. Students may work toward an MASc degree that requires a master's thesis or an MEng degree that requires a term project. The program is also suitable for graduate students pursuing a research career by completing a PhD degree.

Programs' names.

Doctor of Philosophy (PhD) in Energy Systems Engineering (after MASc in Engineering)
Normally, a student will enter the PhD program following the completion of a Master of Applied Science (MASc) degree which requires the completion of a master's thesis at the U of R or a similar program at a recognized university. The minimum course requirements for the completion of the PhD program are

ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENGG 800	3 credit hours
ENGG 900	0 credit hours
ENER 901	45 credit hours
Total	**60 credit hours**

Doctor of Philosophy (PhD) in Energy Systems Engineering (after MEng)
The program requirements for a student with a Master of Engineering degree from the U of R or an equivalent degree who is admitted to the PhD program in Engineering will be:

ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours

ENxx or related discipline 8xx	3 credit hours
ENGG 903	3 credit hours
ENGG 800	3 credit hours
ENGG 900	0 credit hours
ENER 901	45 credit hours
Total	**63 credit hours**

Note: ENGG 903 is a research methodology course, and is to ensure that the student will be adequately prepared for PhD level research. Only students who have received their MEng from U of R are required to take this course.

Doctor of Philosophy (PhD) in Energy Systems Engineering (after Bachelor's)

ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours
ENGG 800	3 credit hours
ENGG 900	0 credit hours
ENER 901	60 credit hours
Total	**93 credit hours**

Master of Applied Science (MASc) in Energy Systems Engineering (thesis)

The Master of Applied Science is a research-oriented program with a thesis requirement.

ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENxx 8xx	3 credit hours
ENxx 8xx or ENER 3xx to 4xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours

ENGG 900	0 credit hours
ENER 901	15 credit hours
Total	**30 credits hours**

Master of Engineering (MEng) in Energy Systems Engineering (project)
The Master of Engineering degree program with a project report attracts practicing engineers. It complements the Graduate Cooperative Education Program which seeks to integrate the academic experience with professional, on-the-job experience to facilitate professional development.

ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENxx 8xx or ENER 3xx to 4xx	3 credit hours
ENxx 8xx or ENER 3xx to 4xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours
ENGG 701	1 credit hours
ENGG 702	1 credit hours
ENGG 703	1 credit hours
ENER 902	3 credit hours
Total	**30 credit hours**

Master of Engineering (MEng) in Energy Systems Engineering (co-op)
The Master of Engineering (Co-op) Program seeks to integrate the academic experience with professional, on-the-job experience to facilitate professional development. It consists of the following requirements:

ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENER 8xx	3 credit hours
ENxx 8xx or ENER 3xx to 4xx	3 credit hours
ENxx 8xx or ENER 3xx to 4xx	3 credit hours

ENxx or related discipline 8xx	3 credit hours
ENxx or related discipline 8xx	3 credit hours
ENGG 601	0 credit hours
ENGG 602	0 credit hours
ENGG 701	1 credit hours
ENGG 702	1 credit hours
ENGG 703	1 credit hours
ENER 902	3 credit hours
Total	**30 credit hours**

3.2 Courses

Using Table 3.2, list the numbers and descriptions of all courses that could be used to meet the requirements of the program. Include the number of credit hours of each course, whether it is required or elective, and whether it currently exists or is to be created. Do not include courses that are not planned to be offered in the future. If a course has a prerequisite, note this in the description. Normally, Master's programs have a minimum of 30 credit hours, research-oriented doctoral programs have a minimum of 60 credit hours, and practice-oriented doctoral programs

Course Name	Course Number	Course Description	Credit Hours	Required?	Exists?
ENER	829	Nuclear Energy Engineering	3		Yes
ENER	830	Corrosion of Nuclear Materials	3		Yes
ENER	832	Reinforced Machine Learning for Material Optimization	3		Yes
ENIN	880CM	Renewable Energy Technology	3		Yes
ENER	823	Multiscale Modeling (MSM) of Materials Design	3		Yes
ENER	807	Engineered Nanocomposites	3		Yes
ENGG	820	Economics for Practicing Engineers	3		Yes
ENER	827	Fundamentals of Geothermal Engineering	3		Yes
ENER	824	Surface Facilities and Energy Conversion	3		Yes
ENER	828	Drilling and Production for Geothermal Engineering	3		Yes
ENER	825	Geothermal Simulation and Plant	3		Yes
ENGG	814	Advanced Thermodynamics	3		Yes
ENPE	801	Surface Thermodynamics	3		Yes
ENER	301	Fundamentals of Fluid Flow in Porous Media	3		Yes
ENER	305	Fundamentals of Energy Processes	3		Yes
ENER	371	Energy Storage and Conversion	3		Yes
ENER	351	Fundamentals of Geothermal Engineering	3		Yes
ENER	451	Hydro Energy Systems Design and Application	3		Yes
ENER	453	Aerodynamics and Wind Energy	3		Yes
ENER	455	Solar Energy: Fundamental and Technologies	3		Yes
ENER	457	Nuclear Energy Engineering	3		Yes
ENER	373	Pipeline Integrity and Management	3		Yes
ENER	471	Machine Learning for Energy Systems	3		Yes
ENER	473	Piping Materials and failure	3		Yes
ENER	475	Process Equipment and Pressure Vessel Design	3		Yes
ENER	477	Pipeline Engineering and Design	3		Yes
ENER	491	Carbon Capture, Utilization and Storage	3		Yes
Total Credit Hours in Program					

3.3 Completion Path

Use the table below to outline a recommended program completion path and course sequence.

Table 3.3a: Recommended program completion path for Doctor of Philosophy (PhD) in Energy Systems Engineering (after MASc in Engineering)

Year of program	Term	Students should register in…
1	1	6 credits of ENER (excluding ENGG 800)
1	2	6 credits of ENER or ENXX 8xx (excluding ENGG 800)
1	3	3 credits of ENGG 800 and 3 credits of ENER 901
2	1	6 credits of ENER 901
2	2	6 credits of ENER 901
2	3	6 credits of ENER 901
3	1	6 credits of ENER 901
3	2	6 credits of ENER 901
3	3	6 credits of ENER 901, ENGG 900
4	1	6 credits of ENER 901

Table 3.3b: Recommended program completion path for Doctor of Philosophy (PhD) in Energy Systems Engineering (after MEng)

Year of program	Term	Students should register in…
1	1	6 credits of ENER (excluding ENGG 800)
1	2	6 credits of ENER or ENXX 8xx (excluding ENGG 800)
1	3	3 credits of ENGG 800, 3 credits of ENER 903
2	1	6 credits of ENER 901
2	2	6 credits of ENER 901
2	3	6 credits of ENER 901
3	1	6 credits of ENER 901
3	2	6 credits of ENER 901
3	3	6 credits of ENER 901, ENGG 900
4	1	6 credits of ENER 901
4	2	3 credits of ENER 901

Table 3.3c: Recommended program completion path for Doctor of Philosophy (PhD) in Energy Systems Engineering (after Bachelor's)

Year of program	Term	Students should register in…
1	1	6 credits of ENER (excluding ENGG 800)
1	2	6 credits of ENER or ENXX 8xx (excluding ENGG 800)
1	3	6 credits of ENER or ENXX 8xx (excluding ENGG 800)

2	1	6 credits of ENER or ENXX 8xx (excluding ENGG 800)
2	2	6 credits of ENER or ENXX 8xx (excluding ENGG 800)
2	3	3 credits of ENGG 800, 3 credits of ENER 901
3	1	6 credits of ENER 901
3	2	6 credits of ENER 901
3	3	6 credits of ENER 901
4	1	6 credits of ENER 901
4	2	6 credits of ENER 901
4	3	6 credits of ENER 901, ENGG 900
5	1	6 credits of ENER 901
5	2	6 credits of ENER 901
5	3	6 credits of ENER 901
6	1	3 credits of ENER 901

Table 3.3d: Recommended program completion path for Master of Applied Science (MASc) in Energy Systems Engineering (thesis)

Year of program	Term	Students should register in…
1	1	6 credits of ENER
1	2	6 credits of ENER or ENXX 8xx
1	3	3 credits of ENER or ENXX 8xx, 3 credits of ENGG 901
2	1	6 credits of ENER 901, ENGG 900
2	2	6 credits of ENER 901

Table 3.3e: Recommended program completion path for Master of Engineering (MEng) in Energy Systems Engineering (project)

Year of program	Term	Students should register in…
1	1	6 credits of ENER or ENXX 8xx,1 credit ENGG 701
1	2	6 credits of ENER or ENXX 8xx, 1 credit ENGG 702
1	3	6 credits of ENER or ENXX 8xx, 1 credit ENGG 703
2	1	6 credits of ENER or ENXX 8xx
2	2	3 credits of ENER 902

Table 3.3f: Recommended program completion path for Master of Engineering (MEng) in Energy Systems Engineering (co-op)

Year of program	Term	Students should register in…
1	1	6 credits of ENER or ENXX 8xx, 1 credit ENGG 701
1	2	6 credits of ENER or ENXX 8xx, 1 credit ENGG 702
1	3	6 credits of ENER or ENXX 8xx, 1 credit ENGG 703
2	1	6 credits of ENER or ENXX 8xx

2	2	0 credits of ENGG 601
2	3	0 credits of ENGG 602
3	1	3 credits of ENER 902

3.4 Program Routes

If the program has several routes, describe each route: Not Applicable

Table 3.4: Program routes

Program Route	Description

3.5 Relation between Courses and Program Outcomes

In the table below, link the courses in Table 3.2 to the program outcomes described in Section 2.2.

Table 3.5: Course offerings in relation to projected outcomes

Course	Outcome
ENER 829- Nuclear Energy Engineering	Enhance the knowledge in nuclear power plant designs, including reactor neutronics, reactor operations, radiation protection, criticality safety, thermal hydraulics, nuclear fuel cycle, and radioactive waste management.
ENER 830- Corrosion of Nuclear Materials	Enhance the knowledge of corrosion issues related to nuclear materials.
ENER 832 – Reinforced Machine Learning for Material Optimization	Enhance knowledge in Reinforced machine learning (RML) for material science research and precise analysis of complicated material properties and predicting material properties suitable for engineering applications by including machine learning and RML techniques, material property prediction, structure-property relationship, process optimization, and data-driven material discovery
ENIN 880CM - Renewable Energy Technology	Enhance knowledge in renewable energy technologies for energy production, including basic fossil-fuel-based technology, biomass, solar-based technology, hydro technology, geothermal technology, wind, and tidal-based technology.
ENER 823 - Multiscale Modeling (MSM) of Materials Design	Enhance knowledge of material structures and their influence on material design in conjunction with various time and length scales. Topics like continuum mechanics, finite element analysis, and molecular dynamics will be covered. The students learn the methods for coupling different length scales and develop a comprehensive knowledge of MSM.
ENER 807 - Engineered Nanocomposites	Enhance knowledge of nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within the polymer matrix, polymer nanocomposite manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nano colloids, nanofibers, and the health & safety of nanocomposites.
ENGG 820 - Economics for Practicing Engineers	Explore the cost analysis that accompanies large engineering projects. The course covers the analysis of the engineering system and value planning.

	Additional topics include capital and operating cost estimation, discounting, comparative costing, and capital recovery.
ENER 827 - Fundamentals of Geothermal Engineering	Enhance the knowledge of fundamental and advanced aspects of geothermal engineering on various topics, including the coupling of fluid flow and thermal process in porous medium, geothermal reservoir modeling, software application, geothermal technology using closed-loop and enhanced geothermal system (EGS), and systematic usage of geothermal energy and its relationship with other renewable energy.
ENER 824 - Surface Facilities and Energy Conversion	Enhance the knowledge of the surface facilities required for producing and utilizing hydrothermal resources, energy conversion, process, and storage.
ENER 828 - Drilling and Production for Geothermal Engineering	Foster participant's knowledge in the area of design, characteristics, and application of drilling fluids and their rheology, circulation system, casing and liner, cementing, vertical and directional drilling, bottom hole assembly and completion, zone isolation, etc., in high temperature and high-pressure (HPHT)/deep geothermal formations.
ENER 825 - Geothermal Simulation and Plant Design	Introduction to pressure, temperature, and flow models in geothermal reservoirs, as well as analysis. Basic equipment and design for dry team, single/double flash, and binary cycle geothermal power plants. Rankine/Kalina cycles are used to analyze and improve plant thermodynamic efficiency. Environmental, economic, and social effects of plants.
ENGG 814 - Advanced Thermodynamics	Enhance the knowledge of advanced thermodynamics for the application in renewable energy domains.
ENPE 801 - Surface Thermodynamics	Enhance the knowledge in thermodynamics, Euler equation and Gibbs-Duhem relation, Legendre transformation, thermodynamic potentials, systems in potential, and systems in electric and magnetic fields will be studied. Also, Bulk, interfacial and linear phases, surface thermodynamics and mechanics of interfaces, excess energy at interfaces, and Gibbs adsorption will be covered.
ENER 301 - Fundamentals of Fluid Flow in Porous Medium	Enhance the fundamentals of energy processes, including the relationship between geology, basic reservoir properties, surface and interfacial phenomena, and the flow of fluids through porous media; general material balance, steady state, and transient models; classification of reservoirs, displacement of fluids, and reservoir estimation principles.
ENER 305 - Fundamentals of Energy Processes	Enhance the knowledge of renewable energy sources generation systems for Solar energy, Wind energy, Geothermal energy, Hydroelectric energy; Nuclear energy, etc.
ENER 371 – Energy Storage and Conversion	Enhance the skills to develop analytic skills to assess the performance of energy systems, conversion processes, and technical requirements for the production, purification, and storage of gaseous materials.
ENER 351 – Fundamentals of Geothermal Engineering	Enhance the knowledge of geothermal engineering, the related clean energy and geology background, the general systematic usage of geothermal energy, geothermal energy from oil and gas wells, the theoretical foundation for fluid flow and heat transfer and their coupling in porous media.
ENER 451 - Hydro Energy Systems Design and Application	Enhance the knowledge of hydro energy and train students the skill for the development of hydropower technology and its application. Study components and principles of hydropower with emphasis on hydro-electric pump storage, turbine types and classifications, hydro energy generation

	processes. Explore design and application of hydroelectric power plant.
ENER 453 - Aerodynamics and Wind Energy	Enhance the knowledge of wind energy. Learn development of wind energy technology and application. Study components and principles of wind turbine with emphasis on aerodynamics of wind turbines, turbine designing testing and controlling. Explore wind turbine siting, system design and integration. Discuss economics and environmental aspect and impacts of wind energy system.
ENER 455 - Solar Energy: Fundamental and Technologies	Enhance knowledge of solar energy conversions and its eventual usage by society. These topics span a wide range, from principle working mechanisms, physical fundamentals, and detailed design/operation/control procedures for solar energy systems to economics and ecological concerns.
ENER 457 - Nuclear Energy Engineering	Enhance the knowledge of nuclear energy, covering basic atomic/nuclear structure and interactions, radioactive decay, fission and fusion, and nuclear
ENER 373 - Pipeline Integrity and Management	Enhance the knowledge on pipeline integrity management strategies in compliance with regulatory requirements. It also covers comprehensive integrity management program. Review case histories of field failures and will evaluate their cause and solutions to avoid recurrence.
ENER 471 - Machine Learning for Energy Systems	Educate engineering students to build industry-valued knowledge to work in both renewable and non-renewable energy sectors or continue their education in related fields. It aims at fostering students' knowledge about fundamental theory and algorithms of machine learning as a new trend in education and in order to evolve in the world's new direction of science.
ENER 473 - Piping Materials and Failure	Enhance the knowledge of piping materials, the effect of corrosion and erosion in pipes, and piping failure.
ENER 475 - Process Equipment and Pressure Vessel Design	Trail the engineering students to develop a holistic approach towards the design of process equipment and pressure vessels, construction of pressure vessels, stress and failure mode, design analysis of shell, head, nozzle and support. It also covers wall thickness calculation, welding and joint design and code compliance report.
ENER 477 - Pipeline Engineering and Design	Enhance the knowledge of piping engineering and design analysis covering topics from CSA Z-662 pipeline systems standards, the flow of fluid in a pipe, and stress analysis. The students will learn piping system layouts and piping components essential for industries and also will develop a comprehensive knowledge of Non-Destructive Testing (NDT) methods.
ENER 491 - Carbon Capture Utilization and Geo Sequestration	Enhance the knowledge of global climate change impacts, sources of greenhouse gas emissions, as well as the benefits and applications of carbon capture technologies for the petroleum industry, sequestration in oil and gas reservoirs and deep saline aquifers. Additionally, CCS policies and regulatory development will be explored.

3.6 Comparable Programs at the University of Regina

If related graduate or undergraduate programs are currently available at the University of Regina, explain what distinguishes the new program from existing ones.

There is an Energy Systems Engineering program at the undergraduate level at the University of Regina.

The BASc of Energy Systems Engineering program provides students with the foundational knowledge of Petroleum Engineering, Sustainable Energy Engineering and Energy Transportation and Storage. The graduate program in Energy Systems Engineering provides students with an understanding and applying sustainable energy and energy transportation and storage concepts at an advanced level.

3.7 Comparable Programs at Other Institutions

Compare the proposed curriculum with similar programs at peer institutions. For each program, summarize the program elements (e.g., coursework, thesis, project, practica). The first entry in the table should be for the proposed program at the University of Regina.

Table 3.7: Comparable programs

Institution	Program Name	Program Elements
University of Regina	Graduate Program of Energy Systems Engineering	The new program will offer PhD, MASc, and MEng degrees in clean energy technologies such as solar, wind, hydro, geothermal, biomass, and nuclear energy, as well as safe and efficient energy transportation and storage.
University of British Columbia	Master of Engineering Leadership in Clean Energy Engineering	The MEL in Clean Energy Engineering is a program that offers a blend of technical and business education. This program combines technical modules (from production and distribution to efficient management and usage) with business courses, focusing on strategy, innovation, operations, project management, and leadership. https://apscpp.ubc.ca/programs/mel/clean-energy-engineering/
Memorial University	Master of Applied Science in Energy Systems Engineering	This program contains two streams: The Energy Conversion Technical Stream focuses on energy generation and utilization, and the Power Systems Technical Stream focuses on electrical aspects of energy engineering. https://www.mun.ca/engineering/graduate/programs/energy-systems-engineering/
Carleton University	Master of Applied Science in Sustainable Energy, Master of Engineering in Sustainable Energy, Master of Public Policy in Sustainable Energy and the Environment	Three programs focus on sustainable energy to address sustainable energy production, utilization and public policy and regulatory approaches. https://graduate.carleton.ca/cu-programs/sustainable-energy-masters/
University of Calgary	Master of Science (MSc) in Sustainable Energy Development	This program focuses on interdisciplinary approach to energy and environmental management. https://www.ucalgary.ca/pubs/calendar/grad/archives/2022/sustainable-energy-development-sedv.html#:~:text=The%20MSc%20degree%20in%20Sustainable,and%20the%20Faculty%20of%20Law.

University of Regina	Bachelor of Energy Systems Engineering	This program contains three options: Petroleum Engineering option, Sustainable Energy Engineering option, Energy Transportation and Storage option. https://www.uregina.ca/academics/programs/engineering/energy-systems-engineering.html
Carleton University	Bachelor of Engineering in Sustainable and Renewable Energy Engineering	The program contains two streams: Smart Technologies for Power Generation & Distribution and Efficient Energy Generation & Conversion, accredited since 2012. https://admissions.carleton.ca/programs/sustainable-and-renewable-energy-engineering
University of Calgary	Bachelor of Science in Energy Engineering	The program is designed for graduates of approved energy technology diploma programs, accredited since 2017. https://schulich.ucalgary.ca/future-students/undergraduate/programs/bsc-energy-engineering.
Simon Fraser University	Bachelor of Applied Science in Sustainable Energy Engineering MASc/PhD in Sustainable Energy Engineering	Cleantech, renewable energy, smart cities, sustainable manufacturing, clean power generation and utilization, and sustainable food and water solutions. https://www.sfu.ca/see.html
McMaster University	Bachelor of Technology in Power and Energy Engineering Technology	Power quality, protection, and control, energy management, and renewable energy technologies such as biomass, fuel-cells, geothermal, solar, and wind. https://www.eng.mcmaster.ca/sept/degree-options/power-and-energy-engineering-technology/

Of note, there is no comparable program in Saskatchewan

4 Admission Information

4.1 Target Students

Indicate the main target groups (incl. their typical academic backgrounds) you expect will be interested in this program.

The graduate program of Energy Systems Engineering is targeted at students:
• With a background in sustainable energy engineering, energy transportation and storage, and other related engineering domains
• Who are interested in advanced knowledge of sustainable energy engineering, energy transportation and storage.

4.2 Admission Requirements

All proposed programs' admission standards must meet or exceed FGSR's minimum standards

for admission; current regulations can be found here. If the proposed program has requirements that exceed, or are in addition to FGSR's minimum requirements, describe them below. If a mid-career option is available, explain what qualifications an applicant would need to possess to be considered without a Bachelor's degree.

- Minimum English Language Proficiency as defined by the Faculty of Graduate Studies and Research at the University of Regina;
- All other FGSR standard admission documents (Letter of intent, resume, two official letters of recommendation, and transcripts)
- An engineering undergraduate degree with a minimum GPA of 70% (or equivalent);
- The WES ICAP course by course evaluation

4.3 Application Deadline(s)

Indicate program application deadline(s)

- January 31 – Fall intake
- July 31 – Winter intake

4.4 Program Intake Terms

Indicate program intake terms (check all that apply)

☐ X Fall - Yes
☐ X Winter – Yes
☐ X Spring/Summer - Yes

5.1 Accreditation Bodies

List relevant professional accreditation bodies and which accreditations will be pursued.

The graduate program of Energy Systems Engineering does not require accreditation by a professional body.

5.2 Accreditation Standards

Explain how the program meets professional accreditation requirements (e.g., duration and type of practica, academic background of admitted students) and ensures its graduates are eligible for professional registration.

Currently, Engineers Canada through the Canadian Engineering Accreditation Board only accredits engineering undergraduate programs. However, graduate programs do not require such accreditation.

6.1 Alignment with the Strategic Direction of the University

Describe how the program contributes to the University's strategic plan and, for thesis-based programs, the University's strategic research plan.

The Energy Systems Engineering graduate program aligns with the University of Regina's strategic plan (2020-2025) kahkiyawkiwâhkômâkaninawak (All Our Relations) in the area of focus: Environment and Climate Action. The goal in the "Environment and Climate Action" area of focus is to "Prioritize research in the areas of climate change mitigation and adaptation." The graduate program of Energy Systems Engineering provides graduate students with opportunities to apply their knowledge in relevant sustainable energy engineering development and exploration, as well as efficient energy transportation and storage. One of the objectives in the Environment and Climate Action area of focus is to Reduce Greenhouse Gas Emissions. The Energy Systems Engineering graduate program students, through their course work and research experiences, will have the skills and abilities to "Develop a position dedicated to sustainability", and "Pilot novel, sustainable, emissions-reducing technologies and practices"

6.2 Contribution to the Reputation of the University

Describe how offering this program will enhance the reputation of the University of Regina.

The Energy Systems Engineering graduate program contributes to the University of Regina's commitment to sustainability and energy security. This program provides graduate students with knowledge and skills in the development and utilization of sustainable energy, energy transportation and storage. Additionally, it is the only energy-related graduate program in Saskatchewan.

6.3 Alignment with the Strategic Direction of the Academic Unit

Describe how the program aligns with your department's/faculty's strategic direction.

The Energy Systems Engineering graduate program aligns with the Motto of the Strategic Plan of the Faculty of Engineering and Applied Science, i.e. "Educating engineers who combine the best of technical excellence with social compassion." First, the new program contributes to "student engagement" by providing graduate students with a dynamic and modern curriculum and also enhancing students' experience. Second, it connects with the pillar of "Excellence" by providing a "systems approach" to inspire critical thinking and creativity for students to address today's Energy and Environment challenges. Third, this new program aligns with the "Relationships and Trust" pillar. Through contribution and service, the program could meet the requirements of the government, industry, and local community for energy security and environmental protection.

6.4 Need for Program

Provide evidence of the need for the program. Helpful tools can be surveys of undergraduate students, employers, associations, media reports, government, letters of support, etc. Sample

The Energy Systems Engineering graduate program provides an opportunity for individuals to earn a graduate degree at the Master's and PhD levels. UofR Faculty of Engineering and Applied Science has an Energy Systems Engineering undergraduate program (which was officially started in Fall 2023), and two cohorts of students have been admitted to the program. The first cohort has 13 students enrolled in the program, and the second cohort has 19 students. We have quite a lot of undergraduate and graduate students and alumni who have expressed interest in joining the Energy Systems Engineering graduate program. There is no such Energy Systems Engineering program at the University of Saskatchewan. Therefore, it is reasonable and necessary to establish an Energy Systems Engineering graduate program at the University of Regina.

Moreover, the current petroleum systems graduate program will gradually be observed into the Energy graduate program. The existing graduate certificate will be embedded in conjunction with the new energy graduate program. This will allow students to acquire micro-credentials while doing their master's degree.

In 2019, Premier Scott Moe released Saskatchewan's Growth Plan for the next decade from 2020-2030. The plan targets building a stronger Saskatchewan through the build-up of a strong economy, strong communities and strong families (https://www.saskatchewan.ca/government/news-and-media). Within the Saskatchewan Growth Plan, the goals for 2030 include:

• Tripling the growth of Saskatchewan's technology sector

In addition, among 20 actions are being set in a plan to ensure the province achieves the set goals. We can see,

• Delivering on Saskatchewan's climate change plan to reduce carbon emissions;
• Reducing carbon emissions in electricity production and advancing the development of zero-emission small modular reactor technology using Saskatchewan uranium;

By reviewing those goals and actions set in Saskatchewan's Growth Plan, the new Energy Systems Engineering graduate program closely meets the development direction as indicated by the plan. The Renewable Energy option of the program which includes the academic/research areas in solar energy, wind, nuclear energy, and hydro-energy will help the province to realize the goals of reducing carbon emissions and provide more alternatives for sustaining the continuously increasing energy demands.

6.5 Employment Outlook

Describe the outlook with respect to employment opportunities for graduates of the proposed program.

The Energy Systems Engineering graduate program prepares students for positions such as Energy Engineer, Energy Systems Engineer, Renewable Energy Project Analyst, Renewable Energy Project Engineer, Clean Energy Marketing Analyst, Power Engineer, Field Service Engineer, Transportation Engineer, Pipeline Engineer, Pipeline Integrity Engineer, Pipeline

Project Engineer, Energy Storage System Analyst, Process Engineer, etc. Some may be required to take additional classes in order to acquire professional accreditation in regulated professions. Students could work in a variety of Energy Engineering settings.
Clean Energy Canada at Simon Fraser University has reported an increase in clean energy jobs in Canada from 256,000 in 2010 to 298,000 in 2017 (Navius Research Inc., 2019). According to this study, the growth rate was 2.2% a year, exceeding that (i.e., 1.4%) of the overall jobs in Canada.

6.6 Enrolment Trends

Describe enrolment trends in similar programs at other institutions.

We officially started the Energy Systems Engineering undergraduate program in the Faculty of Engineering and Applied Science in Fall 2023. Two cohorts of students have been admitted to the program: 13 in the first cohort (Fall 2023) and 19 in the second cohort (Fall 2024). Most of the students selected the Sustainable Energy Engineering option as their major. If an Energy Systems Engineering graduate program is established and a more streamlined admission process is put in place, we anticipate that interest and applications to the program will occur. We will likely need to cap admissions into the program.

Note: A list of resources to assist with answering questions 6.4 – 6.6 is appended to this template.

6.7 Comparable Programs

Differentiate the proposed program from competing programs at other institutions

Table 6.7: Relation with competing programs

Institution	Similarity to proposed program

6.8 Impact on Other U of R Programs

List any program currently offered at U of R that could be impacted by the introduction of the proposed program.

The Energy Systems Engineering graduate program could impact enrolment in the undergraduate program in a positive way, attracting more high-quality students to enroll in the Faculty of Engineering and Applied Science and pursue advanced education in the Energy domain.

6.9 Impact on Enrolments at the U of R

From the list below, check all that apply

This program is expected to:

[X] Attract new students to the U of R
[X] Assist in retaining current undergraduate students at the U of R
[X] Assist in retaining current graduate students at the U of R
[X] Attract students in other graduate programs at the U of R

[X] Attract students from Saskatchewan
[X] Attract students from elsewhere in Canada
[X] Attract students from abroad

The Energy Systems Engineering graduate program is expected to attract new students to the University of Regina and assist in retaining current U of R undergraduate students. As the only Energy Systems Engineering graduate degree in Saskatchewan and Manitoba, we expect it will attract students from those two provinces. It could also attract students from other parts of Canada and abroad.

6.10 Domestic and International Enrolments

Is the program targeted primarily to domestic students, international students, or is it expected to be equally attractive to both groups?

The Energy Systems Engineering graduate program is equally attractive to domestic and international students, as an option for extending and advancing their energy engineering knowledge and skills. It is attractive to both International and domestic students who are interested in pursuing an advanced degree in Energy exploration, development and management.

6.11 Impact on Research at the U of R

If applicable, describe the potential that the program has to contribute to the research enterprise of U of R.

The Energy Systems Engineering graduate program will directly contribute to the research enterprise of U of R, as students are actively involved in or expected to conduct research. For example, Energy Systems Engineering graduate program students will conduct research in the areas of nuclear engineering, geothermal engineering, solar, wind and hydro energy. Currently, we have an NSERC Tier 2 research chair in Nuclear Engineering; the new graduate program will facilitate our NSERC Tier 2 Chair to recruit more good quality graduate students to perform nuclear energy engineering research. We are working on several incubation projects with crown companies, First Nations companies and non-profit organizations for geothermal energy extraction, conversion and utilization, hydrogen energy, micro hydropower

development and machine learning for sustainable energy and material optimization. The new graduate program will help the professor to hire more graduate students as research assistants. More MEng students are interested in joining the program if the Energy graduate program exists. Thus, we will receive more MEng funds to support the development and research of the program.

If the program is to be housed outside of the main University of Regina campus, indicate where the program will be located and explain why this is the best location for offering this program.

The new graduate Energy Systems Engineering program will be housed inside the main University of Regina campus, the Education Building.

This program will be offered (check all that apply):

☒ Full time
☐ Part time

☒ Face-to-face
☐ Online
☐ Blended (both face-to-face and online components)

Explain why this mode of delivery is mode appropriate for this program.

This program is designed to be offered full-time (6 credits). Given the hands-on and applied nature of the course material and learning experiences, courses will be delivered in person.

9.1 Resource Requirements

Describe the human, financial, physical and other resource needs for the establishment of the program (incl. IT, library, space requirements…).

Staff Resources
• We have the expertise to cover all content areas; however, with sabbaticals and other demands on teaching loads, we may need to periodically hire visiting professors or sessional lecturers to cover some classes.

Office and classroom resources:
• We will require additional office and workspace spaces for Energy Systems Engineering graduate students.

Other resources:
To be discussed.

9.2 Availability of Expertise

Describe hiring needs, availability of expertise among current faculty and staff, and impact on teaching load.

There is a wide range of expertise within our Faculty to deliver courses related to Energy Engineering. However, with sabbaticals and other demands on teaching loads (e.g., research-intensive terms, administrative roles), we may need to periodically hire visiting professors or sessional lecturers to cover some classes. We offer an industry-focused energy system engineering graduate program in which graduate students can benefit and gain the necessary skills for their professional career development.

The current teaching load in the Faculty of Engineering and Applied Science is four courses. For most faculty members, their teaching load is three undergraduate courses and one graduate course.

9.3 Enrolment Projections

Provide enrolment estimates for the first 5 years with plausible best-case, worst-case, and expected estimates.

Table 9.3: Enrolment projections over first 5 years

	Year 1	Year 2	Year 3	Year 4	Year 5
Best case	15	20	20	20	20
Expected	10	10	15	15	20
Worst case	2	5	5	5	5

9.4 Recruitment Plans

How will students be recruited to the program?

Information about the Energy Systems Engineering graduate program is listed on the Faculty of Engineering and Applied Science home page. We will also promote the program through presentations to undergraduate students and will include it in the URI marketing materials.

9.5 Involvement of Personnel in Other Areas

If other academic units outside of the home department/Faculty are involved in the delivery of the program, list them here.

Not Applicable.

9.6 Course Coverage

Provide a table that maps courses to be offered in the program to current faculty and new hires.

Table 9.6: Proposed instructors

Course	Proposed instructor
ENER 829- Nuclear Energy Engineering	Dr. Arthur Situm
ENER 830 - Corrosion of Nuclear Materials	Dr. Arthur Situm
ENER 832 – Reinforced Machine Learning for Material Optimization	Dr. Jacob Muthu
ENIN 880CM - Renewable Energy Technology	Dr. Adisorn
ENER 823 - Multiscale Modeling (MSM) of Materials Design	Dr. Jacob Muthu
ENER 807 - Engineered Nanocomposites	Dr. Jacob Muthu
ENGG 820 - Economics for Practicing Engineers	Dr. Saman Azadbakht
ENER 827 - Fundamentals of Geothermal Engineering	Dr. Gang Zhao
ENER 824 - Surface Facilities and Energy Conversion	Dr. Jacob Muthu
ENER 828 - Drilling and Production for Geothermal Engineering	Dr. Farshid Torabi or Dr. Saman Azadbakht
ENER 825 - Geothermal Simulation and Plant Design	Dr. Ezeddin Shirif or Dr. Gang Zhao
ENGG 814 - Advanced	Dr. Na (Jenna) Jia

Thermodynamics	
ENPE 801 - Surface Thermodynamics	Dr. Yongan (Peter) Gu
ENER 301 – Fundamentals of Fluid Flow in Porous Medium	Dr. Saman Azadbaht
ENER 305 - Fundamentals of Energy Processes	Dr. Yongan (Peter) Gu
ENER 371 – Energy Storage and Conversion	Dr. Na (Jenna) Jia or Dr. Daoyong (Tony) Yang
ENER 351 – Fundamentals of Geothermal Engineering	Dr. Gang (Gary) Zhao
ENER 451 - Hydro Energy Systems Design and Application	Dr. Ezeddin Shirif
ENER 453 - Aerodynamics and Wind Energy	Dr. Fanhua (Bill) Zeng
ENER 455 - Solar Energy: Fundamental and Technologies	Dr. Na (Jenna) Jia
ENER 457 - Nuclear Energy Engineering	Dr. Arthur Situm
ENER 373 - Pipeline Integrity and Management	Dr. Jacob Muthu
ENER 471 - Machine Learning for Energy Systems	Dr. Farshid Torabi
ENER 473 - Piping Materials and Failure	Dr. Jacob Muthu
ENER 475 - Process Equipment and Pressure Vessel Design	Dr. Jacob Muthu or Dr. Saman Azadbakht
ENER 477 - Pipeline Engineering and Design	Dr. Jacob Muthu
ENER 491 - Carbon Capture Utilization and Geo Sequestration	Dr. Fanhua (Bill) Zeng

9.7 Projected Revenue and Expenses

Use the tables below to compute the projected revenue generated by the program in each of the first five years of its existence, its projected expenses, and the number of enrolments required for the program to be financially viable.

Table 9.7.1: Projected revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
A. Number of credit hours taken during the year	18 credit hours (6 courses)	18 credit hours (6 courses)	18 credit hours (6 courses)	18 credit hours (6 courses)	18 credit hours (6 courses)
B. Tuition per credit hour*	341	341	341	341	341
C. Total tuition revenue per student (A X B)	6138	6138	6138	6138	6138
D. Expected enrolments**	10	10	15	15	20
E. **Total revenue** (C X D)	61380	61380	92070	92070	122760

*Current graduate tuition rates are available here. Note that PhD students are charged a flat rate tuition fee per term irrespective of the number of credit hours in which they enroll. For PhD programs, omit A and B from the table above.

**from Section 9.3 above

Table 9.7.2: Projected expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
F. Number of new hires required to deliver the program	Academic = 0 Sessional / contract = 1	Academic = 0 Sessional / contract = 1	Academic = 0 Sessional / contract = 1	Academic = 0 Sessional / contract = 1	Academic = 0 Sessional / contract = 1
G. Approximate salary and benefits per hire	10000	10000	10000	10000	10000
H. Total salary costs (F X G)	10000	10000	10000	10000	10000
I. Other costs*	3000	3000	3000	3000	3000
J. **Total costs** (H + I)	13000	13000	13000	13000	13000

*May include initial costs associated with recruitment and advertising; new administrative costs; costs of renting space or equipment; costs for software/subscriptions, etc.

Compute the minimum number of enrolments required in each year to break even using the data from Tables 9.7.1 and Tables 9.7.2 above.

Table 9.7.3: Projected break-even enrolments

	Year 1	Year 2	Year 3	Year 4	Year 5
K. Total costs (J from Table 9.7.2)	13000	13000	13000	13000	13000
L. Revenue per student (C from Table 9.7.1)	6138	6138	6138	6138	6138
M. Minimum enrolments to break even (K ⍰ L, rounded to nearest student)	3	3	3	3	3

10 Timeline

10.1 Implementation Milestones

Provide a timeline for the implementation of the program, milestones to be achieved and action taken if milestones are not met.

Date	Milestone	Remedial action if milestone is missed
Fall 2024	Proposal presented to Faculty of Engineering Graduate Coordinator Committee, ECC and EFC committee	Will present these three committees in Winter 2025
Winter 2025	Proposal presented to Faculty Council	Spring/Summer 2025
Winter 2025	The proposal presented at the Executive Council	Spring/Summer 2025
Winter 2025	The proposal presented at the Senate	Fall 2025
Fall 2025	Applications proceed	Winter 2026

10.2 Oversight and Quality Assurance

Describe who will oversee the implementation, delivery and ongoing quality assurance of the program.

The Program Chair of the Energy Systems Engineering undergraduate program is responsible for the implementation of the graduate program, communications and marketing for the program, and ongoing quality assurance.

The Faculty of Engineering and Applied Science Associate Dean Academic is responsible for the assignment of teaching load, which includes the courses delivered in the Energy Systems Engineering graduate program.

10.3 Advertisement Blurb

Provide a brief blurb that can be used to market/promote the new program.

The Energy Systems Engineering graduate program in the Faculty of Engineering and Applied Science will provide students with a unique opportunity to gain advanced knowledge and experience that deals with energy production, transportation, and storage in the most efficient, economical, and environmentally friendly manner.

10.4 Advertising Availability

Provide plans for advertising and informing stakeholders.

Key considerations:

- New programs can only be advertised once approved by the Senate. This needs to be considered during new program development in order to allow sufficient time for advertising. For instance, if a program is approved in the Senate meeting in June, there might not be enough time to effectively advertise the program for fall intake in the same year.
- Current students might be interested in joining the new program. Most of the time, this will require a new application by the student. However, in some situations, a program transfer may be possible. For instance, students who are currently in a general graduate program (e.g., PhD General Engineering) may want to join a newly introduced, specialized graduate program in their area of research (e.g., PhD Software Systems Engineering). Such students will be able to transfer into the new program within the first two semesters of its effective date without a new application. Afterwards, a transfer is no longer possible and a full application to the new program has to be submitted.
- In all cases, all program requirements of the new program have to be met. Academic units must inform affected students of the new program and the consequences of a transfer for their degree completion.

Information about the Energy Systems Engineering graduate program is available on the Faculty of Engineering and Applied Science at the U of R website and through communication with the Associate Dean of Graduate Studies and Research in the Faculty of Engineering and Applied Science.

Once the program is approved by the Senate, we will develop videos to showcase the program. These will be posted on the Faculty of Engineering and Applied Science website and shared with Faculty of Engineering undergraduate students or other external interested students.

FACULTY OF
GRADUATE STUDIES
& RESEARCH

11 Teach-out Provision

Describe any plans for dealing with students and faculty should the program not succeed.

We will monitor registration in the Energy Systems Engineering graduate program for 3 – 5 years. If enrolment does not meet our expected numbers (i.e., 10 students minimum; 20 students maximum), we will cease accepting applications to the program. We will continue to deliver the program to the existing students.

12 Appendices

12.1 Course Forms

Append a Course Inventory Form for each new or modified course offered by the home academic unit or another academic unit and course syllabi of any existing courses that are part of the proposed program.

12.2 CVs of Participating Personnel

Include the CVs of all faculty members, adjuncts and associate members who will be involved in delivering the program.

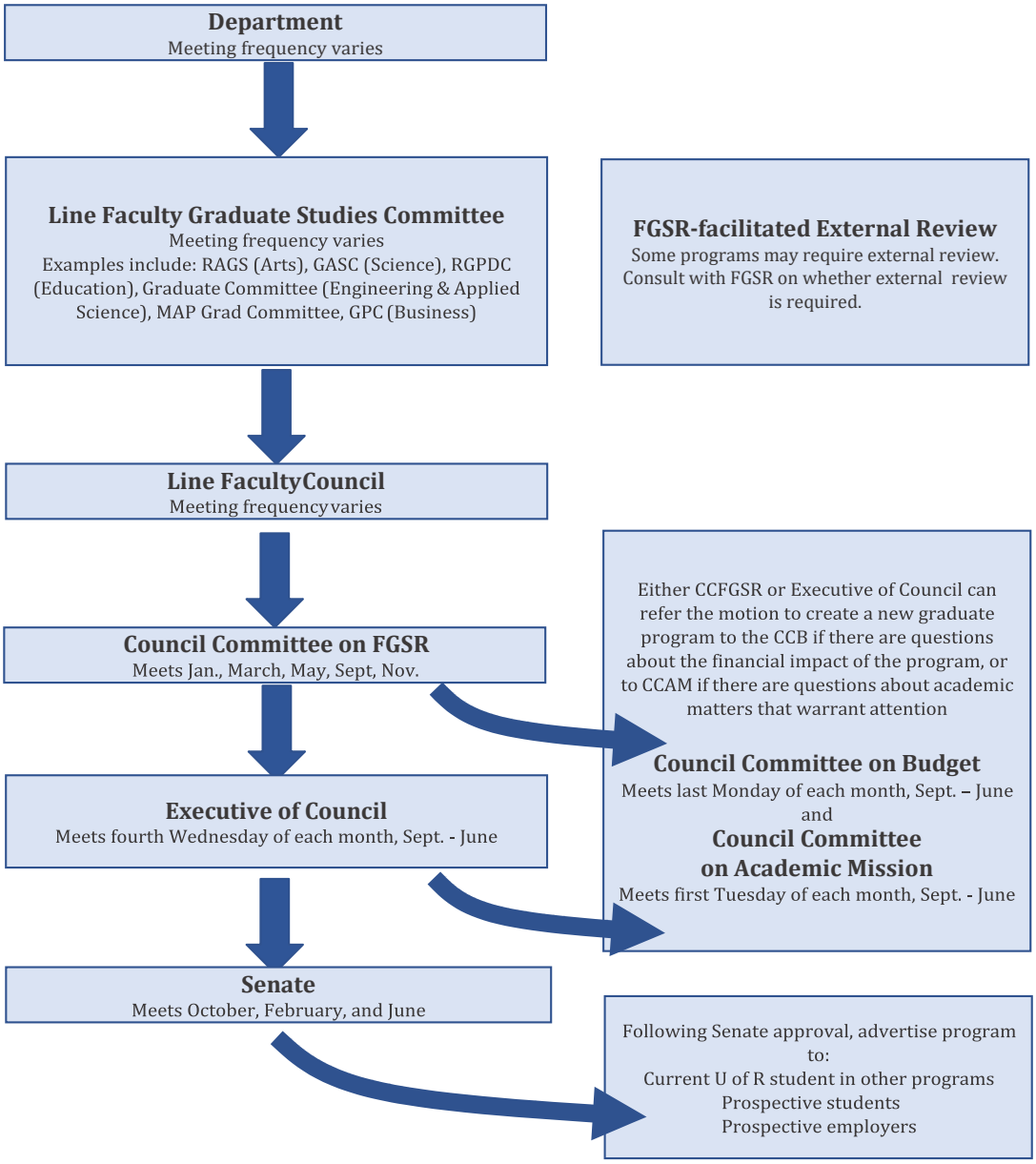
12.3 Supporting documentation

Provide copies of any supporting documentation (e.g., media reports, letters of support).

Note: Check the FGSR website to ensure registration policies are followed.

New Program Proposal Steps to Approval

Following pre-approval consultation with all relevant stakeholders and FGSR, the academic unit will submit the proposal to have the program formally approved in the Council. The time to final approval is typically 18-24 months but varies depending on meeting frequency. Be sure to keep in mind the frequency which which each approval body meets when planning new programs.



Where to get help with…

Collecting data on need for program? (Section 6.4)	**Saskatchewan Labour Market Trends** https://www.saskatchewan.ca/business/hire-train-and-manage-employees/labour-market-information
	Canadian Labour Market Trends https://www.jobbank.gc.ca/trend-analysis
	Council of Canadian Academies Reports https://www.cca-reports.ca
	Conference Board of Canada https://www.conferenceboard.ca/focus-areas/education-skills
Finding information about job prospects of graduates? (Section 6.5)	**2019 Saskatchewan Graduate Outcomes Survey** https://www.saskatchewan.ca/government/public-consultations/past-consultations/post-secondary-graduate-outcomes-survey
	2020 Labour Market Outcomes of Postsecondary Graduates https://www150.statcan.gc.ca/n1/pub/81-595-m/81-595-m2020002-eng.htm
	Universities Canada https://www.univcan.ca/universities/facts-and-stats/
Finding information about enrolment trends? (Section 6.6)	**Canadian Association of Graduate Studies Statistical Reports** https://www.univcan.ca/universities/facts-and-stats/

Potential Survey Questions: Prospective Students

Note: This survey should be accompanied by a brief overview of the program that includes a description of the program outcomes, program requirements, and intended program duration. The questions below are suggestions for how to structure a survey and should be modified as needed to provide the most useful information about your proposed program.

Thank you for completing this survey. The University of Regina is considering offering a (Master's/Doctoral) program in_____. Your answers to the questions below will allow us to tailor the program to the needs of our students.

1. How interested would you be in registering in this program?

2. The following are reasons people pursue graduate studies. Please rate the extent to which each of the reasons below is true of you.

	Not true for me at all	A little true for me	Very true for me	Completely true for me
This program will allow me to start/change my career				
This program will allow me to advance in the career I am already in				
This program will enhance my current skill set				
This program will allow me to explore a personal interest				
This program will allow me to achieve a personal goal				

3. If this program were not available at the University of Regina, would you pursue it elsewhere?

4. What do you like about the proposed program?

5. What would you change about the proposed program?

6. What is the maximum number of years you would be willing to invest in completing the program above?

7. Please rate the importance to you of the following attributes using the scale below in your decision about whether to enrol in this program.

	Not important	Not very important	Not sure if important	Very Important	Essential
Part time registration allowed					
Available online					
Affordable tuition					
Availability of funding					
Availability of experiential learning opportunities (e.g.,					
Freedom to choose thesis/project topic					

*Note: As an alternative, the response options could be “Makes me less interested” “Does not affect my decision” and “Makes me more interested”

8. If you would like us to contact you when the proposed program becomes available, please provide your e-mail address.

Potential Survey Questions: Prospective Employers

Note: This survey should be accompanied by a brief overview of the program that includes a description of the program outcomes, program requirements, and intended program duration. The questions below are suggestions for how to structure a survey and should be modified as needed to provide the most useful information about your proposed program.

Thank you for completing this survey. This survey should take about five minutes to complete. The University of Regina is considering offering a (Master's/Doctoral) (degree/certificate) in _____ . Your answers to the questions below will allow us to tailor the program to the needs of our students.

1a) What are the most important skills employers in your sector look for when hiring new personnel?

b) How well do you think existing post-secondary programs equip graduates entering the workforce with these skills?

c) How well do you think the proposed program equips graduates entering the workforce with these skills?

2. What are the strongest aspects of the proposed program?

3. What could be added to the program to strengthen it?

4. Which of the following best captures your opinion of the value of this program to your organization and to others in this sector?

☐ An applicant who completes this program would have an excellent chance of quickly finding employment in this sector

☐ An applicant who completes this program would have an advantage in quickly finding employment in this sector over otherwise similarly-qualified applicants who have not completed this program

☐ An applicant who completes this program would not be much more likely to find employment in this sector than otherwise similarly-qualified applicants who have not completed this program

☐ As structured, this program is not likely to provide the skills and competencies necessary to find employment in this sector

5. Which of the following best describes the current labour market in your sector?

☐ There are fewer qualified applicants than positions available

☐ The number of qualified applicants is keeping pace with the number of positions available

☐ The number of qualified applicants exceeds the number of positions available

6. Looking ahead, which of the following best describes your outlook regarding the labour market in your sector five years from now?

☐ There will likely be fewer qualified applicants than positions available

☐ The number of qualified applicants is likely to keep pace with the number of positions available

☐ The number of qualified applicants will exceed the number of positions available

7. Would your current employees benefit from completing this program?

☐ Yes

☐ No

☐ Unsure

If so, in which of the following ways might your organization support your employees in completing the proposed program? (please check all that apply)

☐ By providing funding to offset costs of tuition and fees

☐ By providing flexible working arrangements to allow the student to attend classes, meet with supervisors/advisors, etc.

☐ By providing funding for research projects the employee may need to complete as part of their program

☐ Other (please specify)

SUBMISSION DATE: 04/11/2025

University of Regina | Housing & Hospitality Services

TACTICAL OCCUPANCY PLAN

INCREASING ON-CAMPUS OCCUPANCY

149 KĪŠIK TOWERS
UNIVERSITY OF REGINA
REGINA, SK S4S 0A2

CONTENTS

EXECUTIVE SUMMARY

The University of Regina Housing and Hospitality team is dedicated to increasing occupancy through strategic marketing initiatives that enhance visibility, attract prospective residents, and foster a vibrant campus living experience. By leveraging targeted outreach, collaborating with on-campus partners, and creating new student awards, the team aims to maximize housing utilization while maintaining exceptional service and community satisfaction. The commitment ensures a dynamic and welcoming environment that supports student success and reinforces the University's reputation for high-quality on-campus living.

OCCUPANCY OVERVIEW

Since at least 2011, University of Regina (UR) student housing occupancy for the Fall and Winter terms has consistently remained around 1,000 students annually, excluding the COVID-19 years when numbers declined due to the pandemic. Increasing occupancy presents a challenge, as the UofR primarily serves a commuter student population. Additionally, data from the Canadian University Survey Consortium (CUSC) indicates that on-campus housing satisfaction rates at the UofR are comparable to those of similar institutions, suggesting that students are not opting for off-campus housing due to dissatisfaction with services. Given that the UofR's occupancy rates align with those of similar peer universities, a creative and strategic approach is necessary to drive growth beyond these established levels.

STRATEGY SUMMARY

In developing a strategy to increase occupancy, we have identified several targeted approaches that we could take, each outlined in detail within this report. These include:

1) Incentive Programs:
    a. **Refer-a-friend Housing Award:** Current residents receive a financial reward for each new student they successfully refer to live on campus.
    b. **Alumni Legacy Housing Award:** A partnership with the UR Alumni office, which aims to provide a discounted Housing fee to children and grandchildren of UR Alumni.
    c. **Returning Student Loyalty Award:** An award provided to Returning Residents.
    d. **Counselor's Pick Award:** A high school counselor's award for a student attending UofR to help with housing costs.
2) Operational Improvements:
    a. **12-month Contract:** Allowing students who plan to stay on-campus for the spring/summer term to sign a 12-month lease.
    b. **Mixed Use Units:** Providing more flexible room assignment options to allow students to live on campus with non-student friends.
    c. **Family Housing:** Similar to Mixed Use Units, family housing would provide students with spouses and/or children to live together in secure on-campus units.
3) Strategic Partnerships
    a. **Saskatchewan Polytechnic Collaboration:** Establishing a formal partnership with Saskatchewan Polytechnic to position UR Housing as the preferred student housing option for its students.
    b. **Employee Housing (short and longer-term accommodations):** A partnership with Human Resources to inform employees about short- and long-term on-campus housing options.

COMMON MYTHS

Common myths about occupancy rates in student housing and hospitality departments can lead to ineffective strategies. Lowering costs or offering other value-added services doesn't guarantee growth. Real solutions come from understanding student needs, campus and community culture, and engagement. Our hope is that showcasing some of the most common myths will help support data-driven decision-making, ensuring that our proposed initiatives align with the University's strategic and financial goals.

Below are common myths and facts specific to the UofR context.

MYTH 1: WAITLISTS ARE BAD & IF YOU BUILD IT THEY WILL COME

Fact: Unfortunately, these assumptions are not always accurate. Many students apply to multiple universities, and applications don't necessarily translate into actual residents. Despite this, expansion decisions are often based on application numbers, which can be inflated. Some institutions, like Mount Royal University and UofR, have expanded their housing inventory only to struggle with occupancy. Others, such as UCalgary and UAlberta, are decommissioning rather than renovating facilities. Many universities are also exploring P3 partnerships as a cost-effective alternative to new construction.

MYTH 2: IF YOU LOWER RENT, YOU WILL INCREASE OCCUPANCY

Fact: Rental reductions typically do not significantly impact occupancy rates unless they are substantial. At the UofR, a rental reduction was approved for the 2019-2020 academic year—prior to the COVID-19 pandemic and not in response to it. As shown below, this reduction had no effect on occupancy rates.

Occupancy before the rental decrease:
2018 – 1041
2019 – 1019
and after the decrease and Covid:
2022 – 834
2023 – 971
2024 – 992

MYTH 3: COMMUTER INSTITUTIONS HAVE ON-CAMPUS DEMAND SIMILAR TO DESTINATION INSTITUTIONS

Fact: Convincing commuter students to live on campus is extremely difficult, as many rely on living at home to save costs. The University of Regina has a high number of commuters, with limited interest in campus housing. Unlike destination schools like UVic, which would get 7,000 applications for 2,200 rooms, demand at commuter institutions like UofR is much lower.

MYTH 4: MOST STUDENTS ARE CHOOSING OFF-CAMPUS HOUSING DUE TO DISSATISFACTION WITH ON-CAMPUS SERVICES

Fact: There is no evidence to support this perspective. In fact, according to the Canadian University Survey Consortium (CUSC) satisfaction rates for UofR students living on-campus were exactly the same as students living on-campus at our comparison institutions (77%).

MYTH 5: UOFR HOUSING'S OCCUPANCY RATES ARE LOWER THAN OTHER COMPARABLE UNIVERSITIES

Fact: While we are committed to providing creative, unique options to address occupancy rates moving forward, historically low rates do not appear to be due to any long-term, department-related deficiencies. The UofR's occupancy rates are very similar to institutions that share similar characteristics. For example, MRU, as a commuter school with 16,000 students, has 900 residents (5.6%) in a city with a very tight and expensive rental market. UofR, with 17,000 students, has 950 residents, capturing the same percentage of students in residence (5.6%).

MYTH 6: HOUSING NEEDS TO TARGET MIDDLE-YEAR STUDENTS

Fact: The number of middle-year students living on campus at the UofR is consistent with that of students at comparable institutions. According to CUSC, the statistics for middle-year students are as follows:

	UofR	Comparable Institutions
Live with Parents	41%	38%
Rent/Own	52%	51%
Live on Campus	6%	7%

While mid-year students are a market worth some additional attention, it is unlikely that this cohort will have a meaningful impact on occupancy rates.

MYTH 7: HOSPITALITY/CONFERENCE REVENUE DOES NOT CONTRIBUTE TO STUDENT HOUSING BUDGETS

Revenue from our Hospitality bookings continues to be a key contributor in offsetting unit debt. The dedicated team responsible for driving occupancy, particularly during the summer months when student housing is underutilized, has significantly improved room utilization, helping to reduce financial pressure across the board.

Beyond the direct financial benefits, the Hospitality unit also plays a strategic role in supporting faculties and departments. By booking space for many internal groups, providing consistent, professional support for hosting conferences, retreats, and academic events, the team helps increase the UofR's internal capacity to plan and deliver high-quality programming year-round. This not only generates additional revenue when bookings are made by external groups, but it also strengthens our reputation as a hub for academic and professional engagement. Without Hospitality Services, these booking requests would still need to be accommodated by the University.

The chart below shows the total net revenue generated by the University of Regina's Hospitality operations this year is $708,141.79:

	2024-2025 Hospitality Financial Summary	
	Current	
Revenue		
	Conference Accommodations	1,620,000.00
	Conference Meeting Space	85,000.00
	Conference Misc Revenue	4,000.00
	Conference External Misc Revenue	4,000.00
	Parking Revenue	25,000.00
	Food Revenue	800,000.00
	External Cost Recoveries	10,000.00
	Total Revenue	**2,548,000.00**
Salaries		
	Casual Student Staff (Housekeepers)	382,500.00
	CUPE/APT Wages	281,663.03
	Overtime (CUPE)	500.00
	Benefits	25,998.23
	Total Labour	**690,661.26**
Non-Capital Expenditures		
	Misc Expenses (office expenses)	12,291.95
	Janitorial Supplies	48,750.00
	Laundry	14,850.00
	General Maintenance & Misc	75,775.00
	Utilities: Heating/Cooling/Power/Water/Sewer	160,025.00
	Parking Expenses	25,000.00
	Food Expenses	800,000.00
	Misc External Expenses/Costs	10,000.00
	Total	**1,146,691.95**
Capital Expenditures		
	Misc Expenses	2,505.00
	Total	**2,505.00**
	Total Direct Expenditures	**1,149,196.95**
	Total All Expenses	**1,839,858.21**
Total Revenue less Expenses		**708,141.79**

*Fixed Facilities costs, including mortgage payments, are not included in the financial summary, as these costs will exist regardless of whether UR is in the hospitality business.

SUMMARY

The reality (which is consistent with the data) is that, based on UofR's enrolments and target markets, demand for on-campus accommodation peaks at approximately 1,000 students and we will need to focus on non-traditional rental markets to increase occupancy in any substantial way.

INCENTIVE PROGRAMS

The following incentive programs were developed with the dual purpose of engaging other departments and units on campus, as well as encouraging students to participate in activities that contribute to increasing occupancy. These initiatives aim to highlight the importance of Housing as a vibrant, integral part of a student's academic and social experience.

Research consistently shows that living on-campus improves student persistence rates, enhances academic engagement, increases participation in co-curricular on-campus activities, and fosters a sense of community and belonging, all of which are critical to a student's overall learning experience[1].

In 2019, UR Housing and Hospitality Services partnered with the Academica Group to conduct research aimed at refining messaging and increasing on-campus student occupancy. The study revealed that students consistently chose on-campus living for its convenience, social connections, and academic focus. However, the primary challenge they faced was cost.

To address this barrier, the following incentive programs have been designed to make on-campus housing more accessible. By offering financial awards, these initiatives specifically target students who find the cost prohibitive.

However, as with any initiative, there are inherent risks to consider. The most significant risk is whether the incentive program will effectively drive increased occupancy or if it will simply act as an added benefit for students who were already inclined to choose on-campus housing. In other words, the challenge lies in determining whether the program will truly attract new residents or primarily reward those who would have opted for campus housing regardless of the incentive. Understanding and mitigating these risks will be crucial in evaluating the long-term success of these programs.

CURRENT AWARDS AND INCENTIVE PROGRAMS

UR Housing & Hospitality Services collaborates with various campus departments to provide reduced-cost student housing. The table below outlines current (and ongoing) awards and scholarship programs that incorporate housing as a key benefit. These initiatives contribute to increased on-campus occupancy by offering low-cost or no-cost housing to eligible students.

[1] Graham, Polly A., et al. "The case for campus housing: Results from a national study." A brief for students, parents, and media. Association of College and University Housing Officers—International (2021).

Award/Scholarship Name	Program Description	Current Participants	2024/2025 Subsidized Rental amount ($)	Funding Unit
International Scholars of Distinction	Recipients receive the full cost of Housing in dorm style accommodations for the duration of their degree program.	22	$136,900.25	Central Funding
UR Really Big Deal*	Fixed tuition rates and subsidized housing costs for specific room types for the duration of the recipient's degree program.	123	$210,561.69	President's Office/Central Funding
University of Regina Chancellor's Scholarship	Recipients are provided the full cost of student housing for their first year of university.	13	$127,764.00	President's Office/Central Funding
UR Circle of Scholars Scholarship	Recipients received the full cost of student housing for the duration of their degree program. This program is in run-off (Final award presented 2023).	18-15	$179,548.00	President's office/Central Funding
UR Housing Indigenous Housing Award	$1,500 Housing Award presented to all self-declared Indigenous Students living in UR Housing.	55	$85,500	Housing & Hospitality Services
UR Housing Colourful Campus House Award	$1,000 Housing Award presented to students approved to live in the Colourful campus house, a safe and supportive space for 2SLGBTQIAP+ students and allies.	3	$3,000	Housing & Hospitality Services
Current Total Housing Subsidy Amount		**234**	**$743,273.94**	**UofR**

*Since its launch in Fall 2022, participation in the Really Big Deal incentive has grown each year (Participants: 18 in 2023, 65 in 2024, and 123 in 2025). We expect even greater growth in the 2025–26 academic year as we expand marketing efforts to all residents.

UPCOMING APPROVED AWARDS AND INCENTIVE PROGRAMS

In collaboration with other University departments, Housing Services has been involved in the development of the following awards, approved to commence in Fall 2025. These are in addition to the previously mentioned awards, all of which are scheduled to continue into the 2025/26 term.

Scholarship Name	**Program Description**	**Anticipated Participant #**	**Total Housing Subsidy ($)/term**	**Funding Unit**
PACI Scholarship for Indigenous Students	Beginning Fall 2025, this award will cover housing costs for 2 students from Prince Albert for the Fall 25 and Winter' 26 terms, exclusive of meal plan	2	$14,108	President's Office/Central Funding
Housing Scholarship for students from Gaza	Beginning in Spring/Summer 2025, this award will cover housing costs for students fleeing the war in Gaza	15	Variable Up to maximum $76,080.75	Graduate Studies/Project Resilience/ President's Office/Central Funding

PROPOSED AWARDS AND INCENTIVE PROGRAMS

The following awards and incentives are proposed as potential strategies to further increase on-campus student occupancy. By offering targeted financial incentives and benefits, these programs aim to make campus housing more accessible and appealing to a broader range of students. Implementing these initiatives could not only increase occupancy rates but also strengthen student engagement and retention by fostering a more vibrant residential community.

PROPOSED AWARDS AND INCENTIVES SUMMARY

Award Name	Award Amount*
Refer a Friend Housing Award	$500/referred student & $500/referring student
Alumni Legacy Award	$1,000/new student
Returning Student's Loyalty Award	$1,000/returning student
Counselor's Pick Award	$1,000/new student

** Awards cannot be combined, and students are limited to receiving one award per academic year.*

While it's uncertain how many new students might choose Housing because of these incentives, the graph below illustrates the potential additional revenue that could be generated based on potential increases in occupancy rates.

Potential Occupancy Increase	Projected Revenue Increase*
100	$696,400
150	$1,044,600
200	$1,392,800
250	$1,741,000

**Based on accommodation rate for 2 terms in a 4-bedroom unit.*

REFER-A-FRIEND HOUSING AWARD

Award Name:	**Refer-A-Friend Housing Award**
Partner Unit/Department:	In house
Housing Services Financial Contribution:	$500 per referral (max 2 referral fees/ student) $500 for referred student

OBJECTIVE

The Refer-A-Friend Housing Award would offer current residents a financial incentive for each new student they successfully refer to live on campus. Additionally, the referred student would receive a discount on their housing fees, creating a mutually beneficial referral program that encourages both increased occupancy and student engagement.

TARGET MARKET

This initiative primarily targets upper-year students who currently live on-campus, encouraging them to bring their friends to live together in UR housing. By fostering a sense of community and promoting social connections, this program aims to not only boost on-campus residency but also strengthen student engagement, as well as recruitment and retention of students currently living off-campus.

COST ANALYSIS

As this is a new initiative, the exact number of students expected to participate is uncertain. If 50 referring students engage in the program, the total cost would amount to $50,000.

Description	Referral ($)	Number of participants	Total Cost
Referral Bonus (Referring Student)	$500	50	$25,000
Referral Bonus (Referred Student)	$500	50	$25,000
UR Housing Program Cost	$1000	50 pairs	$50,000

If 50 new students move into UR Housing because of this initiative, that has the potential to increase our overall student housing revenue by $348,200* at a cost of $50,000.

**Based on accommodation rate for 2 terms in a 4-bedroom unit.*

ALUMNI LEGACY HOUSING AWARD

Award Name:	Alumni Legacy Housing Award
Partner Unit/Department:	UR Alumni Engagement Office
Housing Services Financial Contribution:	$1,000 per student

OBJECTIVE

A partnership with the Alumni Engagement office, the Alumni Legacy Housing Award would offer discounted rental fees and additional perks for the children and grandchildren of current alumni.

By involving alumni in the referral process, the university taps into a network of engaged individuals who already have a strong connection to the institution. Offering incentives for their children or grandchildren to live on campus reinforces that bond and encourages a tradition of multi-generational enrollment. Strengthening these alumni relationships can also have long-term benefits, from increased philanthropic support to greater volunteer involvement and advocacy for the university.

TARGET MARKET

This initiative primarily targets children and grandchildren of UR Alumni who are new residents (current residents would not be eligible). This initiative would be marketed to Alumni via the UR Alumni Engagement office as well as the Alumni Association. Applicants would be asked to check the box for eligibility within the UR Housing application. UR Housing staff would work with the Alumni engagement office to confirm eligibility, and Housing Services would cover the cost of the award.

COST ANALYSIS

Assuming that 100 students engage in the program, the total cost to Housing Services would amount to $100,000.

Description	Award ($)	Number of participants	Total Cost
Alumni referred student	$1,000	100	$100,000

The final revenue impact of this award is difficult to assess, as it's not possible to predict how many additional students it would incentivize to live on campus, as opposed to those who were already planning to live at the University of Regina. However, **if this initiative results in 100 new students choosing UR Housing, it could generate approximately $696,400 in additional annual student housing revenue, at a cost of $100,000.***

**Based on accommodation rate for 2 terms in a 4-bedroom unit.*

RETURNING STUDENT'S LOYALTY AWARD

Award Name:	Returning Student's Loyalty Award
Partner Unit/Department:	In house
Housing Services Financial Contribution:	$1,000 per student/year

OBJECTIVE

According to the Academica Group's findings, second year and above students were more concerned about the cost of on-campus housing than first-year students. Many chose to move off-campus because they perceived it as a more affordable option. To help retain returning students, this loyalty award provides a financial benefit for those who continue living on-campus beyond their first year.

TARGET MARKET

This award targets returning residents. After completing one full year in Residence, students become eligible for a housing award applied to future rental costs. This award is credited toward their Winter term rent, provided they sign and fulfill the terms of an 8-month (or longer) housing contract.

COST ANALYSIS

In the 2024/25 academic year, 343 returning students lived on campus, accounting for approximately 35% of total occupancy. This represents an increase from 211 returning students (27%) in 2022-23 and 316 returning students (32%) in 2023-24. While the primary goal of this award is to capitalize on this growing market and encourage even more students to remain in on-campus housing, all returning residents would be eligible to receive it. If the award successfully attracts an additional 50 students to stay on-campus, the total eligibility could increase to approximately 400 students.

Description	Award ($)	Number of participants	Total Cost
Returning Residents	$1,000	400	$400,000

If this initiative encourages 50 additional students to remain in UR Housing, it could increase our total annual student occupancy and generate an estimated $348,200 in additional housing revenue. This would come at a total program cost of $400,000.

**Based on accommodation rate for 2 terms in a 4-bedroom unit.*

COUNSELOR'S PICK AWARD

Award Name:	Counselor's Pick Award
Partner Unit/Department:	Enrolment Services
Housing Services Financial Contribution:	$1,000 per student/year

OBJECTIVE

High school counselors are trusted advisors who play a key role in guiding students through their post-secondary decisions. This award is designed to empower counselors with a tangible incentive they can offer to students. This will hopefully strengthen their ability to recommend the University of Regina as a compelling option, especially for students considering multiple post-secondary options.

Beyond supporting individual students, this initiative helps deepen the University of Regina's relationships with counselors, providing them with a valuable tool to help students overcome financial barriers to post-secondary education. In doing so, it also contributes to positive institutional branding and reinforces the University's commitment to accessibility and student success.

TARGET MARKET

This award targets new domestic high school students who are considering the UofR as a post-secondary option. Counselors would be given a $1,000 award that they can distribute independently. They would then report back to the University with the name of the participating student. The student must sign a 2-term (minimum) contract with Housing, and the award will be distributed in the 2nd term.

COST ANALYSIS

There are over 400 high schools in Saskatchewan. Many of these high schools are strong advocates of the University. We will start with 100 awards to our advocate counselors. We will expand if we see a healthy uptake and usage of the award.

Description	Award ($)	Number of participants	Total Cost
New High School Student Participants	$1,000	100	$100,000

The final revenue impact of this award is difficult to assess, as it's not possible to predict how many additional students it would incentivize to live on campus, as opposed to those who were already planning to live at the University of Regina. However, **if this initiative encourages 100 students to live in UR Housing, it could generate an estimated $696,400 in additional housing revenue. This would come at a total program cost of $100,000 or $6963, on average net per student.**

**Based on accommodation rate for 2 terms in a 4-bedroom unit.*

OPERATIONAL IMPROVEMENTS

Historical data suggests that on-campus housing demand at the University of Regina typically peaks around 1,000 students. To further enhance occupancy rates beyond this peak, exploring opportunities within non-traditional student rental markets may be beneficial. Below, we outline three potential initiatives aimed at increasing student occupancy and improving on-campus housing satisfaction and utilization.

12-MONTH CONTRACTS

Currently, Housing Services provides students with an 8-month contract aligned with the fall/winter academic year. Those wishing to remain in residence for the spring/summer term must submit a separate application and pay additional fees. Introducing a 12-month lease option for students planning to stay year-round would offer greater stability in their living arrangements. This approach also better reflects the traditional leasing practices of off-campus housing providers, reducing the need for students to reapply every 4–8 months

Costs: There will be modifications required to our current systems and processes to accommodate 12-month leases.

Benefits: 12-month contracts would provide a level of consistent occupancy throughout the year. Students who are committed to staying year-round would benefit from the added stability of a longer contract term.

Considerations: The uptake of 12-month contracts may be lower than anticipated, which could impact our revenue projections. Additionally, students will still have the option to cancel their contract for medical or academic reasons, which would negate any potential positive benefits of a longer contract term. Finally, managing a more complex contract system may require additional resources or staffing.

MIXED-USE HOUSING

Some students choose to leave on-campus housing, even when they prefer to stay, in order to live with non-student friends. Currently, both students (with student contracts) and non-students (with hospitality contracts) reside on campus, but they are assigned to separate areas. By adopting a more flexible room assignment process, we could better accommodate all residents' needs and facilitate mixed placements.

Costs: There will be modifications required to our current systems and processes to accommodate the different contract types.

Benefits: This change may facilitate greater incentive for students to stay on campus, if they are able to live with their non-student friends. This may help us to increase overall occupancy with minimal associated costs.

Considerations: We currently accommodate short-term non-student and non-traditional student guests through Hospitality Services. All guests are held to the same Housing community standards as our student residents, which keeps associated risks low.

That said, we recognize the importance of maintaining a positive living experience for all residents. While the presence of non-students poses minimal operational risk, there is a potential for concern if students are housed alongside non-student guests. To mitigate this, careful attention will be given to room placements, with clear communication and mutual agreement ensuring all parties are comfortable with the arrangement.

FAMILY HOUSING

Building upon the Mixed-Use Housing initiative, Family Housing would offer affordable accommodation options, both furnished and unfurnished, for students with families. This initiative aims to support mature students relocating to Regina with partners, spouses, and/or children by providing convenient on-campus living arrangements.

A key distinction of this initiative from traditional mixed housing is the rental structure: family housing units would be rented as entire units rather than by individual bedrooms. This approach aligns with standard rental practices for family accommodation and offers several potential benefits.

- **Privacy and Comfort:** Families would have exclusive access to entire units, ensuring a private and comfortable living environment suitable for family life.
- **Simplified Leasing:** Renting by unit streamlines the leasing process, making it more straightforward for families to secure housing without the complexities of shared-bedroom arrangements.
- **Enhanced Community Integration:** Providing family-oriented housing fosters a diverse residential community, enriching the campus environment and offering support networks for students with families.

Costs: By shifting to renting full units rather than individual bedrooms, pricing will need to be adjusted to remain competitive—meaning unit rates will be slightly lower than the total of separate room rentals. While this results in a small decrease in revenue per unit, the ability to attract more bookings and improve overall occupancy can more than offset this difference, leading to a stronger financial position over time. This strategy balances affordability with the goal of maximizing space utilization across the year.

Benefits: By implementing this initiative, the University of Regina can better accommodate the diverse needs of its student population, promoting inclusivity and supporting students in balancing academic pursuits with family responsibilities.

Considerations: Previous efforts to introduce family housing have faced resistance, primarily due to concerns about having children living on campus. To move forward responsibly, this aspect would require further exploration to fully assess the potential risks and implications of allowing minors to reside in campus housing on a long-term basis as part of a family housing model. Additionally, managing a more complex contract system may require additional resources or staffing.

STRATEGIC PARTNERSHIPS

Strategic partnerships play a critical role in supporting the growth and sustainability of campus housing. Collaborating with other post-secondary institutions and employee groups presents an opportunity to diversify our resident population and increase year-round occupancy. These partnerships can help maximize the use of our existing housing infrastructure while aligning with broader institutional goals related to accessibility, retention, and student experience. Below, we outline two key partnership opportunities designed to support growth in student occupancy and strengthen long-term housing sustainability.

SASKATCHEWAN POLYTECHNIC PARTNERSHIP

We are looking to establish a formal institutional partnership with Saskatchewan Polytechnic aimed at increasing the number of their students who live in our Residence throughout the year. This agreement would be tailored to meet the specific needs of Saskatchewan Polytechnic students, including term-specific housing arrangements. Additionally, we would offer Saskatchewan Polytechnic a level of ownership over the décor and branding of designated residence spaces, allowing for a stronger institutional presence within our operation.

By aligning our services with their unique student needs, we can provide a more viable and appealing housing option for Saskatchewan Polytechnic students, while also increasing our overall student occupancy. This collaboration would not only support the success of their students but also strengthen the ties between our institutions.

Costs: There would be minimal costs associated with enhanced marketing and recruitment of these students.

Benefits: Saskatchewan Polytechnic students are already eligible to live in our student housing. In the 2024-25 academic year, 20 Saskatchewan Polytechnic students resided in our buildings. Formalizing a partnership would enhance our ability to tap into this already existing market, as these students naturally meet our eligibility requirements by being enrolled in a post-secondary institution. Moreover, the partnership would require minimal administrative work, making it a highly efficient opportunity for both institutions.

Considerations: To best support students, a formal agreement is essential to facilitate service and information sharing between our institutions. This collaboration would provide several key benefits, such as:

- Reporting potential wellness concerns that may require additional support from Saskatchewan Polytechnic, and
- Allowing students access to counseling, athletic services, and/or other campus resources, enhancing the value of Residence living for them, and further promoting its appeal.

EMPLOYEE HOUSING- DISCOUNT AND PARTNERSHIP

Most faculty and staff at the University may not be aware that accommodation is available to them on both a short-term basis, and a long-term basis. Situations where employees may need temporary on-campus accommodations include:

- Home renovations or relocation due to household emergencies (ie. fire, flood, etc.)
- Additional accommodations for visiting friends or family
- Weather related delays for commuting staff
- Family emergencies requiring alternate housing
- Newly hired staff who haven't yet secured permanent accommodations in the city

Partnering with Human Resources, we could include an on-campus housing option when we make offers of employment to out-of-town candidates. The University could even provide rental assistance in the relocation package.

Costs: There would be minimal costs associated with enhanced marketing of this program.

Benefits: We have the opportunity to increase revenue while offering a safe and secure housing option for staff who may need temporary accommodation in emergencies or simply require an affordable place to stay when visiting friends and family. Additionally, this could support employee recruitment by including housing as a valuable component in relocation packages for new staff and faculty.

Considerations: Similar to family housing, eligibility criteria for employees wishing to participate in the housing program will need to be carefully defined. For example, guidelines must be established regarding whether staff members are permitted to live with their children or dependents. Since units will be rented as a whole, it's essential to determine a reasonable per-unit cost that is both affordable for employees and financially sustainable for the university. Finally, consideration should be given to whether the housing program should serve as a long-term benefit or as a temporary solution for new staff.

CONCLUSION

In conclusion, the initiatives outlined in this report reflect a thoughtful and data-driven approach to enhancing occupancy, increasing revenue, and strengthening our housing offerings. By addressing common myths and focusing on targeted incentive programs like the Really Big Deal Discount, along with new proposed awards, we are positioning ourselves to meet the evolving needs of students. Additionally, operational improvements, such as the introduction of 12-month contracts and mixed-use housing, offer potential for growth. Strategic partnerships, particularly with Saskatchewan Polytechnic and employee housing programs, provide further opportunities for collaboration and revenue generation. Moving forward, our recommendations will help ensure that we continue to offer exceptional housing options while aligning with the university's broader strategic goals. We look forward to receiving your feedback and approval so we can proceed with these initiatives.