AGENDA

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EXECUTIVE OF COUNCIL

Date: 19 November 2028
To: Executive of Council
From: Glenys Sylvestre, Chief Governance Officer and University Secretary
Re: Meeting of 25 November 2026

A meeting of Executive of Council is scheduled for 25 November 2026, 2:30 p.m. - 4:30 p.m. in the Administration Humanities Building, Fifth Floor Boardroom, 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 choose to attend as guests.

Time	Tab No.	Tab	Item Name
2:30 PM	1	Call to Order	Call to Order
	2	Agenda	Approval of the Agenda
	3	Minutes	Approval of the Minutes of 28 October 2026
	4	Business Arising	Business Arising from the Minutes
2:35 PM	5	Verbal Updates and Reports	
	5.1	Information Item	President's Report
	5.2	Information Item	University Secretary's Report
3:00 PM	6	Academic Items	
	6.1	Decision Item	Item(s) from the Council Committee on Undergraduate Admissions and Studies
	6.2	Decision Item	Item(s) from the Council Committee on the Faculty of Graduate Studies and Research
	6.3	Decision Item	Item(s) from the Council Committee on Student Appeals
3:45 PM	7	*In Camera Session*	
	7.1	Graduand Lists	
	7.1.1		Approval of the Graduand Lists
	7.1.2		Correction of Errors to Previously Approved Graduate Lists
	7.2	Decision Item	Item(s) from the Joint Committee of Senate and Council on Ceremonies
4:00 PM	8	Other Business	
	8.1	Information Item	Reports from Faculties, Academic Units, and Federated Colleges
4:30 PM	9	Adjournment	

Note: Next Meeting of Executive of Council – 2:30 p.m., Wednesday, 27 January 2027

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.1 Program Revision – Open Electives and Natural Science Electives in Software Systems Engineering Program

MOTION: That CHEM 100, CHEM 101, PHYS 103, MATH 101, MATH 102, MATH 103, CS 100, STAT 100, STAT 160, and STAT 200 cannot be used for credit as an open elective or as a natural science elective in the Software System Engineering program, effective 202720.

Rationale:

The listed courses are introductory courses typically offered at the high school level, serve as alternate prerequisites for core program courses, or are comparable in scope and content to core program courses.

(end of Motion)

1.2 Program Revision – Faculty of Engineering and Applied Science Co-operative Education Program

MOTION: That the Faculty of Engineering and Applied Science Co-operative Education Program regulations be revised, effective 202720.

Sequencing

~~Normally,~~ Students must complete the first work term before study term ~~5~~ 6, the second before study term ~~6~~ 7, and the third before study term ~~7~~ 8, ~~and the fourth before study term 8~~. Changes to this sequencing (e.g. double work terms) must be made in consultation with the ~~Director, Co-op Work Study Programs~~ Associate Dean Academic for approval.

Admission

- have completed or been given credit for no less than 42 and no more than ~~63~~ 78 credit hours towards the Systems Engineering degree (students are expected to have successfully completed the first four terms of the Systems Engineering program before going on a first work term);
- have completed or been given credit for ENGL 100, ENGG 123, ~~and~~ ENGG 100, ENGG 140, and required program- specific Terms 3 and 4 classes.

Withdrawal

- Students who complete more than ~~63~~ 78 credit hours towards the Systems Engineering degree without obtaining a obtaining a work placement are no longer eligible for the Cooperative Education program and will be withdrawn.

Progress

Students will be registered by the ~~faculty~~ Co-op Advisor for ~~four~~ three work terms and an optional fourth work term, if applicable, designated ENGG 051 through ENGG 054, which are graded on a pass/fail basis. At the end of each work term, students must submit a work term report to the Faculty of Engineering, which will be evaluated. Students will submit work term reports according to the following schedule: an experiential report for the first work term (ENGG 051), an experiential report for the second work term (ENGG 052), and a technical report for the third work term (ENGG 053).

Students who complete an optional fourth work term (ENGG 054) will have the option to submit either a technical or an experiential report. If the content of the ~~work term~~ technical report is deemed to be confidential or proprietary, the employer may request to evaluate the report in-house. The request should be in the form of a signed letter from an engineering supervisor, addressed to the ~~Director, Co-op Work Study Programs~~ Associate Dean Academic, on company letterhead with the supervisor's position/title clearly stated and including an explanation of the necessity for a confidential report. Permission should be requested one month before the end of the work term. ~~However, the ENGG 051 work term report cannot be confidential, and the student is permitted only two confidential reports in total.~~

Employers will provide an informal evaluation of student performance during the job-site visit (normally midway through the work term) and a formal evaluation at the end of the work term. A "Pass" grade requires both an acceptable work term report and an acceptable employer evaluation.

Rationale:

The aim is to revise the co-op admission and withdrawal criteria, clarify program sequencing, progression requirements, and evaluation guidelines, and to revise end-of-term reporting requirements to better align with students' progressively developing knowledge, skills, and work experience across each work term.

The proposed change allows students to begin applying for their first work term later in their program than the current schedule permits. It aligns with the reduction in mandatory work terms from four to three, while still providing students with the opportunity to complete all three required work terms. Overall, the change provides greater flexibility within the co-op program. The proposed change also updates the signing authority to reflect current Co-operative Education Program practices.

The proposed change to the maximum credit hours aligns with the changes outlined in the Sequencing section above ENGG 140 and the required program-specific Term 3 and 4 courses are already considered as part of the current eligibility review. Adding these requirements to the Undergraduate Calendar provides greater transparency and clarity for students
The proposed change reflects the nature and level of work experience typically gained during the first and, in some cases, second term. The committee believes that the technical report is more appropriately placed in the final work term, when students have gained the knowledge, skills, and experience needed to effectively report on an engineering problem. The proposed change also updates the signing authority to reflect current Co-operative Education Program practices.

(end of Motion)

1.3 Program Revision – Faculty of Engineering and Applied Science Internship Program

MOTION: That the Faculty of Engineering and Applied Science Internship Program regulations be revised, effective 202720.

Sequencing

The Co-operative Internship Program consists of a single, consecutive 12- or 16-month placement, **beginning in May (16-month) or September (12-month). The internship placement is** normally ~~taken~~ completed between academic terms 7 and 8 and followed by a minimum of ~~15~~ 30 credit hours toward the Systems Engineering program.

Progress

Students will be registered by ~~a staff member~~ **the Co-op** Advisor for three or four consecutive 4-month Co-operative Internship terms, ENGG 071 through ENGG 074, which are graded on a pass/fail basis each term. The grade is assigned by **the Co-op advisor and approved by the Associate Dean Academic**, based on an acceptable term report submitted by the student and an acceptable employer evaluation. **Students will submit work term reports according to the following schedule: an experiential report for the first work term (ENGG 071), an experiential report for the second work term (ENGG 072), and a technical report for the third work term (ENGG 073). Students who complete a fourth work term (ENGG 074) will have the option to submit either a technical or an experiential report. If the content of the technical report is deemed to be confidential or proprietary, the employer may request to evaluate the report in-house. The request should be in the form of a signed letter from an engineering supervisor, addressed to the Associate Dean Academic, on company letterhead with the supervisor's position/title clearly stated and including an explanation of the necessity for a confidential report. Permission should be requested one month before the end of the work term.** ~~If the analytical content of the students' reports is deemed to be confidential or proprietary, the employer should contact the Director, Co-op Work Study one month before the end of each internship term to discuss alternative methods of evaluation.~~ The student must receive a "P" grade in all registered internship terms to receive the Internship designation.

Withdrawal

Students who are admitted into the Co-operative Internship program are expected to complete the program; however, ~~under~~ special circumstances, a student may withdraw voluntarily or be withdrawn by the ~~Director, Co-op Work Study Programs~~ **Associate Dean Academic**. Students who withdraw or are required to withdraw will normally not be re- admitted to the Co-operative Internship program.

Under exceptional circumstances, a student who has progressed beyond the two-month probationary period may request withdrawal from the internship. Such requests must be made, in writing and with supporting documentation from the employer and any other relevant source to ~~the Dean of the Faculty of Engineering and Applied Science, after consultation with the Director, Co-op Work Study Programs~~ **Associate Dean Academic and** the Co-op Office.

Students who complete more than ~~120~~ **108** credit hours towards the Systems Engineering degree without obtaining an internship placement are no longer eligible for the Co-operative Internship

Rationale:

To revise the Internship admission and withdrawal criteria, clarify program sequencing, progression requirements, and evaluation guidelines, and to revise end-of-term reporting requirements to better align with students' progressively developing knowledge, skills, and work experience across each work term.

Additional rationale is provided for each section of Co-operative Education Internship Program. The Internship Program follows established cycles that align with the Faculty of Engineering program's academic pathways and allow students to progress through their studies in a logical, sequential manner that builds their knowledge and skills. The current internship cycles support this progression.

When students undertake internship work terms outside of the established cycles, their academic pathway and program of study become increasingly fragmented.

The proposed changes reflect the progressive nature of the 12- or 16-month Internship placement. The initial period of the internship is typically focused on workplace orientation, training, and onboarding, with students having limited exposure to engineering scope, design, or complex engineering problems.

The proposed change updates the signing authority to reflect current Co-operative Education Program practices. The proposed withdrawal change aligns with motion and supports the academic progression of students in the Systems Engineering program. Students who do not secure an internship placement beginning in May or September should progress to Year 4 rather than delay their academic studies while continuing to seek a placement. The Internship Program is designed to be completed between Terms 7 and 8, before Year 4, with a minimum of 30 credit hours remaining upon completion of the internship. The 108-credit-hour limit supports this established program sequence and allows students to progress naturally through their degree.

(end of Motion)

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2. FACULTY OF SCIENCE

2.1 Program Revision – ACAD 100 in Faculty of Science Programs

MOTION: To revise the conditions under which ACAD 100 is accepted for credit towards Faculty of Science programs, effective 202720.

2026-2027 University of Regina Undergraduate Calendar (p. 291 online version)

Elective Courses
The Faculty of Science does not accept the following courses toward credit in any certificate, diploma, or degree program in Science:

- Courses with course number of the form 0XX
- UNIV 100, UNIV 101, or UNIV 110
- Science 101 or Science 105
- RDWT 120 (permitted in the BA&Sc)
- KIN 101
- EAP 100

ACAD 100 may be used as an open elective only if ~~it is taken within the first 45 credit hours at the University of Regina.~~ the student has completed fewer than 45.0 credit hours, including both University of Regina and transfer credit, before enrolling in the course.

Rationale:

ACAD 100 is intended primarily for students who have limited experience with university-level study. Under the current wording, students admitted with a substantial amount of transfer credit may still use

ACAD 100 toward a Faculty of Science program provided that they take it within their first 45.0 credit hours completed at the University of Regina. The proposed revision ensures that the 45.0- credit-hour limit is based on a student's total completed university-level credit rather than only on credit completed at the University of Regina.

(end of Motion)

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3. REGISTRAR'S OFFICE

3.1 Program Revision – Academic Recovery Program

MOTION: To move ACAD 100 as a registration requirement for the Academic Recovery Program from term two to term one of the program, effective 202720.

2026-2027 Undergraduate Calendar, p.66

Academic Recovery Program Requirements	
Term 1	**Term 2**
SSW ACT * (6 equated credit hours) - required	SSW ACT* (6 equated credit hours) - required
~~One Course (3 credit hours) – required~~ **ACAD 100 (3 credit hours) - required**	~~ACAD 100 (3 credit hours) – required~~ **One Course (3 Credit hours) required**
One Course (3 credit hours) - optional	One Course (3 credit hours) - optional
	One Course (3 credit hours) - optional
*SSW ACT is a pass/fail zero-credit course required for students enrolled in ARP. There are weekly mandatory sessions and attendance is required. The course provides tools and strategies for academic success.	
A minimum of 3 credit hours per term is required. If a student has already passed ACAD 100, another course may be substituted.	

Rationale:

The Academic Recovery Program (ARP) is a two-term program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students will take credit courses and participate in other activities designed to help them succeed academically. pp 66-67, 2026-2027 Undergraduate Calendar

ACAD 100 – Academic Discourse: Writing, Research, and Learning Strategies provides students with tools for successful communication across the disciplines by emphasizing elements of effective writing and academic research. Topics include rhetorical considerations for effective writing, process-oriented

writing and revision, critical reading skills, approaches to group collaboration, research tools, bibliographies, academic integrity, and citation methods. Course Catalogue, 2027 Course Description.

The current registration requirements include ACAD 100 in the second term of the Academic Recovery Program. The tools that students acquire in ACAD 100 prepare them for success in their credit courses both during and after the program. Acquiring these tools in the first term of the program gives Academic Recovery Students an opportunity to apply the skills in their credit courses while in a supportive academic environment and then continue to apply them in that same environment as they focus on the credit courses in their program and plan to return to full-time study with their faculty.

To ensure that students maintain full-time student status, one of the optional credit course classes in term 2 will need to be changes to required. SSW ACT is a non-credit course that is equivalent to 6 credit hours. As a result, SSW ACT and one credit course is the equivalent to 9 credit hours meeting the full-time requirement for international students.

In preparation for the motion, faculties and Federated Colleges with students in the Academic Recovery Program were contacted to determine if there would be support for this change. Positive support for the proposed change was received from Engineering and Applied Science, Science, Kinesiology and Health Studies, Social Work, and CCE.

(end of Motion)

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4. TRANSNATIONAL EDUCATION PROGRAMS

4.1 Faculty of Science

The transnational education (TNE) motions presented by the Faculty of Science were reviewed and approved by the Council Committee on Academic Mission at its October 5, 2026 meeting, and are to be reviewed by the Council Committee on Budget at its December 7, 2026 meeting. The Council Committee on Undergraduate Admissions and Studies passed motions 4.1.1 and 4.1.2 at its November 4, 2026 meeting with 70% voting in favour.

4.1.1 New Program – Bachelor of Science in Digital Intelligence

MOTION: To create a Bachelor of Science (BSc) in Digital Intelligence, offered in partnership with Shandong University of Finance and Economics (SDUFE) in China, effective 202730.

Rationale:

With Immigration, Refugees and Citizenship Canada (IRCC) regulations negatively affecting the number of international students who can study with us in person, combined with an increased desire among students in China to obtain a Western education while remaining at home, this program provides a new avenue for us to deliver our courses to an international market.

This program is functionally equivalent to the existing Bachelor of Science in Data Science program, which is jointly delivered by the Department of Computer Science and the Department of Mathematics & Statistics. The new program adapts that curriculum to account for the courses that will be taught by SDUFE.

Please see Attachment A for further information on the BSc in Digital Intelligence.

(end of Motion)

4.1.2 New Program – Bachelor of Science in Intelligent Science and Technology

MOTION: To create a Bachelor of Science (BSc) in Intelligent Science and Technology, offered in partnership with Shandong University of Finance and Economics (SDUFE) in China, effective 202730.

Rationale:

With Immigration, Refugees, and Citizenship Canada (IRCC) regulations negatively affecting the number of international students who can study with us in person, combined with an increased desire among students in China to obtain a Western education while remaining at home, this program provides a new avenue for us to deliver our courses to an international market.

This program is functionally equivalent to the existing Bachelor of Science in Computer Science program delivered by the Department of Computer Science. The new program is being created to account for the courses that will be taught by SDUFE. Like our existing Bachelor of Science in Computer Science Curriculum 2023. A unique aspect of the program is that, wherever possible, course assignments and projects will be aligned with the strengths in finance and economics of our partner university in China.

Please see Attachment B for further information on the BSc in Intelligent Science and Technology.

(end of Motion)

4.2 Faculty of Engineering and Applied Science

The transnational education (TNE) motions for the Faculty of Engineering and Applied Science are set to be reviewed by the Council Committee on Academic Mission and Council Committee on Budget at their December 7, 2026 meeting. The Council Committee on Undergraduate Admissions and Studies passed motion 4.1.1 at its November 4, 2026 meeting with 60% voting in favour, and motions 4.2.2, 4.2.3 and 4.2.4. with 70% voting in favour.

4.2.1 New Degree – Bachelor of Engineering

MOTION: To create a new undergraduate degree program, Bachelor of Engineering (B.Eng) for transnational education (TNE) programs (4+0), effective 202730.

Rationale:

The Bachelor of Engineering (B.Eng) degree better aligns with the engineering degree typically awarded in China, and it provides a distinction between the new TNE 4+0 Bachelor of Engineering degree programs and the existing Bachelor of Applied Science engineering programs accredited in Canada.

(end of Motion)

4.2.2 New Program – Bachelor of Engineering in Electronic and Information Engineering

MOTION: To create a Bachelor of Engineering (B. Eng) in Electronic and Information Engineering, offered in partnership with Xi'an Shiyou (Petroleum) University (XSYU) in China, effective 202730.

Rationale:

With Immigration, Refugees and Citizenship Canada (IRCC) regulations negatively affecting the number of international students who can study with us in person, combined with an increased desire among students in China to obtain a Western education while remaining at home, this program provides a new avenue for us to deliver our courses to an international market.

This program is designed given the strengths in electronic and information engineering at the University of Regina and XSYU. The Faculty of Engineering and Applied Science will deliver existing courses in general engineering, electronic systems engineering, and software systems engineering. The Faculty of Engineering and Applied Science does not intend to pursue Canadian accreditation for this program at its initial launch, and the creation of this degree program will not jeopardize the status of our existing accredited programs.

Please see Attachment C for further information on the B. Eng in Electronic and Information Engineering.

(end of Motion)

4.2.3 New Program – Bachelor of Engineering in Petroleum Engineering

MOTION: To create a Bachelor of Engineering (B. Eng) in Petroleum Engineering, offered in partnership with Xi'an Shiyou (Petroleum) University (XYSU) in China, effective 202730.

Rationale:

With Immigration, Refugees and Citizenship Canada (IRCC) regulations negatively affecting the number of international students who can study with us in person, combined with an increased desire among students in China to obtain a Western education while remaining at home, this program provides a new avenue for us to deliver our courses to an international market.

This program is designed given the strengths in petroleum engineering at the University of Regina and XSYU. The Faculty of Engineering and Applied Science will deliver existing courses in general engineering, petroleum systems engineering, energy systems engineering, and environmental systems engineering. The Faculty of Engineering and Applied Science does not intend to pursue Canadian accreditation for this program at its initial launch, and the creation of this degree program will not jeopardize the status of our existing accredited programs.

Please see Attachment D for further information on the B. Eng in Petroleum Engineering

(end of Motion)

4.2.4 New Program – Bachelor of Engineering in Software Engineering

MOTION: To create a Bachelor of Engineering (B. Eng) in Software Engineering, offered in partnership with Shandong University of Finance and Economics (SDUFE) in China, effective 202730.

Rationale:

With Immigration, Refugees and Citizenship Canada (IRCC) regulations negatively affecting the number of international students who can study with us in person, combined with an increased desire among students in China to obtain a Western education while remaining at home, this program provides a new avenue for us to deliver our courses to an international market.

This program is designed given strengths in software engineering at the University of Regina and SDUFE. The Faculty of Engineering and Applied Science will deliver existing courses in general engineering, electronic systems engineering, environmental systems engineering, and software systems engineering. The Faculty of Engineering and Applied Science does not intend to pursue Canadian accreditation for this program at its initial launch, and the creation of this degree program will not jeopardize the status of our existing accredited programs.

Please see Attachment E for further information on the B. Eng in Software Engineering.

(end of Motion)

ATTACHMENT A

Transnational Education (TNE) New Bachelor's Degree Proposal

Section 1: Proposal Overview

Program Name:	Bachelor of Science in Digital Intelligence
Credential Awarded:	Bachelor of Science
Credential Type:	Baccalaureate
Proposed Effective Date:	202730

Section 2: Proposed Program of Study

PROGRAM DESCRIPTION:

Please provide a 3-4 sentence description of the program.

The BSc in Digital Intelligence program is functionally equivalent to the BSc in Data Science, jointly delivered by the Department of Computer Science and the Department of Mathematics & Statistics. It draws on coursework in Computer Science, Mathematics, and Statistics. The program adapts the existing curriculum to incorporate courses delivered by SDUFE within the transnational partnership.

DESCRIBE THE LEARNING OUTCOMES:

To develop skills in Mathematics, Statistics, and Computer Science within a Canadian university education framework, providing additional value to a standard Chinese-delivered undergraduate program.

WHAT ARE THE KEY OBJECTIVES AND/OR GOALS OF THIS PROGRAM:

- To allow the University of Regina to continue delivering quality programs to international students
- To establish research connections and collaborations between the two institutions
- To create a pool of potential graduate students who may pursue graduate studies and research with us

HOW WILL THE PROGRAM BE DELIVERED:

Shandong University of Finance and Economics (SDUFE) will offer its portion of the program, and the University of Regina will offer the agreed-upon courses in person.

ARE THERE ANY IMPACTS TO CURRENT PROGRAMS OFFERED BY YOUR FACULTY:

The courses taught at SDUFE will be delivered as teaching overloads or covered by sessional instructors. As the courses already exist, no additional space or scheduling resources will be required on the University of Regina campus.

ARE THERE ANY IMPACTS TO ACCREDITATION FOR YOUR FACULTY:

No.

Section 3: Enrolment Planning

Proposed Enrolment	Total Headcount	Annual Enrolment	Anticipated # of graduates
Year 1	120	120	0
Year 2	240	120	0
Year 3	360	120	0
Year 4	480	120	120
Year 5	480	120	120
Year 6	480	120	120
Year 7	360	0	120
Year 8	240	0	120
Year 9	120	0	120

Section 4: Program Requirements

Section 4.1: Program Template

Please provide the program template for this program, including all course names, credit hours, and minimum Major GPA, and PGPA requirements.

Bachelor of Science in Digital Intelligence

Credit Requirement	Course Name
3	Programming of Advanced Language I (for URegina CS 110)
3	Programming of Advanced Language II (for URegina CS 115)
3	Python Programming (for URegina CS 165)
3	Computer Organization and Architecture (for URegina CS 201)
3	Data Structure (for URegina CS 210)
3	CS 220 - Theoretical Foundations
3	CS 265 - Introduction to Data Science
3	CS 320 Artificial Intelligence
3	CS 321 Machine Learning

3	Operating System (for URegina CS 330)

3	CS 335 Computer Networks
3	CS 340 Advanced Data Structures and Algorithm Design
3	CS 365 Data Wrangling
3	CS 375 Database and Information Retrieval
3	CS 437 Information Visualization
3	CS 465 Data Mining and Knowledge Discovery
3	Natural Language Processing (for URegina CS 490BH)
3	Neural Networks and Deep Learning (for URegina CS 490DH)
3	CS 496 Data Science Capstone
3	Advanced Mathematics I (for URegina MATH 110）
4	Advanced Mathematics II (for URegina MATH 111)
3	Linear Algebra (for URegina MATH 122)
3	MATH 221 Introduction to Proofs and Problem Solving
3	MATH/CS 261 Methods in Numerical Analysis
3	Introductory Statistics (for URegina STAT 160)
3	STAT 252 Introduction to Statistical Inference
3	Introduction to Probability (for URegina STAT/MATH 251 and 351)
3	STAT 300 Statistical Learning and Predictive Modelling
3	STAT 301 Introduction to Statistical Computing
3	STAT 354 Linear Statistical Models
3	STAT 418 - Time Series Analysis and Forecasting

3	STAT 426 Survival Analysis
98	Total
2	Current Situation and Policy
3	Ideology and Morality and Rule of Law
1	Course for College Students' Growth and Development
2	Military Theories
2	The Traditional Culture of China
4	College English I (for URegina ENGL 100)
3	Outline of Modern Chinese History
3	College English II (for URegina ENGL 110)
1	College Students' Mental Health Education
3	Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics
3	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for A New Era
3	College Physics I (for URegina PHYS 109）
3	Principles of Marxism
3	College Physics II (for URegina PHYS 112）
4	Physical Education
1	History of Communist Party
1	Labor and Protection of Workers' Rights and Interests
3	Introduction to Economics
2	Brief History of Western Music
2	New Media Art Aesthetics
147	Total

Section 4.2: Course Descriptions

Please provide the course descriptions for each course offered in this program. Please include the offering institution.

Please find all SDUFE syllabi in the linked PDF.

Course Name	Course Description	Offered by
Programming of Advanced Language I (for URegina CS 110)	SDUFE Syllabi.pdf	SDUFE

Programming of Advanced Language II (for URegina CS 115)	SDUFE Syllabi.pdf	SDUFE
Python Programming (for URegina CS 165)	SDUFE Syllabi.pdf	SDUFE
Computer Organization and Architecture (for URegina CS 201)	SDUFE Syllabi.pdf	SDUFE
Data Structure (for URegina CS 210)	SDUFE Syllabi.pdf	SDUFE
CS 220 - Theoretical Foundations	Finite and discrete algebraic structures relating to computers; sets, functions, relations. Machine-oriented logic. Combinatorial problems and algorithms. Finite automata and formal language theory. ***Prerequisite: CS 210, MATH 221 and STAT 160 or STAT 200.*** *Note: Students will receive credit for either CS 310 or CS 220.*	URegina

CS 265 - Introduction to Data Science	This course introduces data science including current programming languages and libraries for performing data analysis. Topics include data exploration and preparation, data visualization and presentation, computing with data, and an introduction to data modeling and predictive analysis. Technical and communication skills used by data scientists will be introduced. ***Prerequisites: CS 110 and STAT 160.***	URegina
CS 320 Artificial Intelligence	Foundations and main methods of Artificial	URegina

	Intelligence. Problem characteristics and spaces. Search and optimization techniques with a focus on uninformed and heuristic algorithms. Two player games and constraint satisfaction. Modelling and simulation. Comparison of logic-based, fuzzy, and probabilistic reasoning and knowledge representation methodologies. ***Prerequisite: CS 220.*** *Note: Students may only receive credit for one of CS 320 or ENSE 411 (ENSE 496AC).*	

CS 321 Machine Learning	Foundations and main methods of Artificial Intelligence. Problem characteristics and spaces. Search and optimization techniques with a focus on uninformed and heuristic algorithms. Two player games and constraint satisfaction. Modelling and simulation. Comparison of logic-based, fuzzy, and probabilistic reasoning and knowledge representation methodologies. ***Prerequisite: CS 220.*** *Note: Students may only receive credit for one of CS 320 or ENSE 411 (ENSE 496AC).*	URegina
Operating System (for URegina CS 330)	SDUFE Syllabi.pdf	SDUFE
CS 335 Computer Networks	Network architectures and protocols, networked	URegina

	applications, reliable data delivery, routing and forwarding, local area networks, resource allocation, mobility, reliability through redundancy. Security: secure design, defensive programming, threats and attacks, network security, cryptography. *** Prerequisite: CS 210 (may be taken concurrently), and STAT 160 or 200 (may be taken concurrently) ***	

CS 340 Advanced Data Structures and Algorithm Design	Fundamental algorithms: depth- and breadth-first traversals, pattern matching, and graph algorithms. Algorithmic strategies: brute-force, greedy, divide-and-conquer, backtracking, branch-and-bound, dynamic programming, and randomized. Algorithm analysis, complexity theory, performance evaluation. Parallelism: fundamentals, algorithms, communication. ***Prerequisite: CS 220.***	URegina
CS 365 Data Wrangling	Introduction to the fundamentals of data wrangling including processes of data acquisition, integration, transformation, and cleaning throughout the data life cycle. Emphasis on the importance of data quality with topics in data integrity, security, and social responsibility. Techniques for effective visualization and communication through project work. ***Prerequisite: CS 265.***	URegina

CS 375 Database and Information Retrieval	Database systems concepts, data modelling, the role of data in applications, the data lifecycle, approaches to managing large volumes of data, relational databases, NoSQL databases, query languages and construction, query processing and database management system internals, data security and privacy. ***Prerequisite: CS 210.***	URegina
CS 437 Information Visualization	Focuses on design, development, and study of interactive visualization techniques for the analysis, exploration, and explanation of abstract information. Topics covered: principles of visual perception, information data types, visual encodings of data, representations of relationships, interaction methods, evaluation techniques. ***Prerequisite: CS 215 or CS 285 and one of CS 205 or CS 315.***	URegina

CS 465 Data Mining and Knowledge Discovery	Knowledge Discovery from Data (KDD). Topics include knowledge discovery, data preparation, data warehousing, pattern mining, classification and regression, cluster analysis, outlier detection, mining complex data types. ***Prerequisite: CS 340, CS 365, and CS 375.***	URegina
Natural Language Processing (for URegina CS 490BH)	SDUFE Syllabi.pdf	SDUFE 20

Neural Networks and Deep Learning (for URegina CS 490DH)	SDUFE Syllabi.pdf	SDUFE
CS 496 Data Science Capstone		URegina
Advanced Mathematics I (for URegina MATH 110）	SDUFE Syllabi.pdf	SDUFE
Advanced Mathematics II (for URegina MATH 111)	SDUFE Syllabi.pdf	SDUFE
Linear Algebra (for URegina MATH 122)	SDUFE Syllabi.pdf	SDUFE
MATH 221 Introduction to Proofs and Problem Solving	An introductory course intended to familiarize students with mathematical reasoning and proof techniques, including direct reasoning, indirect reasoning, and mathematical induction. Topics include elementary number theory, logic, sets, functions, and relations. ***Prerequisite: Two university math courses beyond MATH 102.***	URegina
MATH/CS 261 Methods in Numerical Analysis	Topics will include number systems and errors, solutions of polynomial and other nonlinear equations, interpolation, numerical differentiation and integration, and the cubic spline. ***Prerequisite: MATH 111, MATH 122, and one of CS 110, CS 165, or STAT 165.*** *Note: Students will receive credit for only one of CS 261 or MATH 261.*	URegina
Introductory Statistics (for URegina STAT 160)	SDUFE Syllabi.pdf	SDUFE
STAT 252 Introduction to Statistical Inference	SDUFE Syllabi.pdf	URegina
Introduction to Probability (for URegina STAT/MATH 251 and 351)	SDUFE Syllabi.pdf	SDUFE

STAT 300 Statistical Learning and Predictive Modelling	Selected topics and techniques in statistical learning and predictive modeling, including linear models, logistic regression models, regression trees, classification models and statistical software. ***Prerequisite: MATH 122, STAT 252, and one of CS 110, CS 165, or STAT 165.*** *Note: Students can receive credit for only one of ACSC 300 and STAT 300.*	URegina
STAT 301 Introduction to Statistical Computing	This course aims to provide students with an introduction to statistical computing. Topics include the basics of programing for statistics, data visualization, simulation of random variables, numerical optimization, statistical inference, and selected additional topics.	URegina

	Prerequisite: MATH 122, STAT 252, and CS 265.	
STAT 354 Linear Statistical Models	Simple linear regression; multiple linear regression; diagnostics and remedial measures for regression models; remedial measures and alternative regression techniques; multicollinearity diagnostics. ***Prerequisite: MATH 122, STAT 252, and one of CS 110, CS 165 or STAT 165.***	URegina

STAT 418 - Time Series Analysis and Forecasting	This course aims to introduce various statistical models for time series and cover the main methods for analysis and forecasting. Topics include: Deterministic time series: Trends and Seasonality; Random walk models; Stationary time series: White noise processes, Autoregressive (AR), Moving Average (MA), Autoregressive Moving Average (ARMA) models; Estimation, Diagnosis and Forecasting with various time series models; computer programming for Time Series Analysis. ***Prerequisite: STAT 354*** *Note: Students may receive credit for only one of ACSC 418 or STAT 418*	URegina
STAT 426 Survival Analysis	Life tables; survival distributions; types of censoring; estimation of	URegina

	and interface for basic survival quantities; proportional hazards regression model; planning and design of clinical trials. ***Prerequisite: STAT 351.***	
Total		
Current Situation and Policy	SDUFE Syllabi.pdf	SDUFE
Ideology and Morality and Rule of Law	SDUFE Syllabi.pdf	SDUFE
Course for College Students' Growth and Development	SDUFE Syllabi.pdf	SDUFE
Military Theories	SDUFE Syllabi.pdf	SDUFE
The Traditional Culture of China	SDUFE Syllabi.pdf	SDUFE
College English I (for URegina ENGL 100)	SDUFE Syllabi.pdf	SDUFE
Outline of Modern Chinese History	SDUFE Syllabi.pdf	SDUFE

College English II (for URegina ENGL 110)	SDUFE Syllabi.pdf	SDUFE
College Students' Mental Health Education	SDUFE Syllabi.pdf	SDUFE
Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics	SDUFE Syllabi.pdf	SDUFE
Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for A New Era	SDUFE Syllabi.pdf	SDUFE
College Physics I (for URegina PHYS 109）	SDUFE Syllabi.pdf	SDUFE
Principles of Marxism	SDUFE Syllabi.pdf	SDUFE
College Physics II (for URegina PHYS 112）	SDUFE Syllabi.pdf	SDUFE
Physical Education	SDUFE Syllabi.pdf	SDUFE
History of Communist Party	SDUFE Syllabi.pdf	SDUFE
Labor and Protection of Workers' Rights and Interests	SDUFE Syllabi.pdf	SDUFE
Introduction to Economics	SDUFE Syllabi.pdf	SDUFE
Brief History of Western Music	SDUFE Syllabi.pdf	SDUFE
New Media Art Aesthetics	SDUFE Syllabi.pdf	SDUFE
Total		

Section 4.3: Courses Under Development

Are there any University of Regina courses under development for the program? If yes, please provide the course name, course description, and the expected date of approval.

There are no courses under development for the program.

Section 4.4: Admission Requirements

Please outline the admission requirements for the program in the templates below.

Admission from Non-Canadian High Schools

Non-Canadian High School Requirements	Additional Program Specific Admission Requirements
Students will be expected to meet University of Regina admission requirements as detailed in the Undergraduate Calendar, with the exception of the English Language Proficiency requirement, which will be an exit requirement.	

Admission from Universities and Colleges

New Applicants with Less than 15 Credit Hours of Post-Secondary Studies	Additional Program-Specific Admission Requirements
N/A – students will enter the program at the start as part of a cohort	

English Language Proficiency (ELP) Requirements

Students must meet the University of Regina's English Language Proficiency requirement prior to graduation.

Section 4.5: Academic Performance and Progression Requirements

Please outline the academic performance and progression (e.g. academic action) requirements for the program.

Students must remain in good academic standing in accordance with Faculty of Science standards as set out in the Undergraduate Calendar.

Section 4.6: Graduation Requirements

Please outline the graduation requirements for the program.

Students must achieve a minimum Major GPA and PGPA of 65.00%, and a minimum UGPA of 60.00%. Students must meet the University of Regina's English Language Proficiency requirement prior to graduation.

Section 4.7: Program Delivery Methods

Please outline how courses will be offered in the program.

The courses will be delivered in person.

Section 5: Implementation and Resources

Section 5.1: Program Implementation Plan

Please outline how the program is being implemented within the Faculty. A timeline for implementation may be

provided.

If the program is approved here, and by the Chinese government, the first cohort will begin their studies in Fall 2027.

Section 5.2: Staffing

As part of the agreement, the partner institution will provide student support through the program's Administrative Body. Assistance with booking tickets and reimbursement claims at the University of Regina will be handled by departmental administrative assistants as part of their typical duties. Science will most likely need to hire a term CUPE 4 position to assist with data entry during the busiest part of the program.

Section 5.2.1: Academic Staffing

Does the Faculty have sufficient faculty members to support the program? If no, how will you ensure the program is staffed sufficiently?

Faculty members interested in teaching as part of the program will be given priority. The departments offering the program will then look to PDFs, UTFs, and our pool of sessional instructors. Additional teaching resources, if required, will come from an international pool of appropriately qualified instructors selected by the relevant department to represent the University of Regina in teaching the required courses.

Are there any financial impacts associated with Faculty staffing?

The revenue-sharing agreement is expected to cover the costs associated with course overloads and the hiring of sessional instructors.

Please outline how Faculty teaching assignments are affected by this program.

Faculty members who wish to teach in this program will receive an overload stipend and funds in support of their research. Those who do not wish to teach in China will continue with their typical teaching responsibilities.

Are courses being eliminated from current offerings in order to support the teaching of this program?

No. Priority will remain with teaching students enrolled in our programs at the University of Regina.

Section 5.2.2: Administrative Staffing

Does the Faculty have sufficient administrative staff (academic advisors, student support services) to support the program? If no, how will the Faculty ensure that the program is supported administratively?

As part of the partnership, an Administrative Body at SDUFE will support students as they progress through the program. This body will connect with our Associate Dean and program chairs through an Academic Body. The University of Regina will oversee the Academic Body through an Executive Body, which will include deans and the President. In support of the program, the Registrar's Office will most likely need additional personnel to assist with graduation.

Are there any financial impacts associated with administrative staffing?

The administrative work will take place mainly at SDUFE. Should in-person meetings be required, members of the Academic and Executive Bodies will travel to China. The Registrar's Office may need a centrally funded position to support the University's efforts in transnational education.

Section 5.3: Physical and Technical Infrastructure

Are there any impacts to the physical infrastructure at the University of Regina, as a result of the creation of this program? Are there any impacts to the physical infrastructure of the partner institution that the University of Regina would be responsible for?

The partner institution is providing dedicated University of Regina-branded space for teaching. The University of Regina will not be responsible for these infrastructure costs.

Are there any financial impacts associated with the physical infrastructure?

No.

Are there any impacts to the technical infrastructure of the University of Regina as a result of the creation of this program? Are there any impacts to the technical infrastructure of the partner institution for which the University of Regina would be responsible?

No.

Are there any financial impacts associated with the technical infrastructure?

No.

Section 5.4: Information Services

What are the impacts to Information Services as a result of the creation of this program (i.e. UR Courses, UR Self-Services, Banner, Degree Audit, etc.).

We are working with the Registrar's Office and IS to ensure that all applicable legislative and institutional requirements are met.

Can these impacts be managed by Information Services?

Yes, between them and the Registrar's Office, the impacts will be manageable.

Are there any financial impacts associated with Information Services?

By planning ahead, the work in Banner and Degree Audit is expected to be manageable with current staffing levels.

Section 6: Strategic Considerations (Council Committee on Academic Mission)

Section 6.1: Strategic Plan Consideration

Please outline how this program supports the University's Strategic Plan.

Together We Learn: Through this program, we will be able to share the University of Regina's approach to experiential learning with international students.
Together, We Discover: The relationships built through the undergraduate programs will lead to graduate students joining us at the University of Regina to do research.
Together, We Build: The agreement with our partner institution builds our reputation as a trusted and reliable partner interested in long-term relationships.
Together, We Innovate: By teaching in-person at our partner institution, our instructors will be exposed to new technologies in support of teaching and research, which can then inform improvements in teaching, research, and overall service on our campus.
Are there any other strategic considerations for this program?
This new 4+0 program will allow us to engage academically strong international students.

Section 7: Budgetary Considerations

Section 7.1: Program Revenues and Expenses

The values are based on estimates and initial conversations regarding revenue sharing with the Faculty.
These are conservative estimates based on the assumption that instructors are hired from the external pool. University of Regina sessional instructors will reduce the costs, as will having more than two faculty members willing to teach in a given term.

Digital Intelligence	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Revenues									
Tuition	300000	600000	900000	1200000	1200000	1200000	900000	600000	300000
Fees	NA	NA	NA	NA	NA	NA	NA	NA	NA
External Funding Support	NA	NA	NA	NA	NA	NA	NA	NA	NA
Internal Re-allocation of Funds	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Revenues to Faculty of Science	300000	600000	900000	1200000	1200000	1200000	900000	600000	300000
Expenses									
Equipment (including IT)	NA	NA	NA	NA	NA	NA	NA	NA	NA
Faculty Recruitment	NA	NA	NA	NA	NA	NA	NA	NA	NA
Marketing and Promotions	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sessional or Limited Term Instructional Support Assuming 2 faculty will teach per year	0	125000	325000	425000	425000	425000	400000	250000	50000
Honoraria									
Travel	10000	10000	10000	10000	10000	10000	10000	10000	10000
Library Acquisitions	NA								
Other Costs (Please list)									
per diems for faculty	6300	12600	12600	12600	12600	12600	12600	12600	12600
overload stipend	10000	20000	20000	20000	20000	20000	20000	20000	20000
visa fees	200	200	200	200	200	200	200	200	200
CUPE 4 term position (staffing cost)			54280	54280					
Estimated Surplus or Deficit	273500	432200	477920	677920	732200	732200	457200	307200	207200

Please note: Tuition and fees are approved by the University of Regina Board of Governors.

Section 8: Faculty/Academic Unit Contact

Please provide the name and contact information for the lead(s) of the program (i.e. Associate Dean, Department Head, Program Chair, etc.).

Associate Dean (Student Affairs): Remus Floricel science.adsa@uregina.ca
Program Lead for Computer Science: Orland Hoeber orland.hoeber@uregina.ca
Department Head of Computer Science: Cory Butz CS.Head@uregina.ca
Acting Department Head of Mathematics and Statistics: Karen Meagher MathStat.Head@uregina.ca

ATTACHMENT B

Transnational Education (TNE) New Bachelor's Degree Proposal

Section 1: Proposal Overview

Program Name:	Bachelor of Science in Intelligent Science and Technology
Credential Awarded:	Bachelor of Science
Credential Type:	Baccalaureate
Proposed Effective Date:	202730

Section 2: Proposed Program of Study

PROGRAM DESCRIPTION:

Please provide a 3-4 sentence description of the program.

This program is functionally equivalent to the existing BSc in Computer Science delivered by the Department of Computer Science.

DESCRIBE THE LEARNING OUTCOMES:

To develop computer science skills within a Canadian university education framework, complementing a standard Chinese-delivered undergraduate program.

WHAT ARE THE KEY OBJECTIVES AND/OR GOALS OF THIS PROGRAM:

- To allow the University of Regina to continue delivering quality programs to international students
- To establish research connections and collaborations between the two institutions
- To create a pool of potential graduate students who may pursue graduate studies and research at the University of Regina

HOW WILL THE PROGRAM BE DELIVERED:

Shandong University of Finance and Economics (SDUFE) will offer its portion of the program, and the University of Regina will offer the agreed-upon courses in person.

ARE THERE ANY IMPACTS TO CURRENT PROGRAMS OFFERED BY YOUR FACULTY:

The University of Regina courses taught at SDUFE will be delivered as teaching overloads or covered by sessional instructors. As the courses already exist, no additional space or scheduling resources will be required on the University of Regina campus.

ARE THERE ANY IMPACTS TO ACCREDITATION FOR YOUR FACULTY:

No.

Section 3: Enrolment Planning

Proposed Enrolment	Total Headcount	Annual Enrolment	Anticipated # of graduates
Year 1	120	120	0
Year 2	240	120	0
Year 3	360	120	0
Year 4	480	120	120
Year 5	480	120	120
Year 6	480	120	120
Year 7	360	0	120
Year 8	240	0	120
Year 9	120	0	120

Section 4: Program Requirements

Section 4.1: Program Template

Please provide the program template for this program, including all course names, credit hours, and minimum Major GPA, and PGPA requirements.

Bachelor of Science in Intelligent Science and Technology

Credit Requirement	Course Name
3	Fundamentals of Programming (for URegina CS 110)
2	Introduction to Intelligent Science and Technology
3	Fundamentals of C++ Programming (for URegina CS 115)
3	CS 180 Human-Centred Design
3	Principles of Computer Organization (for URegina CS 201)
3	CS 210 Data Structures and Abstractions
3	CS 220 Theoretical Foundations
3	CS 280 Society, Ethics, and the Profession
3	CS 285 Web & Database Programming
3	CS 301 Digital Systems Architecture
3	CS 320 Introduction to Artificial Intelligence
3	CS 321 Machine Learning
3	CS 330 Introduction to Operating Systems

3	CS 335 Computer Networks

3	CS 340 Advanced Data Structures and Algorithms
3	CS 350 Programming Language Concepts
3	Object-oriented System Analysis and Design (for URegina CS 372)
3	CS 375 Database Systems
3	CS 435 Cybersecurity
3	CS 421 Advanced AI
3	CS 425 Computer Vision
3	CS 476 Software Development Project
3	Advanced Mathematics I (for URegina MATH 110）
4	Advanced Mathematics II (for URegina MATH 111)
3	Linear Algebra (for URegina MATH 122）
3	MATH 221 Proofs & Problem Solving
3	Principle and Application of Probability Statistics (for URegina STAT 289: STAT 160 or 200 requirement）
81	Subtotal
2	Current Situation and Policy
3	Ideology and Morality and Rule of Law
1	Course for College Students' Growth and Development (Freshman Seminar)
2	Military Theories
2	The Traditional Culture of China
4	College English I (for URegina ENGL 100)
3	College English II (for URegina ENGL 110)
3	Outline of Modern Chinese History
1	College Students' Mental Health Education
3	Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics
3	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for A New Era
3	College Physics

3	Principles of Marxism
3	Introduction to Economics

3	General Chemistry
1	History of Communist Party
4	Physical Education
1	Labor and Protection of Workers' Rights and Interests
2	New Media Art Aesthetics
2	Brief History of Western Music
2	Intelligent Data Analysis and Visualization
2	Digital Finance
2	Lecture on Scientific Research Methods
136	Total

Section 4.2: Course Descriptions

Please provide the course descriptions for each course offered in this program. Please include the offering institution.

Please find all SDUFE syllabi in the linked PDF.

Course Name	Course Description	Offered by
Fundamentals of Programming (for URegina CS 110)	SDUFE Syllabi.pdf	SDUFE
Introduction to Intelligent Science and Technology	SDUFE Syllabi.pdf	SDUFE
Fundamentals of C++ Programming (for URegina CS 115)	SDUFE Syllabi.pdf	SDUFE
CS 180 Human-Centred Design	An overview of human-centred design concepts and the fundamentals of computer graphics in the context of graphical user interfaces. Topics include understanding the user, accessibility and inclusive design, user-centred evaluation methods, graphics output, and the human vision system. ***Prerequisite: CS 110.***	URegina

Principles of Computer Organization (for URegina CS 201)	SDUFE Syllabi.pdf	SDUFE
CS 210 Data Structures and Abstractions	This course introduces data abstraction, data structures and their implementations, the basics of algorithmic analysis, and the fundamental computing algorithms. Topics include stacks, queues, heaps, recursion, Master Theorem, asymptotic notation, computational complexity, empirical performance measurement, recursion based sorting algorithms, hashing, and trees (including binary trees, B-trees, and AVL trees). *** Prerequisite: CS 115 and MATH 110 ***	URegina
CS 220 Theoretical Foundations	Finite and discrete algebraic structures relating to computers; sets, functions, relations. Machine-oriented logic. Combinatorial problems and algorithms. Finite automata and formal language theory. ***Prerequisite: CS 210, MATH 221 and STAT 160 or STAT 200.*** *Note: Students will receive credit for either CS 310 or CS 220.*	URegina

CS 280 Society, Ethics, and the Profession	This course introduces data science including current programming languages and libraries for performing data analysis. Topics include data exploration and preparation, data visualization and presentation, computing with data, and an introduction to data modeling and predictive analysis. Technical and communication skills used by data scientists will be introduced. ***Prerequisites: CS 110 and STAT 160.***	URegina
CS 285 Web & Database Programming	This course shows how interactive database--driven web applications are designed and implemented. Appropriate protocols and languages for web and database programming will be discussed, with a focus on client-server architectures, interface design, event-driven programming. information management, data modeling, database systems, APIs. model-view-controller design patterns. Comparisons to development on other specialized platforms. ***Prerequisite: CS 210 and CS 280.*** *Note: Students can only receive credit for CS 215 or CS 285.*	URegina

CS 301 Digital Systems Architecture	Latency and bandwidth, cache memory, virtual memory, data compression, fault handling. Fundamentals of I/O, interrupts, external storage, buses, networks, multimedia support. Multiprocessor and parallel architectures, parallel decomposition, pipelining, shared memory systems, interconnection networks, cache consistency, memory consistency. Computational paradigms, performance evaluation, and effect of proximity.	URegina

	*** Prerequisite: CS 201 ***	
CS 320 Introduction to Artificial Intelligence	Foundations and main methods of Artificial Intelligence. Problem characteristics and spaces. Search and optimization techniques with a focus on uninformed and heuristic algorithms. Two player games and constraint satisfaction. Modelling and simulation. Comparison of logic-based, fuzzy, and probabilistic reasoning and knowledge representation methodologies. ***Prerequisite: CS 220.*** *Note: Students may only receive credit for one of CS 320 or ENSE 411 (ENSE 496AC).*	URegina

CS 321 Machine Learning	Foundations and main methods of Artificial Intelligence. Problem characteristics and spaces. Search and optimization techniques with a focus on uninformed and heuristic algorithms. Two player games and constraint satisfaction. Modelling and simulation. Comparison of logic-based, fuzzy, and probabilistic reasoning and knowledge representation methodologies. ***Prerequisite: CS 220.*** *Note: Students may only receive credit for one of CS 320 or ENSE 411 (ENSE 496AC).*	URegina
CS 330 Introduction to Operating Systems	Overview of operating systems: functionality, and design issues. Operating system principles: structures, abstractions, APIs, resource allocation, proximity, virtualization. Concurrency: process state, context switches, process communication, synchronization. Scheduling: preemption, schedulers, processes, and threads. Memory management. Security and protection. File systems. User interface. Distributed algorithms: consensus, termination, and fault tolerance. *** Prerequisite: CS 210 ***	URegina

CS 335 Computer Networks	Network architectures and protocols, networked applications, reliable data delivery, routing and forwarding, local area networks, resource allocation, mobility, reliability through redundancy. Security: secure design, defensive programming, threats and attacks, network security, cryptography. *** Prerequisite: CS 210 (may be taken concurrently), and STAT 160 or 200 (may be taken concurrently) ***	URegina
CS 340 Advanced Data Structures and Algorithms	Fundamental algorithms: depth- and breadth-first traversals, pattern matching, and graph algorithms. Algorithmic strategies: brute-force, greedy, divide-and-conquer, backtracking, branch-and-bound, dynamic programming, and	URegina

	randomized. Algorithm analysis, complexity theory, performance evaluation. Parallelism: fundamentals, algorithms, communication. ***Prerequisite: CS 220.***	

CS 350 Programming Language Concepts	Introduction to the theory and implementation of programming languages. Functional programming: immutable data, algebraic datatypes, recursion, and higher-order functions. Type-directed development and equational reasoning. Implementation of programming languages: grammars, syntax trees, program translation, and interpreters. Semantic models of languages: substitution, environments, and mutable state, along with alternate models such as lazy evaluation or dynamic scope. ***Prerequisite: CS 220.***	URegina
Object-oriented System Analysis and Design (for URegina CS 372)	SDUFE Syllabi.pdf	SDUFE
CS 375 Database Systems	Database systems concepts, data modelling, the role of data in applications, the data lifecycle, approaches to managing large volumes of data, relational databases, NoSQL databases, query languages and construction, query processing and database management system internals, data security and privacy. ***Prerequisite: CS 210.***	URegina
CS 435 Cybersecurity	Theory and practice of digital image processing. Topics	URegina

	include fundamentals of visual perception, image formation, representation, and encoding, compression, morphological processing, harmonic analysis, neural networks, feature detection, segmentation, and pattern classification. ***Prerequisite: CS 340, MATH 110, and MATH 122.***	
CS 421 Advanced AI	Advanced Artificial Intelligence approaches to approximate reasoning and machine learning. Decision trees and other selected data-based knowledge models. Topics may include logic programming and PROLOG, LISP, Artificial Intelligence in games, data mining, natural language processing, pattern recognition, and planning. *** Prerequisite: CS 310, 320, and 340 ***	URegina
CS 425 Computer Vision	Theory and practice of digital image processing. Topics include fundamentals of visual perception, image formation, representation, and encoding, compression, morphological processing, harmonic analysis, neural networks, feature detection, segmentation, and pattern classification. ***Prerequisite: CS 340, MATH 110, and MATH 122.***	URegina
CS 476 Software Development Project	Software development projects following all the phases of the software	URegina

	process. Project planning and scheduling. Surveys on architectural styles, design patterns and components. Semester-long group projects with real-world applications. Projects will be integrative, require evaluation of potential solutions, and require work on a larger scale than typical course projects. ***Prerequisite: CS 372***	
Advanced Mathematics I (for URegina MATH 110）	SDUFE Syllabi.pdf	SDUFE
Advanced Mathematics II (for URegina MATH 111)	SDUFE Syllabi.pdf	SDUFE
Linear Algebra (for URegina MATH 122）	SDUFE Syllabi.pdf	SDUFE
MATH 221 Proofs & Problem Solving		URegina
Principle and Application of Probability Statistics (for URegina STAT 289: STAT 160 or 200 requirement）	SDUFE Syllabi.pdf	SDUFE
Subtotal		
Current Situation and Policy	SDUFE Syllabi.pdf	SDUFE
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The Traditional Culture of China	SDUFE Syllabi.pdf	SDUFE
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Principles of Marxism	SDUFE Syllabi.pdf	SDUFE
Introduction to Economics	SDUFE Syllabi.pdf	SDUFE
General Chemistry	SDUFE Syllabi.pdf	SDUFE
History of Communist Party	SDUFE Syllabi.pdf	SDUFE
Physical Education	SDUFE Syllabi.pdf	SDUFE
Labor and Protection of Workers' Rights and Interests	SDUFE Syllabi.pdf	SDUFE
New Media Art Aesthetics	SDUFE Syllabi.pdf	SDUFE
Brief History of Western Music	SDUFE Syllabi.pdf	SDUFE
Intelligent Data Analysis and Visualization	SDUFE Syllabi.pdf	SDUFE
Digital Finance	SDUFE Syllabi.pdf	SDUFE
Lecture on Scientific Research Methods	SDUFE Syllabi.pdf	SDUFE
Total		

Section 4.3: Courses Under Development

Are there any University of Regina courses under development for the program? If yes, please provide the course name, course description, and the expected date of approval.

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Section 4.4: Admission Requirements

Please outline the admission requirements for the program in the templates below.

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Non-Canadian High School Requirements	Additional Program Specific Admission Requirements
Students will be expected to meet University of Regina admission requirements as detailed in the Undergraduate Calendar, with the exception of the English Language Proficiency requirement, which will be an exit requirement.	

Admission from Universities and Colleges

New Applicants with Less than 15 Credit Hours of Post-Secondary Studies	Additional Program-Specific Admission Requirements
N/A – students will enter the program at the start as part of a cohort	

English Language Proficiency (ELP) Requirements

Students must meet the University of Regina's English Language Proficiency requirement prior to graduation. **Section 4.5: Academic Performance and Progression Requirements**

Please outline the academic performance and progression (e.g. academic action) requirements for the program.

Students must remain in good academic standing in accordance with Faculty of Science standards as set out in

the Undergraduate Calendar.

Section 4.6: Graduation Requirements

Please outline the graduation requirements for the program.

Students must achieve a minimum Major GPA and PGPA of 65.00%, and a minimum UGPA of 60.00%. Students must meet the University of Regina's English Language Proficiency requirement prior to graduation.

Section 4.7: Program Delivery Methods

Please outline how courses will be offered in the program.

The courses will be delivered in person.

Section 5: Implementation and Resources

Section 5.1: Program Implementation Plan

Please outline how the program is being implemented within the Faculty. A timeline for implementation may be provided.

If the program is approved here, and by the Chinese government, the first cohort will begin their studies in Fall 2027.

Section 5.2: Staffing

As part of the agreement, SDUFE will provide student support through the program's Administrative Body. University of Regina departmental administrative assistants will handle ticket bookings and reimbursement claims as part of their regular duties. Science will likely need a term CUPE 4 position to assist with data entry during peak periods.

Section 5.2.1: Academic Staffing

Does the Faculty have sufficient faculty members to support the program? If not, how will you ensure that the program is staffed sufficiently?

Interested faculty members will be given priority. The departments will then consider PDFs, UTFs, and sessional instructors. If additional teaching resources are needed, departments may select appropriately qualified instructors from an international pool to represent the University of Regina.

Are there any financial impacts associated with Faculty staffing?

The revenue-sharing agreement is expected to cover the costs associated with course overloads and the hiring of sessional instructors.

Please outline how Faculty teaching assignments are affected by this program.

Faculty members who wish to teach in this program will receive an overload stipend and funds in support of their research. Those who do not wish to teach in China will continue with their typical teaching responsibilities.

Are courses being eliminated from current offerings in order to support the teaching of this program?

No. Priority will remain with teaching students enrolled in our programs at the University of Regina.

Section 5.2.2: Administrative Staffing

Does the Faculty have sufficient administrative staff (academic advisors, student support services) to support the program? If no, how will the Faculty ensure that the program is supported administratively?

An Administrative Body at SDUFE will support students and connect with the Associate Dean and program chairs through an Academic Body. The University of Regina will oversee the Academic Body through an Executive Body that includes Deans and the President. The Registrar's Office may need additional personnel to assist with graduation.

Are there any financial impacts associated with administrative staffing?

The administrative work will take place mainly at SDUFE. Should in-person meetings be required, members of the Academic and Executive Bodies will travel to China. The Registrar's Office may need a centrally funded position to support the University's efforts in transnational education.

Section 5.3: Physical and Technical Infrastructure

Are there any impacts to the physical infrastructure at the University of Regina, as a result of the creation of this program? Are there any impacts to the physical infrastructure of the partner institution that the University of Regina would be responsible for?

The partner institution will provide dedicated, University of Regina-branded space for teaching. The University of Regina will not be responsible for these infrastructure costs.

Are there any financial impacts associated with the physical infrastructure?

No.

Are there any impacts to the technical infrastructure of the University of Regina as a result of the creation of this program? Are there any impacts to the technical infrastructure of the partner institution for which the University of Regina would be responsible?

No.

Are there any financial impacts associated with the technical infrastructure?

No.

Section 5.4: Information Services

What are the impacts on Information Services as a result of the creation of this program (i.e., UR Courses, UR Self-Services, Banner, Degree Audit, etc.)?

We are working with the Registrar's Office and IS to ensure that all applicable legislative and institutional requirements are met.

Can these impacts be managed by Information Services?

Yes. Between Information Services and the Registrar's Office, the impacts will be manageable.

Are there any financial impacts associated with Information Services?

By planning ahead, the work in Banner and Degree Audit is expected to be manageable with current staffing levels.

Section 6: Strategic Considerations (Council Committee on Academic Mission)

Section 6.1: Strategic Plan Consideration

Please outline how this program supports the University's Strategic Plan.

Together We Learn: Through this program, we will be able to share the University of Regina's approach to experiential learning with international students.
Together, We Discover: The relationships built through the undergraduate programs will lead to graduate students joining us at the University of Regina to do research.
Together, We Build: The agreement with our partner institution builds our reputation as a trusted and reliable partner interested in long-term relationships.
Together, We Innovate: By teaching in person at our partner institution, our instructors will be exposed to new technologies that support teaching and research, which can then inform improvements in teaching, research, and service on our campus.

Are there any other strategic considerations for this program?

This new 4+0 program will allow us to engage academically strong international students.

Section 7: Budgetary Considerations

Section 7.1: Program Revenues and Expenses

The values are based on estimates and initial discussions regarding revenue sharing with the Faculty.
These are conservative estimates based on the assumption that instructors are hired from the external pool. Costs will be lower if University of Regina sessional instructors are available and if more than two faculty members are willing to teach in a given term.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Revenues									
Tuition	300000	600000	900000	1200000	1200000	1200000	900000	600000	300000
Fees	NA	NA	NA	NA	NA	NA	NA	NA	
External Funding Support	NA	NA	NA	NA	NA	NA	NA	NA	
Internal Re-allocation of Funds	NA	NA	NA	NA	NA	NA	NA	NA	
Total Revenues to Faculty of Science	300000	600000	900000	1200000	1200000	1200000	900000	600000	300000
Expenses									
Equipment (including IT)	NA	NA	NA	NA	NA	NA	NA	NA	NA
Faculty Recruitment	NA	NA	NA	NA	NA	NA	NA	NA	NA
Marketing and Promotions	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sessional or Limited Term Instructional Support Assuming 2 faculty will teach per year	0	125000	300000	400000	400000	400000	375000	225000	50000
Honoraria									
Travel	10000	10000	10000	10000	10000	10000	10000	10000	10000
Library Acquisitions	NA								
Other Costs (Please list)									
per diems for faculty	6300	12600	12600	12600	12600	12600	12600	12600	12600
overload stipend	10000	20000	20000	20000	20000	20000	20000	20000	20000
visa fees	200	200	200	200	200	200	200	200	200
CUPE 4 term position (staffing cost)					54280	54280			
Estimated Surplus or Deficit	273500	432200	557200	757200	702920	702920	482200	332200	207200

Please note: Tuition and fees are approved by the University of Regina Board of Governors.

Section 8: Faculty/Academic Unit Contact

Please provide the name and contact information of the program lead(s) (i.e., Associate Dean, Department Head, Program Chair, etc.).

Associate Dean (Student Affairs): Remus Floricel science.adsa@uregina.ca
Program Lead for Computer Science: Orland Hoeber orland.hoeber@uregina.ca
Department Head of Computer Science: Cory Butz CS.Head@uregina.ca
Acting Department Head of Mathematics and Statistics: Karen Meagher MathStat.Head@uregina.ca

ATTACHMENT C

Transnational Education (TNE) New Bachelor's Degree Proposal

Section 1: Proposal Overview

Program Name:	Bachelor of Engineering in Electronic and Information Engineering
Credential Awarded:	Bachelor of Engineering
Credential Type:	Baccalaureate
Proposed Effective Date:	202730

Section 2: Proposed Program of Study

PROGRAM DESCRIPTION:

Please provide a 3-4 sentence description of the program.

This program is designed given the strengths in electronic and information engineering at the University of Regina and XSYU. The Faculty of Engineering and Applied Science will deliver existing courses in general engineering, electronic systems engineering, and software systems engineering.

DESCRIBE THE LEARNING OUTCOMES:

To develop knowledge and skills in electronic and information engineering within a Canadian university education framework, complementing a standard Chinese-delivered undergraduate program.

WHAT ARE THE KEY OBJECTIVES AND/OR GOALS OF THIS PROGRAM:

- To allow the University of Regina to continue delivering quality programs to international students
- To establish research connections and collaborations between the two institutions
- To create a pool of potential graduate students who may pursue graduate studies and research at the University of Regina

HOW WILL THE PROGRAM BE DELIVERED:

Xi'an Shiyou (Petroleum) University (XSYU) will offer its portion of the program, and the University of Regina will offer the agreed-upon courses in person.

ARE THERE ANY IMPACTS TO CURRENT PROGRAMS OFFERED BY YOUR FACULTY:

The University of Regina courses taught at XSYU will be delivered as teaching overloads or covered by sessional instructors. As the courses already exist, no additional space or scheduling resources will be required on the University of Regina campus.

ARE THERE ANY IMPACTS TO ACCREDITATION FOR YOUR FACULTY:

No. The Faculty of Engineering and Applied Science does not intend to pursue Canadian accreditation for this program at its initial launch, and the creation of this degree program will not jeopardize the status of our existing accredited programs.

Section 3: Enrolment Planning

Proposed Enrolment	Total Headcount	Annual Enrolment	Anticipated # of graduates
Year 1	120	120	0
Year 2	240	120	0
Year 3	360	120	0
Year 4	480	120	120
Year 5	480	120	120
Year 6	360	0	120
Year 7	240	0	120
Year 8	120	0	120

Section 4: Program Requirements

Section 4.1: Program Template

Please provide the program template for this program, including all course names, credit hours, and minimum Major GPA, and PGPA requirements.

Bachelor of Engineering in Electronic and Information Engineering

Credit Requirement	Course Name
10	Advanced Math I
3	C Programming Design
8	College Physics-I and Experiment
3	Linear Algebra I
3	Complex Functions and Integral Variables
3	Probability and Mathematical Statistics I
3	ENEL 280 Electrical Circuits
3	ENEL 281 Signals, Circuits, and Systems
3	ENGG 123 Engineering Design and Communications
3	ENEL 282 Semiconductor Devices
3	ENEL 383 Analog System Design
3	ENEL 384 Digital Electronics
48	**Subtotal (Basic courses)**
3	ENGG 100 Engineering Graphics
3	ENEL 361 Automation and Control
3	ENEL 351 Microcontroller System Design
3	ENEL 341 Communication Theory
3	ENEL 395 Transmission Lines and Antennas
3	ENEL 452 Embedded and Real-Time Software Systems
3	ENEL 495 Digital Signal Processing

3	ENEL 443 Design of Computer Networks
3	ENEL 453 FPGA Design Using VHDL
3	ENSE 481 Embedded Systems and Co-design
3	ENSE 412 Machine Learning
3	ENGG 303 Engineering Economics and Project Management
2	Theory and Applications of Electromagnetic Fields
1	Engineering Matlab
2.5	Sensor and Detection Technology
2	Integrated Course Project in Signal and Information Processing
2	Analysis of Random Signals (Bilingual)
2.5	Communication Electronics Circuits and Lab
48	**Subtotal (Professional Education Courses)**
2	Database Principles and Applications
2	Algorithms and Data Structures
2	Smart Instrument Design
2	Digital Image Processing
4	**Subtotal (Professional elective module – minimum 4 credits)**
2	Comprehensive Engineering Training and Innovation
6	Graduation Practice (Including production internship I - cognitive internship, electrical assembly internship, production internship II - professional internship)
12	Graduation Thesis and Design
20	**Subtotal (Integrated practical session)**
3	Ideological and Moral Cultivation and Legal Basis
3	Outline of Modern and Contemporary Chinese History
3	Basic Principles of Marxism
3	Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics
3	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era
2	Situation and Policy
1	National Security Education
1	Choose one course from the Four Histories
19	**Subtotal (Political Theory Courses)**
7	College English I-IV
1	Psychological Health Education for College Student
0.5	Career Planning and Employment Guidance for College Students
4	Physical Education I-IV

1	Labor Education
3	Military Education (Military Theory+ Military Training)
1	Innovation Spirit and Practice/Innovative method/Entrepreneurial risk management
17.5	**Subtotal (General Education)**
156.5	**Total**

Section 4.2: Course Descriptions

Please provide the course descriptions for each course offered in this program. Please include the offering institution.

Course Name	Course Description	Offered by
Advanced Math I	Advanced Mathematics I is a compulsory fundamental theoretical course for undergraduate non-mathematics majors of science and engineering disciplines, serving the cultivation of high-quality specialized talents required for China's socialist modernization drive. Through the study of this course, students are expected to master the basic concepts, core theories and fundamental computing skills of the following contents:1.Functions and Limits；2.Calculus of Single. Variable Functions；3.Differential Equations；4. Vector Algebra and Spatial Analytic Geometry；5. Calculus of Multivariable Functions；Infinite Series（including Fourier Series）；The course lays an essential mathematical foundation for students to learn subsequent specialized courses and acquire further mathematical knowledge. Meanwhile, all teaching sessions are designed to progressively develop students' capabilities in abstract thinking, logical reasoning, spatial imagination, mathematical computation and self-directed learning. Special emphasis is placed on cultivating students' ability to comprehensively apply learned knowledge to analyze and solve practical problems.	XSYU
C Programming Design	C Programming Language is a course based on structured and process-oriented programming ideas, which enables students to master the basic skills of application programming using C language. Through the study of structured programming and C language, this course enables students to improve the ability of writing and debugging programs, develop good programming ideas and habits, and lay a solid foundation for the development and use of future application software. The setting of the course content is mainly based on the teaching practice of non-computer science and engineering majors, with the principle of sufficient	XSYU

	theory, emphasis on practice and emphasis on skills, focusing on cultivating students' ability to solve practical problems with computer technology, as well as the basic computational thinking ability of obtaining, analyzing and solving problems scientifically. The course includes C programming overview, programming basics (data types, operators, expressions, system functions), sequential structures (input, output functions and assignment statements), selection structures, loop structures, array applications, functions and compiler preprocessing, Pointers and so on. In the course learning process, learners are required to master the basic methods of programming on the basis of understanding and mastering the required knowledge content, and cooperate with computer programming practice, and finally achieve the teaching goal of applying computer programming technology to solve practical engineering problems.	
College Physics-I and Experiment	University Physics is a compulsory basic science course for all majors in science and engineering. Physics takes the most common and basic material structures, space-time relationships, motion forms and interaction laws in nature as the research object. It is an important foundation for humans to explore the world and establish a scientific world outlook and methodology, and is also the theoretical cornerstone of modern natural science and engineering technology. This course aims to systematically teach the basic concepts, basic principles and basic laws of physics, covering core content such as mechanics, heat, vibration and waves, electromagnetics, optics and modern physics, help students establish a complete knowledge system, understand the internal connections between different forms of motion, and understand the important progress and achievements of physics in modern times. Through theoretical teaching and practical training, the course focuses on cultivating students' mathematical deduction ability, abstract thinking ability and scientific cognitive ability, so that they can initially master the basic ideas and methods of physics research, laying a solid foundation for subsequent professional course learning and scientific research.	XSYU
Linear Algebra I	Linear Algebra is a fundamental compulsory course for students majoring in science, engineering, economics, management, and related disciplines in higher education institutions, and it also constitutes an integral part of the mathematics component of the national postgraduate entrance examination. It is designed to cultivate high-quality specialized talents essential for China’s socialist modernization drive. This course primarily addresses the linear theory and methods of finite dimensional linear	XSYU

	spaces, characterized by strong logical rigor, abstract reasoning, and broad applicability. Particularly in the current era of widespread computerization, solving large scale linear systems and computing matrix eigenvalues have become routine challenges frequently encountered by technical professionals. Consequently, the methodologies introduced in this course find extensive application across diverse fields. Through the study of this course, students are expected to acquire the commonly used matrix methods in applied sciences, along with fundamental theories of linear systems, quadratic forms, and related topics. They will also develop proficient skills in matrix manipulation and the ability to employ matrix techniques to address practical problems, thereby establishing an essential foundation for subsequent advanced coursework, further expanding their mathematical horizons, and enhancing their overall academic competence.	
Complex Functions and Integral Variables	Complex Variables and Integral Transforms is an important basic professional course for majors such as Electrical Engineering and Automation, Automation, Communication Engineering, and Electronic Information Engineering. As an extension and expansion of Advanced Mathematics in the complex number field, it also serves as a critical link connecting mathematical theories and engineering applications. It undertakes the vital tasks of cultivating students' ability to solve practical engineering problems using complex analysis methods and laying a solid mathematical foundation for numerous subsequent specialized courses including Signals and Systems, Principles of Automatic Control, and Communication Principles. This course is generally offered in the third semester. Students will not only systematically learn the fundamental theories of complex variables (covering analytic functions, complex integrals, series theory, residue theorem, etc.) and the core methods of integral transforms (Fourier transform, Laplace transform along with their properties and applications), but also gain an in depth understanding of the close correlation between mathematical theories and engineering practice. Additionally, the course develops students' thinking ability to convert complicated engineering problems into mathematical models for solutions, and fosters a more systematic and flexible literacy in mathematical application.	XSYU
Probability and Mathematical Statistics I	Probability Theory and Mathematical Statistics is a compulsory foundational course for undergraduates in science, engineering, economics, and management. It uses rigorous mathematical methods to study random phenomena and their underlying laws. The course comprises two parts: Probability Theory – examines the regularity of uncertain phenomena in	XSYU

	nature and society through quantitative analysis. Topics include random events and probability, random variables and distributions, numerical characteristics, laws of large numbers, and the central limit theorem. Mathematical Statistics – builds on probability theory to address statistical inference from experimental data. Topics include fundamental concepts, parameter estimation, and hypothesis testing.	
ENEL 341 Communication Theory	An introduction to information theory and telecommunication signals and methods. Definition of information, time to frequency relations, application of Fourier series and the Fourier transform, types of modulation, theory of discrete sampling and the Nyquist sampling rate.	URegina
ENEL 280 Electrical Circuits	DC circuits, Kirchoff's voltage and current laws, equivalent circuits, introduction to mesh and nodal methods, superposition, maximum power transfer, capacitors, inductors, transient analysis of RL and RC circuits, introduction to AC steady state analysis, introduction to electrical safety in engineering.	URegina
ENEL 281 Signals, Circuits, and Systems	The introductory aspects of signals, circuits and systems including: AC circuit analysis,frequency response, resonance, passive and active filters, second order transient analysis, conversion between time domain and frequency domain signals using the Laplace and Fourier Transforms.	URegina
ENGG 123 Engineering Design and Communications	Students will be introduced to the concepts of engineering design and communications. In addition, the consequences of engineering projects on society will be explored.	URegina
ENEL 282 Semiconductor Devices	Semiconductor materials and conduction principles. The characteristics of common semiconductor devices, including: PN junction diodes, bipolar and field effect transistors, thyristors and photodiodes. Linear models, circuit analysis and application examples.	URegina
ENEL 383 Analog System Design	Application of electronic components and systems. Topics include load control through active components, operational amplifier applications in amplifier, decision making and filtering applications. Switched mode and linear voltage regulation, power supply components, systems and safety, low frequency amplification. Concepts are presented in a design rich environment.	URegina
ENEL 384 Digital Electronics	The introductory aspects of digital electronic circuits, including basic principles of digital systems, logic function and gates, boolean algebra and combinational logic, introduction to VHDL, introduction to FPGAs, combinational logic functions, digital arithmetic and arithmetic circuits, introduction to sequential logic, counters and shift registers, and state machine design.	URegina
ENGG 100 Engineering Graphics	Fundamentals of graphical communication and analysis. Manual and computer-aided	URegina

	sketching and drawing techniques; orthographic and pictorial projections; multi-view, isometric and oblique drawings; basic descriptive geometry; introduction to working drawings.	
ENEL 361 Automation and Control	Programmable logic controllers, ladder logic, latches, timers, counters, flow control, and data handling instructions, sensors and actuators, state based design. Open & closed loop systems, mathematical modeling, Laplace transform, block diagrams and signal flow graphs, design and analysis of feedback systems, stability analysis, root locus, PID controllers, frequency domain technique.	URegina
ENEL 351 Microcontroller System Design	Design of microcontroller systems, including interfacing analog and digital circuits, memory and peripheral devices, processor architecture, memory systems, exceptions, interrupt control, and exception programming. Students will build an integrated microcontroller system in their final lab project.	URegina
ENEL 395 Transmission Lines and Antennas	Review of transmission line fundamentals, Smith charts, matching techniques, microstrip transmission lines, place waves, antenna fundamentals, and RF propagation.	URegina
ENEL 452 Embedded and Real-Time Software Systems	Software design practices for resource-constrained targets. Students will design and implement a number of embedded components, culminating by integrating them into a full embedded system involving aspects of feedback control, signal processing, or communications. Topics: Architectures for real-time systems. Fundamentals of real-time operating systems. Software design. Interfacing and communications. Speed, memory, and power performance trade-offs. Testing. Dependability.	URegina
ENEL 495 Digital Signal Processing	Representation of signals and systems, Fourier analysis, timefrequency spectrum, sampling and reconstruction of signals, aliasing, linearity and time-invariance, convolution, FIR filters, IIR filters, Z-transform, design and analysis of FIR and IIR filters, spectrum analysis using DFT/FFT, adaptive filters, simulation of DSP concepts using MATLAB/SIMULINK, hardware implementation of DSP applications.	URegina
ENEL 443 Design of Computer Networks	Computer network fundamentals, network switching technologies, medium access control protocols, computer networks hierarchical design approaches, routing protocols and their design issues, LAN models and their design, internet technologies, quality of service, network traffic flow control and measurement, network security.	URegina
ENEL 453 FPGA Design Using VHDL	Introduction to FPGA digital system design. Students will learn a high-level hardware design language (VHDL), the concurrent and sequential statements of VHDL, the principle and practice of combinational circuit design, the principle and practice of	URegina

	sequential circuit design, Finite State Machine, Register Transfer Methodology, the synthesis and implementation of digital design on a FPGA device. Advanced synchronous digital design 3 techniques such as pipelining, parallelism, and caching. Students will develop a design and test it on an FPGA development board.	
ENSE 481 Embedded Systems and Co-design	Embedded systems are increasingly common in modern systems design. This course will teach students how to take advantage of embedded systems technology in their system designs. Topics include: advanced microcontroller real-time design, co-design, embedded systems design issues, power considerations, and wireless considerations.	URegina
ENSE 412 Machine Learning	Machine Learning is concerned with computer programs that automatically improve their performance through experience (e.g., programs that learn to recognize human faces, recommend music and movies, and drive autonomous robots). This course covers the theory and practical algorithms for machine learning from a variety of perspectives.	URegina
ENGG 303 Engineering Economics and Project Management	Fundamentals of engineering economics and project financials.Social and environmental design making, time value of money, cash flows, interest, equivalence, cost estimation and comparative costing, replacement analysis, capital projects, sensitivity analysis, balance sheets. Project management concepts, skills, tools and techniques including cost, scope, quality, resources, communication, risk, procurement and stakeholder management.	URegina
Theory and Applications of Electromagnetic Fields	"Electromagnetic Field Theory and Applications" is a professional education course for Electronic Information Engineering majors and an important component of students' professional knowledge structure. Through this course, students will master the physical meaning and mathematical expressions of relevant theorems, laws, and Maxwell's equations related to electromagnetic fields. Students will become familiar with the process of establishing mathematical models for some important electromagnetic field problems (such as the wave equation, Laplace's equation, and Poisson's equation) and the methods of analysis. The main teaching objective of this course is to cultivate students' correct thinking methods and problem-solving abilities, enabling them to observe, analyze, and calculate some simple and typical field problems from the perspective of "fields." This will lay a solid theoretical foundation for subsequent courses. This course will play a vital role in cultivating students' rigorous scientific style, scientific methods, abstract thinking ability, and innovative spirit.	XSYU

Engineering Matlab	MATLAB is a professional engineering software focusing on numerical calculation and data visualization analysis, equipped with multidisciplinary special toolboxes and complete program development functions. It has become an essential engineering simulation and calculation tool for engineering majors such as electronic information and automation, and is widely used in teaching and scientific research of core courses including digital signal processing, dynamic system simulation and automatic control. As a compulsory centralized practical course for Electronic Information Engineering majors, this course carries out systematic training on MATLAB basic operation, language programming, signal time domain and frequency domain analysis, digital image processing and signal sampling simulation through computer practice. Based on actual engineering cases and application scenarios of electronic information major, this course integrates ideological and political education elements, and cultivates students' rule awareness, craftsmanship spirit and systematic engineering thinking in programming practice. After one-week centralized computer practice, students can proficiently master MATLAB programming and simulation methods, independently solve professional engineering problems including engineering calculation, signal analysis and image processing with this software, and lay a solid tool application foundation for subsequent professional course learning, engineering design and scientific research.	XSYU
Sensor and Detection Technology	Sensor and Detecting Technology is a core compulsory course for Measurement and Control Technology and Instruments major, focusing on core technologies in the field of industrial detection. It systematically explains basic sensor characteristics, working principles of various mainstream sensors, signal conditioning and measuring circuits, as well as practical engineering detection applications. The course covers seven commonly used sensors including strain, capacitive, inductive, piezoelectric, thermoelectric, magnetic sensitive and photoelectric sensors, and integrates cutting edge intelligent sensing technologies and domestic independent research and development cases. Adopting a teaching mode combining theoretical lectures, experimental operations, engineering case analysis and course reports, the course fits real industrial detection scenarios. After completing this course, students can master core skills including sensor selection, detection system construction, experimental data processing and error analysis, and gain the ability to independently analyze and solve complex engineering detection problems in	XSYU

	measurement and control field. Meanwhile, students can clarify the strategic value of sensing technology in national key fields such as intelligent manufacturing, aerospace and environmental monitoring, establish engineering responsibility awareness of serving the country through science and technology, and lay a solid professional foundation for subsequent professional courses and future employment.	
Integrated Course Project in Signal and Information Processing	This course is a core compulsory centralized practical link for Electronic Information Engineering majors. It connects theoretical courses such as Signals and Systems and Digital Signal Processing, and builds a learning chain covering theoretical formula simulation, algorithm programming and hardware engineering implementation. Focusing on six core projects including signal spectrum analysis, power spectrum estimation, signal denoising, software and hardware design of IIR and FIR digital filters, this course carries out comprehensive design practice. It completes algorithm simulation and analysis based on MATLAB, and realizes filter hardware implementation and result comparison combined with FPGA platform. Based on actual engineering scenarios such as domestic communication, radar, remote sensing and medical detection, the course integrates ideological and political education and engineering ethics training, and strengthens students' rigorous scientific research attitude and independent innovation awareness. Through full process training including project design, coding, simulation debugging, report writing and defense, it improves students' capabilities of algorithm design, hardware development, problem troubleshooting, team cooperation and engineering document writing. It consolidates students' practical engineering foundation of signal processing, and lays a solid foundation for subsequent graduation design and post technical research and development work.	XSYU
Communication Electronics Circuits and Lab		XSYU
Database Principles and Applications	"Database Principles and Applications" is a professional education course for Electronic Information Engineering majors in higher education institutions. The course content includes database system architecture, relational algebra, data models, database architecture, with a focus on three-level structures and two-level mappings, entity-relationship models, structured query language, specific steps in database design, and database management. Students will gain a basic grasp of database theory and fundamental	XSYU

	methods for database design. They will learn to use mainstream database management software and build a database with basic functions, performing various query operations as required. In the field of database applications, this course aims to enhance students' ability to analyze and solve problems, and to help them master the application of SQL in specific database management systems. This will lay a solid theoretical and technical foundation for subsequent courses and future practical applications.	
Algorithms and Data Structures	Data Structures is a core foundational course in computer science, bridging mathematics, computer hardware, and software, and combining theory with practice. The course aims to systematically introduce students to various fundamental data structures and algorithms related to computer science, laying a solid foundation for further study in related disciplines. This course mainly teaches the design methods of typical data structures frequently encountered in software design, such as linear lists, queues, stacks, strings, arrays, trees and binary trees, and graphs, as well as the performance and design methods of various typical sorting and search algorithms. It also introduces the applications of various typical data structures. Through this course, students should master the concepts, implementation methods, and algorithms of various basic data structures, be able to use these data structures proficiently or design new data structures to solve application problems, cultivate students' ability to analyze problems and solve complex engineering problems, and master the skills of complex program design.	XSYU
Smart Instrument Design	This course is an elective professional direction course for Electronic Information Engineering and Automation majors. Focusing on the mainstream intelligent development trend of modern testing instruments, it is a core theoretical course to cultivate students' comprehensive design and engineering application capabilities of instrument systems. This course systematically explains core contents including basic structure of intelligent instruments, data acquisition technology, human computer interaction and communication interface, data processing algorithm, system software design, reliability and anti-interference design, as well as engineering case development, covering basic principal explanation and key	XSYU

	and difficult points analysis. Adopting heuristic and discussion-based teaching methods, this course guides students to analyze practical instrument systems combined with theoretical knowledge and master the complete design process and research methods of intelligent instruments. After course learning, students can independently analyze and design intelligent instrument systems. Combined with the development status of domestic intelligent measurement and control instrument industry, engineering ideological and political concepts are integrated to cultivate students' rigorous engineering thinking and instrument R&D innovation awareness, laying a solid theoretical foundation for further professional study and engineering employment.	
Analysis of Random Signals (Bilingual)	Random Signal Analysis is a crucial professional course for Electronic Information Engineering majors. Addressing the evolving needs of the electronic information field in the new era, and closely integrating current technological advancements, it systematically elucidates the fundamental theories and methods of random signal analysis. The course content covers important topics such as the basics of random variables, fundamental concepts of random processes, spectral analysis of stationary random processes, analysis of random signals passing through linear systems, narrowband random signal analysis, and Markov and Poisson processes . Through a teaching method that combines theory with typical case studies, the course helps students master solid theoretical knowledge and scientific thinking methods, cultivating their ability to apply random signal analysis to solve practical engineering problems, and laying a solid theoretical foundation for subsequent professional courses and engineering technology research and development. The goal and objective of this course is to enable students to understand and master the basic concepts and statistical characteristics of stochastic processes, and to be able to analyze and process common random signals in electronic information systems using probability and stochastic process theory; to become familiar with classical spectral analysis methods and system response analysis techniques, and to possess preliminary engineering application capabilities, providing support for professional research and technological development in related fields. Furthermore, this course, through bilingual teaching, enables students to accurately express core	XSYU

	professional terminology in the field of random signal analysis using both Chinese and English , and to read and understand relevant English technical literature, textbooks, and product manuals, achieving effective acquisition and communication of professional knowledge.	
Digital Image Processing	Digital Image Processing is a professional education course for Electronic Information Engineering majors , and one of the theoretical courses for cultivating comprehensive design and application abilities in this major . The main teaching content aims to enable students to master the basic concepts, methods, principles , and major applications of digital image processing , including image digitization and display, image transformation, image enhancement, image compression and encoding, image restoration, and image segmentation . Through theoretical learning and experimental components, the course cultivates and enhances students' innovative awareness and thinking , improves their practical skills and innovative abilities, and lays a solid foundation for their future work in image communication, image analysis , and image understanding . The main teaching objective of this course is to require students to master the ability to read various digital image processing literature , possess the ability to develop digital image processing systems, and lay a theoretical foundation for learning new image processing methods after completing this course.	XSYU
Comprehensive Engineering Training and Innovation	Engineering Training and Innovation is a general education practice course for engineering students. It focuses on engineering training and innovation practice, supported by necessary theory. The course covers traditional manufacturing, material forming, intelligent manufacturing, oil and gas production technology, and integrated innovation training. It emphasizes safety, process understanding, hands-on practice, engineering awareness and professional conduct, and prepares students for further major-related study.	XSYU
Graduation Practice (Including production internship I - cognitive internship, electrical assembly internship, production internship II - professional internship)	This course is an introductory compulsory centralized practical link for Electronic Information Engineering majors connecting classroom theory and industrial practice, as well as the first off-campus internship course for students to contact the front-line industry and establish professional engineering cognition. With enterprise field observation, special lectures and industry exchanges as core teaching forms, this course leads students to visit physical electronic information manufacturing enterprises, and intuitively recognize electronic product production processes, enterprise management modes, whole-process project development and cutting-	XSYU

	edge industrial technology trends. Integrated with engineering ethics education and ideological and political education, the course helps students understand domestic electronic information industry development policies and trends, establish correct engineering professional ethics, and form engineering awareness including safe production, standardized operation and realistic work attitude. It also guides students to recognize their own shortcomings in professional competence, build the concept of independent and lifelong learning, and complete the initial transformation from campus theoretical learners to prospective engineering practitioners, laying a solid cognitive foundation for subsequent in-depth professional study, advanced production internship and graduation design.	
Graduation Thesis and Design	The 'Graduation Project (Thesis)' is a practical teaching component conducted after students have completed all undergraduate coursework. It serves as a critical process for students to translate theoretical knowledge into practical skills and constitutes an essential requirement for undergraduates to graduate and obtain their bachelor's degree. This practical teaching segment primarily aims to cultivate students' ability to comprehensively apply acquired theoretical knowledge and fundamental skills to address engineering practice and scientific research challenges, while fostering an innovative mindset and scientific spirit to enhance their overall competence. The teaching process encompasses the following aspects of cultivation and training for undergraduates: integrated knowledge application, literature review and data utilization, design and computation, foreign language application, computer skills, written expression, and oral defense, with specific emphasis tailored to the chosen topic.	XSYU
Ideological and Moral Cultivation and Legal Basis	This course is an ideological and political theory course integrating ideological nature, political nature, scientific, theoretical quality and practicality. Targeting the ideological, moral and rule of law issues college students encounter in their growth, this course delivers education on Marxist world outlook, outlook on life, values, moral outlook and rule of law outlook. It helps college students improve their ideological and moral quality as well as their literacy in the rule of law, and grow into new era youth who consciously shoulder the great mission of national rejuvenation. Studying this course enables college students to understand the true meaning of life, grasp the direction of life, pursue lofty ideals, uphold noble convictions, carry forward fine traditions, promote the Chinese spirit, and cultivate and practice the	XSYU

	Core Socialist Values. It helps college students abide by moral norms and temper moral character by closely integrating sound moral cognition, conscious moral self cultivation and active moral practice, thus fostering positive social ethics. It also helps college students learn the thought on the rule of law and develop rule of law thinking, so that they will respect, study, abide by and apply the law voluntarily, and thereby possess sound ideological and moral quality and literacy in the rule of law.	
Outline of Modern and Contemporary Chinese History	The Outline of Modern and Contemporary Chinese History is a compulsory ideological and political theory course for bachelor students in universities across the country. This course mainly describes the historical process and internal laws of modern Chinese social development, revolution, construction and reform. The teaching goal is to make college students understand national history and national conditions, and deeply understand how history and the people chose Marxism, the Communist Party of China, the socialist road, and reform and opening up. We should have a deep understanding of why the CPC is capable, why Marxism works, and why socialism with Chinese characteristics is good, and work even more resolutely for the great rejuvenation of the Chinese nation under the strong leadership of the CPC.	XSYU
Basic Principles of Marxism	The basic principles of Marxism include three major parts: Marxist philosophy, Marxist political economy and scientific socialism. This course is a systematic lecture on the basic theories of Marxism and the core educational content of the ideological foundation of socialism with Chinese characteristics. It is a quality-oriented education for students, especially ideological and political education, and a course that plays an important role in cultivating talents needed to adapt to the great cause of China's modernization drive and reform and opening up. The focus of this course is to learn the basic standpoints, viewpoints and methods of Marxism in understanding the relationship between the material world, human history and social life, to learn and master the world outlook and methodology of dialectical materialism and historical materialism, to learn to understand the essence of capitalist relations of production and its development trend, to learn to understand the objective inevitability of socialism and communism and the historical process of construction and development. As well as the pursuit of labor liberation, the ideal state of human liberation and its historical progress significance and practical transcendence significance, so that students can form a scientific world outlook, values and outlook on life	XSYU

Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	Mathematical Analysis Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics is a compulsory ideological and political theory course for undergraduate students in China's universities, as well as a mandatory general education course for all majors in our university. Centered on adapting Marxism to the Chinese context and the needs of the times, this course elaborates on the core theoretical achievements of adapting Marxism to China and the times, including their main contents, spiritual essence, historical status and guiding significance. It fully reflects the historical process and fundamental experience of the Communist Party of China in continuously integrating the basic tenets of Marxism with China's specific realities. In addition, it systematically expounds the formation, main contents and historical status of Mao Zedong Thought, Deng Xiaoping Theory, the Important Thought of Three Represents and the Scientific Outlook on Development.	XSYU
Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is a compulsory ideological and political theory course for undergraduate students at Chinese universities. It is also a compulsory general education course for all majors at our university. The course focuses on the latest achievements of Marxism adapted to China' s conditions and the comprehensive understanding of socialism with Chinese characteristics entering a new era. It systematically expounds the main content and historical position of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, fully reflecting the strategic deployment of building a socialist modernized strong country. The purpose of offering this course is to enable university students to have a more thorough understanding of the Communist Party of China' s basic theories, basic lines, and basic strategies upheld in the new era, and to provide more practical assistance in enhancing their ability to apply the Marxist standpoint, viewpoint, and method to understand, analyze, and solve problems.	XSYU
Situation and Policy	Situation and Policy is a compulsory ideological and political theory course for undergraduate students in Chinese universities. By expounding domestic and international situations and relevant policies and analyzing social difficulties and hot issues, this course guides students to correctly understand the domestic and international landscape and accurately grasp the basic theories, lines and strategies of the Communist Party of China. It serves as the major channel and core platform for conducting situation and policy education among college students.	XSYU
National Security Education	This course fully implements the Party's education policy, strictly aligns with the	XSYU

	requirements of the Guidelines for National Security Education in Primary, Secondary and Tertiary Schools, takes the Overall National Security Outlook as the fundamental guidance, centers on the fundamental educational goal of fostering well rounded socialist builders and successors, facilitates the cultivation and practice of Core Socialist Values, and systematically promotes the standardized development of the disciplinary system for national security. Based on the complex and evolving domestic and international security landscape, the course systematically elaborates core contents including the complete scientific system of the Overall National Security Outlook, the path of national security development with Chinese characteristics, the institutional guarantee system for national security, as well as global strategies and international security situations. It emphasizes the in-depth integration of national security knowledge with talent training for various majors to comprehensively consolidate college students' foundational understanding of national security. The course features clear overall educational objectives. Through systematic teaching, it guides students to gain a clear understanding of diverse risks and challenges facing national security in the new era, continuously raise their awareness and comprehensive literacy concerning national security, help the Overall National Security Outlook take root in their minds and be put into practice, pool internal motivation among young people to safeguard national security, and lay a solid ideological foundation for ensuring long-term stability of the country and cultivating new era youths who consciously shoulder the great mission of national rejuvenation. Relying on multimedia tools and in class theoretical instruction, the course consolidates students' basic theoretical knowledge of national security, fulfills the educational function of enlightening minds and nurturing virtues, and improves students' comprehensive ability to analyze and judge security risks and respond to practical security issues. Through systematic study of this course, students can establish a holistic cognitive framework of national security, strengthen their patriotism, enhance their political judgment and discernment, firm their ideals and convictions, take the initiative to build a solid line of defense for nationwide national security, and conscientiously fulfill their legal obligations to safeguard national security with solid knowledge, literacy and practical capabilities.	
Choose one course from the Four Histories		XSYU

College English I-IV	College English is a general education course designed for first and second year undergraduates in disciplines such as science, engineering, and liberal arts (excluding foreign language majors). It aims to promote the coordinated development of students' knowledge, abilities, and qualities, with an emphasis on fostering innovative thinking and international leadership skills. The course focuses on English language knowledge, practical skills in listening, speaking, reading, writing, and translation, learning strategies, and cross cultural communication skills, achieving an organic integration of instrumental and humanistic values. Its instrumental nature is reflected in building upon high school English knowledge to enhance and expand students' reading, writing, and translation abilities, enabling them to communicate in English on familiar topics in daily life, academic settings, and future work. Its humanistic nature is demonstrated in two aspects: first, helping students learn about foreign societies and cultures, deepening their understanding of different cultures, enhancing their awareness of similarities and differences between Chinese and foreign cultures, and cultivating cross cultural communication skills; second, fostering students' ability to understand and interpret Chinese culture, strengthening cultural confidence, and serving the global promotion of Chinese culture. College English adopts a student-centered educational philosophy, embodying the teaching principle of "teacher led, student oriented." It employs an online to offline blended teaching model, and integrates smart technology to facilitate personalized and inquiry-based learning. Through 112 hours of English instruction, students' listening, speaking, reading, writing, and translation skills are expected to meet the relevant course objectives. College English teaching is integrated into the university's ideological and political education system, playing a significant role in fulfilling the fundamental task of fostering virtue through education.	XSYU
Psychological Health Education for College Student	College Student Mental Health Education is a compulsory general education course for all students. Focusing on the mental health of college students, the course is grounded in psychological theories and methods, and covers topics such as self-awareness, academic development, interpersonal communication, and stress management. Through this course, students are expected to fully understand the significance of mental health for personal growth and development, acquire and embrace scientific knowledge of mental health education, and learn and practice skills for psychological adjustment. The course places particular emphasis on helping students	XSYU

	master basic methods for maintaining mental health and self-adjustment strategies, so as to better adapt to college life and enhance their overall psychological well-being.	
Career Planning and Employment Guidance for College Students	College Students' Career Planning and Employment Guidance" is a general compulsory course for all college students, adopting an online and offline mixed teaching mode. Focusing on the full cycle growth needs of college students' career development, the course integrates career planning theories, professional literacy cultivation, job hunting skill training and employment rights protection based on the current employment market situation and national employment and entrepreneurship policies. It breaks the phased exam-oriented teaching mode of traditional employment guidance and builds a systematic teaching system of "cognition planning improvement practice protection". Through the study of this course, students are guided to establish scientific career outlook, employment outlook and talent outlook, comprehensively carry out self-cognition and career exploration, master career planning methods and core job hunting skills, improve professional literacy, employment competitiveness and career adaptability, formulate scientific career development plans combining personal characteristics and social needs, rationally cope with employment pressure and avoid employment risks, and help students achieve high quality employment and sustainable lifelong career development.	XSYU
Physical Education I-IV	College Physical Education: Aerobics is a public general education required course for all undergraduates across the university. It is offered continuously for four semesters during the freshman and sophomore years, totaling 144 Credit hours and 4 credits. Aerobics is a sport based on aerobic exercise, integrating elements of music, dance, and gymnastics. It is a physical activity that combines fitness, entertainment, artistry, and appreciation. The course responsibility of comprehensively enhancing students' physical health, cultivating a lifelong physical education awareness, and improving their specialized aerobics skills. Through systematic teaching and practice, students can effectively improve their cardiorespiratory function, enhance body coordination, flexibility, and sense of rhythm, and shape a healthy and graceful physical posture. Students not only learn the basic theories, fundamental techniques, and complete routines of modern aerobics, but are also nurtured by the aesthetics of sports. They cultivate a coordinated and graceful body posture, a positive and upward psychological quality, and a spirit of	XSYU

	teamwork, while developing a deeper sports culture literacy.	
Labor Education	Labor Education is a compulsory general education course for all college students formulated in accordance with the Guidelines for Labor Education in Colleges, Middle and Primary Schools. It is a core course for colleges and universities to implement the fundamental task of moral education and build a comprehensive education system of morality, intelligence, physical education, aesthetics and labor education. The course has a total of 32 class hours, including 16 hours of offline theoretical teaching and 16 hours of inside and outside school labor practice. Based on the requirements of labor education in the new era, it focuses on correcting the cognitive shortcomings of contemporary college students such as despising labor, fearing hardship and lacking dedication. The course systematically teaches Marxist labor view, new-era labor spirit, model worker spirit, craftsman spirit, labor laws and regulations, labor safety norms and professional labor literacy, covering four major modules: daily life labor, service labor, production labor and creative labor. Theoretical teaching consolidates students' labor cognition and establishes correct labor values; diversified practical training enables students to experience labor personally, master basic labor skills, and cultivate fine qualities of hard work and pragmatism. This course guides students to advocate, respect and love labor, develop labor habits of diligence, struggle and dedication, improve students' labor practical ability, social responsibility awareness and innovative practical literacy, and cultivate new-era young talents with all-round development of morality, intelligence, physical education, aesthetics and labor education,	XSYU
Military Education (Military Theory+ Military Training)	"Military Theory" is a core general compulsory national defense education course offered to all undergraduates in regular higher education institutions. The course content is strictly prepared according to the 2019 edition of the "Military Course Syllabus for Regular Higher Education Institutions." The course is based on the "National Defense Law of the People's Republic of China," the "Military Service Law of the People's Republic of China," the "Education Law of the People's Republic of China," and relevant documents from the State Council and the Central Military Commission. It is an integrated ideological and political course that implements the fundamental task of fostering virtue through education, practicing the holistic national security concept, and carrying out Xi Jinping's thought on strengthening the military. This course belongs to the university talent training system, is managed on a credit system, and is	XSYU

	separately set at 36 theoretical hours and 2 credits, complemented by the 'Military Skills' practical training course, forming a complete military course system. The course is divided into five major modules: China's national defense, national security, military thought, modern warfare, and information equipment, with compulsory and elective teaching content. The course aims to enhance students' national defense awareness, national security awareness, and sense of crisis, cultivate patriotism and patriotism, and improve overall national defense literacy. Courses are taught and assessed according to national unified teaching standards, and grades are recorded in students' student records.	
Innovation Spirit and Practice/Innovative method/Entrepreneurial risk management	The "Entrepreneurial Spirit and Practice" course is dedicated to reshaping students' "entrepreneurial spirit" and underlying drive for innovation in the VUCA era. The curriculum not only covers the awakening of innovation awareness, opportunity identification, and value proposition design, but also strongly emphasizes action-oriented execution from "0 to 1". Pedagogically, the course deeply integrates Project. Based Learning (PBL) and action learning. By introducing business games, corporate exploration, startup incubation projects, and cross-cultural team collaboration, students experience the complete process of real-world business scenarios—from pain point insights and resource integration, MVP (Minimum Viable Product) validation, to business model closure. Ultimately, this course breaks the boundaries of traditional classrooms, comprehensively enhancing students' cross disciplinary integration skills, resilience (AQ), teamwork, and leadership, cultivating future business elites equipped with a global vision and a strong sense of social responsibility.	XSYU

Section 4.3: Courses Under Development

Are there any University of Regina courses under development for the program? If yes, please provide the course name, course description, and the expected date of approval.

There are no courses under development for the program.

Section 4.4: Admission Requirements

Please outline the admission requirements for the program in the templates below.

Admission from Non-Canadian High Schools

Non-Canadian High School Requirements	Additional Program Specific Admission Requirements

Students will be expected to meet University of Regina admission requirements as detailed in the Undergraduate Calendar, with the exception of the English Language Proficiency requirement, which will be an exit requirement.	

Admission from Universities and Colleges

New Applicants with Less than 15 Credit Hours of Post-Secondary Studies	Additional Program-Specific Admission Requirements
N/A – students will enter the program at the start as part of a cohort	

English Language Proficiency (ELP) Requirements

To be eligible for graduation, students must meet the University of Regina's English Language Proficiency requirements.

Section 4.5: Academic Performance and Progression Requirements

Please outline the academic performance and progression (e.g. academic action) requirements for the program.

Students must remain in good academic standing in accordance with Faculty of Engineering and Applied Science standards as set out in the Undergraduate Calendar.

Section 4.6: Graduation Requirements

Please outline the graduation requirements for the program.

Students must achieve a minimum PGPA of 60.00%, and a minimum UGPA of 60.00%. Students must meet the University of Regina's English Language Proficiency requirement prior to graduation.

Section 4.7: Program Delivery Methods

Please outline how courses will be offered in the program.

The courses will be delivered in person.

Section 5: Implementation and Resources

Section 5.1: Program Implementation Plan

Please outline how the program is being implemented within the Faculty. A timeline for implementation may be provided.

If the program is approved here, and by the Chinese government, the first cohort will begin their studies in Fall 2027.

Section 5.2: Staffing

As part of the agreement, XSYU will provide student support through the program's Administrative Body. Faculty of Engineering and Applied Science administrative assistants will handle reimbursement claims as part of their regular duties. The Faculty will require an APT 4 position to provide comprehensive academic administrative and operational support for the TNE program.

Section 5.2.1: Academic Staffing

Does the Faculty have sufficient faculty members to support the program? If not, how will you ensure that the program is staffed sufficiently?

Interested faculty members will be given priority. The Faculty will then consider PDFs, UTFs, and sessional instructors. If additional teaching resources are needed, the Faculty may select appropriately qualified instructors from an international pool to represent the University of Regina.

Are there any financial impacts associated with Faculty staffing?

The revenue-sharing agreement is expected to cover the costs associated with course overloads and the hiring of sessional instructors.

Please outline how Faculty teaching assignments are affected by this program.

Faculty members who wish to teach in this program over and above their normal UR teaching load will receive an overload stipend. Those who do not wish to teach in China will continue with their typical teaching responsibilities.

Are courses being eliminated from current offerings in order to support the teaching of this program?

No. Priority will remain with teaching students enrolled in our programs at the University of Regina.

Section 5.2.2: Administrative Staffing

Does the Faculty have sufficient administrative staff (academic advisors, student support services) to support the program? If no, how will the Faculty ensure that the program is supported administratively?

An Administrative Body at XSYU will support students and connect with the Associate Dean and Program Chair through a joint Academic Body. The University of Regina will oversee the Academic Body through a joint Executive Body that includes the Dean and the President. The Registrar's Office may need additional personnel to assist with graduation.

Are there any financial impacts associated with administrative staffing?

The administrative work will take place mainly at XSYU. Should in-person meetings be required, members of the Academic and Executive Bodies will travel to China. The Registrar's Office may need a centrally funded position to support the University's efforts in transnational education.

Section 5.3: Physical and Technical Infrastructure

Are there any impacts to the physical infrastructure at the University of Regina, as a result of the creation of this program? Are there any impacts to the physical infrastructure of the partner institution that the University of Regina would be responsible for?

The partner institution will provide dedicated space for teaching. The University of Regina will not be responsible for these infrastructure costs.

Are there any financial impacts associated with the physical infrastructure?

No.

Are there any impacts to the technical infrastructure of the University of Regina as a result of the creation of this program? Are there any impacts to the technical infrastructure of the partner institution for which the University of Regina would be responsible?

No.

Are there any financial impacts associated with the technical infrastructure?

No.

Section 5.4: Information Services

What are the impacts on Information Services as a result of the creation of this program (i.e., UR Courses, UR Self-Services, Banner, Degree Audit, etc.)?

We are working with the Registrar's Office and IS to ensure that all applicable legislative and institutional requirements are met. The current plan is to maintain appropriate student records without automatically granting access to the full range of University of Regina services.

Can these impacts be managed by Information Services?

Yes. Between Information Services and the Registrar's Office, the impacts will be manageable.

Are there any financial impacts associated with Information Services?

By planning ahead, the work in Banner and Degree Audit is expected to be manageable with current staffing levels.

Section 6: Strategic Considerations (Council Committee on Academic Mission)

Section 6.1: Strategic Plan Consideration

Please outline how this program supports the University's Strategic Plan.

Together We Learn: Through this program, we will be able to share the University of Regina's approach to experiential learning with international students.
Together, We Discover: The relationships built through the undergraduate programs will lead to graduate students joining us at the University of Regina to do research.
Together, We Build: The agreement with our partner institution builds our reputation as a trusted and reliable partner interested in long-term relationships.
Together, We Innovate: By teaching in person at our partner institution, our instructors will be exposed to new technologies that support teaching and research, which can then inform improvements in teaching, research, and service on our campus.

Are there any other strategic considerations for this program?
This new 4+0 program will allow us to engage academically strong international students.

Section 7: Budgetary Considerations (Council Committee on Budget)

Section 7.1: Program Revenues and Expenses

The values are based on estimates and initial discussions regarding revenue sharing with the Faculty. The first four years of projected revenues and expenses are presented below. If student intake continues beyond five years, Year 4 levels are assumed to be maintained. Otherwise, revenues and expenses are expected to decline to approximately Year 1 levels by Year 8.

Electronic and Information Engineering	Year 1	Year 2	Year 3	Year 4
Revenues				
Tuition	300,000	600,000	900,000	1,200,000
Fees	NA	NA	NA	NA
External Funding Support	NA	NA	NA	NA
Internal Re-allocation of Funds	NA	NA	NA	NA
Total Revenues to Faculty of Engineering and Applied Science	300,000	600,000	900,000	1,200,000
Expenses				
Equipment (including IT)	NA	NA	NA	NA
Faculty Recruitment	NA	NA	NA	NA
Marketing and Promotions	NA	NA	NA	NA
Instruction delivery including: sessionals, limited term instructional support, and/or overload stipends	127,238	150,748	398,405	404,255
Honoraria				
Travel, Recruitment, and Moving Costs	43,400	39,200	22,800	23,900
Library Acquisitions	NA			
APT 4 term position (staffing cost)	0	78,390	80,730	84,240
Total Expenditures	170,638	268,338	501,935	512,395
Estimated Surplus or Deficit	**129,363**	**331,663**	**398,065**	**687,605**

Please note: Tuition and fees are approved by the University of Regina Board of Governors.

Section 8: Faculty/Academic Unit Contact

Please provide the name and contact information of the program lead(s) (i.e., Associate Dean, Department Head, Program Chair, etc.).

Associate Dean (Academic): Paul Laforge, paul.laforge@uregina.ca
Program Chair of Electronic Systems Engineering: Abdul Bais abdul.bais@uregina.ca

ATTACHMENT D

Transnational Education (TNE) New Bachelor's Degree Proposal

Section 1: Proposal Overview

Program Name:	Bachelor of Engineering in Petroleum Engineering
Credential Awarded:	Bachelor of Engineering
Credential Type:	Baccalaureate
Proposed Effective Date:	202730

Section 2: Proposed Program of Study

PROGRAM DESCRIPTION:

Please provide a 3-4 sentence description of the program.

This program is designed given the strengths in petroleum engineering at the University of Regina and XSYU. The Faculty of Engineering and Applied Science will deliver existing courses in general engineering, petroleum systems engineering, energy systems engineering, and environmental systems engineering.

DESCRIBE THE LEARNING OUTCOMES:

To develop knowledge and skills in petroleum engineering within a Canadian university education framework, complementing a standard Chinese-delivered undergraduate program.

WHAT ARE THE KEY OBJECTIVES AND/OR GOALS OF THIS PROGRAM:

- To allow the University of Regina to continue delivering quality programs to international students
- To establish research connections and collaborations between the two institutions
- To create a pool of potential graduate students who may pursue graduate studies and research at the University of Regina

HOW WILL THE PROGRAM BE DELIVERED:

Xi'an Shiyou (Petroleum) University (XSYU) will offer its portion of the program, and the University of Regina will offer the agreed-upon courses in person.

ARE THERE ANY IMPACTS TO CURRENT PROGRAMS OFFERED BY YOUR FACULTY:

The University of Regina courses taught at XSYU will be delivered as teaching overloads or covered by sessional instructors. As the courses already exist, no additional space or scheduling resources will be required on the University of Regina campus.

ARE THERE ANY IMPACTS TO ACCREDITATION FOR YOUR FACULTY:

No. The Faculty of Engineering and Applied Science does not intend to pursue Canadian accreditation for this program at its initial launch, and the creation of this degree program will not jeopardize the status of our existing accredited programs.

Section 3: Enrolment Planning

Proposed Enrolment	Total Headcount	Annual Enrolment	Anticipated # of graduates
Year 1	120	120	0
Year 2	240	120	0
Year 3	360	120	0
Year 4	480	120	120
Year 5	480	120	120
Year 6	360	0	120
Year 7	240	0	120
Year 8	120	0	120

Section 4: Program Requirements

Section 4.1: Program Template

Please provide the program template for this program, including all course names, credit hours, and minimum Major GPA, and PGPA requirements.

Bachelor of Engineering in Petroleum Engineering

Credit Requirement	Course Name
4	College Physics II and Experiment
10	Advanced Math I
2.5	Linear Algebra II
2.5	Probability and Mathematical Statistics II
3	Mechanics for Engineers - Dynamics
3	Engineering Drawing and Computer Drawing
1	MATLAB Programming
2	General Chemistry
2	Project Management and Technical Economics
30	**Subtotal (Basic courses)**
3	ENER 491 Carbon Capture Utilization and Geo Sequestration
3	ENER 380 Petroleum Treating Operations
3	ENER 484 Reservoir Characterization
3	ENPE 251 Reservoir Fluid Properties
3	ENPE 300 Fundamentals of Reservoir Engineering

3	Mechanics of fluids in porous media
3	Reservoir physics
3	ENER 435 Petroleum Production Engineering
3	ENER 333 Drilling Engineering
2	Oil-field chemistry
3	ENER 381 Rock Mechanics
2	Geology of oil and gas field development
3	ENER 201 Introduction to Energy Resources
3	ENEV 261 Engineering Fluid Mechanics
3	ENGG 330 Engineering Numerical Methods
3	ENER 481 Natural Gas Engineering
3	ENER 480 Reservoir Modelling
3	ENER 331 Secondary Hydrocarbon Recovery
3	ENER 433 Well Logging and Formation Evaluation
3	ENER 431 Enhanced Oil Recovery
3	ENER 483 Reservoir Stimulation
3	ENER 437 Well Testing
3	Petroleum Engineering Experiment I
67	**Subtotal (Professional Education Courses)**
3	Well Completion Engineering
3	Technology for the Formation Damage controlling
6	**Subtotal (Specialized courses)**
5.5	Comprehensive Design and Competition Training in Petroleum Engineering
8	Comprehensive Practice(Including Field Training, Field Geology Fieldwork, Production Internship III,Comprehensive Engineering Training and Innovation)
12	Graduation Thesis and Design
25.5	**Subtotal (Integrated practical session)**
3	Ideological and Moral Cultivation and Legal Basis
3	Outline of Modern and Contemporary Chinese History
3	Basic Principles of Marxism
3	Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics
3	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era
2	Situation and Policy
1	National Security Education
1	Choose one course from the Four Histories
19	**Subtotal (Political Theory Courses)**
7	College English I-IV

1	Psychological Health Education for College Student
0.5	Career Planning and Employment Guidance for College Students
4	Physical Education I-IV
1	Labor Education
3	Military Education (Military Theory+ Military Training)
1	Innovation Spirit and Practice/Innovative method/Entrepreneurial risk management
17.5	**Subtotal (Culture Courses)**
165	**Total**

Section 4.2: Course Descriptions

Please provide the course descriptions for each course offered in this program. Please include the offering institution.

Course Name	Course Description	Offered by
College Physics II and Experiment	University Physics is a compulsory basic science course for all majors in science and engineering. Physics takes the most common and basic material structures, space-time relationships, motion forms and interaction laws in nature as the research object. It is an important foundation for humans to explore the world and establish a scientific world outlook and methodology, and is also the theoretical cornerstone of modern natural science and engineering technology. This course aims to systematically teach the basic concepts, basic principles and basic laws of physics, covering core content such as mechanics, heat, vibration and waves, electromagnetics, optics and modern physics, help students establish a complete knowledge system, understand the internal connections between different forms of motion, and understand the important progress and achievements of physics in modern times. Through theoretical teaching and practical training, the course focuses on cultivating students' mathematical deduction ability, abstract thinking ability and scientific cognitive ability, so that they can initially master the basic ideas and methods of physics research, laying a solid foundation for subsequent professional course learning and scientific research.	XSYU
Advanced Math I	Advanced Mathematics I is a compulsory fundamental theoretical course for undergraduate non-mathematics majors of science and engineering disciplines, serving the cultivation of high-quality specialized talents required for China's socialist	XSYU

	modernization drive. Through the study of this course, students are expected to master the basic concepts, core theories and fundamental computing skills of the following contents:1.Functions and Limits；2.Calculus of Single-Variable Functions；3.Differential Equations；4. Vector Algebra and Spatial Analytic Geometry；5. Calculus of Multivariable Functions；Infinite Series (including Fourier Series)；The course lays an essential mathematical foundation for students to learn subsequent specialized courses and acquire further mathematical knowledge. Meanwhile, all teaching sessions are designed to progressively develop students' capabilities in abstract thinking, logical reasoning, spatial imagination, mathematical computation and self-directed learning. Special emphasis is placed on cultivating students' ability to comprehensively apply learned knowledge to analyze and solve practical problems.	
Linear Algebra II	Linear Algebra is a fundamental compulsory course for students majoring in science, engineering, economics, management, and related disciplines in higher education institutions, and it also constitutes an integral part of the mathematics component of the national postgraduate entrance examination. It is designed to cultivate high quality specialized talents essential for China's socialist modernization drive. This course primarily addresses the linear theory and methods of finite dimensional linear spaces, characterized by strong logical rigor, abstract reasoning, and broad applicability. Particularly in the current era of widespread computerization, solving large scale linear systems and computing matrix eigenvalues have become routine challenges frequently encountered by technical professionals. Consequently, the methodologies introduced in this course find extensive application across diverse fields. Through the study of this course, students are expected to acquire the commonly used matrix methods in applied sciences, along with fundamental theories of linear systems, quadratic forms, and related topics. They will also develop proficient skills in matrix manipulation and the ability to employ matrix techniques to address practical problems, thereby establishing an essential foundation for subsequent advanced coursework, further expanding their mathematical horizons, and enhancing their overall academic competence.	XSYU
Probability and Mathematical Statistics II	Probability Theory and Mathematical Statistics is a compulsory foundational course for undergraduates in science, engineering, economics, and management. It uses rigorous mathematical methods to study random phenomena and their underlying laws. The course comprises two parts: Probability Theory – examines the	XSYU

	regularity of uncertain phenomena in nature and society through quantitative analysis. Topics include random events and probability, random variables and distributions, numerical characteristics, laws of large numbers, and the central limit theorem. Mathematical Statistics – builds on probability theory to address statistical inference from experimental data. Topics include fundamental concepts, parameter estimation, and hypothesis testing.	
Mechanics for Engineers - Dynamics	The course "Engineering Mechanics" is a fundamental subject for engineering majors, widely applicable in many engineering fields. The course content includes two parts: "Statics" and "Mechanics of Materials". The statics part mainly studies the force and equilibrium laws of objects; "Mechanics of Materials" mainly studies the deformation and failure laws of components under external forces, including strength, stiffness, and stability issues. Through the study of this course, students are required to have a clear basic concept of internal force analysis, strength analysis, stiffness analysis and stability of bar, as well as the necessary basic knowledge and relatively skilled calculation ability, so that students can analyze simple engineering problems, and through strengthening engineering practice, It enables students to have preliminary mechanical modeling and approximate evaluation ability of simplified models, certain qualitative and quantitative analysis ability, and preliminary experimental ability, so as to improve students' ability to analyze and solve problems, self-study ability and logical thinking ability, so as to promote the comprehensive quality of students. And lay the necessary foundation for the subsequent study of relevant courses.	XSYU
Engineering Drawing and Computer Drawing	Engineering Drawing is a disciplinary foundation course for students majoring in non-mechanical category. Engineering drawings are important document for design, manufacture, utilization and service, often called: “the common technical language for engineers”. This course is an applied discipline that mainly study the production, representation and reading of engineering drawing as well as a fundamental part of engineering education. The contents of this course mainly contain: the related national standards on Mechanical Drawing and Technical Drawing; the basic theory and methods of orthographic projection; solids and their intersection; representation and dimension of composite solids; general principles of representation; standardized expression of commonly used mechanical parts and structures; Content, drawing and reading of part drawing and assembly drawing;	XSYU

	Operation and application of computer drawing software. Students will be trained to master the ability of drawing and reading engineering drawing by learning this course. Their ability of spatial imagination and analysis will be improved additionally. Patient and meticulous work style, serious attitude and self-consciousness of implementing national standards will be trained and developed during the learning process, so as to lay a solid foundation for further professional course learning and practice.	
MATLAB Programming	MATLAB Programming is a core basic course for petroleum engineering majors. It systematically introduces MATLAB programming, matrix operations, numerical calculation, equation solving and oil-gas engineering simulation modeling. It cultivates students' computational thinking and the ability to solve complex petroleum engineering problems, and integrates ideological elements such as serving national energy security and independent technological innovation.	XSYU
General Chemistry	General chemistry is an important basic theory course for all of the disciplines except for the subjects of chemistry and chemical engineering. The course gives much attention to chemical basic theory and technology, combines with the engineering practice and attaches importance to the quality education as well as the hottest problems of society and actual life. It contents the thermal chemistry, thermochemistry, thermodynamics, kinetics, water chemistry, electrochemistry, atomic structure, chemical bond, crystal structure. Through the study of this course, students' chemical thinking mode will be cultivated, and master the basic skills of chemical experiments, understand the phenomenon of material change from the viewpoint of chemistry in engineering technology, and have the ability of preliminary analysis of some practical problems related to chemistry engineering technology. which will help students better solve the chemistry related problems encountered in the follow-up professional learning.	XSYU
Project Management and Technical Economics	Project Management and Technical Economics is a professional expansion course, in which the project management section requires students to understand the main content of project planning, implementation, and control, including project organization management, scope management, time management, cost management, quality management, human resource management, communication management, procurement and contract management, and risk management. Help students apply the theories they have learned to the practical work of project management, cultivate their ability to	XSYU

	identify, analyze, and solve problems, and enable them to learn to examine the entire project management from a systematic perspective, improving their skills in handling small-scale project management. Technical economics, also known as the "economics of engineers", aims to enable students to master the basic theories and methods of engineering economics, cultivate the basic concept of the time value of funds, learn how to evaluate the investment effect of construction projects, predict and evaluate the risks in the project construction process, master how to choose project construction plans reasonably, estimate the economic effects after project implementation, and better manage the operation of projects.	
ENER 491 Carbon Capture Utilization and Geo Sequestration	This course will cover 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.	URegina
ENER 380 Petroleum Treating Operations	Petroleum treating processes. Multiphase Separation equipment design and operations; hydrocyclones, desalination, dehydration, hydrate, prevention, emulsion treating, and viscosity altering processes.	URegina
ENER 484 Reservoir Characterization	Review petroleum reservoir geology, geological depositional environments, petrophysical and geostatistical analysis, and reserves estimation based on static and dynamic reservoir information. Emphasis on data analysis and integration for a model suitable for reservoir simulation.	URegina
ENPE 251 Reservoir Fluid Properties	Qualitative and quantitative phase behavior of petroleum reservoir fluids through the algebraic and numerical application of thermodynamic theory, equations of state, and empirical correlations; determination of engineering PVT parameters; and, phase behaviour of hydrocarbon systems.	URegina
ENPE 300 Fundamentals of Reservoir Engineering	Relationship of 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 petroleum reservoirs, displacement of oil and gas, and reservoir estimation principles.	URegina
Mechanics of fluids in porous media	"Mechanics of fluids in Porous Media I " is one of the important basic course for petroleum engineering specialty and offshore oil and gas engineering specialty. This course is based on expounding the basic principle of the formation of oil gas water movement and basic interpretation methods, emphatically introduces the basic principle of steady seepage and transient seepage and the corresponding basic skills, particular attention has been paid to the wide use of oil and gas fields and the	XSYU

	introduction of new methods abroad and the ability to solve problems related to percolation. Through this course, students should master the basic knowledge and principle of steady state percolation of incompressible, unsteady percolation of slightly compressible fluid, gas seepage and two-phase seepage etc., train correct scientific thinking methods and the ability to analyze and solve problems. For students after graduation can choose a reasonable mathematical model, study the law of fluid movement and prepare for dynamic prediction based on the reservoir characteristics, fluid properties and geological conditions. It will lay a solid foundation for oil exploration, development, production and scientific research in the future.	
Reservoir physics	Reservoir Physics is an important foundational course for students majoring in petroleum engineering, with strong practicality. This course is based on the principles of physics and experimental techniques. By analyzing the properties and physicochemical phenomena of rocks and fluids in oil and gas reservoirs, it reveals the essence and laws of fluid distribution, flow, and fluid solid interaction in oil and gas reservoirs. It particularly focuses on the application of various physical parameters and their variation characteristics in petroleum drilling, development and extraction, and improving crude oil recovery. Through the study of this course, students will be able to master the basic knowledge of high-pressure physical properties of fluids, reservoir properties, and flow characteristics of fluids in porous media. They will analyze various complex physical phenomena in the development process of low-permeability and unconventional oil and gas reservoirs, design experimental plans based on scientific principles, correctly process experimental data, and obtain reasonable and effective conclusions. They will be able to engage in engineering design, scientific research and development, production operation, and business management in petroleum and natural gas engineering and related fields.	XSYU
ENER 435 Petroleum Production Engineering	Principles of oil and gas production. Artificial lift, inflow performance relationships, introduction to well stimulation, and production system design.	URegina
ENER 333 Drilling Engineering	Drilling fluids, rotary drilling, drilling hydraulics, formation pore pressure and fracture resistance, casing design, directional drilling, horizontal drilling and drilling waster disposal.	URegina
Oil-field chemistry	Oilfield Chemistry is an important professional education course in petroleum engineering, which applies chemical theories and experimental methods to engineering technologies such as petroleum	XSYU

	drilling, completion, oil recovery, crude oil demulsification, gathering and transportation, and oilfield wastewater treatment. This course mainly combines the characteristics of oil and gas field production operations in petroleum engineering and the characteristics of oilfield chemistry research. It introduces the performance of various chemical agents and their chemical action principles in production applications. Combined with production practice and production process conditions and processes, it focuses on the practical application, process principles and action mechanisms, experimental evaluation methods, and application effect evaluation techniques of oilfield chemical agents. By learning, students can understand and master the basic knowledge and principles of oilfield chemistry, exercise their ability to think about the performance, mechanism of action, formation conditions, and construction parameters of working fluids in combination, and develop the ability to comprehensively analyze and solve problems. This will lay a necessary foundation for future oilfield production practice and scientific research in the field of oilfield chemistry.	
ENER 381 Rock Mechanics	Stress and strain tensors, rock elasticity, mechanical properties of rocks, effective stress concept, anisotropy, time-dependent effects, constitutive modeling of rocks, failure mechanics, rock properties from laboratory experiments, rock properties from field data.	URegina
Geology of oil and gas field development	Oil and gas field development geology is a mandatory specialized subject for Petroleum Engineering majors, characterized by its theoretical depth and practical relevance. This course systematically introduces the fundamentals of petroleum geology, basic principles of well logging, and standard interpretation methods, with a focus on the acquisition and interpretation of drilling geological data, static geological studies of oil and gas reservoirs, and dynamic geological analysis. Through this course, students will master the basic concepts, theories, methods, and skills of geological research in oil and gas fields. It aims to cultivate proper scientific thinking, problem analysis, and problem-solving abilities, integrating high professional ethics into every aspect of oil and gas field development. Students are encouraged to pursue professional excellence while establishing correct worldviews, life philosophies, and values, committing themselves to the development of the national energy sector, contributing to national energy security, and promoting the transition to green energy.	XSYU
ENER 201 Introduction to Energy Resources	Exposure to various disciplines within energy resources engineering including drilling, production, and reservoir	URegina

	engineering; professionalism and ethics in energy resources engineering.	
ENEV 261 Engineering Fluid Mechanics	Properties of fluids, pressure and fluid statics, mass, energy and momentum principles, Bernoulli and energy equations, steady state internal flow in pipe systems, flow measurement, external flow drag and lift, dimensional analysis.	URegina
ENGG 330 Engineering Numerical Methods	Application of numerical methods to engineering problems; topics includes sources and definitions of error, root finding, solutions of linear and non-linear systems of equations, regression, interpolation, numerical integration and differentiation, solution of initial value and boundary value ordinary differential equations. Introduction to finite difference and finite element methods. Applications include solving problems with MATLAB and ANSYS.	URegina
ENER 481 Natural Gas Engineering	Determination of gas properties; estimation of reserves, material balance equation, decline curve analysis, and deliverability of individual gas wells. Single and multiphase flow in pipes, gas-condensate reservoirs; design of production facilities, metering, compression, gas storage, transmission and pipeline transportation.	URegina
ENER 480 Reservoir Modelling	Fundamentals of modeling in petroleum engineering. Simulation methods as applied to specific problems in petroleum reservoir behavior; examples will be drawn from primary, secondary, and tertiary recovery phases of petroleum production.	URegina
ENER 331 Secondary Hydrocarbon Recovery	Analysis and prediction of reservoir performance by use of material balance. Reservoir performance by use of decline curves. Pressure maintenance, oil trapping, capillary number correlations, fluid displacement, fractional flow, displacement efficiency, areal and vertical sweep efficiencies, waterflooding design, and gas injections.	URegina
ENER 433 Well Logging and Formation Evaluation	Fundamentals of well logging for the determination of petrophysical properties in the near bore region, types of well logging devices, and applications of well logs for petroleum system management.	URegina
ENER 431 Enhanced Oil Recovery	Displacement processes for recovering additional hydrocarbons. Waterflooding, gas flooding, solvent flooding, and thermal recovery processes. Development of design techniques.	URegina
ENER 483 Reservoir Stimulation	Formation damage mechanisms, introduction to reservoir stimulation techniques, matrix acidizing operation design, sandstone acidizing, carbonate acidizing, placement and diversion methods, introduction to rock mechanics, acid fracturing operations, hydraulic fracturing operations, fracture treatment design, treatment analysis and post-treatment evaluation.	URegina
ENER 437 Well Testing	Basic principles of well testing and interpretation for oil and gas production,	URegina

	pressure transient theory, principles of superposition, and application of well testing to homogeneous and heterogeneous reservoirs.	
Well Completion Engineering	Completion Engineering is an important professional course in petroleum engineering. This course focuses on the design and cementing of casing strings, selection of reservoir characteristics and completion methods, oil and gas well completion methods, perforation processes and fluids, perforation parameters and design, sand production mechanisms and sand control, oil and gas well testing techniques, completion and production measures, and their engineering applications. The purpose of course teaching is to enable students to master the basic principles, concepts, calculation methods, and optimization design of well completion engineering through teaching and design, cultivate correct scientific thinking methods and the ability to analyze and solve problems, and lay a solid foundation for future research and engineering applications in oilfield drilling and completion.	XSYU
Technology for the Formation Damage controlling	Oil and Gas Reservoir Protection Technology "is a specialized course in the field of petroleum engineering. It applies the theory, experimental methods, and various protective measures of oil and gas reservoir protection technology to the entire process of oil and gas field drilling, completion, and development. It is a course that is closely related to theory and production practice, and has strong practicality. The quality of oil and gas reservoir protection work is directly related to the timely discovery of new reservoirs, new oil and gas fields, the correct evaluation of reserves, and the stable and increased production of oil and gas wells, which has a crucial impact on the economic benefits of oil and gas fields. This course provides a systematic introduction to rock analysis techniques, indoor evaluation methods for oil and gas reservoir damage, mechanisms of oil and gas reservoir damage, techniques for reservoir damage and protection during drilling, well completion, cementing, and oil and gas extraction processes, as well as field evaluation techniques for oil and gas reservoir damage. Through this, students will have a comprehensive understanding and mastery of sensitive mineral analysis methods for reservoirs, potential damage factors and mechanisms for reservoirs, indoor and field evaluation methods for reservoir damage, causes of reservoir damage during oil and gas field drilling, completion, and development processes, and various protective measures. The course aims to cultivate students' scientific thinking methods and the ability to comprehensively analyze and solve	XSYU

	problems, laying a necessary foundation for future oil and gas field production practice and scientific research in oil and gas reservoir protection technology.	
Petroleum engineering experiment	Petroleum Engineering Experiment is a compulsory core course for petroleum engineering majors, acting as a vital bridge connecting theoretical classroom knowledge and oilfield on-site practice, which focuses on cultivating students' engineering practical capabilities, rigorous scientific literacy and the sense of responsibility for national energy security. Integrating national and industrial technical standards as well as ideological and political education, the course follows the teaching logic of "from laboratory to oilfield" Field samples including produced water, drilling fluid and natural rock cores are widely used in experiments to link lab research with on-site production. The teaching objectives are divided into three dimensions: knowledge dimension, mastering core experimental principles and testing methods of petroleum engineering; ability dimension, possessing full-process capabilities of experimental design, data analysis and field troubleshooting; value dimension, inheriting the rigorous industry spirit of Daqing Oilfield, establishing the concept of green oilfield and energy security, and cultivating responsible petroleum engineering technicians with solid professional skills.	XSYU
Comprehensive Design and Competition Training in Petroleum Engineering	Based on oilfield engineering cases, this course uses team-based integrated design and final defense to train students to apply knowledge of reservoir engineering, drilling and completion engineering, and production engineering to practical production problems. In connection with competition training requirements, students complete scheme design, report writing, presentation, and defense, thereby improving their engineering design ability, complex problem analysis, teamwork, and innovative communication skills.	XSYU
Comprehensive Practice(Including Field Training, Field Geology Fieldwork, Production Internship III,Comprehensive Engineering Training and Innovation)	This course is presented as one integrated practical course. Its contents are organized into four modules: Cognition Practice, Field Geological Practice, Production Practice III, and Comprehensive Engineering Training and Innovation. This structure reflects the integrity of the course while retaining the function, duration, and assessment features of each practical component.	XSYU
Graduation Thesis and Design	The Graduation Project or Thesis is an integrated practical component conducted after students complete the main undergraduate coursework. It is an important process for transforming theoretical knowledge into engineering practice ability and is also an essential requirement for graduation and degree awarding. The course covers topic selection, literature review, foreign-language	XSYU

	translation, proposal writing, research or design, thesis writing, review, and defense, cultivating students ability to apply professional knowledge to engineering practice and scientific research problems.	
Ideological and Moral Cultivation and Legal Basis	This course is an ideological and political theory course integrating ideological nature, political nature, scientific, theoretical quality and practicality. Targeting the ideological, moral and rule of law issues college students encounter in their growth, this course delivers education on Marxist world outlook, outlook on life, values, moral outlook and rule of law outlook. It helps college students improve their ideological and moral quality as well as their literacy in the rule of law, and grow into new era youth who consciously shoulder the great mission of national rejuvenation. Studying this course enables college students to understand the true meaning of life, grasp the direction of life, pursue lofty ideals, uphold noble convictions, carry forward fine traditions, promote the Chinese spirit, and cultivate and practice the Core Socialist Values. It helps college students abide by moral norms and temper moral character by closely integrating sound moral cognition, conscious moral self cultivation and active moral practice, thus fostering positive social ethics. It also helps college students learn the thought on the rule of law and develop rule of law thinking, so that they will respect, study, abide by and apply the law voluntarily, and thereby possess sound ideological and moral quality and literacy in the rule of law.	XSYU
Outline of Modern and Contemporary Chinese History	The Outline of Modern and Contemporary Chinese History is a compulsory ideological and political theory course for bachelor students in universities across the country. This course mainly describes the historical process and internal laws of modern Chinese social development, revolution, construction and reform. The teaching goal is to make college students understand national history and national conditions, and deeply understand how history and the people chose Marxism, the Communist Party of China, the socialist road, and reform and opening up. We should have a deep understanding of why the CPC is capable, why Marxism works, and why socialism with Chinese characteristics is good, and work even more resolutely for the great rejuvenation of the Chinese nation under the strong leadership of the CPC.	XSYU
Basic Principles of Marxism	The basic principles of Marxism include three major parts: Marxist philosophy, Marxist political economy and scientific socialism. This course is a systematic lecture on the basic theories of Marxism and the core educational content of the ideological foundation of socialism with Chinese characteristics. It is a quality-oriented	XSYU

	education for students, especially ideological and political education, and a course that plays an important role in cultivating talents needed to adapt to the great cause of China's modernization drive and reform and opening up. The focus of this course is to learn the basic standpoints, viewpoints and methods of Marxism in understanding the relationship between the material world, human history and social life, to learn and master the world outlook and methodology of dialectical materialism and historical materialism, to learn to understand the essence of capitalist relations of production and its development trend, to learn to understand the objective inevitability of socialism and communism and the historical process of construction and development. As well as the pursuit of labor liberation, the ideal state of human liberation and its historical progress significance and practical transcendence significance, so that students can form a scientific world outlook, values and outlook on life	
Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	Mathematical Analysis Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics is a compulsory ideological and political theory course for undergraduate students in China's universities, as well as a mandatory general education course for all majors in our university. Centered on adapting Marxism to the Chinese context and the needs of the times, this course elaborates on the core theoretical achievements of adapting Marxism to China and the times, including their main contents, spiritual essence, historical status and guiding significance. It fully reflects the historical process and fundamental experience of the Communist Party of China in continuously integrating the basic tenets of Marxism with China's specific realities. In addition, it systematically expounds the formation, main contents and historical status of Mao Zedong Thought, Deng Xiaoping Theory, the Important Thought of Three Represents and the Scientific Outlook on Development.	XSYU
Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is a compulsory ideological and political theory course for undergraduate students at Chinese universities. It is also a compulsory general education course for all majors at our university. The course focuses on the latest achievements of Marxism adapted to China' s conditions and the comprehensive understanding of socialism with Chinese characteristics entering a new era. It systematically expounds the main content and historical position of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, fully reflecting the strategic deployment of building a socialist modernized strong country. The	XSYU

	purpose of offering this course is to enable university students to have a more thorough understanding of the Communist Party of China' s basic theories, basic lines, and basic strategies upheld in the new era, and to provide more practical assistance in enhancing their ability to apply the Marxist standpoint, viewpoint, and method to understand, analyze, and solve problems.	
Situation and Policy	Situation and Policy is a compulsory ideological and political theory course for undergraduate students in Chinese universities. By expounding domestic and international situations and relevant policies and analyzing social difficulties and hot issues, this course guides students to correctly understand the domestic and international landscape and accurately grasp the basic theories, lines and strategies of the Communist Party of China. It serves as the major channel and core platform for conducting situation and policy education among college students.	XSYU
National Security Education	This course fully implements the Party's education policy, strictly aligns with the requirements of the Guidelines for National Security Education in Primary, Secondary and Tertiary Schools, takes the Overall National Security Outlook as the fundamental guidance, centers on the fundamental educational goal of fostering well rounded socialist builders and successors, facilitates the cultivation and practice of Core Socialist Values, and systematically promotes the standardized development of the disciplinary system for national security. Based on the complex and evolving domestic and international security landscape, the course systematically elaborates core contents including the complete scientific system of the Overall National Security Outlook, the path of national security development with Chinese characteristics, the institutional guarantee system for national security, as well as global strategies and international security situations. It emphasizes the in-depth integration of national security knowledge with talent training for various majors to comprehensively consolidate college students' foundational understanding of national security. The course features clear overall educational objectives. Through systematic teaching, it guides students to gain a clear understanding of diverse risks and challenges facing national security in the new era, continuously raise their awareness and comprehensive literacy concerning national security, help the Overall National Security Outlook take root in their minds and be put into practice, pool internal motivation among young people to safeguard national security, and lay a solid ideological foundation for ensuring long-term stability of the country and cultivating	XSYU

	new era youths who consciously shoulder the great mission of national rejuvenation. Relying on multimedia tools and in class theoretical instruction, the course consolidates students' basic theoretical knowledge of national security, fulfills the educational function of enlightening minds and nurturing virtues, and improves students' comprehensive ability to analyze and judge security risks and respond to practical security issues. Through systematic study of this course, students can establish a holistic cognitive framework of national security, strengthen their patriotism, enhance their political judgment and discernment, firm their ideals and convictions, take the initiative to build a solid line of defense for nationwide national security, and conscientiously fulfill their legal obligations to safeguard national security with solid knowledge, literacy and practical capabilities.	
Choose one course from the Four Histories		XSYU
College English I-IV	College English is a general education course designed for first and second year undergraduates in disciplines such as science, engineering, and liberal arts (excluding foreign language majors). It aims to promote the coordinated development of students' knowledge, abilities, and qualities, with an emphasis on fostering innovative thinking and international leadership skills. The course focuses on English language knowledge, practical skills in listening, speaking, reading, writing, and translation, learning strategies, and cross cultural communication skills, achieving an organic integration of instrumental and humanistic values. Its instrumental nature is reflected in building upon high school English knowledge to enhance and expand students' reading, writing, and translation abilities, enabling them to communicate in English on familiar topics in daily life, academic settings, and future work. Its humanistic nature is demonstrated in two aspects: first, helping students learn about foreign societies and cultures, deepening their understanding of different cultures, enhancing their awareness of similarities and differences between Chinese and foreign cultures, and cultivating cross cultural communication skills; second, fostering students' ability to understand and interpret Chinese culture, strengthening cultural confidence, and serving the global promotion of Chinese culture. College English adopts a student-centered educational philosophy, embodying the teaching principle of "teacher led, student oriented." It employs an online to offline blended teaching model, and integrates smart technology to facilitate personalized and inquiry-based learning. Through 112 hours of English instruction, students'	XSYU

	listening, speaking, reading, writing, and translation skills are expected to meet the relevant course objectives. College English teaching is integrated into the university's ideological and political education system, playing a significant role in fulfilling the fundamental task of fostering virtue through education.	
Psychological Health Education for College Student	College Student Mental Health Education is a compulsory general education course for all students. Focusing on the mental health of college students, the course is grounded in psychological theories and methods, and covers topics such as self-awareness, academic development, interpersonal communication, and stress management. Through this course, students are expected to fully understand the significance of mental health for personal growth and development, acquire and embrace scientific knowledge of mental health education, and learn and practice skills for psychological adjustment. The course places particular emphasis on helping students master basic methods for maintaining mental health and self-adjustment strategies, so as to better adapt to college life and enhance their overall psychological well-being.	XSYU
Career Planning and Employment Guidance for College Students	College Students' Career Planning and Employment Guidance" is a general compulsory course for all college students, adopting an online and offline mixed teaching mode. Focusing on the full cycle growth needs of college students' career development, the course integrates career planning theories, professional literacy cultivation, job hunting skill training and employment rights protection based on the current employment market situation and national employment and entrepreneurship policies. It breaks the phased exam-oriented teaching mode of traditional employment guidance and builds a systematic teaching system of "cognition planning improvement practice protection". Through the study of this course, students are guided to establish scientific career outlook, employment outlook and talent outlook, comprehensively carry out self-cognition and career exploration, master career planning methods and core job hunting skills, improve professional literacy, employment competitiveness and career adaptability, formulate scientific career development plans combining personal characteristics and social needs, rationally cope with employment pressure and avoid employment risks, and help students achieve high quality employment and sustainable lifelong career development.	XSYU
Physical Education I-IV	College Physical Education: Aerobics is a public general education required course for all undergraduates across the university. It is offered continuously for four semesters during the freshman and sophomore years,	XSYU

	totaling 144 Credit hours and 4 credits. Aerobics is a sport based on aerobic exercise, integrating elements of music, dance, and gymnastics. It is a physical activity that combines fitness, entertainment, artistry, and appreciation. The course responsibility of comprehensively enhancing students' physical health, cultivating a lifelong physical education awareness, and improving their specialized aerobics skills. Through systematic teaching and practice, students can effectively improve their cardiorespiratory function, enhance body coordination, flexibility, and sense of rhythm, and shape a healthy and graceful physical posture. Students not only learn the basic theories, fundamental techniques, and complete routines of modern aerobics, but are also nurtured by the aesthetics of sports. They cultivate a coordinated and graceful body posture, a positive and upward psychological quality, and a spirit of teamwork, while developing a deeper sports culture literacy.	
Labor Education	Labor Education is a compulsory general education course for all college students formulated in accordance with the Guidelines for Labor Education in Colleges, Middle and Primary Schools. It is a core course for colleges and universities to implement the fundamental task of moral education and build a comprehensive education system of morality, intelligence, physical education, aesthetics and labor education. The course has a total of 32 class hours, including 16 hours of offline theoretical teaching and 16 hours of inside and outside school labor practice. Based on the requirements of labor education in the new era, it focuses on correcting the cognitive shortcomings of contemporary college students such as despising labor, fearing hardship and lacking dedication. The course systematically teaches Marxist labor view, new-era labor spirit, model worker spirit, craftsman spirit, labor laws and regulations, labor safety norms and professional labor literacy, covering four major modules: daily life labor, service labor, production labor and creative labor. Theoretical teaching consolidates students' labor cognition and establishes correct labor values; diversified practical training enables students to experience labor personally, master basic labor skills, and cultivate fine qualities of hard work and pragmatism. This course guides students to advocate, respect and love labor, develop labor habits of diligence, struggle and dedication, improve students' labor practical ability, social responsibility awareness and innovative practical literacy, and cultivate new-era young talents with all-round development of morality, intelligence, physical education, aesthetics and labor education,	XSYU

Military Education (Military Theory+ Military Training)	"Military Theory" is a core general compulsory national defense education course offered to all undergraduates in regular higher education institutions. The course content is strictly prepared according to the 2019 edition of the "Military Course Syllabus for Regular Higher Education Institutions." The course is based on the "National Defense Law of the People's Republic of China," the "Military Service Law of the People's Republic of China," the "Education Law of the People's Republic of China," and relevant documents from the State Council and the Central Military Commission. It is an integrated ideological and political course that implements the fundamental task of fostering virtue through education, practicing the holistic national security concept, and carrying out Xi Jinping's thought on strengthening the military. This course belongs to the university talent training system, is managed on a credit system, and is separately set at 36 theoretical hours and 2 credits, complemented by the 'Military Skills' practical training course, forming a complete military course system. The course is divided into five major modules: China's national defense, national security, military thought, modern warfare, and information equipment, with compulsory and elective teaching content. The course aims to enhance students' national defense awareness, national security awareness, and sense of crisis, cultivate patriotism and patriotism, and improve overall national defense literacy. Courses are taught and assessed according to national unified teaching standards, and grades are recorded in students' student records.	XSYU
Innovation Spirit and Practice/Innovative method/Entrepreneurial risk management	The "Entrepreneurial Spirit and Practice" course is dedicated to reshaping students' "entrepreneurial spirit" and underlying drive for innovation in the VUCA era. The curriculum not only covers the awakening of innovation awareness, opportunity identification, and value proposition design, but also strongly emphasizes action-oriented execution from "0 to 1". Pedagogically, the course deeply integrates Project. Based Learning (PBL) and action learning. By introducing business games, corporate exploration, startup incubation projects, and cross-cultural team collaboration, students experience the complete process of real-world business scenarios—from pain point insights and resource integration, MVP (Minimum Viable Product) validation, to business model closure. Ultimately, this course breaks the boundaries of traditional classrooms, comprehensively enhancing students' cross disciplinary integration skills, resilience (AQ), teamwork, and leadership, cultivating future business elites equipped with a global	XSYU

	vision and a strong sense of social responsibility.	

Section 4.3: Courses Under Development

Are there any University of Regina courses under development for the program? If yes, please provide the course name, course description, and the expected date of approval.

There are no courses under development for the program.

Section 4.4: Admission Requirements

Please outline the admission requirements for the program in the templates below.

Admission from Non-Canadian High Schools

Non-Canadian High School Requirements	Additional Program Specific Admission Requirements
Students will be expected to meet University of Regina admission requirements as detailed in the Undergraduate Calendar, with the exception of the English Language Proficiency requirement, which will be an exit requirement.	

Admission from Universities and Colleges

New Applicants with Less than 15 Credit Hours of Post-Secondary Studies	Additional Program-Specific Admission Requirements
N/A – students will enter the program at the start as part of a cohort	

English Language Proficiency (ELP) Requirements

To be eligible for graduation, students must meet the University of Regina's English Language Proficiency requirements.

Section 4.5: Academic Performance and Progression Requirements

Please outline the academic performance and progression (e.g. academic action) requirements for the program.

Students must remain in good academic standing in accordance with Faculty of Engineering and Applied Science standards as set out in the Undergraduate Calendar.

Section 4.6: Graduation Requirements

Please outline the graduation requirements for the program.

Students must achieve a minimum PGPA of 60.00%, and a minimum UGPA of 60.00%. Students must meet the University of Regina's English Language Proficiency requirement prior to graduation.

Section 4.7: Program Delivery Methods

Please outline how courses will be offered in the program.

The courses will be delivered in person.

Section 5: Implementation and Resources

Section 5.1: Program Implementation Plan

Please outline how the program is being implemented within the Faculty. A timeline for implementation may be provided.

If the program is approved here, and by the Chinese government, the first cohort will begin their studies in Fall 2027.

Section 5.2: Staffing

As part of the agreement, XSYU will provide student support through the program's Administrative Body. Faculty of Engineering and Applied Science administrative assistants will handle reimbursement claims as part of their regular duties. The Faculty will require an APT 4 position to provide comprehensive academic administrative and operational support for the TNE program.

Section 5.2.1: Academic Staffing

Does the Faculty have sufficient faculty members to support the program? If not, how will you ensure that the program is staffed sufficiently?

Interested faculty members will be given priority. The Faculty will then consider PDFs, UTFs, and sessional instructors. If additional teaching resources are needed, the Faculty may select appropriately qualified instructors from an international pool to represent the University of Regina.

Are there any financial impacts associated with Faculty staffing?

The revenue-sharing agreement is expected to cover the costs associated with course overloads and the hiring of sessional instructors.

Please outline how Faculty teaching assignments are affected by this program.

Faculty members who wish to teach in this program over and above their normal UR teaching load will receive an overload stipend. Those who do not wish to teach in China will continue with their typical teaching responsibilities.

Are courses being eliminated from current offerings in order to support the teaching of this program?
No. Priority will remain with teaching students enrolled in our programs at the University of Regina.

Section 5.2.2: Administrative Staffing

Does the Faculty have sufficient administrative staff (academic advisors, student support services) to support the program? If no, how will the Faculty ensure that the program is supported administratively?

An Administrative Body at XSYU will support students and connect with the Associate Dean and Program Chair through a joint Academic Body. The University of Regina will oversee the Academic Body through a joint Executive Body that includes the Dean and the President. The Registrar's Office may need additional personnel to assist with graduation.

Are there any financial impacts associated with administrative staffing?

The administrative work will take place mainly at XSYU. Should in-person meetings be required, members of the Academic and Executive Bodies will travel to China. The Registrar's Office may need a centrally funded position to support the University's efforts in transnational education.

Section 5.3: Physical and Technical Infrastructure

Are there any impacts to the physical infrastructure at the University of Regina, as a result of the creation of this program? Are there any impacts to the physical infrastructure of the partner institution that the University of Regina would be responsible for?

The partner institution will provide dedicated space for teaching. The University of Regina will not be responsible for these infrastructure costs.

Are there any financial impacts associated with the physical infrastructure?

No.

Are there any impacts to the technical infrastructure of the University of Regina as a result of the creation of this program? Are there any impacts to the technical infrastructure of the partner institution for which the University of Regina would be responsible?

No.

Are there any financial impacts associated with the technical infrastructure?

No.

Section 5.4: Information Services

What are the impacts on Information Services as a result of the creation of this program (i.e., UR Courses, UR Self-Services, Banner, Degree Audit, etc.)?

We are working with the Registrar's Office and IS to ensure that all applicable legislative and institutional requirements are met. The current plan is to maintain appropriate student records without automatically granting access to the full range of University of Regina services.

Can these impacts be managed by Information Services?

Yes. Between Information Services and the Registrar's Office, the impacts will be manageable.

Are there any financial impacts associated with Information Services?

By planning ahead, the work in Banner and Degree Audit is expected to be manageable with current staffing levels.

Section 6: Strategic Considerations (Council Committee on Academic Mission)

Section 6.1: Strategic Plan Consideration

Please outline how this program supports the University's Strategic Plan.

Together We Learn: Through this program, we will be able to share the University of Regina's approach to experiential learning with international students.
Together, We Discover: : The relationships built through the undergraduate programs will lead to graduate students joining us at the University of Regina to do research.
Together, We Build: The agreement with our partner institution builds our reputation as a trusted and reliable partner interested in long-term relationships.
Together, We Innovate: By teaching in person at our partner institution, our instructors will be exposed to new technologies that support teaching and research, which can then inform improvements in teaching, research, and service on our campus.

Are there any other strategic considerations for this program?
This new 4+0 program will allow us to engage academically strong international students.

Section 7: Budgetary Considerations (Council Committee on Budget)

Section 7.1: Program Revenues and Expenses

The values are based on estimates and initial discussions regarding revenue sharing with the Faculty. The first four years of projected revenues and expenses are presented below. If student intake continues beyond five years, Year 4 levels are assumed to be maintained. Otherwise, revenues and expenses are expected to decline to approximately Year 1 levels by Year 8.

Petroleum Engineering	Year 1	Year 2	Year 3	Year 4
Revenues				
Tuition	300,000	600,000	900,000	1,200,000
Fees	NA	NA	NA	NA
External Funding Support	NA	NA	NA	NA
Internal Re-allocation of Funds	NA	NA	NA	NA
Total Revenues to Faculty of Engineering and Applied Science	300,000	600,000	900,000	1,200,000
Expenses				
Equipment (including IT)	NA	NA	NA	NA
Faculty Recruitment	NA	NA	NA	NA
Marketing and Promotions	NA	NA	NA	NA
Instruction delivery including: sessionals, limited term instructional support, and/or overload stipends	127,238	150,748	398,405	404,255
Honoraria				
Travel, Recruitment, and Moving Costs	43,400	39,200	22,800	23,900
Library Acquisitions	NA			
APT 4 term position (staffing cost)	0	78,390	80,730	84,240
Total Expenditures	170,638	268,338	501,935	512,395
Estimated Surplus or Deficit	**129,363**	**331,663**	**398,065**	**687,605**

Please note: Tuition and fees are approved by the University of Regina Board of Governors.

Section 8: Faculty/Academic Unit Contact

Please provide the name and contact information of the program lead(s) (i.e., Associate Dean, Department Head, Program Chair, etc.).

Associate Dean (Academic): Paul Laforge paul.laforge@uregina.ca
Program Chair of Energy Systems Engineering: Jenna Jia na.jia@uregina.ca

ATTACHMENT E

Transnational Education (TNE) New Bachelor's Degree Proposal

Section 1: Proposal Overview

Program Name:	Bachelor of Engineering in Software Engineering
Credential Awarded:	Bachelor of Engineering
Credential Type:	Baccalaureate
Proposed Effective Date:	202730

Section 2: Proposed Program of Study

PROGRAM DESCRIPTION:

Please provide a 3-4 sentence description of the program.

This program is designed given the strengths in software engineering at the University of Regina and SDUFE. The Faculty of Engineering and Applied Science will deliver existing courses in general engineering, electronic systems engineering, environmental systems engineering, and software systems engineering.

DESCRIBE THE LEARNING OUTCOMES:

To develop knowledge and skills in software engineering within a Canadian university education framework, complementing a standard Chinese-delivered undergraduate program.

WHAT ARE THE KEY OBJECTIVES AND/OR GOALS OF THIS PROGRAM:

- To allow the University of Regina to continue delivering quality programs to international students
- To establish research connections and collaborations between the two institutions
- To create a pool of potential graduate students who may pursue graduate studies and research at the University of Regina

HOW WILL THE PROGRAM BE DELIVERED:

Shandong University of Finance and Economics (SDUFE) will offer its portion of the program, and the University of Regina will offer the agreed-upon courses in person.

ARE THERE ANY IMPACTS TO CURRENT PROGRAMS OFFERED BY YOUR FACULTY:

The University of Regina courses taught at SDUFE will be delivered as teaching overloads or covered by sessional instructors. As the courses already exist, no additional space or scheduling resources will be required on the University of Regina campus.

ARE THERE ANY IMPACTS TO ACCREDITATION FOR YOUR FACULTY:

No. The Faculty of Engineering and Applied Science does not intend to pursue Canadian accreditation for this program at its initial launch, and the creation of this degree program will not jeopardize the status of our existing accredited programs.

Section 3: Enrolment Planning

Proposed Enrolment	Total Headcount	Annual Enrolment	Anticipated # of graduates
Year 1	120	120	0
Year 2	240	120	0
Year 3	360	120	0
Year 4	480	120	120
Year 5	480	120	120
Year 6	480	120	120
Year 7	360	0	120
Year 8	240	0	120
Year 9	120	0	120

Section 4: Program Requirements

Section 4.1: Program Template

Please provide the program template for this program, including all course names, credit hours, and minimum Major GPA, and PGPA requirements.

Bachelor of Engineering in Software Engineering

Credit Hours	Course Name
	Semester 1 (September – December)
2.0	Current Situation and Policy
3.0	Ideology and Morality and Rule of Law
1.0	Course for College Students' Growth and Development (Freshman Seminar)
2.0	Military Theories
2.0	The Traditional Culture of China
3.0	Advanced Mathematics Ⅰ
4.0	College English Ⅰ
3.0	Programming of Advanced Language Ⅰ
3.0	Descriptive Geometry
3.0	General Chemistry
1.0	History of Communist Party
4.0	Physical Education
1.0	Labor and Protection of Workers' Rights and Interests
2.0	Military Skills
1.0	Classics Reading
	Semester 2 (March - June)
3.0	Outline of Modern Chinese History
3.0	College English II
4.0	Advanced Mathematics II
3.0	Linear Algebra
1.0	College Students' Mental Health Education

3.0	Programming of Advanced Language Ⅱ
3.0	Mechanics for Engineers
3.0	ENGG 123 Engineering Design and Communications
	Semester 3 (September – December)
3.0	Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics
3.0	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for A New Era
3.0	Probability Theory and Mathematical Statistics
3.0	Data Structure
3.0	College Physics I
2.0	Brief History of Western Music
3.0	ENSE 271 People-Centred Design
3.0	ENEL 280 Electrical Circuits
3.0	ENEV 223 Engineering, Environment, and Society
	Semester 4 (March - June)
3.0	Principles of Marxism
3.0	Multivariable Calculus
3.0	Ordinary Differential Equations
3.0	Introduction to Economics
1.0	The Innovation and Entrepreneurship Simulation Training for College Students
3.0	Introduction to Astrophysics
3.0	College Physics II
3.0	ENSE 281 Software Engineering Management
3.0	ENEL 282 Semiconductor Devices
	Semester 5 (September – December)
3.0	ENSE 311 Artificial Intelligence
3.0	ENSE 352 Fundamentals of Computer Systems Architectures
3.0	ENSE 353 Software Design and Architecture
3.0	ENSE 375 Software Testing and Validation
3.0	ENEL 384 Digital Electronics
1.0	Ideological and Political Practice and Social Practice
3.0	Quantum Mechanics
	Semester 6 (March - June)
3.0	ENSE 350 Mathematical Programming for Software Engineers
3.0	ENSE 354 Operating Systems and Real Time Systems
3.0	ENSE 370 Software Systems Design
3.0	ENEL 351 Microcontroller System Design
3.0	ENGG 303 Engineering Economics and Project
1.0	Practice of Scientific Thinking (Complex Problem Solving)
3.0	Extracurricular Practice and Innovation Activities

	Semester 7 (September – December)
3.0	ENSE 472 Digital Networks
3.0	Machine Learning
1.0	Labor and Social Practice
4.0	Thesis (Project)
	Semester 8 (March - June)
3.0	ENGG 401 Engineering Law and Professionalism
3.0	Graduation Practice
3.0	Natural Language Processing
3.0	Digital Image Processing
3.0	Neural Network and Deep Learning
173.0	**Total**

Section 4.2: Course Descriptions

Please provide the course descriptions for each course offered in this program. Please include the offering institution.

Course Name	Course Description	Offering Institution
Semester 1 (September – December)		
Current Situation and Policy	The course "Situation and Policy" is taught by a joint teaching team from the Shandong University of Finance and Economics. The main content includes modules such as "Comprehensive Strict Governance of the Party and Ethnic Theory and Policy", "China's Economic and Social Development", "Hong Kong, Macao and Taiwan Affairs", and "International Situation and Policy". The primary purpose of this course is to enable students to deeply study Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, understand the latest theoretical achievements and policies of the country and the Party, comprehend domestic and international development trends, and enhance their macro analytical and judgmental capabilities.	SDUFE
Ideology and Morality and Rule of Law	Ideological Morality and Rule of Law is a compulsory ideological and political theory course for undergraduate students. It integrates ideological, political, scientific, theoretical, and practical dimensions. The teaching content mainly includes the following aspects: Taking on the great responsibility of national rejuvenation and becoming new-era individuals; Understanding the true meaning of life and grasping the direction of life; Pursuing lofty ideals and strengthening noble beliefs; Inheriting fine traditions and carrying forward the Chinese spirit; Clarifying value requirements and practicing value standards; Abiding by moral norms and tempering moral character; Learning the concept of	SDUFE

	rule of law and improving legal literacy. This course is guided by Marxism and oriented by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. It focuses primarily on ideological education, moral education, and legal education. By integrating the socialist core values throughout the entire teaching process, the course aims to help college students enhance their ideological and moral quality as well as their legal literacy through theoretical study and practical experience. Ultimately, it seeks to cultivate new-era individuals who consciously take on the responsibility of national rejuvenation. This course is designed to address the Ideological Morality and Rule of Law issues faced by contemporary college students during their growth. It provides Marxist education on outlooks on life, values, morality, and the rule of law. Through theoretical study and practical experience, the course helps college students understand the true meaning of life, grasp the direction of life, pursue lofty ideals, strengthen noble beliefs, inherit fine traditions, carry forward the Chinese spirit, and cultivate and practice the socialist core values. Help college students abide by moral norms, temper their moral qualities, closely integrate correct moral cognition, conscious moral cultivation and active moral practice, and lead good social customs; It also assists college students in learning the concept of the rule of law, developing a legal mindset, and consciously respecting, learning, observing, and applying the law. In this way, they can develop excellent ideological and moral qualities as well as legal qualities. This lays a solid foundation in ideology, morality, and law for them to gradually become qualified builders and reliable successors of the great cause of socialism with Chinese characteristics, who are well-developed in morality, intelligence, physique, and aesthetics. To sum up, the objectives of this course are: first, to enhance students' ideological and political awareness; Second, to improve students' moral quality; Third, to boost students' legal literacy.	
Course for College Students' Growth and Development (Freshman Seminar)	This course is a public optional elective course in the quality expansion of all majors in the University. This course covers the basic theory of career planning and management, personal career preparation (including personality exploration, interest exploration, skill exploration, values exploration, work world exploration), decision-making and action plan, job search, resume and interview, individual career planning and management, etc., and provides a series of highly operational tools. Through the study of this course, students can master the theory and basic skills of career planning and management and plan their careers scientifically.	SDUFE
Military Theories	The Military course is a compulsory course for students in regular institutions of higher learning. Military courses should follow Xi Jinping’s thinking on strengthening the armed forces and General	SDUFE

	Secretary Xi Jinping's important exposition on education, fully implement the Party's educational policy, the military strategy for the new era and the holistic approach to national security, centred on the basic task of fostering virtue through education and the fundamental requirements of the goal of building a strong military, focus on cultivating and practicing core socialist values, focus on improving students' national defense awareness and military literacy, and serve the implementation of military-civilian integration strategy and the construction of reserve forces for national defense. The military course consists of two parts: *Military Theory* and *Military Skills*. The teaching hours of *Military Theory* are 36 class hours, with 2 credits recorded; the training period of *Military Skills* is 2-3 weeks, and the actual training period shall not be less than 14 days and 112 class hours, with 2 credits recorded. Course content includes "Required" content (marked with "*") and "Elective" content (others that are not marked). Institutions can flexibly choose the "Elective" content on the basis of ensuring the completion of the "Required" content according to their actual situation, but the total class hours must be completed.	
The Traditional Culture of China	This course is a compulsory general education course offered to students of all majors across the university. The course content encompasses ancient Chinese philosophical culture, political culture, academic culture, aesthetic culture, folk culture, scientific and technological culture, artifact culture, etc., which represent the essence of our excellent traditional Chinese culture. Taking the division of various fields of Chinese traditional culture as the horizontal coordinate and the development of Chinese traditional culture in different periods as the vertical coordinate, this course comprehensively and concisely introduces the essential knowledge of Chinese traditional culture. It plays an important fundamental and supplementary role in cultivating the comprehensive qualities of students from all majors in the university. It will help students understand the basic features of Chinese traditional culture, master cultural common sense, recognize the important value of excellent traditional Chinese culture, achieve cultural identity, establish correct concepts of Chinese traditional culture, enhance cultural confidence, and assist students in telling Chinese stories well and spreading Chinese voices effectively, laying a solid foundation for promoting cultural prosperity, building a strong cultural country, and constructing a modern Chinese civilization.	SDUFE
Advanced Mathematics I	Advanced Mathematics is an essential basic theory course in the quality education of economic management in universities. The main contents of this course include: the limit of sequence limit and function, continuous function, derivative and differential, the application of differential science of one yuan function, and indefinite integral. In the teaching process of this course, at the	SDUFE

	same time of pay attention to impart knowledge, through each teaching link permeate mathematical thought, gradually cultivate the students' mathematical literacy, improve the use of mathematical language description and analyze the problem, logical reasoning, abstract thinking ability, space imagination, computing ability, self-study ability, and the ability to deal with practical economic problems.	
College English I	College English is a general compulsory course for non-English majors in the University in the first and second grades. College English course is not only a basic language course, but also a quality education course to broaden knowledge and understand world culture, which is both instrumental and humanistic. College English teaching is a teaching system focusing on English language knowledge and application skills, learning strategies and cross-cultural communication, guided by foreign language teaching theory, and integrating various teaching modes and means. This course is designed to cultivate students' comprehensive application ability of listening, speaking, reading, writing and translating English, enhance their cross-cultural communication awareness and communication ability, and also develop self-learning ability, improve comprehensive cultural literacy, help them lay a solid language foundation, improve various language skills and lay a good foundation for further study in the future.	SDUFE
Programming of Advanced Language I	An introduction to problem-solving techniques, the fundamental concepts of programming, and the software design process. Topics will include data types, control structures, scope rules, functions, files, and the mechanics of running, testing and debugging. Problems will be drawn from various science disciplines.	SDUFE
Descriptive Geometry	Fundamentals of graphical communication and analysis. Manual and computer-aided sketching and drawing techniques; orthographic and pictorial projections; multi-view, isometric and oblique drawings; basic descriptive geometry; introduction to working drawings.	SDUFE
General Chemistry	An introduction to the fundamental principles of chemistry. Topics discussed will include atomic structure, bonding, stoichiometry, enthalpy, solutions, organic compounds. Lab component: Introduction to standard chemistry laboratory techniques.	SDUFE
History of Communist Party	As a core course within the study of the "Four Histories", History of the Communist Party of China is a key platform through which universities in the new era fulfill the fundamental task of fostering virtue through education and implement the central requirement to offer selective compulsory courses on the "Four Histories". It responds both to the needs of the times and to the cultivation of new generations for the new era. On the basis of sorting out the main themes, main lines, mainstream development, and essential nature of the CPC's century-long history, this course reviews the four historical periods of the Party's one hundred years: the period	SDUFE

	of the New Democratic Revolution, the period of socialist revolution and construction, the new period of reform, opening up, and socialist modernization, and the new era of socialism with Chinese characteristics. It focuses on major historical junctures of the Party, summarizes the Party's brilliant achievements and experience, and examines the historical question of "why the Communist Party of China is capable". Through this course, students will improve their level of Marxist theory and strengthen their political, ideological, and emotional identification. The course is of great significance for educating students with the Party's innovative theories, guiding young students to form a sound worldview, outlook on life, and values, and helping them become a new generation capable of shouldering the mission of national rejuvenation.	
Physical Education	Physical Education Foundation is a compulsory course for new students in their first semester. Its content is based on the spirit of the "National Teaching Guidelines for Physical Education in Ordinary Colleges and Universities," combined with our university's actual situation, covering four parts: basic theoretical knowledge of physical education, football, basketball, volleyball, and physical fitness exercises. The objectives of this course are: to understand the goals of university physical education; To learn practice methods and the fundamentals of physical exercise ; To comprehensively develop and improve physical fitness; to cultivate awareness and habits of self-exercise; and to achieve the goal of lifelong physical education.	SDUFE
Labor and Protection of Workers' Rights and Interests	Labor education in universities is the stage of defining the labor science system and mastering the knowledge of labor science, and it must be based on the curriculum of labor education. The Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era (hereinafter referred to as the Opinions) issued by the Central Committee of the Communist Party of China and the State Council clearly states: “Ordinary colleges and universities must clarify that labor education mainly relies on courses, of which the undergraduate level is not less than 32 hours”. The establishment of the Labor Education general course is an active practice to implement the “Opinions and the Guiding Outline for Labor Education in Universities, Primary and Secondary Schools (Trial)” issued by the Ministry of Education. Focusing on popularizing labor science knowledge and improving labor science literacy, this course combines the two dimensions of labor science development and labor practice demand, aiming at the characteristics of contemporary college students, from the perspectives of labor morality cultivation, labor sentiment cultivation, professional skills acquisition, innovation and entrepreneurship encouragement, professional literacy improvement, labor rights protection, labor culture shaping, team	SDUFE

	awareness cultivation, and future labor cognition, and comprehensively and systematically introduces the basic knowledge in the field of labor aiming at guiding college students in the new era to firmly establish a Marxist labor view". This course has a 12-hour labor practice course, which enables students to further deepen their understanding of what they have learned, so that students can master certain labor skills and improve their hands-on ability in practice. Through sweating, students will feel the fun brought by labor receive exercise and hone their will, and form sincere feelings of respecting labor, loving labor and cherishing the fruits of labor.	
Military Skills	The Military course is a compulsory course for students in regular institutions of higher learning. Military courses should follow Xi Jinping's thinking on strengthening the armed forces and General Secretary Xi Jinping's important exposition on education, fully implement the Party's educational policy, the military strategy for the new era and the holistic approach to national security, centred on the basic task of fostering virtue through education and the fundamental requirements of the goal of building a strong military, focus on cultivating and practicing core socialist values, focus on improving students' national defense awareness and military literacy, and serve the implementation of military-civilian integration strategy and the construction of reserve forces for national defense. The military course consists of two parts: *Military Theory* and *Military Skills*. The teaching hours of *Military Theory* are 36 class hours, with 2 credits recorded; the training period of *Military Skills* is 2-3 weeks, and the actual training period shall not be less than 14 days and 112 class hours, with 2 credits recorded. Course content includes "Required" content (marked with "*") and "Elective" content (others that are not marked). Institutions can flexibly choose the "Elective" content on the basis of ensuring the completion of the "Required" content according to their actual situation, but the total class hours must be completed.	SDUFE
Classics Reading	This course introduces students to selected works of classical Chinese literature and thought through close reading and guided analysis of texts in the original Chinese and/or translation. Readings may include works from major philosophical, historical, and literary traditions, providing students with insight into the intellectual, cultural, and literary foundations of Chinese civilization. Students will develop skills in interpreting classical texts, analyzing their historical and cultural contexts, and engaging critically with key themes, ideas, and literary forms. The course also explores the continuing influence of the Chinese classics on Chinese language, culture, philosophy, and society.	SDUFE

Semester 2 (March - June)		
Outline of Modern Chinese History	This course provides an overview of modern Chinese history from the late Qing dynasty to the present, examining the major political, social, economic, and cultural transformations that have shaped contemporary China. Topics include the decline of the imperial system, the 1911 Revolution, the rise of nationalism and communism, the establishment of the People's Republic of China, the Cultural Revolution, economic reforms and opening, and China's emergence as a major global power. Through analysis of key events, historical figures, institutions, and primary and secondary sources, students will develop an understanding of the forces that have shaped modern China and their significance in both domestic and international contexts.	SDUFE
College English II	College English is a general compulsory course for non-English majors in the University in the first and second grades. College English course is not only a basic language course, but also a quality education course to broaden knowledge and understand world culture, which is both instrumental and humanistic. College English teaching is a teaching system focusing on English language knowledge and application skills, learning strategies and cross-cultural communication, guided by foreign language teaching theory, and integrating various teaching modes and means. This course is designed to cultivate students' comprehensive application ability of listening, speaking, reading, writing and translating English, enhance their cross-cultural communication awareness and communication ability, and also develop self-learning ability, improve comprehensive cultural literacy, help them lay a solid language foundation, improve various language skills and lay a good foundation for further study in the future.	SDUFE
Advanced Mathematics II	Higher mathematics is an essential basic theoretical course in the quality education of economic management specialty in colleges and universities. The main contents of this course include definite integral of integral calculus of one variable, differential equation, differential calculus and multiple integral of function of several variables, series. In the teaching process of this course, while focusing on imparting knowledge, we should infiltrate mathematical ideas through various teaching links, gradually cultivate students' mathematical literacy, and improve their ability to use mathematical language to describe and analyze problems, logical reasoning ability, abstract thinking ability, spatial imagination, calculation ability, self-learning ability, and the ability to deal with practical economic problems.	SDUFE
Linear Algebra	Linear Algebra is one of the compulsory courses for general education of finance majors. This course mainly deals with the problem of linear relationships. Its theory not only permeates many branches of mathematics, but also has wide applications in engineering technology, economics, management, biotechnology	SDUFE

	and other fields. The content mainly includes determinant, linear equation system, vector and vector group, matrix, vector space, eigenvalue and eigenvector of matrix, quadratic form, etc. Through teaching, students can master the basic theory and basic knowledge of linear algebra, and at the same time cultivate students' logical thinking ability, improve students' ability to use mathematical knowledge to analyze and deal with practical economic problems, and lay a solid mathematical foundation for students to learn professional courses.	
College Students' Mental Health Education	The College Students' Mental Health Education is a public compulsory course in the whole school to improve the level of college students' mental health. It is in accordance with the spiritual requirements of Opinions on Further Strengthening and Improving Mental Health Education for College Students jointly issued by the Ministry of Education, the Ministry of Health, and the Central Committee of the Communist Youth League, and it is also set up to meet the urgent needs for college students' self-growth. It aims to enable students to master the basic knowledge of mental health, give them positive psychological guidance in time, help them correctly know themselves, to improve themselves, develop themselves, optimize their psychological quality, improve their psychological level and promote all-round development. The main function and goal of this course are to enable students to master the characteristics and influencing factors of psychological development through the study of all the teaching contents stipulated in this syllabus, acquire the basic concepts and knowledge of mental health, to build a sound personality, learn a positive attitude towards life, and establish correct three views. Psychological viewpoints from various perspectives can analyze the psychological characteristics of oneself and others to some extent; Acquire some basic knowledge of mental health, to be able to deal with some common emotional, interpersonal, learning and other problems, and to be able to closely link them with Usual study, work and life, and be able to self-regulate. At the same time, through case teaching and interaction in teaching, students' ability to use their brains and hands-on can be cultivated and their comprehensive quality can be improved.	SDUFE
Programming of Advanced Language II	This course focuses on the concepts of object-oriented programming. Topics include data abstraction, classes, composition and inheritance, subtyping, dynamic binding, polymorphism and dynamic memory management. Other topics include type systems, two-dimensional arrays, records, references, searching and sorting algorithms, language translation. Software engineering: comprehensibility, correctness, efficiency, refactoring.	SDUFE
Mechanics for Engineers	Introduction to engineering mechanics including force vectors , statics of particles and rigid bodies, centroids, mass centres, construction of free-body diagrams, analysis of structure, internal	SDUFE

	loads of structures and cables, distributed forces, moments of inertia and friction.	
ENGG 123 Engineering Design and Communications	Students will be introduced to the concepts of engineering design and communications. In addition, the consequences of engineering projects on society will be explored.	UR
Semester 3 (September – December)		
Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics	This program is primarily designed around the teaching content of the course "An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics", specifically covering the introduction, eight main chapters, and conclusion of the 2023 edition textbook "An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" published by Higher Education Press. The eight main chapters include: Mao Zedong Thought and its historical status, New Democratic Revolution Theory, Socialist Transformation Theory, theoretical achievements from preliminary exploration of socialist construction paths, the formation and development of the theoretical system of socialism with Chinese characteristics, Deng Xiaoping Theory, the important thought of "Three Represents", and the Scientific Outlook on Development. The course instruction includes classroom lectures, seminars, assignments, social practice, and final examinations.	SDUFE
Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for A New Era	Since the 18th National Congress of the Communist Party of China, the Chinese Communists, with Comrade Xi Jinping as the main representative, have proposed a series of new ideas, new thoughts, and new strategies, systematically answering major contemporary issues such as what kind of socialism with Chinese characteristics to uphold and develop in the new era, how to uphold and develop socialism with Chinese characteristics, what kind of socialist modern country to build, how to build a socialist modern country, what kind of long-term ruling Marxist party to establish, and how to build a long-term ruling Marxist party. This has led to the establishment of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is contemporary Chinese Marxism and 21st-century Marxism, representing the essence of Chinese culture and spirit in the current era, achieving a new leap in the Sinicization of Marxism. It serves as the action guide for the entire Party and the people of the country in their efforts to achieve the great rejuvenation of the Chinese nation. This course will comprehensively, accurately, systematically, and deeply explain the main content, spiritual essence, historical status, and guiding significance of Xi Jinping	SDUFE

	Thought on Socialism with Chinese Characteristics for a New Era, enabling students to deeply understand the decisive significance of the "Two Establishes" and to be more resolute and conscious in achieving the "Two Safeguards".	
Probability Theory and Mathematical Statistics	"Probability Theory and Mathematical Statistics" is one of the core foundational courses for finance-related majors and a general elective course for all finance students at the university. Probability Theory and Mathematical Statistics, as a scientific discipline, deduces and induces the statistical laws of random phenomena. It is a branch of mathematics that studies the objective laws of random phenomena quantitatively and is an important part of modern mathematics as well as a distinct mathematical branch. Currently, Probability Theory and Mathematical Statistics are widely applied across natural sciences, social sciences, engineering, industrial and agricultural production, and military technologies. It increasingly permeates and integrates with other disciplines, becoming an essential tool in the application and research of modern economic theories and management science. It is also one of the most commonly used tools by scientists, engineers, and economists. With the development of computer science and the advent of powerful statistical and mathematical software, this discipline has seen vigorous growth. It has not only developed a substantial theoretical structure but also increasingly broad applications in various fields of natural and social sciences.	SDUFE
Data Structure	This course introduces data abstraction, data structures and their implementations, the basics of algorithmic analysis, and the fundamental computing algorithms. Topics include stacks, queues, heaps, recursion, Master Theorem, asymptotic notation, computational complexity, empirical performance measurement, recursion-based sorting algorithms, hashing, and trees (including binary trees, B-trees, and AVL trees).	SDUFE
College Physics I	College Physics I is a very important compulsory basic course for non-physics science and engineering majors in universities. The research object of physics is extremely universal. Its basic theory is applied in all fields of natural science and is widely used in various departments of production technology. It is the foundation of natural science and engineering technology and is also the source and forerunner of the development of many high and new technologies. The course is mainly designed to systematically introduce the basic structure of matter, basic motion forms and the science of interaction laws for students. The teaching of college physics courses should lay a solid physics foundation for students' further study.	SDUFE
Brief History of Western Music	Western Music Appreciation is a course that combines the trinity of Western music history, various genres of Western music (of all ethnic groups and regions) and the appreciation of traditional Western music. The teaching content consists of two main parts, namely, the history of Western music and the classification and	SDUFE

	appreciation of Western music genres. The course will focus on the introduction of music appreciation methods and develop students' music appreciation ability. The course will focus on the introduction of music appreciation methods and the development of students' music appreciation skills. The course will focus on the introduction of important genres and representative music works of each historical period. With professional audio-visual and sound materials, students will be able to enjoy aesthetics visually and aurally under the guidance of theory.	
ENSE 271 People-Centred Design	Psychological principles of human-computer interaction. Evaluation of user interfaces. Usability engineering. Task analysis, user-centered design, and prototyping. Conceptual models and metaphors. Software design rationale. Design of windows, menus, and commands. Voice and natural language I/O. Response time and feedback. Color, icons, and sound. Internationalization and localization. User interface architectures and APIs. Case studies and project.	UR
ENEL 280 Electrical Circuits	DC circuits, Kirchoff's voltage and current laws, equivalent circuits, introduction to mesh and nodal methods, superposition, maximum power transfer, capacitors, inductors, transient analysis of RL and RC circuits, introduction to AC steady state analysis, introduction to electrical safety in engineering.	UR
ENEV 223 Engineering, Environment, and Society	Introduction and application of environmental design in engineering practice, including public health and safety, environmental ethics, resource and energy systems, impacts of technology on society, sustainable development and environmental stewardship.	UR
Semester 4 (March - June)		
Principles of Marxism	The course "Introduction to the Basic Principles of Marxism" synthesizes the three core components of Marxist philosophy: Marxist philosophy, political economy, and scientific socialism. It systematically teaches fundamental Marxist positions, perspectives, and methodologies, guiding students to correctly understand the basic laws of human social development, comprehend the historical progression of capitalism, establish proper worldviews, outlooks on life, and values, while enhancing their ability to apply Marxist theory in analyzing and solving practical problems. The curriculum features a complete structure with logical theoretical frameworks, progressing from the establishment of Marxism to its core theories, materialist worldview, dialectical thinking, human practice and cognitive activities, social development, philosophical theory construction, critique of capitalist reality, and visions for future society. This comprehensive presentation gradually guides contemporary	SDUFE

	college students to master Marxist fundamental theories through systematic learning.	
Multivariable Calculus	A study of vector functions and functions of several variables and their derivatives; Applied maximum and minimum problems, Lagrange multipliers, multiple integration, integration in polar, cylindrical and spherical coordinates; Green's, Stokes' and the Divergence Theorem.	SDUFE
Ordinary Differential Equations	Ordinary differential equations, modelling with differential equations, Laplace transforms.	SDUFE
Introduction to Economics	Introduction to Economics is one of the general education required courses for the entire university in the fields of economics, management, and law. It serves as a foundational theoretical introduction course for economics and management-related majors and is also one of the basic courses in the economics discipline offered by our school. This course covers the main scope of economics, including fundamental microeconomic theories such as equilibrium price determination, elasticity analysis, market efficiency analysis, public goods, and externalities, as well as basic macroeconomic theories including the measurement of macroeconomic variables, short-term fluctuations in national income, macro fiscal policy, and macro monetary policy. It provides freshmen who have just entered economics and management majors with a simple yet comprehensive introductory foundation.	SDUFE
The Innovation and Entrepreneurship Simulation Training for College Students	This course provides students with practical, experiential training in innovation and entrepreneurship through simulated business and entrepreneurial activities. Students develop and apply skills in opportunity identification, creative problem-solving, business model development, market analysis, teamwork, decision-making, resource management, and risk assessment. Through simulation exercises and project-based activities, students experience the key stages of developing and managing an innovative venture in a realistic but supportive environment. The course emphasizes entrepreneurial thinking, collaboration, adaptability, and the ability to transform innovative ideas into viable solutions that address market and societal needs.	SDUFE
Introduction to Astrophysics	This course provides an introduction to the fundamental concepts and methods of astrophysics, exploring the physical principles that govern stars, planets, galaxies, and the universe. Topics include gravity, radiation, stellar structure and evolution, the interstellar medium, galaxies, black holes, and the origin and evolution of the universe. Students will apply concepts from physics and mathematics to interpret astronomical observations and investigate the physical processes underlying a wide range of celestial phenomena. The course also introduces modern	SDUFE

	observational and computational approaches used to study the universe and develops students' ability to analyze and communicate astrophysical concepts.	
College Physics II	College Physics II is a very important compulsory basic course for non-physics science and engineering majors in universities. The research object of physics is extremely universal. Its basic theory is applied in all fields of natural science and is widely used in various departments of production technology. It is the foundation of natural science and engineering technology and is also the source and forerunner of the development of many high and new technologies. The course is mainly designed to systematically introduce the basic structure of matter, basic motion forms and the science of interaction laws for students. The teaching of college physics courses should lay a solid physics foundation for students' further study. The course mainly includes electrostatic field, conductors and dielectrics in electrostatic field, steady magnetic field, electromagnetic induction, electromagnetic fields and electromagnetic waves, wave optics, and their applications in modern science and technology. Through the study of the course, students should understand the basic laws of physics and know the important applications of basic theories of physics in production technology; Enable students to receive certain training in thinking ability, develop students' ability to analyze and solve problems and self-study ability, and enable students to have certain adaptability in actual engineering and technical work after graduation; Lay the necessary physical foundation for students to learn specialized knowledge and participate in engineering practice; The course cultivates students' scientific literacy, dialectical materialist world outlook and exploration spirit of seeking truth from facts.	SDUFE
ENSE 281 Software Engineering Management	Principles of software engineering: requirements, design and testing. Review of principles of object orientation. Object oriented analysis using UML. Frameworks and APIs. Introduction to the client-server architecture. Analysis, design and programming of simple servers and clients. Introduction to user interface technology.	UR
ENEL 282 Semiconductor Devices	Semiconductor materials and conduction principles. The characteristics of common semiconductor devices, including: PN junction diodes, bipolar and field effect transistors, thyristors and photodiodes. Linear models, circuit analysis and application examples.	UR

Semester 5 (September – December)		
ENSE 311 Artificial Intelligence	This course introduces concepts and algorithms in search and knowledge representation as well as to a number of sub-areas of artificial intelligence. Intelligent agents; uninformed/blind search; informed/heuristic search; local search; adversarial search; constraint satisfaction problems; Markov decision processes; Bayesian Inference; machine learning.	UR
ENSE 352 Fundamentals of Computer Systems Architectures	The course aims to provide a basic understanding of computer architecture. Topics include handheld device architecture, operating systems, component software design, and concurrent processing. Students are introduced to software concepts such as threading, remote procedure calls, multitasking, deadlocks, and concurrency.	UR
ENSE 353 Software Design and Architecture	Modeling and designing flexible software at the architectural level. Basics of model-driven architecture. Architectural styles and patterns. Middleware and application frameworks. Configurations and configuration management. Product lines. Design using Commercial Off-The-Shelf (COTS) software.	UR
ENSE 375 Software Testing and Validation	Testing techniques and principles, types of defects, testing strategies, state-based testing; configuration testing; compatibility testing; web site testing. Developing test plans. Managing the testing process. Problem reporting, tracking, validation and analysis.	UR
ENEL 384 Digital Electronics	The introductory aspects of digital electronic circuits, including basic principles of digital systems, logic function and gates, boolean algebra and combinational logic, introduction to VHDL, introduction to FPGAs, combinational logic functions, digital arithmetic and arithmetic circuits, introduction to sequential logic, counters and shift registers, and state machine design.	UR
Ideological and Political Practice and Social Practice	This course provides students with opportunities to connect theoretical learning with practical experiences in civic engagement, social responsibility, and community participation. Through structured social practice, field-based activities, and reflective learning, students examine social, cultural, economic, and political issues and develop an understanding of their roles and responsibilities within society. The course emphasizes critical thinking, ethical awareness, teamwork, communication, and problem-solving while encouraging students to engage constructively with communities and contemporary social issues. Students are expected to reflect on their experiences and apply their knowledge to real-world contexts, strengthening their sense of social responsibility and commitment to meaningful community engagement.	SDUFE
Quantum Mechanics	This course introduces the fundamental principles and mathematical foundations of quantum mechanics, with emphasis	SDUFE

	on the behavior of matter and radiation at microscopic scales. Topics include wave-particle duality, the Schrödinger equation, quantum states and operators, measurement, uncertainty, angular momentum, spin, and the behavior of particles in common quantum systems. Students develop the mathematical and analytical skills required to formulate and solve introductory quantum-mechanical problems and interpret their physical significance. The course also introduces applications of quantum mechanics to atomic and molecular physics, solid-state systems, and emerging quantum technologies.	
Semester 6 (March - June)		
ENSE 350 Mathematical Programming for Software Engineers	Fundamental concepts of discrete mathematics (definitions, proofs, sets), discrete structures (graphs, state machines, modular arithmetic), algorithm complexity models, and numerical methods in engineering.	UR
ENSE 354 Operating Systems and Real Time Systems	Overview of operating systems: batch processing, multiprogramming, timesharing and real time systems. Concept of Process: Process management, Threads, Deadlocks, Process synchronization, Process scheduling. Main memory management: paging, segmentation, virtual memory, page replacement algorithms, sharing of programs and data. Secondary storage and I/O device management. Information management: file system, security. Application of concepts in Real-time systems.	UR
ENSE 370 Software Systems Design	Detailed software design and construction in depth. In-depth coverage of design patterns and refactoring. Introduction to formal approaches to design. Analysis of designs based on internal quality criteria. Performance and maintainability improvement. Reverse engineering. Disciplined approaches to design change.	UR
ENEL 351 Microcontroller System Design	Design of microcontroller systems, including interfacing analog and digital circuits, memory and peripheral devices, processor architecture, memory systems, exceptions, interrupt control, and exception programming. Students will build an integrated microcontroller system in their final lab project.	UR
ENGG 303 Engineering Economics and Project	Fundamentals of engineering economics and project financials. Social and environmental design making, time value of money, cash flows, interest, equivalence, cost estimation and comparative costing, replacement analysis, capital projects, sensitivity analysis, balance sheets. Project management concepts, skills, tools and techniques including cost, scope, quality, resources, communication, risk, procurement and stakeholder management.	UR
Practice of Scientific Thinking	This course develops students' ability to apply scientific thinking and systematic approaches to solving complex, interdisciplinary problems. Students learn to identify and define problems, formulate questions and hypotheses, evaluate evidence, analyze	SDUFE

(Complex Problem Solving)	data, and develop and test potential solutions. Through case studies, collaborative activities, and practical problem-solving exercises, students develop critical thinking, logical reasoning, creativity, and evidence-based decision-making skills. The course emphasizes the application of scientific methods to real-world challenges and prepares students to approach complex problems with curiosity, rigor, adaptability, and an awareness of their broader social and environmental implications.	
Extracurricular Practice and Innovation Activities	This course provides students with opportunities to engage in extracurricular, experiential, and innovation-focused activities that complement their academic learning. Through participation in competitions, student organizations, research projects, community initiatives, innovation programs, and other approved activities, students apply and extend their knowledge and skills in practical settings. The course emphasizes creativity, teamwork, leadership, communication, problem-solving, and innovation while encouraging students to take initiative and explore emerging areas of interest. Students reflect on their experiences and demonstrate how their extracurricular engagement contributes to their personal, professional, and academic development.	SDUFE
Semester 7 (September – December)		
ENSE 472 Digital Networks	The course focuses on digital networks, their architectures and communication protocols. The course covers the ISO/OSI, TCP/IP, and hybrid models. The course presents methods used on datalink/MAC layer, routing mechanisms complexities, and congestion control.	UR
Machine Learning	Machine Learning is concerned with computer programs that automatically improve their performance through experience (e.g., programs that learn to recognize human faces, recommend music and movies, and drive autonomous robots). This course covers the theory and practical algorithms for machine learning from a variety of perspectives.	SDUFE
Labor and Social Practice	Labor education in universities is the stage of defining the labor science system and mastering the knowledge of labor science, and it must be based on the curriculum of labor education. The Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era (hereinafter referred to as the Opinions) issued by the Central Committee of the Communist Party of China and the State Council clearly states: “Ordinary colleges and universities must clarify that labor education mainly relies on courses, of which the undergraduate level is not less than 32 hours”. The establishment of the Labor Education general course is an active practice to implement the “Opinions and the Guiding Outline for Labor	SDUFE

	Education in Universities, Primary and Secondary Schools (Trial)" issued by the Ministry of Education. Focusing on popularizing labor science knowledge and improving labor science literacy, this course combines the two dimensions of labor science development and labor practice demand, aiming at the characteristics of contemporary college students, from the perspectives of labor morality cultivation, labor sentiment cultivation, professional skills acquisition, innovation and entrepreneurship encouragement, professional literacy improvement, labor rights protection, labor culture shaping, team awareness cultivation, and future labor cognition, and comprehensively and systematically introduces the basic knowledge in the field of labor aiming at guiding college students in the new era to firmly establish a Marxist labor view". This course has a 12-hour labor practice course, which enables students to further deepen their understanding of what they have learned, so that students can master certain labor skills and improve their hands-on ability in practice. Through sweating, students will feel the fun brought by labor receive exercise and hone their will, and form sincere feelings of respecting labor, loving labor and cherishing the fruits of labor.	
Thesis (Project)	Students are given the opportunity to propose, develop and present engineering design projects which they are expected to further pursue in the final semester. Issues of safety, feasibility, and engineering responsibility are discussed. Student form design teams in this class and are expected to write a project plan document, compose a preliminary design document, and present their project to their fellow students.	SDUFE
Semester 8 (March - June)		
ENGG 401 Engineering Law and Professionalism	Law and professional engineering legislation topics include environmental law, tort liability, contracts, tenders, corporations partnerships, patents, industrial design, copyright, trademarks and code of ethics.	UR
Graduation Practice	Development of significant software system, employing knowledge gained from courses throughout the program. This includes development of requirements, design, implementation, and quality assurance. Students follow a suitable process model and manage the project themselves, following appropriate project management techniques.	SDUFE
Natural Language Processing	This course introduces the fundamental concepts, methods, and applications of Natural Language Processing (NLP), focusing on how computational systems can analyze, understand, generate, and interact with human language. Topics include text preprocessing, language representation, statistical and neural	SDUFE

	language models, sentiment analysis, text classification, information extraction, machine translation, question answering, and large language models. Students will develop practical skills in applying machine learning and deep learning techniques to real-world language data and will gain experience designing, implementing, and evaluating NLP systems. The course also examines current challenges and ethical considerations in NLP, including bias, privacy, interpretability, and the responsible use of AI technologies.	
Digital Image Processing	This course introduces the fundamental principles, techniques, and applications of digital image processing. Topics include image representation and acquisition, sampling and quantization, image enhancement and restoration, filtering, segmentation, feature extraction, image transformation, and image compression. Students will develop practical skills in analyzing and processing digital images using computational methods and will apply these techniques to real-world problems in areas such as computer vision, medical imaging, remote sensing, and multimedia systems. The course also introduces contemporary image processing approaches, including machine learning and deep learning methods, and emphasizes the evaluation and effective application of image processing algorithms.	SDUFE
Neural Network and Deep Learning	This course introduces the fundamental concepts, architectures, and applications of artificial neural networks and deep learning. Students explore topics including perceptrons, multilayer networks, activation functions, backpropagation, optimization, regularization, convolutional neural networks, recurrent and transformer-based architectures, and representation learning. Through practical exercises and projects, students develop skills in designing, implementing, training, and evaluating neural network models for tasks such as image and speech recognition, natural language processing, and predictive analytics. The course also addresses practical and ethical considerations in deep learning, including model interpretability, bias, robustness, computational efficiency, and responsible use of AI systems.	SDUFE

Section 4.3: Courses Under Development

Are there any University of Regina courses under development for the program? If yes, please provide the course name, course description, and the expected date of approval.

There are no courses under development for the program.

Section 4.4: Admission Requirements

Please outline the admission requirements for the program in the templates below.

Admission from Non-Canadian High Schools

Non-Canadian High School Requirements	Additional Program Specific Admission Requirements
Students will be expected to meet University of Regina admission requirements as detailed in the Undergraduate Calendar, with the exception of the English Language Proficiency requirement, which will be an exit requirement.	

Admission from Universities and Colleges

New Applicants with Less than 15 Credit Hours of Post-Secondary Studies	Additional Program-Specific Admission Requirements
N/A – students will enter the program at the start as part of a cohort	

English Language Proficiency (ELP) Requirements

To be eligible for graduation, students must meet the University of Regina's English Language Proficiency requirements.

Section 4.5: Academic Performance and Progression Requirements

Please outline the academic performance and progression (e.g. academic action) requirements for the program.

Students must remain in good academic standing in accordance with Faculty of Engineering and Applied Science standards as set out in the Undergraduate Calendar.

Section 4.6: Graduation Requirements

Please outline the graduation requirements for the program.

Students must achieve a minimum PGPA of 60.00%, and a minimum UGPA of 60.00%. Students must meet the University of Regina's English Language Proficiency requirement prior to graduation.

Section 4.7: Program Delivery Methods

Please outline how courses will be offered in the program.

The courses will be delivered in person.

Section 5: Implementation and Resources

Section 5.1: Program Implementation Plan

Please outline how the program is being implemented within the Faculty. A timeline for implementation may be provided.

If the program is approved here, and by the Chinese government, the first cohort will begin their studies in Fall 2027.

Section 5.2: Staffing

As part of the agreement, SDUFE will provide student support through the program's Administrative Body. Faculty of Engineering and Applied Science administrative assistants will handle reimbursement claims as part of their regular duties. The Faculty will require an APT 4 position to provide comprehensive academic administrative and operational support for the TNE program.

Section 5.2.1: Academic Staffing

Does the Faculty have sufficient faculty members to support the program? If not, how will you ensure that the program is staffed sufficiently?

Interested faculty members will be given priority. The Faculty will then consider PDFs, UTFs, and sessional instructors. If additional teaching resources are needed, the Faculty may select appropriately qualified instructors from an international pool to represent the University of Regina.

Are there any financial impacts associated with Faculty staffing?

The revenue-sharing agreement is expected to cover the costs associated with course overloads and the hiring of sessional instructors.

Please outline how Faculty teaching assignments are affected by this program.

Faculty members who wish to teach in this program over and above their normal UR teaching load will receive an overload stipend. Those who do not wish to teach in China will continue with their typical teaching responsibilities.

Are courses being eliminated from current offerings in order to support the teaching of this program?

No. Priority will remain with teaching students enrolled in our programs at the University of Regina.

Section 5.2.2: Administrative Staffing

Does the Faculty have sufficient administrative staff (academic advisors, student support services) to support the program? If no, how will the Faculty ensure that the program is supported administratively?

An Administrative Body at SDUFE will support students and connect with the Associate Dean and Program Chair through a joint Academic Body. The University of Regina will oversee the Academic Body through a joint Executive Body that includes the Dean and the President. The Registrar's Office may need additional personnel to assist with graduation.

Are there any financial impacts associated with administrative staffing?

The administrative work will take place mainly at SDUFE. Should in-person meetings be required, members of the Academic and Executive Bodies will travel to China. The Registrar's Office may need a centrally funded position to support the University's efforts in transnational education.

Section 5.3: Physical and Technical Infrastructure

Are there any impacts to the physical infrastructure at the University of Regina, as a result of the creation of this program? Are there any impacts to the physical infrastructure of the partner institution that the University of Regina would be responsible for?

The partner institution will provide dedicated, University of Regina-branded space for teaching. The University of Regina will not be responsible for these infrastructure costs.

Are there any financial impacts associated with the physical infrastructure?

No.

Are there any impacts to the technical infrastructure of the University of Regina as a result of the creation of this program? Are there any impacts to the technical infrastructure of the partner institution for which the University of Regina would be responsible?

No.

Are there any financial impacts associated with the technical infrastructure?

No.

Section 5.4: Information Services

What are the impacts on Information Services as a result of the creation of this program (i.e., UR Courses, UR Self-Services, Banner, Degree Audit, etc.)?

We are working with the Registrar's Office and IS to ensure that all applicable legislative and institutional requirements are met. The current plan is to maintain appropriate student records without automatically granting access to the full range of University of Regina services.

Can these impacts be managed by Information Services?

Yes. Between Information Services and the Registrar's Office, the impacts will be manageable.

Are there any financial impacts associated with Information Services?

By planning ahead, the work in Banner and Degree Audit is expected to be manageable with current staffing levels.

Section 6: Strategic Considerations (Council Committee on Academic Mission)

Section 6.1: Strategic Plan Consideration

Please outline how this program supports the University's Strategic Plan.

Together We Learn: Through this program, we will be able to share the University of Regina's approach to experiential learning with international students.
Together, We Discover: The relationships built through the undergraduate programs will lead to graduate students joining us at the University of Regina to do research.
Together, We Build: The agreement with our partner institution builds our reputation as a trusted and reliable partner interested in long-term relationships.
Together, We Innovate: By teaching in person at our partner institution, our instructors will be exposed to new technologies that support teaching and research, which can then inform improvements in teaching, research, and service on our campus.

Are there any other strategic considerations for this program?
This new 4+0 program will allow us to engage academically strong international students.

Section 7: Budgetary Considerations (Council Committee on Budget)

Section 7.1: Program Revenues and Expenses

The values are based on estimates and initial discussions regarding revenue sharing with the Faculty. The first four years of projected revenues and expenses are presented below. If student intake continues beyond six years, Year 4 levels are assumed to be maintained. Otherwise, revenues and expenses are expected to decline to approximately Year 1 levels by Year 9.

Software Engineering	Year 1	Year 2	Year 3	Year 4
Revenues				
Tuition	300,000	600,000	900,000	1,200,000
Fees	NA	NA	NA	NA
External Funding Support	NA	NA	NA	NA
Internal Re-allocation of Funds	NA	NA	NA	NA
Total Revenues to Faculty of Engineering and Applied Science	300,000	600,000	900,000	1,200,000
Expenses				
Equipment (including IT)	NA	NA	NA	NA
Faculty Recruitment	NA	NA	NA	NA
Marketing and Promotions	NA	NA	NA	NA
Instruction delivery including: sessionals, limited term instructional support, and/or overload stipends	127,238	150,748	398,405	404,255
Honoraria				
Travel, Recruitment, and Moving Costs	43,400	39,200	22,800	23,900
Library Acquisitions	NA			
APT 4 term position (staffing cost)	0	78,390	80,730	84,240
Total Expenditures	170,638	268,338	501,935	512,395
Estimated Surplus or Deficit	**129,363**	**331,663**	**398,065**	**687,605**

Please note: Tuition and fees are approved by the University of Regina Board of Governors.

Section 8: Faculty/Academic Unit Contact

Please provide the name and contact information of the program lead(s) (i.e., Associate Dean, Department Head, Program Chair, etc.).

Associate Dean (Academic): Paul Laforge, paul.laforge@uregina.ca
Program Chair of Software Systems Engineering: Kin-Choong Yow Kin-Choong.Yow@uregina.ca

UNIVERSITY OF REGINA
Executive of Council

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

Item(s) for Decision:

1. FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.1 Program Revision – Master of Applied Science in Energy Systems Engineering (Thesis), Master of Engineering in Energy Systems Engineering (Project), Master of Engineering in Energy Systems Engineering (Co-op)

MOTION: That the Master of Applied Science in Energy Systems Engineering (Thesis), Master of Engineering and Energy Systems Engineering (Project), Master of Engineering in Energy Systems Engineering (Co-op), be revised to allow 700-level courses, effective 202720.

Master of Applied Science (MASc) in Energy Systems Engineering (thesis)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engg-erse.html#fact_2_2

Current	Proposed
Master of Applied Science (MASc) in Energy Systems Engineering (thesis) The Master of Applied Science is a research-oriented program with a thesis requirement.	**Master of Applied Science (MASc) in Energy Systems Engineering (thesis)** The Master of Applied Science is a research-oriented program with a thesis requirement.

Course	Cr Hrs
ENER 8xx	3
ENER 8xx	3
ENxx 8xx	3
~~ENxx 8xx or ENER 3xx to 4xx~~	3
ENxx or related discipline 8xx	3
ENGG 900	0
ENER 901	15
TOTAL	**30**

Course	Cr Hrs
ENER 8xx	3
ENER 8xx	3
ENxx 8xx	3
ENxx 8xx or ENER 3xx to 7xx	3
ENxx or related discipline 8xx	3
ENGG 900	0
ENER 901	15
TOTAL	**30**

Master of Engineering (MEng) in Energy Systems Engineering (project)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engg-erse.html#fact_2_3

Current	Proposed
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 academic experience with professional, on-the-job experience to facilitate professional development.	**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 academic experience with professional, on-the-job experience to facilitate professional development.

Course	Cr Hrs
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
~~ENxx 8xx or ENER 3xx to 4xx~~	3
~~ENxx 8xx or ENER 3xx to 4xx~~	3
ENxx or related discipline 8xx	3
ENxx or related discipline 8xx	3
ENGG 701	1
ENGG 702	1
ENGG 703	1
ENER 902	3
TOTAL	**30**

Course	Cr Hrs
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
ENxx 8xx or ENER 3xx to 7xx	3
ENxx 8xx or ENER 3xx to 7xx	3
ENxx or related discipline 8xx	3
ENxx or related discipline 8xx	3
ENGG 701	1
ENGG 702	1
ENGG 703	1
ENER 902	3
TOTAL	**30**

Master of Engineering (MEng) in Energy Systems Engineering (co-op)
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/engg-erse.html#fact_2_3

Current

Master of Engineering (MEng) 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:

Course	Cr Hrs
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
~~ENxx 8xx or ENER 3xx to 4xx~~	3
~~ENxx 8xx or ENER 3xx to 4xx~~	3
ENxx or related discipline 8xx	3
ENxx or related discipline 8xx	3
ENGG 601	0
ENGG 602	0
ENGG 701	1
ENGG 702	1
ENGG 703	1
ENER 902	3
TOTAL	**30**

Proposed

Master of Engineering (MEng) 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:

Course	Cr Hrs
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
ENER 8xx	3
ENxx 8xx or ENER 3xx to 7xx	3
ENxx 8xx or ENER 3xx to 7xx	3
ENxx or related discipline 8xx	3
ENxx or related discipline 8xx	3
ENGG 601	0
ENGG 602	0
ENGG 701	1
ENGG 702	1
ENGG 703	1
ENER 902	3
TOTAL	**30**

Rationale:

The course catalogue for the Energy Systems Engineering (ERSE) graduate program includes 700-level energy engineering courses; these changes will allow ERSE Masters students to take those courses to meet their program requirements.

This change to the program opens up more options for students, so all students will be moving to

the new program.

(end of Motion)

1.2 Admission Requirement Revision – WES ICAP Course-by-Course Report for Process Systems Engineering Thesis Based Programs

MOTION: That the WES ICAP Course-by-Course evaluation of international transcript be made optional but recommended for Process Systems Engineering thesis based programs, effective 202810.

Current https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4	Proposed
Engineering and Applied Science • Students with international credentials MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. ~~***Effective 202710:***~~ Applicants with international credentials applying to the following programs are not required to complete the WES ICAP course by course evaluation. ~~At the request of the program, FGSR reserves the right to request a WES ICAP course by course evaluation:~~ • Master of Applied Science or PhD programs in Electronic Systems Engineering ~~**(202710)**~~ • Master of Applied Science or PhD programs in Industrial Systems Engineering **(202730)**	**Engineering and Applied Science** • Students with international credentials MUST provide all post-secondary transcripts and degree certificates through the WES ICAP course by course evaluation. Applicants with international credentials applying to the following programs are not required to complete the WES ICAP course by course evaluation. • Master of Applied Science or PhD programs in Electronic Systems Engineering • Master of Applied Science or PhD programs in Industrial Systems Engineering **(202730)** • ***Master of Applied Science or PhD programs in Process Systems Engineering (202810)*** ***FGSR reserves the right to require a WES ICAP course-by-course evaluation for applicants to these programs upon request from the academic unit.***

Rationale:

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

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

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2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 Graduate Calendar Revision – ED 902 Full-Time, Multi-Term Course

MOTION: That the registration status section of the Graduate Calendar be revised, to include ED 902 as a full-time, multi-term course, 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 ART 903, MAP 903;	**Registration Status** A student's status will be determined as follows: **Full-time:** […] • registration in ART 903, MAP 903; • ***registration in ED 902 plus 3 credit hours of additional registration;***

Rationale:

FGSR is working with the Registrar's Office to ensure multi-term courses are all scheduled the same. ED 902 is a 3-credit hour course that runs over two terms. With this change, the course will show as 0 credit hours taken and earned in the first term and 3-credit hours taken and earned in the second term. This change will ensure that students are still recognized as full-time students while in this course and another 3-credit hour course during the first term that they take this course.

(end of Motion)

2.2 Graduate Credential Framework – Doctor of Philosophy Degree and Doctor of XXXX Degree

MOTION: That the admission requirements sections of the graduate credential framework for the Doctor of Philosophy degree and Doctor of XXXX degree be revised, effective immediately.

Graduate Credential Framework
https://www.uregina.ca/graduate-studies-research/assets/docs/graduate-credential-framework.pdf

Current Page 6 of the Graduate Credential Framework document	Proposed
Credential Category Doctor of Philosophy Degree	**Credential Category** Doctor of Philosophy Degree

[…] **Admission Requirements** ~~A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs except for English, History, Mathematics and Statistics and the Master of Public Administration, where the required average is 75 per cent.~~ Normally, applicants must have obtained a thesis-based Master's degree in the discipline to qualify as a doctoral student. Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level. The categories of probationary or qualifying student do not apply at the doctoral level.	[…] **Admission Requirements** Normally, applicants must have obtained a thesis-based Master's degree in the discipline to qualify as a doctoral student. Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level. The categories of probationary or qualifying student do not apply at the doctoral level.
Page 7 of the Graduate Credential Framework document	
Credential Category Doctor of XXXX Degree […] **Admission Requirements** ~~A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs.~~ ~~A~~pplicants must have obtained a Master's degree in the discipline to qualify as a doctoral student. Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level. The categories of probationary or qualifying student do not apply at the doctoral level.	**Credential Category** Doctor of XXXX Degree […] **Admission Requirements** ***Normally, a***pplicants must have obtained a Master's degree in the discipline to qualify as a doctoral student. Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level. The categories of probationary or qualifying student do not apply at the doctoral level.

Rationale:

These admission requirements were brought to FGSR's attention by the Registrar's Office when a new program proposal was submitted. After discussion within FGSR, it was determined that the requirement for a Bachelor's degree (or equivalent) in this section is not necessary. Having a Master's degree ensures that the applicant has already had their previous credentials evaluated. This could include a Bachelor's degree, but it could also include those students who received entry to a Master's program through a mid-career option.

These updates are tracked in the attached Graduate Credential Framework document (Attachment A)

(end of Motion)

2.3 Graduate Calendar Revision – Admission Standards for Master's Degrees and Doctoral Degrees

MOTION: That the Admission Standards section of the Graduate Calendar be revised, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/admission-standards.html	Proposed
Doctoral Degree Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level; the categories of probationary or qualifying student do not apply at the doctoral level. Admission normally requires that the applicant has obtained a thesis-based master's degree in the discipline. In a few academic units (Biology, Chemistry ~~or~~ Biochemistry, and Engineering), an applicant with an honours bachelor's degree of first class standing (including a thesis) from an accredited university may be considered for direct entry to a doctoral program. In either case, at the time the recommendation is made, the supervisor(s) must be identified, and in faculties lacking formal departments, the Dean of the faculty or designate must indicate approval. An applicant who is judged deficient in background training or in courses prerequisite to scholarly work in the particular subject(s) of study and research will not be admitted as a doctoral student. An applicant may be admitted as a master's student and be required to undertake specific courses or activities towards establishing appropriate credentials, but any graduate study undertaken for this purpose cannot be counted as time spent toward formal requirements for the degree. Alternatively, an applicant may be accepted at the master's level as a means of illustrating suitability to enter a doctoral program, and after the first year may request, through the academic unit, a transfer to a PhD program ~~(see below)~~. A comprehensive examination or equivalent is not a formal requirement of FGSR~~,~~ but may be required by individual academic units. **Master's Degree** General requirements for admission to the Faculty of Graduate Studies and Research apply ~~and s~~pecific details include: 1. […] 2. An applicant is to have the academic background required to undertake graduate studies in the chosen field. Applicants who fail to meet this requirement but who otherwise meet the criteria may be admitted; however, background deficiencies will be addressed by	**Master's Degree** General requirements for admission to the Faculty of Graduate Studies and Research apply***. S***pecific details include: 1. […] 2. An applicant is to have the academic ***and/or professional*** background required to undertake graduate studies in the chosen field. Applicants who fail to meet this requirement**,** but who otherwise meet the criteria ***for admission*** may be admitted; however, background deficiencies will be addressed by taking appropriate courses either prior to***,*** or in parallel with***,*** graduate work. 3. [...] 4. Special regulations and procedures apply to full-time University of Regina employees ***and employees of academic collaborative partner institutions*** as candidates for graduate study (see Policies and Procedures). 5. [...] 6. If the academic unit recommends acceptance, the application is then referred to the Dean or designate for further review. Acceptance of an applicant into a graduate program is the purview of the Dean of FGSR. Academic units may correspond with applicants concerning availability of specific classes, research equipment, etc**.**, **but not concerning acceptability.** Note that a faculty member's willingness to serve as supervisor does not constitute acceptance into a graduate program. The official letter of acceptance/non-acceptance is sent to the applicant by the Dean of FGSR or the Dean's designate. ***Applicants who cannot be offered admission to the program they have applied for may be offered admission into an alternative program.*** Non-acceptance of an applicant may depend on considerations other than those listed in the Admission section. These include availability of facilities for the type of research that the applicant wishes to pursue and the availability of faculty members to supervise the proposed research. [...] **Doctoral Degree** Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level; the categories of probationary or qualifying

taking appropriate courses either prior to or in parallel with graduate work. 3. […] 4. Special regulations and procedures apply to full-time University of Regina employees as candidates for graduate study (see Policies and Procedures). 5. […] 6. If the academic unit recommends acceptance, the application is then referred to the Dean or designate for further review. Acceptance of an applicant into a graduate program is the purview of the Dean of FGSR. Academic units may correspond with applicants concerning availability of specific classes, research equipment, etc, but **not concerning acceptability**. Note that a faculty member's willingness to serve as supervisor does not constitute acceptance into a graduate program. The official letter of acceptance/non-acceptance is sent to the applicant by the Dean of FGSR or the Dean's designate. Non-acceptance of an applicant may depend on considerations other than those listed in the Admission section. These include availability of facilities for the type of research that the applicant wishes to pursue and the availability of faculty members to supervise the proposed research. […]	student do not apply at the doctoral level. Admission normally requires that the applicant has obtained a thesis-based master's degree in the discipline. In a few academic units (Biology, Chemistry ***and*** Biochemistry, and Engineering ***and Applied Science***), an applicant with an honours bachelor's degree of first class standing (including a thesis) from an accredited university may be considered for direct entry to a doctoral program. In either case, at the time the recommendation is made, the supervisor(s) must be identified, and in faculties lacking formal departments, the Dean of the faculty or designate must indicate approval. An applicant who is judged deficient in background training or in courses prerequisite to scholarly work in the particular subject(s) of study and research will not be admitted as a doctoral student. An applicant may be admitted as a master's student and be required to undertake specific courses or activities towards establishing appropriate credentials, but any graduate study undertaken for this purpose cannot be counted as time spent toward formal requirements for the degree. Alternatively, an applicant may be accepted at the master's level as a means of illustrating suitability to enter a doctoral program, and after the first year may request, through the academic unit, a transfer to a PhD program. A comprehensive examination or equivalent is not a formal requirement of FGSR but may be required by individual academic units.

Rationale:

Graduate Calendar Cleanup: We are rearranging and updating this page so that the Master's Degree requirements are listed above the Doctoral Degree requirements. The updates ensure that our policies follow current practices.

(end of Motion)

2.4 Graduate Calendar Revision – Academic Standards, Publication, and Submission of Final Corrected Copy of Thesis

MOTION: That the Academic Standards, Publication, and Submission of Final Corrected Copy of Thesis sections of the Program Requirements page of the Graduate Calendar be revised, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/program-requirements.html#aca	Proposed
Academic Standards […]	**Academic Standards** […]

Doctoral Students The student must have demonstrated proficiency in a broad field of learning, and the ability to initiate and evaluate work in the corresponding field. Furthermore, the student must have shown the ability to work independently in the chosen field and must have made an original significant contribution to the advancement of knowledge. The student is expected to meet with their entire supervisory committee at least once a year. The purpose of this meeting is to give the committee an opportunity to give input into the direction of the student's research, resolve any issues regarding the student's research or progress, and ensure that the student has a feasible plan for the completion of their program. The student and supervisor are ~~expected~~ to submit an FGSR Annual Progress Report each year. The FGSR Annual Progress Report is available ~~online~~ and upon completion should be submitted ~~through UR Self Service -> Students -> Graduate Student Requests~~ for approval by FGSR. ~~This report must be signed by the department or unit head and then will be reviewed by the Dean of FGSR.~~ The Dean will contact the supervisor if FGSR has any concerns about the student's progress ~~and the completed report will be sent, by FGSR, to the supervisory committee~~. […]	**Doctoral Students** The student must have demonstrated proficiency in a broad field of learning, and the ability to initiate and evaluate work in the corresponding field. Furthermore, the student must have shown the ability to work independently in the chosen field and must have made an original***,*** significant contribution to the advancement of knowledge. The student is expected to meet with their entire supervisory committee at least once a year. The purpose of this meeting is to give the committee an opportunity to give input into the direction of the student's research, resolve any issues regarding the student's research or progress, and ensure that the student has a feasible plan for the completion of their program. The student and supervisor are ***required*** to submit an FGSR Annual Progress Report each year. The FGSR Annual Progress Report is available ***online*** and upon completion should be submitted ***to grad.supervision@uregina.ca*** for approval by FGSR. The ***FGSR*** Dean will contact the supervisor ***and/or associate dean*** if FGSR has any concerns about the student's progress. […]
Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/program-requirements.html#pub	Proposed
Publication The University does not require the publication of doctoral theses ~~as a whole other than in microfilm by the UMI~~. Each thesis is expected to include material acceptable for publication in scholarly journals of the field in which the candidate has done the research. ~~The Examining Committee as an element for the award of the degree may require evidence of the publication, or acceptance for publication, of a paper by a relevant journal.~~	**Publication** The University does not require the publication of doctoral theses. ***However, all theses are entered into the oURspace digital repository.*** Each thesis is expected to include material acceptable for publication in scholarly journals of the field in which the candidate has done the research. ***While the work is expected to meet this standard, submission to or acceptance of manuscripts in academic journals is not a requirement for including those manuscripts in a doctoral thesis and cannot be made a requirement by individual supervisors.***
Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/program-requirements.html#tim	Proposed
Submission of Final Corrected Copy of Thesis If revisions of the thesis are required by the examining committee prior to submission to FGSR and the Library, students must submit the final corrected copy no later than the end of the next term or the student will be required to register.	**Submission of Final Corrected Copy of Thesis** If revisions of the thesis are required by the examining committee prior to submission to FGSR and the Library, students must submit the final corrected copy no later than the end of the next term or the student will be required to register.

	The Library is the only place where a thesis must be published. Students, with supervisor support, can request that their thesis be kept confidential for a period of time following the defense.

Rationale:

Graduate Calendar Cleanup: The change to the Academic Standards section provides updated information on the progress report process. This process information is explained to PhD students each year when progress report are requested.

Graduate Calendar Cleanup: The Publication section was out-of-date with the mention of microfilm. Theses are now put into oURspace. Also, students are not required to have publications before they are awarded their degree.

(end of Motion)

2.5 Graduate Calendar Revision – Transfer Credit

MOTION: That the Transfer Credit section of the Advanced Standing, Transfer Agreement, and Transfer Credit page of the Graduate Calendar be revised, effective immediately.

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/advanced-standing.html#tra	Proposed
Transfer Credit […] Transfer credit will only be granted for graduate-level courses from accredited universities deemed relevant to the student's current program. To receive transfer credit for a class, the student's grade in that class must be at least equivalent to 70%. No more than 40% of the course work credit hours required ~~by the student's program~~ may be granted as transfer credit from courses taken outside of the University of Regina (there is an exception for some Joint International Programs). Transfer credit is not given for thesis or project work that was completed at another institution prior to starting a program at University of Regina. Grades obtained in courses taken at other universities are not included in the calculation of the grade point average for graduation. For graduate courses taken within the University of Regina, the student's unit determines the number and type of transfer credits that may be applied to the student's program. The grade of each	**Transfer Credit** […] Transfer credit will only be granted for graduate-level courses from accredited universities deemed relevant to the student's current program. To receive transfer credit for a class, the student's grade in that class must be at least equivalent to 70%. No more than 40% of the course work credit hours required ***in non-thesis-based programs and no more than 50% of the course work credit hours required in thesis-based programs*** may be granted as transfer credit from courses taken outside of the University of Regina (there is an exception for some Joint International Programs). Transfer credit is not given for thesis or project work that was completed at another institution prior to starting a program at University of Regina. Grades obtained in courses taken at other universities are not included in the calculation of the grade point average for graduation. For graduate courses taken within the University of Regina, the student's unit determines the number and type of transfer credits that may

course accepted as transfer credit will be included in the grade point average for graduation. […]	be applied to the student's program. The grade of each course accepted as transfer credit will be included in the grade point average for graduation. […]

Rationale:

Several thesis-based graduate programs have 2 courses (e.g., Earth Sciences and Biology) and none has more than 6 courses. Under the current 40% rule, then, some students in thesis-based programs can use transfer credit to satisfy 2 course requirements whereas others can't benefit from transfer credit agreements at all. Students in course-based Master's programs, in contrast, can receive credit for up to 4 courses in their 10-course program. By increasing the limit to 50% for thesis-based programs while keeping it at 40% for programs without a thesis, the disparity across thesis-based programs is reduced, as is the disparity between thesis-based and non-thesis-based programs.

(end of Motion)

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3. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

3.1 Program Revision – Master's Certificate in Public Policy Research

MOTION: That the Master's Certificate (MCert) in Public Policy Research be reinstated and made an exit credential for Master of Public Policy or Doctor of Philosophy in Public Policy students who do not complete their degree, effective 202730.

Master's Certificate (MCert) in Public Policy Research

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_6	Proposed
Master's Certificate (MCert) in Public Policy Research ~~*~~ ~~NRTD~~ ~~***Admission to this program is suspended effective Fall 2026 (202630)***~~ ~~This certificate will be of interest to those directly involved in policy analysis development and to those involved in policy decisions who want to increase their understanding of the overall policy process. It will provide students with a basic foundation in public policy analysis, development, and evaluation. Students will develop analytic skills and gain a solid understanding of the basics of public policy implementation and development.~~ Course Cr Hrs	**Master's Certificate (MCert) in Public Policy Research** ***Available only as an exit credential for students in the Master of Public Policy (MPP) or PhD in Public Policy program who do not complete their degree. There is no direct entry to this certificate.***

Course	Cr Hrs
Choose 3 of: JSGS 803, JSGS 851, JSGS 865, JSGS 869	9
TOTAL	**9**

Choose 3 of: JSGS 803, JSGS 851, JSGS 865, JSGS 869	9
TOTAL	**9**

~~Note: The Master's Certificate in Public Policy Research from the University of Regina ladders into the MPA program. Students will be allowed to concurrently hold this Master's Certificate and the MPA degree, using the same courses for both credentials. This means that a student could earn the Master's Certificate, apply for entry and be accepted into the MPA program, and then take the additional courses to earn the MPA degree.~~

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/index.html#fact_2_5

Program Page	Programs Offered	Faculty Home Page
Johnson-Shoyama Graduate School of Public Policy		Johnson Shoyama Graduate School of Public Policy
Health Administration	Master of Health Administration (MHA)	
Health Informatics and Information management	Master of Health Administration (MHA)	
Public Administration	Master of Public Administration (MPA)	
Public Policy	Doctorate (PhD) Master of Public Policy (MPP)	
Health Systems Management	Master's Certificate (MCert)	
Indigenous Nation-building	Master's Certificate (MCert)	
Public Administration	Master's Certificate (MCert)	
Public Policy Research	Master's Certificate (MCert)	
Social Economy, Co-operatives and the Non-profit Sector	Master's Certificate (MCert)	
Suspended Programs:		

Program Page	Programs Offered	Faculty Home Page
Johnson-Shoyama Graduate School of Public Policy		Johnson Shoyama Graduate School of Public Policy
Health Administration	Master of Health Administration (MHA)	
Health Informatics and Information management	Master of Health Administration (MHA)	
Public Administration	Master of Public Administration (MPA)	
Public Policy	Doctorate (PhD) Master of Public Policy (MPP)	
Health Systems Management	Master's Certificate (MCert)	
Indigenous Nation-building	Master's Certificate (MCert)	
Public Administration	Master's Certificate (MCert)	
Public Policy Research *	Master's Certificate (MCert)	
Social Economy, Co-operatives and the Non-profit Sector	Master's Certificate (MCert)	
Suspended Programs:		

Economic Analysis for Public Policy | Master's Certificate (MCert) |	Economic Analysis for Public Policy | Master's Certificate (MCert) | **** No direct entry***
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_5	
[…] **Certificate List** Master's Certificate (MCert) in Economic Analysis for Public Policy * NRTD *Currently suspended* Master's Certificate (MCert) in Health Systems Management Master's Certificate (MCert) in Indigenous Nation-building Master's Certificate (MCert) in Public Administration * NRTD Master's Certificate (MCert) in Public Policy Research ~~* NRTD *Currently suspended*~~ Master's Certificate (MCert) in Social Economy, Co-operatives and the Non-profit Sector * NRT	[…] **Certificate List** Master's Certificate (MCert) in Economic Analysis for Public Policy * NRTD *Currently suspended* Master's Certificate (MCert) in Health Systems Management Master's Certificate (MCert) in Indigenous Nation-building Master's Certificate (MCert) in Public Administration * NRTD Master's Certificate (MCert) in Public Policy Research ***No direct entry*** Master's Certificate (MCert) in Social Economy, Co-operatives and the Non-profit Sector * NRT***D***

Rationale:

This motion records in the Graduate Calendar a position JSGS has held since the certificate was redesigned in 2024: the Master's Certificate in Public Policy Research is an exit credential for MPP and PhD students, not a program open for direct entry. No course, credit, or program requirement changes.

- **Approval trail.** The certificate was redesigned and renamed in 2024, replacing the former certificate in Public Policy Analysis, on the basis that it would not have direct entry. The former JSGS Joint Admissions and Scholarships Committee reaffirmed that position when the question arose with an earlier application. The MPP & PhD Committee reiterated it at its May 13, 2026 meeting and directed that references to direct entry be removed. The JSGS Joint Faculty Council approved the change unanimously on September 16, 2026, and directed that the Graduate Calendar changes be forwarded to CCFGSR.
- **Admission is already suspended.** Following the Joint Faculty Council decision, admission to the certificate was suspended effective Fall 2026 (202630) through a moratorium on admission under the CCFGSR Graduate Course and Program Revisions Guide (2023), p. 6, and the Graduate Calendar now lists the certificate under Suspended Programs. A moratorium runs for one year and requires that the formal approval process be under way within that year. This motion is that process: it replaces a temporary suspension, reopening the program but without direct entry into the program.
- **Applicants were paying to apply for a program they could not enter.** Until the suspension, the University of Regina online application system accepted applications to the certificate and charged the application fee, and published pages presented the certificate as open for application, including as a way to ladder into the MPA. Each refund adds to staff workload and is charged back to JSGS.
- **Direct entry does not fit the courses.** The certificate consists of three of JSGS 803, 851, 865 and 869, the core research courses of the MPP and PhD programs. Instructors found it difficult to teach a single research-oriented class to two distinct groups of students. The School's program committees also noted that using the certificate as a low-bar route into the MPP or

PhD undermines fairness in admissions, cohort integrity and the candidacy assessment.

- **The MPA laddering note is inaccurate.** None of the four certificate courses is part of the MPA core, so at most two could count towards the MPA as electives. The note is removed.
- **The description and the deposit marker no longer apply.** The description is addressed to prospective applicants, and the non-refundable tuition deposit (NRTD) marker applies only to offers of admission. Neither applies to an exit credential.
- **The entry is retained.** The certificate stays in the Graduate Calendar so that it can continue to be awarded as an exit credential. Its requirements (three of JSGS 803, 851, 865 and 869; 9 credit hours) are unchanged.
- **Alignment with the University of Saskatchewan.** The USask certificate (G.Cert. in Public Policy Research) is already closed to applicants in the USask application system. No CGPS approval is required.

Consequential Modifications:

- **Graduate Calendar.** The three changes shown above. The entry now sits under Suspended Programs because of the moratorium. Once the suspension notice is replaced by the exit-credential statement, JSGS defers to FGSR on whether the entry remains in that section or is placed elsewhere on the JSGS page.
- **FGSR webpages and online application.** The Public Policy Research Certificate will stay listed on the University's graduate webpages. Each listing will carry an asterisk and the note "No direct entry," as in the Graduate Calendar. This applies to the JSGS list on the FGSR Graduate Certificates page. It also applies to the Master's Certificates list on the University of Regina Public Policy and Administration program page, where the certificate still appears under its former name, Public Policy Analysis; that name will be updated to Public Policy Research. The certificate remains closed to applicants in the online graduate application.
- **JSGS website.** JSGS will remove its Public Policy Research Certificate page and the two pages for the certificate under its former name, Public Policy Analysis, together with all links to them.
- **University of Saskatchewan.** JSGS will ask USask to remove its Public Policy Research G.Cert. page, which still describes the certificate as a stand-alone program, and the link to it.
- **Other.** No new or revised courses; no change to credit hours or program structure; no change to any other JSGS certificate; no impact on other academic units. The only cost is any application fee refunds.

Management of Transition:

- Admission is already suspended at the University of Regina (effective 202630). This motion lifts the suspension effective 202730, re-opening this program permanently but without direct entry.
- Pending direct-entry applications will not be considered. Applicants will be advised and, where appropriate, directed to programs open for admission. JSGS will offer each applicant who paid the application fee an alternative program or a refund.
- Students currently registered in the certificate, and MPP and PhD students who later leave their program with it, are unaffected

(end of Motion)

3.2 Admission Requirement Revision – Doctor of Philosophy in Public Policy

MOTION: That the transfer provision for the Doctor of Philosophy (PhD) in Public Policy in the Graduate Calendar be changed to remove the references to the Master of Public Administration (MPA), retaining the transfer route from the Master of Public Policy (MPP) to the PhD, effective 202730.

Doctor of Philosophy (PhD) in Public Policy
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_1

Current	Proposed
Doctor of Philosophy (PhD) in Public Policy […] ***Effective 202730 …*** **Admission Requirements** […] Exceptional students may be considered for transfer from the MPP ~~(or MPA)~~ to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP ~~(Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer)~~. All other requirements for a Transfer from a Thesis-based Master's of Public Policy Degree to a PhD Program outlined in the Graduate Calendar must be met. The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.	**Doctor of Philosophy (PhD) in Public Policy** […] ***Effective 202730 …*** **Admission Requirements** […] Exceptional students may be considered for transfer from the MPP to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP. All other requirements for a Transfer from a Thesis-based Master's of Public Policy Degree to a PhD Program outlined in the Graduate Calendar must be met. The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.

Rationale:

This motion corrects the transfer provision so that it is consistent with the FGSR regulation it cross-references and with the School's practice. It does not change admission requirements, and it does not change the transfer route for MPP students.

- **Approval trail.** The JSGS MPP & PhD Committee reached consensus at its May 13, 2026 meeting that the MPA be removed from the PhD transfer provision. The question arose during final edits to the PhD in Public Policy calendar motion approved by CCFGSR on May 14, 2026 (effective 202730). As that motion was already on the CCFGSR agenda, the MPA references were carried forward unchanged and are addressed in this separate motion. The JSGS Joint Faculty Council approved the change unanimously on September 16, 2026.
- **The provision refers MPA students to a regulation written for thesis students.** The 202730 entry requires that all other FGSR requirements for a transfer from a thesis-based master's degree to a PhD program be met. Those requirements assume a thesis: the request is normally made between 12 and 24 months into full-time study towards a thesis-based master's, so that both course work and thesis research progress can be evaluated; research progress must exceed normal expectations, typically supported by a research report; and the PhD topic should extend the master's research, which in most cases is expected to form part of the PhD thesis. The MPA is a course-based professional degree with no thesis, so an MPA student

cannot meet these conditions. The MPA reference offers a route that the provision's own cross-reference closes.

- **The 15-credit-hour threshold does not translate to the MPA.** For the MPP, 15 credit hours is the whole of the program's course work (JSGS 803, JSGS 851, either JSGS 865 or 869, and two electives). The MPA requires 36 credit hours of course work drawn from a different set of courses, so 15 credit hours marks neither the end of the program's course work nor any research milestone. The provision implies that an MPA student could complete 15 credit hours and have them count towards the PhD, which reflects neither the structure of the MPA nor the School's practice.
- **Consistent with practice.** JSGS graduate program staff cannot recall a MPA-to-PhD transfer having taken place. MPP-to-PhD transfers are themselves rare and, consistent with the FGSR regulation, reserved for exceptional students.
- **MPA students retain a route to the PhD.** An MPA student interested in doctoral study can apply for admission in the usual way. The 202730 entry states that a thesis-based master's is not required for admission, so research readiness in applicants from course-based programs is assessed through admission rather than through a transfer mechanism designed for thesis students.
- **Alignment with the University of Saskatchewan.** The USask catalogue entry for the PhD in Public Policy has no program-specific transfer provision. Transfers there fall under the CGPS Program Progression policy on program transfers, whose criteria assume a research student: it refers to the student's advisory committee and requires evidence of the research skills and disciplinary knowledge needed to meet the doctoral candidacy assessment and complete a PhD dissertation. This change brings the University of Regina Graduate Calendar into line with the USask calendar and JSGS practice.

Consequential Modifications:

- **Graduate Calendar.** The transfer provision in the PhD in Public Policy entry, as shown above. No other part of the entry refers to transfer from the MPA.
- **JSGS website.** The PhD program page does not describe a transfer route from the MPA and already states that holders of a course-based master's, including the MPA, are eligible to apply for admission; no change is required. JSGS will check MPA program pages and advising materials for any reference to transferring into the PhD.
- **University of Saskatchewan.** No change; no CGPS approval is required.
- **Other.** No new or revised courses; no change to credit hours, program length or structure; no resource implications; no impact on other academic units.

Management of Transition:

- MPP students are unaffected. The MPP-to-PhD transfer route and its requirements are unchanged.
- Any MPA student who has initiated a transfer request before the effective date will be considered under the provision in force when the request was made. MPA students who ask about doctoral study will be advised of the admission route.
- The effective date, 202730, matches that of the calendar entry this motion amends. There is no effect on admission requirements or on applications in progress.

(end of Motion)

3.3 Program Revision – Master's Certificate in Indigenous Nation Building and Master's Certificate in Social Economy, Co-operatives and the Non-Profit Sector

MOTION: That the Master's Certificate in Indigenous Nation Building and the Master's Certificate in Social Economy, Co-operatives and the Non-profit Sector be revised to allow for laddering of credentials, effective 202830.

Master's Certificate (MCert) in Indigenous Nation-building
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_5

Current	Proposed
Master's Certificate (MCert) in Indigenous Nation-building	**Master's Certificate (MCert) in Indigenous Nation-building**
Course: JSGS 893 — Cr Hrs: 3 JSGS 894 — 3 JSGS 895 — 0 One of: JSGS 896, JSGS 851, JSGS 808, or JSGS 863 — 3 **TOTAL — 9**	Course: JSGS 893 — Cr Hrs: 3 JSGS 894 — 3 JSGS 895 — 0 One of: JSGS 896, JSGS 851, JSGS 808, or JSGS 863 — 3 **TOTAL — 9** ***Note: The Master's Certificate in Indigenous Nation-building from the University of Regina ladders into the MPA program. Students will be allowed to concurrently hold this Master's Certificate and the MPA degree, using the same courses for both credentials. This means that a student could earn the Master's Certificate, apply for entry and be accepted into the MPA program, and then take the additional courses to earn the MPA degree.***

Master's Certificate (MCert) in Social Economy, Co-operatives and the Non-profit Sector * NRTD
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_5

Current	Proposed
Master's Certificate (MCert) in Social Economy, Co-operatives and the Non-profit Sector * NRTD	**Master's Certificate (MCert) in Social Economy, Co-operatives and the Non-profit Sector * NRTD**
Course: JSGS 849 — Cr Hrs: 3 Choose 2 of: JSGS 810, JSGS 838, JSGS 811, —JSGS 846, or JSGS 808 — 6 **TOTAL — 9**	Course: JSGS 849 — Cr Hrs: 3 Choose 2 of: JSGS 810, JSGS 838, JSGS 811, JSGS 846, or JSGS 808 — 6 **TOTAL — 9** ***Note: The Master's Certificate in Social Economy, Co-operatives and the Non-profit Sector from the University of Regina ladders into the MPA program. Students will be allowed to concurrently hold this Master's Certificate and the MPA degree, using the same courses for both credentials. This means that a student could earn the Master's Certificate, apply for entry and be accepted into the MPA program, and then take the additional courses to earn the MPA degree.***

Rationale:

This motion closes a documentation gap. Both certificates have been intended to ladder into the MPA, and do so in practice, but their University of Regina Graduate Calendar entries do not say so. The proposed note is the one the calendar already carries for the Master's Certificate in Public Administration, adapted only for the certificate name; no new provision is created.

- **Approval trail.** The MPA and Related Certificates Committee (MPARCC) approved the motion by e-vote (September 11–23, 2026), with all votes in favour; the result was recorded at its October 7, 2026 meeting. The JSGS Joint Faculty Council approved the motion unanimously on October 7, 2026, and recommended the calendar change to CCFGSR.
- **The question came from FGSR.** On August 19, 2026, the FGSR Manager of Graduate Admissions and Registration reported that Degree Audit had not applied JSGS 808, completed in the Master's Certificate in Indigenous Nation-building, to the student's subsequent MPA program. The University of Regina approval records for this certificate and for the Master's Certificate in Social Economy, Co-operatives and the Non-profit Sector make no mention of laddering into the MPA, and FGSR asked JSGS to confirm whether laddering was the intent for both.
- **Laddering is the intent and long-standing practice.** The JSGS Manager of Graduate Programs (USask) confirmed the intent for both certificates. USask students have laddered into the MPA from the Graduate Certificate in Indigenous Nation-Building under USask CGPS Policy 1.4.1 (Admission Requirements). Both JSGS program pages carry a "Laddering Option" section (see the Indigenous Nation-Building Certificate and Social Economy, Co-operatives, and the Nonprofit Sector Certificate pages). JSGS can find no Joint Faculty Council resolution addressing laddering for either certificate: laddering appears to have been assumed as part of the certificate design rather than stated as an explicit provision.
- **The Graduate Calendar is internally inconsistent.** The JSGS calendar page names these two certificates as the ones that may be embedded within the MPA course and internship routes, yet they are the only two active JSGS certificates whose entries carry no laddering note. The Master's Certificate in Public Administration carries the note for the MPA, and the Master's Certificate in Health Systems Management carries it for the MHA.
- **Consistent with FGSR regulations.** The Graduate Calendar's Program Changes and Program Transfers regulation already recognizes laddering from a graduate certificate program into a master's degree program, subject to the master's admission requirements and the unit's permission. This motion states in each certificate entry that the route applies to these two certificates.
- **FGSR needs a stated provision.** FGSR registration specialists are mapping certificate courses into the MPA manually as cases are identified. A stated provision allows Degree Audit to recognize the courses automatically and brings the University of Regina calendar into line with USask practice.
- **How credit is recognized.** A certificate course that is an MPA core course is recognized as core; any other certificate course is recognized against the MPA's two elective slots. Recognition is limited to the nine credit hours of the certificate (six where a student's certificate courses include no MPA core course, since the MPA has two elective slots), the 36 credit hours required for the MPA do not change, and no course counts twice towards the MPA. This is how the Master's Certificate in Public Administration already works: its courses are all MPA core

courses. For example, a student who completes JSGS 893, JSGS 894 and JSGS 808 in the Indigenous Nation-building certificate has JSGS 893 and 894 recognized as the two MPA electives and JSGS 808 as MPA core.
- **Laddering is not embedding.** Under laddering, a student completes the standalone certificate, then applies to and is admitted to the MPA, carrying the completed courses forward. Embedded or concurrent certificates are a separate matter under review at JSGS; this motion does not affect them.

Consequential Modifications:

- **Graduate Calendar.** The two certificate entries, as shown above.
- **Degree Audit.** FGSR to configure Degree Audit so that courses completed in either certificate apply to the MPA on the basis set out above.
- **JSGS website.** The Indigenous Nation-Building certificate FAQ states that the certificate counts towards six credit units of MPA electives. JSGS will update it to say that a student who takes JSGS 808 as the third course has all nine credit hours recognized.
- **University of Saskatchewan.** No CGPS approval is required. The Graduate Chairs will confirm that the USask catalogue and program pages are consistent with the practice.
- **Other.** No change to the requirements, courses, admission requirements or tuition of either certificate; no change to the MPA; no change to any other JSGS certificate; no resource implications; no impact on other academic units.

Management of Transition:

- Practice continues unchanged while the motion moves through approval. FGSR will continue to map certificate courses into the MPA manually as they are identified, so that no student's file is held up.
- No current or former student is disadvantaged. Students who have already laddered, students now registered in either certificate, and students now in the MPA are treated as they are today.
- Laddering does not create an entitlement to admission. A certificate holder applies to the MPA and is assessed against the MPA admission requirements in the usual way.
- The effective date, 202830, governs the Graduate Calendar text only.

(end of Motion)

ITEM(S) FOR INFORMATION

1. NEW COURSES

Faculty of Engineering and Applied Science (effective 202710)

ENER 771 - Energy Storage and Conversion

This course introduces the fundamental principles of Thermodynamics, Chemical Thermodynamics, and Electrochemical Thermodynamics as they apply to energy conversion and storage systems. Students will develop a comprehensive understanding of thermal, chemical, and electrochemical processes involved in modern power generation, energy transportation and storage technologies. Through analytical and design-focused learning, the course emphasizes the evaluation of energy efficiency, performance metrics, and environmental impacts. By the end of the course, students will be equipped to analyze, design, and assess a wide range of energy conversion and storage processes for engineering applications.

ENER 755 - Solar Energy: Fundamental and Technologies

This course provides fundamental knowledges and principal approaches for the conversions of solar energy and its eventual usage by society. These topics span a wide range, from principal working mechanisms, physical fundamentals, detailed design/operation/control procedures for solar energy systems, to economics and ecological concerns

Faculty of Science – Department of Mathematics and Statistics (effective 202820)

STAT 863 – Bayesian Statistics

Bayesian approach for rational, quantitative learning; Bayesian approach for estimation procedures that work for small and large sample sizes; comparisons between Bayesian and frequentist inferences; Bayesian Markov Chain Monte Carlo, including Gibbs sampler and Metropolis-Hastings algorithms. This class will be cross listed with STAT 463.

2. COURSE CHANGES

Faculty of Science – Department of Mathematics and Statistics (effective 202820)

Current	Proposed
STAT 757 - Sampling Theory Simple random sampling, sample size, estimation of ratios and ratio estimators, stratified sampling, cluster sampling, non-response in surveys and non-sampling errors. *Note: Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of STAT 757.* 3 Credit Hours	STAT 757 - Sampling Theory Simple random sampling, sample size, estimation of ratios and ratio estimators, stratified sampling, cluster sampling, non-response in surveys and non-sampling errors. *Note: Students transferring to the MSc Thesis-Based Program or PhD Program from the MSc Course-Based Program may not receive any credit for completion of STAT 757.* 3 Credit Hours

3 Maximum Lecture Hours per Week ~~0~~ Lab Hours per Week	3 Maximum Lecture Hours per Week ***1*** Lab Hour per Week

3. INFORMATION ITEMS

Faculty of Education

Ed Doctorate (EdD) Program: Dissertations-in-practice and defenses – It has been determined that rather than treating the dissertation-in-practice as a PhD thesis, it will be treated like a project in the Project route of a program.

This means that Education will come up with its own procedures for evaluating the dissertation-in-practice and will not follow the committee structure or examination procedures that PhD students follow. Instead, FGSR will receive a project completion form along with the dissertation-in-practice itself from Education.

Education will create internal procedures and form(s) for evaluating the dissertation and defense and communicate them to students.

Faculty of Graduate Studies and Research

FGSR submitted a motion in 2025 to update the calculation of graduate averages. One part of the update was to introduce a Graduate Grade Point Average. The GGPA replaces failing grades with an updated grade, if a course is repeated. The second part was to treat course grades between 0-55% as 55%. This was to be effective 202620. After consultation with the Registrar's Office, it was determined that 202620 was not a realistic implementation date due to the testing and changes required. After discussions, it was determined that 202720 was a more feasible implementation date. FGSR and the RO are on track to have the changes implemented by 202720.

ATTACHMENT A

Graduate Credential Framework
at the University of Regina

Preamble
The graduate credential framework is being modeled after the undergraduate framework that was taken to Executive of Council in May of 2021. FGSR has prepared the graduate proposal with input from:

- Dr. Nilgün Önder, Associate Vice-President (Academic)
- Registrar, James D'Arcy (Background and definitions)
- Glenys Sylvestre, Executive Director, University Governance and University Secretary
- The Micro-credentials Working Group
- Associate Deans Research Group
- The Council Committee on Academic Mission
- Deans' Council
- CCFGSR (for approval)

Background
The University of Regina Act (the "Act") provides authority to the University of Regina to award degrees and certificates. In Saskatchewan, unlike other provincial jurisdictions that have quality control bodies, such as Alberta and Ontario, the responsibility for the quality assurance that governs the academic content, credit hour requirements, minimum performance standards, and other specific regulations that contribute to the awarding of a credential is within the purview of the University of Regina Senate, in accordance with the Act.

At a provincial level, quality assurance boards can have additional responsibilities that include, but are not limited to:

- developing, maintaining, and enforcing accreditation standards;
- ensuring academic programming is reflective of current needs and trends;
- developing standardized credit hour requirements in the awarding of credentials and;
- ensuring duplication of program delivery is minimized, either provincially or regionally, within a province.

Introduction
The need for a credential framework at the University of Regina has been identified as a quality assurance measure that will guide the development of new academic programs and align the university with a more common understanding of the academic rigor required to complete and be awarded a credential. It provides reassurance to academic colleagues, licensure organizations, qualification agencies, and employers that they can be confident a credential has been awarded with common and consistent standards that are broadly recognized.

Additionally, as new opportunities arise for the University, defining *micro-credentials* is

essential to the university strategy to accommodate industry trends and needs, the needs of new Canadians who need a specific set of courses in addition to the educational credentials they possess, and for employers who want to upgrade the knowledge and skill sets of their employees.

This proposal will present a framework that will:

- establish specific credit hour requirements and provide consistency in the credit hour requirements for credentializing;
- create academic standards for credentializing that can be interpreted widely without misinterpretation by both internal and external audiences;
- provide guidelines so that Faculties have opportunities to establish credentials that align with new and contemporary trends;
- establish definitions that are consistent within the pan-Canadian landscape; and
- provide information that can be used by applicants to the University to make informed decisions about program enrolment and program opportunities.

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.

Cotutelle. 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. For example: a major in Interdisciplinary Studies with concentrations in Visual Art, English, and Creative Technologies.

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

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 provide opportunities for academic or professional development.

Residency. Residency refers to the minimum number of University of Regina credit hours that a student must complete within their credential completion requirements (see the Graduation section of the Academic Calendar for more information)

Framework at a glance:

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

Credential Category	Level	Credit Hours	Parchment Nomenclature	Major †	Minor	Concentration	Distinction/Great Distinction	Honours/High Honours	Year of Study Equivalency
Micro-credential (Credit)	Graduate	Less than 9	N/A	N/A	N/A	N/A	N/A	N/A	Variable
Certificate (Credit)	Graduate	9-14	"Graduate Certificate in"	Y	N/A	N/A	N/A	N/A	1-2 Terms
Diploma (Credit)	Graduate	15-18	"Graduate Diploma in"	Y	N/A	N/A	N/A	N/A	1 year
Master's Degree	Graduate	Minimum 30	"Master of"	Y	N/A	Variable for Interdisciplinary programs only	N/A	N/A	1-3 *
Doctor of Philosophy	Graduate	Minimum 60	"Doctor of Philosophy in"	Y	N/A	Variable for Interdisciplinary programs only	N/A	N/A	3-6 *
Doctor of XXXX	Graduate	Minimum 30	"Doctor of"	Y	N/A	N/A	N/A	N/A	3-5

† Major refers to the area of study. For example: Master's Certificate in Human Resource Management

* As stated in the Saskatchewan Higher Education Quality Assurance Graduate Degree Level Standards document, "Master's programs vary typically from two to six semesters, depending on the field and the speed at which individuals progress through requirements." and "A doctoral program is typically three to six years in length, depending on the field and the speed at which individuals progress through requirements."

Level: Graduate

Credential Category	**Credit Hour Requirement**	**Parchment Nomenclature**	**Major Eligibility**
Graduate Micro-credential	Less than 9 credit hours	N/A	N/A
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
N/A	N/A	N/A	N/A
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Credit Micro Credential in XXXXX No other notations apply		Graduate - Credit	Variable (e.g. less than 2 months for a compressed 3-credit hour course)
Definition	Skill and knowledge development; professional development (i.e., development of specific skills, competencies, or knowledge in a specialized, focused area) (i.e. change management, equity and inclusion in the workplace, Indigenous business development, project management, organizational leadership).		
Major, Minor, Concentration, and Specialization Regulations	Majors, minors, concentrations, and specializations are not available in a micro-credential program.		
Admission Requirements	A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs.		

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Graduate Certificate	9 -15 credit hours	"Graduate Certificate in"	Variable
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
N/A	N/A	N/A	N/A
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Graduate Certificate in XXXXXX No other notations apply		Graduate – Credit	Students normally complete in 1-2 semesters, and have a four-year time limit to complete.
Definition	Provide study in a focused area to enhance career competences and exposure to an area of focus, without committing to a master's program.		
Major, Minor, Concentration, and Specialization Regulations	Majors are determined by the line Faculty offering the certificate. Minors, concentrations, and specializations are not available.		
Admission Requirements	A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs.		

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Graduate Diploma (credit)	15-18 credit hours	"Graduate Diploma in"	Variable
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
N/A	N/A	N/A	N/A
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Graduate Diploma in XXXX No other notations apply		Graduate – Credit	Students normally complete in 1 year, and, have a four-year time limit to complete.
Definition	Provide study in a focused area to enhance career competencies and transition to an area of focus.		
Major, Minor, Concentration, and Specialization Regulations	Majors are determined by the line Faculty offering the diploma. Minors, concentrations, and specializations are not available. A graduate certificate may be embedded within a Master's degree program; students graduating from such a program would receive both credentials.		
Admission Requirements	A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs.		

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Master's Degree	Minimum 30 credit hours	"Master of"	Variable
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
N/A	N/A	Variable (for Interdisciplinary only)	N/A
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Master of XXXX in XXXX Co-op and International designations as applicable		Graduate – Credit	1-3 years with a five year time limit for thesis based, and a six year time limit for non-thesis based *

Definition	A Master's degree program builds on the knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a Bachelor's degree program. Much of the study undertaken at the Master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues, both systematically and creatively, and they will show independent capacity in addressing issues and problems. Research-oriented Master's programs are typically for graduates of related undergraduate or professional programs in the field, or students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological, and expository skills in course exercises. Examples: Master of Arts (MA) programs in the humanities and social sciences; Master of Science (MSc) programs. Profession-oriented Master's programs normally admit students holding Bachelor's degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice; or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners. Example: Master of Social Work (MSW) programs. Definition adapted from the Saskatchewan Higher Education Quality Assurance Board.
Major, Minor, Concentration, and Specialization Regulations	Majors are determined by the line Faculty offering the degree. A graduate certificate may be embedded within a Master's degree program; students graduating from such a program would receive both credentials. Concentrations may apply to Interdisciplinary programs.
Admission Requirements	A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs except for English, History, Mathematics and Statistics and the Master of Public Administration, where the required average is 75 per cent.

* As stated in the Saskatchewan Higher Education Quality Assurance Graduate Degree Level Standards document, "Master's programs vary typically from two to six semesters, depending on the field and the speed at which individuals progress through requirements."

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Doctor of Philosophy Degree	Minimum of 60 credit hours	"Doctor of Philosophy"	Variable
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
N/A	N/A	Variable (for Interdisciplinary only)	N/A
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Doctor of Philosophy in XXXX		Graduate – Credit	3-6 years with a six year time limit *

Definition	A doctoral program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline. Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity. Preparation for doctoral work may involve coursework of varying length aimed at cultivating further conceptual depth or breadth. It may also involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation. Research-oriented doctoral programs focus on the development of the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation. In some fields an internship or exhibition component may be required, but without diluting the significance of the dissertation as the primary demonstration of mastery. Such programs lead to the awarding of the PhD. Examples: PhD (Physics), PhD (Education), PhD (Kinesiology) Definition adapted from the Saskatchewan Higher Education Quality Assurance Board.
Major, Minor, Concentration, and Specialization Regulations	Majors are determined by the line Faculty offering the degree. Minors and specializations are not available in a doctoral degree; however, concentrations may apply to Interdisciplinary programs.
Admission Requirements	~~A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs except for English, History, Mathematics and Statistics and the Master of Public Administration, where the required average is 75 per cent.~~ Normally, applicants must have obtained a thesis-based Master's degree in the discipline to qualify as a doctoral student. Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level. The categories of probationary or qualifying student do not apply at the doctoral level.

* As stated in the Saskatchewan Higher Education Quality Assurance Graduate Degree Level Standards document, "A doctoral program is typically three to six years in length, depending on the field and the speed at which individuals progress through requirements."

Credential Category	Credit Hour Requirement	Parchment Nomenclature	Major Eligibility
Doctor of XXXX Degree	Minimum of 30 credit hours	"Doctor of XXXX"	Variable
Minor Eligibility	**Specialization Eligibility**	**Concentration Eligibility**	**Distinction/Great Distinction**
N/A	N/A	N/A	N/A
Designation Eligibility		**Course Level**	**Year of Study Equivalency**
Transcript notation: Doctor of XXXX		Graduate – Credit	3-5 years with a six year time limit.

Definition	A doctoral program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline. Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity. Preparation for doctoral work may involve course work of varying length aimed at cultivating further conceptual depth or breadth. It may also involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation. Practice-oriented doctoral programs are of a highly specialized and applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement, may also require a dissertation or dissertation-in-practice. Doctoral programs with an orientation to practice typically involve more course work than doctoral programs with a more theoretical or disciplinary focus. Such programs lead to the award of a degree designation reflecting the field or discipline. Examples: EdD (Education), MusDoc (Music), PsyD (Psychology). Definition adapted from the Saskatchewan Higher Education Quality Assurance Board.
Major, Minor, Concentration, and Specialization Regulations	Majors are determined by the line Faculty offering the degree. Minors and specializations are not available in a doctoral degree; however, concentrations may apply to Interdisciplinary programs.
Admission Requirements	~~A graduating average of at least 70 per cent from a four-year Bachelor's degree (or equivalent) is required for admission to all programs.~~ Normally, ~~A~~applicants must have obtained a Master's degree in the discipline to qualify as a doctoral student. Applicants must have academic credentials consistent with being fully-qualified to undertake graduate work at the doctoral level. The categories of probationary or qualifying student do not apply at the doctoral level.

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Student Appeals

Item(s) for Decision:

1. Council Committee of Student Appeals Terms of Reference Revision

MOTION: That the Council Committee on Student Appeals Terms of Reference be revised, effective January 1, 2027.

Background and Rationale:

Section 3.2 of the Council Rules and Regulations outlines the review cycle of the terms of reference for the Committees of Council and states:

Committees of Council will be required to review their terms of reference no less than once every five years, reporting to Executive of Council that this has been done.

The CCSA last reviewed its terms of reference in 2014, as such it is time to bring forward potential revisions to the terms of reference.

The proposed changes align the CCSA terms of reference with the Council Discipline Committee (CDC), terms of reference, which were last reviewed and approved in 2025, including:

- Adjustments to membership and quorum requirements to enable ease of scheduling and more timely appeal hearings:
    - Increasing the number of members who are elected or appointed to the CCSA in order to increase the "pool" of members available to hear appeals
    - Reducing the quorum requirement, while still maintaining an odd number in the event of a tie vote, to allow greater flexibility with scheduling
- Allowing additional time for students, the University Officer, and Committee members to submit and review materials
- Clarifying the role of advocates and witnesses at a hearing
- Clarifying hearing processes

In addition, revisions specific to the CCSA include:

- Clarifying what types of appeals will be considered by the CCSA
- How the Chair of the committee will be selected
- Clarifying how deliberations occur and decisions are made by the CCSA

The proposed CCSA terms of reference are provided as **Attachment A** and the current CCSA terms of reference are provided as **Attachment B.**

ATTACHMENT A

COUNCIL COMMITTEE ON STUDENT APPEALS
TERMS OF REFERENCE

Purpose:

The Council Committee on Student Appeals ensures that the Council has appointed a committee that will hear and decide upon all appeals by students on academic matters - Required To Discontinue (RTD), Must Withdraw (MW), denied deferrals, and professional suitability - in connection with any faculty or academic unit of the University.

Matters such as grades assigned for individual classes (grade re-assessment or grade adjustments), tuition adjustments, or retroactive withdrawals will not be considered by the Council Committee on Student Appeals.

Decisions of admission, re-admission, transfer, and transfer credit are final and cannot be appealed.

Membership: 7 members of Council holding academic appointments
7 students, who are normally students elected as members of Council
Ex officio: University Secretary (non-voting)

Resources: University Secretary's Office

Hearing Quorum: 5 voting members as follows:
- 3 members of Council holding academic appointments, including 1 member who will serve as Chair
- 2 student members

Chair: The University Secretary's Office will arrange a chair in advance of each hearing, selected from the academic members of Council available to attend.

NOTE: In the event that quorum is not met when a hearing is scheduled, the Chair may ask the Appellant and the Respondent if they agree to waive the quorum requirement and are prepared to proceed before the Committee members present at that hearing. The Appellant and the Respondent must both agree to proceed.. Otherwise, the hearing will be rescheduled.

Terms: Members of Council holding academic appointments will normally serve for three years. Student members normally serve for one year.

Roles and Responsibilities:

1. To recommend to Executive of Council the appeal proceedings that will be followed by the Committee. Students appealing to the Council Committee on Student Appeals have a right to a fair hearing in accordance with the rules of natural justice.

2. To provide a hearing of cases of academic matters (RTD, MW, denied deferral, and professional suitability), on request from any student, in accordance with the Senate By-Laws 8.3

3. Appeals by students in connection with academic decisions of any faculty or academic unit will be heard by the Council Committee on Student Appeals except for matters of discipline (academic and non-academic misconduct) which will be heard by the Council Discipline Committee.

4. To publish annually and report to Executive of Council a summary of the Committee's proceedings over the course of the previous year.

Further Information:

Grounds for an appeal to the Council Committee on Student Appeals are based on one or more of the following:

a) There is additional relevant information which was not considered at the faculty or academic unit level.
b) There was a problem in procedure at the faculty or academic unit level.
c) The substance of the case was not considered correctly at the faculty or academic unit level. For example, relevant rules and regulations were applied incorrectly.

Decisions of the Council Committee on Student Appeals can be appealed to the Senate Appeals Committee under Section 33 (1) (e) of The University of Regina Act and The University of Regina Senate By-Laws.

PROCEDURES

A1: Preparation

1. Meetings of the Committee are scheduled as required.
2. Students wishing to appeal an academic decision of a faculty or academic unit must submit a notice of appeal in writing to the University Secretary's Office, within 30 days following the date of the decision of the faculty or academic unit.
3. Students are required to meet with the University Secretary's Office prior to the hearing being scheduled.
4. Written notice of the hearing, and information about the Committee's procedures, is provided at least twenty (20) business days in advance of the scheduled date to the affected parties (the student and the individual who attends the hearing to represent the faculty or academic unit that made the decision (University Officer)). Cases will normally be heard within four (4) months of the date of the first notice of hearing.
5. Each party is required to provide a detailed written submission for the Committee.
6. At least fifteen (15) business days prior to the scheduled hearing, the student is required to provide to the University Secretary a written submission setting out the basis for their appeal, along with all supporting documents and evidence they will be relying on at the hearing. The student's submission should include, as a minimum, the grounds for seeking appeal, the evidence in support of their case and the name and relationship of their advocate (if any).
7. The written submission will immediately be provided to the University Officer. If the student's submission is not received by the prescribed deadline, the hearing will be cancelled and the

student will be deemed to have irrevocably abandoned their appeal (and the decision of the faculty or academic unit will stand).

8. At least ten (10) business days in advance of the hearing, the University Officer is required to provide to the University Secretary a written submission. The University Officer's submission should include, as a minimum, the evidence relied upon for issuing the decision (and any evidence to address matters raised in the student's submission), and the rationale for the decision.
9. Witnesses are not necessary at most hearings. However, if the student or the University Officer wish to bring witnesses, they must provide the names of such witnesses and a statement about the evidence each witness will provide as part of their written submission. The Chair will review the witness statements in advance of the hearing. If the Chair determines that the evidence of any witness is not relevant to the hearing, the Chair will advise the party seeking to call the witness that the witness will not be allowed to testify at the hearing, citing their reason.
10. The Committee does not summon witnesses. It is up to the parties to make arrangements for the approved witnesses that each wish to call.
11. Should a student choose to bring legal counsel as their advocate, the University Officer will also have legal counsel present.
12. At least five (5) business days in advance of the hearing, the University Secretary's Office will distribute the student's notice of appeal and the written submission of both the student and the University Officer to members of the Committee, the student, and the University Officer
13. The hearing will be based on the parties' written submissions and the evidence included by them with their written submissions (along with oral testimony and submissions made at the hearing). Written submissions are expected to be comprehensive and complete, as new evidence will not normally be allowed (i.e. "walked on") at the hearing.

A2: Hearing

1. The hearing is not open to the public. Only the parties, their advocates, and their witnesses may attend.
2. The hearing will be recorded, should transcripts be needed for future appeal proceedings. The record of the hearing will be retained by the University Secretary's Office until the appeal process has been exhausted.
3. Each party may choose to bring one advocate. The role of the advocate is to assist in the presentation of the case/submissions. In addition, the University Officer may bring a subject matter expert (e.g. academic advisor).
4. Other than with the permission of the Chair in exceptional circumstances, parties will not be entitled to bring forward evidence at the hearing that has not been included with their written submissions.
5. The hearing will proceed as follows:
    a. The University Officer and/or the Officer's advocate will briefly present the case against the student, and may call any witnesses that have been permitted, in advance, by the Chair.
    b. The student or their advocate may then ask questions of the University Officer and their witnesses (if any), followed by questions from the Committee members.
    c. The student and/or their advocate will briefly present the student's case and may call any witnesses that have been permitted, in advance, by the Chair.

   d. The University Officer or their advocate may ask questions of the student and their witnesses (if any), followed by questions from the Committee members. The student (not their advocate) will be expected to answer questions from the Committee.
   e. Each party (or the party's advocate) may summarize their case at the conclusion of testimony, with the student or student's advocate speaking last.
6. All parties are asked to state their case concisely and to keep questioning of witnesses to relevant facts; the Chair may set a time limit for testimony or questioning if already-known facts are being reiterated. As a guideline, it is suggested that each party should limit the presentation of their case (including initial and closing summaries and any witness testimony) to 30 minutes.
7. If the student does not appear at the scheduled hearing date (without explanation and without having requested and being granted an adjournment), the case will be heard *in absentia*.

A3: Decision

1. The deliberations of the Committee occur after the parties, their advocates, and witnesses have left the meeting. These deliberations are confidential.
2. The Committee may uphold or overturn the decision of the faculty or academic unit or refer the case back to the faculty or academic unit for reconsideration.
3. The decision of the Committee, and the reasons for the decision, will be provided to the parties in writing.

<Date>

ATTACHMENT B

COUNCIL COMMITTEE ON STUDENT APPEALS

TERMS OF REFERENCE

Purpose:

The Council Committee on Student Appeals ensures that the Council has appointed a committee that will hear and decide upon all appeals by students or others on academic matters in connection with any faculty of the university.

Membership: 4 members of Council holding academic appointments (and 4 alternates)
3 students appointed by URSU and GSA (and 3 alternates) including at least one member and one alternate from the GSA
Ex officio: Chair, Council Committee on Undergraduate Admissions and Studies
Chair, Graduate Studies PhD Committee
University Secretary (non-voting)

Resources: University Secretariat

Chair: The committee will select its own chair who will serve for one year.

Quorum: 7 voting members as follows: 4 members of Council, 2 student members and 1 *ex officio* voting member

NOTE: In the event that quorum is not met when a hearing is scheduled, the Chair may ask the Appellant and the Respondent if they agree to waive the quorum requirement and are prepared to proceed before the Committee members present at that hearing. The Appellant and the Respondent must both agree prior to do so. Otherwise, the hearing will be rescheduled.

Roles and Responsibilities:

1. Appeals by students in connection with academic decisions of any Faculty will be heard by the Council Committee on Student Appeals except for matters of discipline which will be heard by the Council Discipline Committee. Matters such as grades assigned for individual classes or credits given for classes transferred from other institutions will usually not be considered by the Council Committee on Student Appeals.

2. Students must apply, in writing, to appeal academic decisions to the Council Committee on Student Appeals. Applications are to be made to the University Secretary within 30 days of the decision by the relevant Faculty-level appeal body.

3. Grounds for an appeal to the Council Committee on Student Appeals should be based on one or more of the following:

   a) There is additional relevant information which was not considered at the Faculty level.
   b) There was a problem in procedure at the Faculty level.
   c) The substance of the case was not considered correctly at the Faculty level. For example, relevant rules and regulations were applied incorrectly.
   d) Even if relevant rules and regulations were applied correctly the resulting decision is unfair or unreasonable in the circumstances.

4. To recommend to Council the appeal proceedings that will be followed by the Committee. Students appealing to the Council Committee on Student Appeals have a right to a fair hearing in accordance with the rules of natural justice.

5. Decisions of the Council Committee on Student Appeals can be appealed to the Senate Appeals Committee under Section 33 (1) (e) of The University of Regina Act and The University of Regina Senate By-Laws.

6. The meeting dates of the Council Committee on Student Appeals will be pre-set for each semester to consider appeals pertaining to the previous semester and additionally as required at the discretion of the University Secretary.

7. The Council Committee on Student Appeals will report at least annually on its activities to Executive of Council.

8. Procedural rules are available at: http://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/index.html

PROCEDURES

A. Preparations

1. Written notice of the hearing is provided to the student and Dean/designate, at least two weeks in advance of the scheduled date with the statement that the case will be heard *in absentia* unless rescheduling is requested in writing for a compelling reason at least three days prior to the scheduled hearing. Cases must be heard within 4 months of the date of the first notice of hearing.

2. One week prior to the scheduled hearing, the two parties are expected to provide the University Secretary with a written submission making their respective cases, along with any supporting documents, the name of their representative (if any), and a statement about the evidence to be presented by witnesses (who must also be named).

3. The University Secretary makes the submission available to the parties and the Committee members at least three days in advance of the hearing.

B. Hearing

1. The hearing is not open to the public. Only the parties and their representatives may attend.
2. Procedures for the appeal hearings before the Council Committee on Student Appeals will normally follow this sequence:
   a) the student's or representative's presentation, of no more than 10 minutes, with an opportunity for the Dean or designate and Committee members to ask questions of the student/representative;
   b) the Dean's or designate's presentation, of no more than 10 minutes, with an opportunity for the student or representative and Committee members to ask questions of the Dean/designate;
   c) although witnesses are not normally required at most hearings, they may be called upon at the discretion of the committee;
   d) opportunity for final statements from the Dean or designate and lastly from the student or representative;
   e) committee members may ask any final questions of the student/representative or Dean/designate;
   f) the student/representative and Dean/designate will withdraw from the hearing and the Committee will make its decision on the appeal;
   g) the presentations and questions portion will be tape recorded, should transcripts be needed in the future. The record of the hearing will be kept in the University Secretary's Office;
   h) the student will be informed in writing as quickly as possible of the results of the appeal and reasons for the decision.

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Joint Committee of Senate and Council on Ceremonies

Item(s) for Decision:

1. Approval of the Doctor of Education (EdD) Hood

MOTION: That a new University of Regina Doctor of Education (EdD) hood be approved as follows:
- A custom-made black and light blue velvet hood (traditional EdD colour), with inserts of gold and green satin (University of Regina colours)
- Outside trim with green and gold layered
- The University of Regina crest embroidered in gold in both corners

Rationale:

The new, official University of Regina doctoral regalia came into effect at the Fall 2024 Convocation ceremony. Under the new doctoral regalia protocol, all future doctoral hoods are to incorporate the traditional colour of the discipline on the front trim of the existing design.

The EdD program was initially approved in 2023, and it is anticipated that the first graduates will be recognized at the 2027 Convocation ceremony.

Please see **Attachment A** for a mock up of the proposed Doctor of Education (EdD) hood.

(end of Motion)

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2. Addition of Honorary Degree Candidates to the Approved Roster

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

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

Background and Rationale:

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

1. A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service.
2. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence.

3. A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation.
4. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavor. This occasion or circumstance should be specified.

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

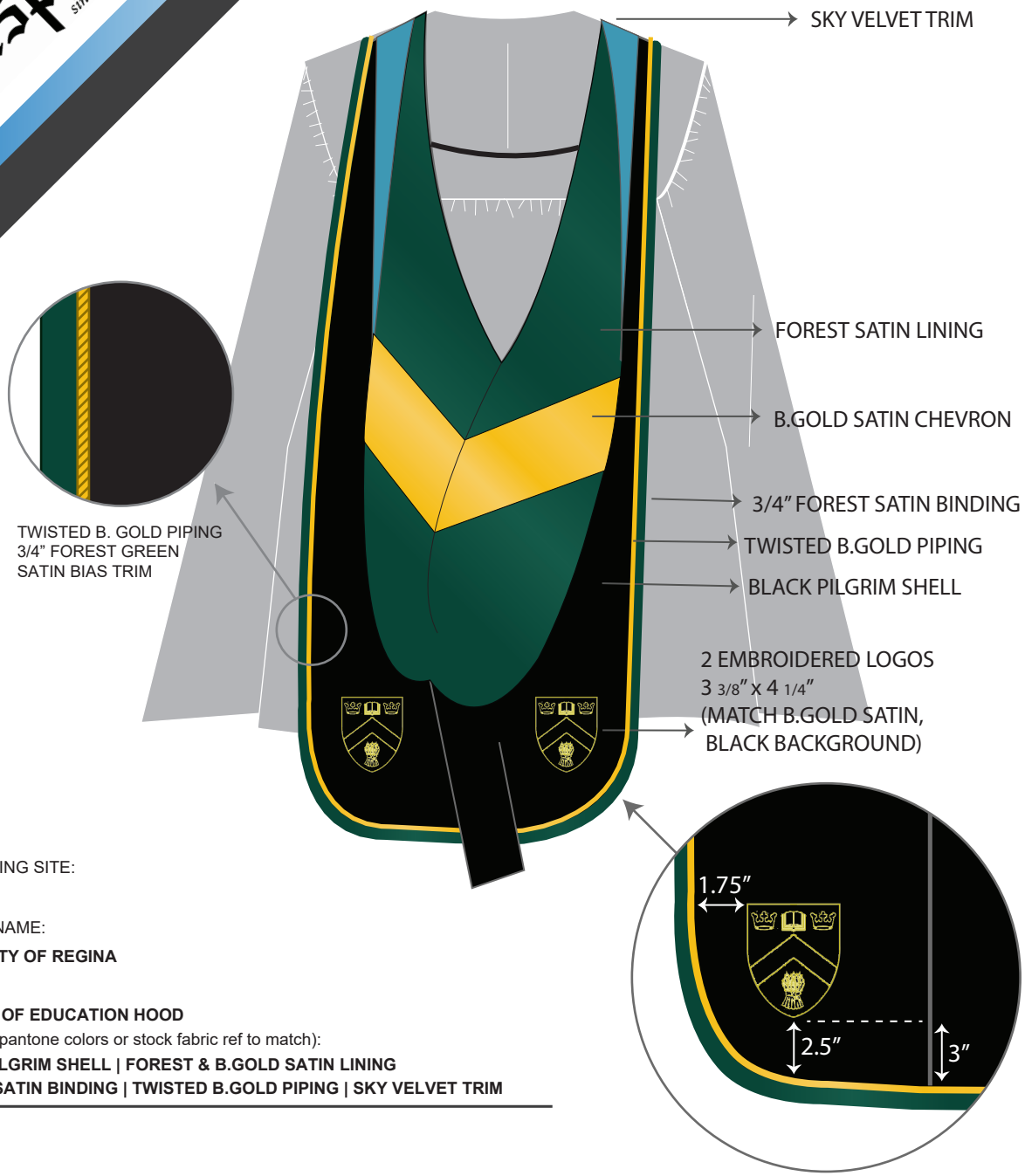
- Current members of the Board of Governors or Senate (excluding Chancellors Emeriti);
- Current or recent members of the faculty or staff of the University;
- Current students;
- Holders of elected office at any level (such as municipal, provincial, or federal).

(end of Motion)

Gaspard since 1909

HOOD

ATTACHMENT A



REQUESTING SITE:

WPG

SCHOOL NAME:

UNIVERSITY OF REGINA

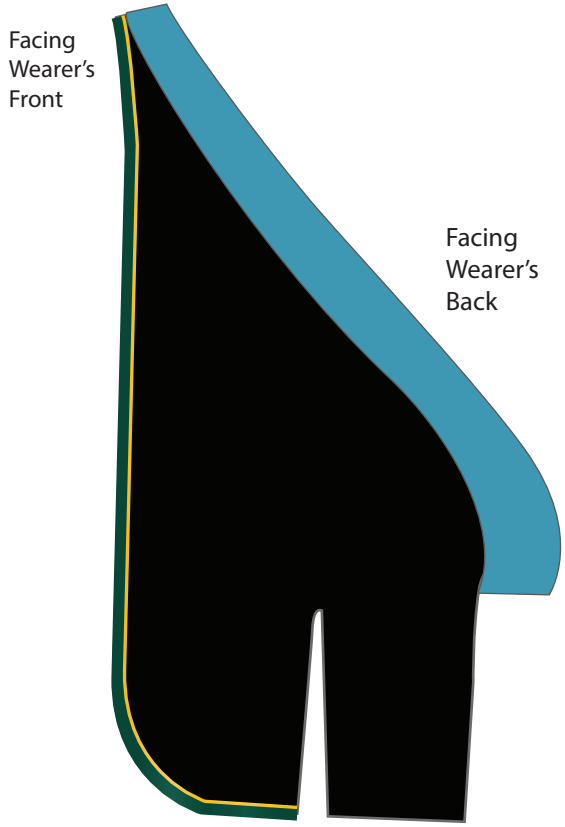
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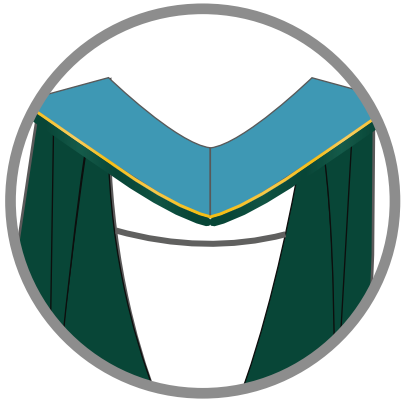
TBD - DR. OF EDUCATION HOOD

COLORS (pantone colors or stock fabric ref to match):

BLACK PILGRIM SHELL | FOREST & B.GOLD SATIN LINING
FOREST SATIN BINDING | TWISTED B.GOLD PIPING | SKY VELVET TRIM

SHELL





FRONT VIEW

NOTES: BASED ON INTERCOLL. DOCTOR