

# AGENDA



University  
of Regina

Go far,  
together.

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## EXECUTIVE OF COUNCIL

**Date:** 19 March 2024  
**To:** Executive of Council  
**From:** Glenys Sylvestre, University Secretary  
**Re:** Meeting of 25 March 2024

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A meeting of Executive of Council is scheduled for 25 March 2024, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who chose to attend as guests.

### AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of 28 February 2024 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Report from Committees of Council**
  - 6.1 Council Committee on the Faculty of Graduate Studies and Research and the Council Committee on Undergraduate Admissions and Studies, Appendix I, p. 2
  - 6.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix II, pp. 3-57
  - 6.3 Joint Committee of Senate and Council on Ceremonies, Appendix III, p. 58
7. **Graduand Lists**
  - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
    - 7.1.1 Faculty of Education
    - 7.1.2 Faculty of Graduate Studies and Research
    - 7.1.3 Faculty of Social Work
    - 7.1.4 Centre for Continuing Education
8. **Other Business**
  - 8.1 Fall Academic Schedule, *For Discussion*, Appendix IV, pp. 59-61
9. **Adjournment**

UNIVERSITY OF REGINA  
**Executive of Council**

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

**Item(s) for Decision:**

**1. FACULTY OF SCIENCE**

**1.1 Department of Geology to Department of Earth Sciences – Department Renaming**

<p><b>MOTION:</b> That the Department of Geology be renamed the Department of Earth Sciences, effective 202420.</p>
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**Rationale:**

The new name better reflects the academic programming of the Department and aligns with the majority of Earth Science departments at other Canadian universities.

All Geology course codes will be updated from GEOL to ESC to be consistent with the Earth Sciences department name; however, the Geology and Environmental Geoscience program titles will remain the same.

(end of Motion)

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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 GRADUATE STUDIES AND RESEARCH**

**1.1 Graduate Credential Framework – Update**

**MOTION:** To add embedded certificates to the Graduate Credential Framework, effective immediately.

**Rationale:**

Currently, a student in a Master's degree program who meets the requirements for a graduate certificate in their coursework cannot claim the certificate credential. This is because graduate students at the University of Regina are only allowed to be in one program at a time. To claim both a Master's degree and a certificate, a Master's degree student would need to transfer from the degree program to the certificate program, apply for graduation, and then request reinstatement into their previous Master's degree program.

Graduate Certificate programs are generally not long enough to meet IRCC study permit requirements, and the courses are not offered frequently enough for international students to be able to meet the requirement to be registered full-time in Fall and Winter terms. Thus, international students cannot be enrolled in graduate certificate programs. This creates inequity, as domestic students can claim a credential that international students cannot, despite completing all of the same coursework and acquiring all of the same experience.

Our proposed solution is to create a new graduate program category. Students accepted into an **embedded certificate** program would be working towards completing two requirements simultaneously, a Master's degree and a graduate certificate. This model is used at the University of Alberta, University of Calgary and several American universities. Students complete the Graduate Certificate requirements as part of their Master's degree requirements (that is, the certificate requirements are met in the degree requirements), thus in principle it should take no longer for a student to earn two credentials as it does to earn one. An example of how this option would compare to the existing option is shown below.

- Whether to offer this option to students would be at the discretion of the graduate program. Only those programs with free-standing certificates that currently allow the certificate to ladder into the full Master's degree program would be able to embed a certificate within a Master's degree program.
- Students choosing this option would not receive the Graduate Certificate until they complete the requirements for both programs.
- Students could transfer between the embedded certificate version of the Master's degree

program and the free-standing version of the Master's degree program. Such a transfer would be treated as a route change.

- Students could earn only one embedded certificate within a Master's degree program. The graduate certificate would require 9 or 12 credit hours (i.e., 3 or 4 courses) within the 30 credit hours for the Master's degree. That is, a student would only need to complete a total of 30 credit hours to earn both the Graduate Certificate and the Master's degree.
- Students choosing to withdraw from the embedded certificate version of the Master's degree program after completing the certificate requirements but before completing the degree requirements can request permission to ladder down. Students would require approval from their Supervisor, their Graduate Program Chair, their Associate Dean Research, and the Dean of FGSR to be allowed to ladder down, just as they do currently. Students granted this 'off-ramp' could ladder these requirements into the full Master's degree program at a later time by applying to be reinstated to the Master's degree program they were previously in.
- Courses earned in a free-standing or embedded certificate program can only be used to ladder into the requirements of the degree program they are associated with. Normal transfer credit and advanced standing rules apply if the certificate courses are applied to a different program.
- Courses used to satisfy one graduate certificate program (embedded or free-standing) cannot be used to meet the requirements of any other certificate program.
- Course substitutions would not be allowed within the certificate portion of the program; the exact requirements needed to earn the Graduate Certificate would need to be completed in order to apply for and receive the Graduate Certificate at graduation.
- Current students who were admitted to a program that did not have an embedded certificate at the time they were admitted, that now has an embedded certificate option, may apply to graduate with an embedded certificate. A special transfer fee will be assessed.
- FGSR will continue to explore options for former students to apply for and receive an embedded certificate retroactively if they meet the requirements for it.

Example of existing free-standing graduate certificate program and the Master's degree program it ladders into (left) and Master's degree with embedded certificate (right)

<b>Graduate Certificate in Human Resource Administration in Education</b>	
EDL 823	3 credit hours
EDL 824	3 credit hours
EDL 826	3 credit hours
<b>Total</b>	<b>9 credit hours</b>

<b>M.Ed. in Adult Education and Human Resource Development (course route)</b>	
EHR 850 or approved research methods course	3 credit hours

EAHR 801	3 credit hours
EAHR 802	3 credit hours
EAHR 8XX	6 credit hours
Elective 8XX	12 credit hours
EFDN 899	3 credit hours
<b>Total</b>	<b>30 credit hours</b>

<b>M.Ed in Adult Education and Human Resource Development with Embedded Graduate Certificate in Human Resource Administration in Education</b>	
EAHR 850 or approved research methods course	3 credit hours
EAHR 801	3 credit hours
EAHR 802	3 credit hours
EAHR 8XX	6 credit hours
EDL 823	3 credit hours
EDL 824	3 credit hours
EDL 826	3 credit hours
Elective 8XX	3 credit hours
EFDN 899	3 credit hours
<b>Total</b>	<b>30 credit hours</b>

**Attachments:**

Updated Graduate Credential Framework – Attachment A  
Frequently Asked Questions – Attachment B

(end of Motion)

## 1.2 Graduate Co-operative Education Experience – Graduate Calendar Update

**MOTION:** To update the Graduate Co-operative Education Experience section of the Graduate Calendar and provide clarity, effective immediately.

Current	Proposed
<p><a href="https://www.uregina.ca/graduate-studies-research/graduate-calendar/programs-overview.html#gra">https://www.uregina.ca/graduate-studies-research/graduate-calendar/programs-overview.html#gra</a></p> <p>At the master’s level there are two ways to enter into co-operative education experiences. Some units have built requirements into the program itself (co-op <del>program</del>), <del>where</del> other units have added the option to apply for this experience in addition to the program requirements (co-op option).</p> <p>A master’s student must be in good standing to be eligible for the Co-operative Education experience (Academic units may have additional requirements for entry). A recommendation for a co-operative education placement requires the approval of the student’s academic unit.</p> <p>Students seeking a Co-operative Education designation will be required to register in two work terms. Each work term will be graded (Pass/Fail or Credit/No Credit). Students may be required to submit a report or make a formal presentation on their co-operative work term which will be subject to the academic review to assess its merits.</p> <p>International students who wish to participate in a Co-operative Education experience must apply for a Work Permit as well as a Study Permit prior to applying for co-operative education work placement. Please consult with the Co-operative Education office or refer to Immigration, Refugees and Citizenship Canada (IRCC) regulations.</p> <p>Students who complete two approved co-operative education work terms will have a Co-operative Education designation added to their degree.</p>	<p>At the master’s level there are two ways to enter into co-operative education experiences.</p> <ul style="list-style-type: none"> <li>• Some units have built requirements into the program itself (co-op <i>route</i>), <b><i>which requires formal admission into the program and the co-op placement is a program requirement.</i></b></li> <li>• Other units have added the option to apply for this experience in addition to the program requirements (co-op option). <b><i>The co-op option allows students to add a co-op placement to an existing non-co-op route program. Please note that acceptance to a co-op work term is subject to the approval of the Co-op Graduate Coordinator and is extra to the program. The co-op placement is an add on and thus optional.</i></b></li> </ul> <p>A master’s student must be in good standing to be eligible for the Co-operative Education experience (Academic units may have additional requirements for entry). A recommendation for a co-operative education placement requires the approval of the student’s academic unit.</p> <p>Students seeking a Co-operative Education designation will be required to register in two work terms. Each work term will be graded (Pass/Fail or Credit/No Credit). Students may be required to submit a report or make a formal presentation on their co-operative work term which will be subject to the academic review to assess its merits.</p> <p>International students who wish to participate in a Co-operative Education experience must apply for a Work Permit as well as a Study Permit prior to applying for co-operative education work placement. Please consult with the Co-operative Education office or refer to Immigration, Refugees and Citizenship Canada (IRCC) regulations.</p>

	<p>Students who complete two approved co-operative education work terms will have a Co-operative Education designation added to their degree <b>and transcript</b>.</p> <p><b>For additional information on Graduate Co-operative Education please visit: <a href="https://www.uregina.ca/graduate-studies-research/current-students/graduate-co-operative-education.html">https://www.uregina.ca/graduate-studies-research/current-students/graduate-co-operative-education.html</a></b></p>
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**Rationale:**

To provide clarity on the difference between co-op route and co-op option.

(end of Motion)

**1.3 Maintenance of Candidacy – Graduate Calendar Update**

**MOTION:** That the Maintenance of Candidacy section be updated to provide clarity around full- and part-time Maintenance of Candidacy, effective immediately.

Current <a href="https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#mai">https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html#mai</a>	Proposed
<p>Students who have completed the credit hour components of their program of studies, but have not completed all of the formal approved degree requirements (e.g., written thesis, project/practicum/report and defense), are to register in one of the following:</p> <p>GRST 995AA Full-time Maintenance of Candidacy</p> <p>GRST 995AB Part-time Maintenance of Candidacy</p> <p>Please note that in order to use University facilities and resources (e.g., computer labs, libraries, faculty, etc.), students must be registered. Registration in full- or part-time Maintenance of Candidacy is on a term basis and allows for facility use during that time.</p> <p>Registration in Non-resident Maintenance of Candidacy is meant for students who do not require the use of university facilities or resources. Non-resident Maintenance of Candidacy merely establishes that the student is a graduate student.</p> <p>GRST 999 Non-resident Maintenance of Candidacy</p>	<p>Students who have completed the credit hour components of their program of studies, but have not completed all of the formal approved degree requirements (e.g., written thesis, project/practicum/report and defense), are to register in one of the following:</p> <p>GRST 995AA Full-time Maintenance of Candidacy</p> <p>GRST 995AB Part-time Maintenance of Candidacy</p> <p><b><i>Students may register in part-time Maintenance of Candidacy only if they do not need to be registered full-time for a specific purpose like the requirements of their program, maintaining study permit regulations or student loan covenants.</i></b></p> <p><b><i>PhD students may only register in GRST 995AA.</i></b></p> <p>Please note that in order to use University facilities and resources (e.g., computer labs, libraries, faculty, etc.), students must be registered. Registration in full- or part-</p>

<p>Once a student has registered in any of the maintenance courses, they must register in a GRST 995 or 996 class every subsequent term in which they are registered (regardless of whether permission is obtained to do a course outside of the program).</p> <p><b>PhD Students</b>  <del>PhD students may only register in GRST 995AA.</del></p> <p><b>Progress Report requirement:</b> A student’s supervisor is to schedule a meeting for the student to provide a research progress update to the Supervisory Committee annually, typically when FGSR Progress Reports are due or anytime the Supervisor deems it necessary. The full supervisory committee is expected to attend this meeting and sign off on the student's <a href="#">Progress Report</a>.</p> <p><b>Non-Thesis Completion Form</b>  A Non-Thesis Program Completion Form is required upon successful completion of the project/practicum/report after the final grade has been submitted and approved. Upon final grade approval and the program completion form being received in FGSR the student will have been deemed to have met this requirement of their program.</p>	<p>time Maintenance of Candidacy is on a term basis and allows for facility use during that time.</p> <p>Registration in Non-resident Maintenance of Candidacy is meant for students who do not require the use of university facilities or resources. Non-resident Maintenance of Candidacy merely establishes that the student is a graduate student.</p> <p>GRST 999 Non-resident Maintenance of Candidacy</p> <p>Once a student has registered in any of the maintenance courses, they must register in a GRST 995 or 996 class every subsequent term in which they are registered (regardless of whether permission is obtained to do a course outside of the program).</p> <p><b>Progress Report requirement for PhD students:</b> A student’s supervisor is to schedule a meeting for the student to provide a research progress update to the Supervisory Committee annually, typically when FGSR Progress Reports are due or anytime the Supervisor deems it necessary. The full supervisory committee is expected to attend this meeting and sign off on the student's <a href="#">Progress Report</a>.</p> <p><b>Non-Thesis Completion Form</b>  A Non-Thesis Program Completion Form is required upon successful completion of the project/practicum/report after the final grade has been submitted and approved. Upon final grade approval and the program completion form being received in FGSR the student will have been deemed to have met this requirement of their program.</p>
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**Rationale:**

This graduate calendar update provides clarity on full- and part-time Maintenance of Candidacy. It formalizes what is already practiced and communicates which type of Maintenance of Candidacy is required of a student.

(end of Motion)

**1.4 Transcripts – Graduate Calendar Updates**

**MOTION:** That the Transcripts section under Application Requirements be updated to show the acceptance of official transcripts through MyCreds or similar services, effective immediately.

<p>Current  <a href="https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html">https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html</a></p>	<p>Proposed</p>
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<p>Transcripts: Unofficial transcripts will be accepted through the online application document upload portal for the review process only. Any offer of admission will be conditional upon receipt of the official transcripts and/or degree certificate. An official copy of all previous undergraduate and graduate transcripts is required even if a degree was not awarded. A transcript is considered official <del>only</del> if it is received in an envelope from the issuing university that is sealed and bears an official University stamp across the seal. Transcripts in languages other than English or French must be accompanied by a certified literal translation. If the transcript does not indicate that the degree was awarded, the degree certificate is to be included.</p>	<p>Transcripts: Unofficial transcripts will be accepted through the online application document upload portal for the review process only. Any offer of admission will be conditional upon receipt of the official transcripts and/or degree certificate. An official copy of all previous undergraduate and graduate transcripts is required even if a degree was not awarded. A transcript is considered official if:</p> <ul style="list-style-type: none"> <li>• It is received in an envelope from the issuing university that is sealed and bears an official University stamp across the seal.</li> <li>• <b><i>It is received from an official credential service such as MyCreds. Any credential service must be verifiable by the Faculty of Graduate Studies before the transcripts will be considered official.</i></b></li> </ul> <p>Transcripts in languages other than English or French must be accompanied by a certified literal translation. If the transcript does not indicate that the degree was awarded, the degree certificate is to be included.</p>
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**Rationale:**

This graduate calendar update aligns with what is already being practiced in the Faculty of Graduate Studies Admissions department. Transcripts from electronic services such as MyCreds are considered official for the purpose of admission.

(end of Motion)

**1.5 Course Requirements – Graduate Calendar Update**

**MOTION:** That the language in the Course Requirements section of the Registration Regulations in the Graduate Calendar be updated, effective immediately.

Current	Proposed
<p><a href="https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html">https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html</a></p> <p><b>Course Requirements</b></p> <p>Up to half the course work in a graduate program may consist of non formalized Directed Readings/Special Topics courses. Therefore, at least half the program must be comprised of stand-alone or integrated courses.</p> <p><del>No</del> single instructor, including a supervisor or co-supervisor, <del>may</del> teach more than 50% of the course work in a student's program.</p>	<p><b>Course Requirements</b></p> <p>Up to half the course work in a graduate program may consist of non formalized Directed Readings/Special Topics courses. Therefore, at least half the program must be comprised of stand-alone or integrated courses.</p> <p><b><i>It is recommended that no</i></b> single instructor, including a supervisor or co-supervisor, teach more than 50% of the course work in a student's program.</p>

<p>Some programs allow a senior undergraduate course to be credited in a master's program. At the doctoral level, undergraduate courses may not normally form part of the primary program requirements and will be considered as courses of secondary importance or courses additional to the program upon recommendation of the Department Head/Program Chair and final approval of the Dean of FGSR. Rationale is to be included.</p> <p>Master's students who are accepted in the qualifying category will do more course work than the program minimum.</p> <p>Fully-qualified students may wish to take more than the required minimum hours in order to make full use of available courses or research facilities. Permission to register in courses outside the prescribed program requires a demonstration of relevance to the program of studies and is subject to approval by the head of the academic unit and the Dean of FGSR prior to registration.</p> <p>Graduate students may obtain permission to audit courses. Auditing students may attend lectures, but may otherwise participate in classes only to the extent permitted by the instructor. The deadline for students to change from credit to audit or audit to credit is the add/drop deadline. Once course maximum per term may be requested.</p>	<p>Some programs allow a senior undergraduate course to be credited in a master's program. At the doctoral level, undergraduate courses may not normally form part of the primary program requirements and will be considered as courses of secondary importance or courses additional to the program upon recommendation of the Department Head/Program Chair and final approval of the Dean of FGSR. Rationale is to be included.</p> <p>Master's students who are accepted in the qualifying category will do more course work than the program minimum.</p> <p>Fully-qualified students may wish to take more than the required minimum hours in order to make full use of available courses or research facilities. Permission to register in courses outside the prescribed program requires a demonstration of relevance to the program of studies and is subject to approval by the head of the academic unit and the Dean of FGSR prior to registration.</p> <p>Graduate students may obtain permission to audit courses. Auditing students may attend lectures, but may otherwise participate in classes only to the extent permitted by the instructor. The deadline for students to change from credit to audit or audit to credit is the add/drop deadline. Once course maximum per term may be requested.</p>
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**Rationale:**

With new systems and databases in-place, ensuring there is no single instructor teaching more than 50% of the coursework in a student's program is not manageable. To align with current practice, FGSR is modifying this language and making this a recommendation. If this recommendation is not being followed and a student is taking advantage of the new language, FGSR will step-in and correct it. The integrity of degrees will not be affected due to this change.

(end of Motion)

### 1.6 General Admission Requirements (CanTEST and TOEFL) – Graduate Calendar Update

**MOTION:** To remove the CanTEST and TOEFL (paper, new) as accepted exams in the General Admission Requirements section of the graduate calendar due to their discontinuance, effective immediately.

**Current**

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen>

1. The minimal admission requirements are: a master's degree for entrance to a doctoral program, a four-year bachelor's degree for entrance to a master's program, or recognized, comparable qualifications from an accredited university-level institution; acceptable academic standing; and sufficient undergraduate background to carry out graduate work in a chosen field. Applicants with a three-year degree, if accepted, will normally be required to successfully complete qualifying senior undergraduate courses in the discipline.
2. **International applicants** should consult the website regarding acceptable standards for admission, and are encouraged to submit the results of the [Graduate Record Exam \(GRE\)](#), especially the score for the subject test in the discipline being sought.
3. **English Proficiency Tests.** International applicants, except those who attended universities where the language of instruction was English, must submit proof of English proficiency, usually in the form of recognized tests with the exception of applications to French language programs in La Cité universitaire francophone. The most common is [TOEFL \(Test of English as a Foreign Language\)](#). Applicants must have a TOEFL score of at least ~~580 Paper-based or 80 Internet-based, except those applying to Engineering, where a minimum TOEFL score of 550 Paper-based or 80 Internet-based applies.~~ FGSR also accepts the following tests:

	CAEL	TOEFL iBT	Academic IELTS	PTE	CanTEST	MELAB	TOEFL (paper, new)	UofR ESL	Duolingo
<b>FGSR Minimum</b>	70	20 each band	6.5 overall, 6.0 each	59	4.5 overall, 4.0 each	80	20, 20, 20	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>JSGS</b>	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	4.5 overall, 4.5 each	85	20, 20, 20	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>Media Studies &amp; Media Production</b>	75	23 each band	7.0 overall, 7.0 each	65	5.0 overall, 4.5 each	85	23, 23, 23	Advanced EAP 050 (advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production
<b>English</b>	80	25 each band	7.5 overall, 7.5 each	68	5.0 overall, 4.5 each	85	25, 25, 25	Advanced EAP 050 (advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production

*\*\*Please note that a minimum score may render an applicant ineligible for graduate teaching assistantships.*

If a student is taking ESL at the University, he/she must successfully complete ESL 050 in order to be considered for graduate work. The University of Saskatchewan's UPrep 2 program will also be accepted. Applicants who have successfully completed an academic English as a Second Language (ESL) program at another Canadian university (or equivalent) that qualifies them to meet the English Language Proficiency policy of that institution, may be considered to have met our policy. The applicant must supply proof of course completion and evidence that the course(s) completed meet the English proficiency policy of that institution.

**Graduate Record Examination (GRE).** Unless an applicant holds a thesis-based Master's degree from a Canadian University, GRE General is recommended for international applicants to programs in Biochemistry and Chemistry. International applicants are encouraged to write the GRE physics subject exam. It is recommended that international students in other disciplines take the GRE test(s) so that their academic abilities and potential may be better judged, but this is not a requirement. For scheduled examination times and locations, see the [GRE website](#).

**Graduate Management Admission Test (GMAT).** The GMAT must be taken by all applicants to the MBA program. For scheduled examination times and locations, see the [GMAT website](#).

**Graduate Admissions Extension Policy.** A maximum of two one-year extensions will be allowed to an admission offer.

#### Proposed

1. The minimal admission requirements are: a master's degree for entrance to a doctoral program, a four-year bachelor's degree for entrance to a master's program, or recognized, comparable qualifications from an accredited university-level institution; acceptable academic standing; and sufficient undergraduate background to carry out graduate work in a chosen field. Applicants with a three-year degree, if accepted, will normally be required to successfully complete qualifying senior undergraduate courses in the discipline.
2. **International applicants** should consult the website regarding acceptable standards for admission, and are encouraged to submit the results of the [Graduate Record Exam \(GRE\)](#), especially the score for the subject test in the discipline being sought.
3. **English Proficiency Tests.** International applicants, except those who attended universities where the language of instruction was English, must submit proof of English proficiency, usually in the form of recognized tests with the exception of applications to French language programs in La Cité universitaire francophone. The most common is [TOEFL \(Test of English as a Foreign Language\)](#). Applicants must have a TOEFL score of at least 80 Internet-based, except **as noted below**. FGSR also accepts the following tests:

**The tests that appear on this list are the only tests accepted for admission consideration.**

	CAEL	TOEFL iBT	Academic IELTS	PTE	MELAB	UofR ESL	Duolingo
<b>FGSR Minimum</b>	70	20 each band	6.5 overall, 6.0 each	59	80	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>JSGS</b>	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	85	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>Media Studies &amp; Media Production</b>	75	23 each band	7.0 overall, 7.0 each	65	85	Advanced EAP 050 (Advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production
<b>English</b>	80	25 each band	7.5 overall, 7.5 each	68	85	Advanced EAP 050 (Advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production

**\*\*Please note that a minimum score may render an applicant ineligible for graduate teaching assistantships.**

If a student is taking ESL at the University, **they** must successfully complete ESL 050 in order to be considered for graduate work. The University of Saskatchewan's UPrep 2 program will also be accepted. Applicants who have successfully completed an academic English as a Second Language (ESL) program at another Canadian university (or equivalent) that qualifies them to meet the English Language Proficiency policy of that institution, may be considered to have met our policy. The applicant must supply proof of course completion and evidence that the course(s) completed meet the English proficiency policy of that institution.

**Graduate Record Examination (GRE).** Unless an applicant holds a thesis-based Master's degree from a Canadian University, GRE General is recommended for international applicants to programs in Biochemistry and Chemistry. International applicants are encouraged to write the GRE physics subject exam. It is recommended that international students in other disciplines take the GRE test(s) so that their academic

abilities and potential may be better judged, but this is not a requirement. For scheduled examination times and locations, see the [GRE website](#).

**Graduate Management Admission Test (GMAT).** The GMAT must be taken by all applicants to the MBA program. For scheduled examination times and locations, see the [GMAT website](#).

**Graduate Admissions Extension Policy.** A maximum of two one-year extensions will be allowed to an admission offer.

### Rationale:

CanTest was discontinued as an official English Language Proficiency exam in 2021, and therefore, needs to be removed from our general admission requirements. (<https://cantest.uottawa.ca/>)

The TOEFL iBT Paper Edition test was discontinued as an official English Language Proficiency exam as of January 20, 2024, and therefore, needs to be removed from our general admission requirements. TOEFL continues to offer its online exam. (<https://www.ets.org/toefl/test-takers/ibt/about/content/paper.html>).

(end of Motion)

## 1.7 General Admission Requirements (MELAB) – Graduate Calendar Update

**MOTION:** To remove MELAB, which retired in 2018, and add its replacement, the Michigan English Test (MET), as an accepted exam in the General Admission Requirements table, in the graduate calendar, effective immediately.

### Current

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen>

	CAEL	TOEFL iBT	Academic IELTS	PTE	MELAB	UofR ESL	Duolingo
<b>FGSR Minimum</b>	70	20 each band	6.5 overall, 6.0 each	59	80	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>JSGS</b>	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	85	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>Media Studies &amp; Media Production</b>	75	23 each band	7.0 overall, 7.0 each	65	85	Advanced EAP 050 (Advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production
<b>English</b>	80	25 each band	7.5 overall, 7.5 each	68	85	Advanced EAP 050	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production

						(Advanced writing)	
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**Proposed**

	CAEL	TOEFL iBT	Academic IELTS	PTE	MET	UofR ESL	Duolingo
<b>FGSR Minimum</b>	70	20 each band	6.5 overall, 6.0 each	59	<b>54</b>	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>JSGS</b>	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	<b>59</b>	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
<b>Media Studies &amp; Media Production</b>	75	23 each band	7.0 overall, 7.0 each	65	<b>59</b>	Advanced EAP 050 (Advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production
<b>English</b>	80	25 each band	7.5 overall, 7.5 each	68	<b>59</b>	Advanced EAP 050 (Advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production

**Rationale:**

In January 2024, the University of Regina was made aware that the [Michigan English Test \(MET\)](#) replaced the MELAB exam, which retired in 2018. A Business Development Associate in the Michigan Language Assessment Office asked the University of Regina to update their records with the new title and scores.

**Attachments:**

English Language Proficiency Tests – Attachment C

(end of Motion)

**2. FACULTY OF KINESIOLOGY AND HEALTH STUDIES****2.1 Master of Kinesiology – New Program**

**MOTION:** To create the Master of Kinesiology, effective 202430.

<b>Master of Kinesiology</b>	Credit Hours
24 credits of KHS 8** (excluding KHS 800 and any KHS directed readings course)	24
6 credits of KHS 902 (practicum)	6
<b>Total</b>	<b>30</b>

**Rationale:**

With an integrated and multidisciplinary focus, this practicum-based graduate degree focuses on clinical and applied movement sciences. The program allows students to develop broad knowledge and skills in movement science settings, such as physical and neurorehabilitation, strength and conditioning, occupational training and testing, and exercise training for older adults. In contrast, the MSc (thesis-based) program provides students with in-depth knowledge on a specific topic and research skills training.

The Faculty of Kinesiology & Health Studies admitted our first cohort of students into the Master of Kinesiology (MKin, special case) program in September 2022. There are currently 6 students enrolled in the MKin program, with another 15 students admitted into the program. There continues to be student interest in the MKin program, but administratively, it is difficult for individuals to apply to a special case, course-based program, and it is difficult and time-consuming to process these applications. We are requesting that the MKin change from a special case degree program to a regular, course-based degree program.

See the following documents for a full description of the MKin program:

MKin formalization proposal Feb 2024: Attachment D

(end of Motion)

## 2.2 Kinesiology Graduate Programs – Change to Admission Requirements

**MOTION:** To require international students to submit a WES ICAP Course-by-Course evaluation report as part of their graduate application to the MSc, MKin, and PhD programs in the Faculty of Kinesiology & Health Studies, effective 202430.

Current	Proposed
<a href="https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4">https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4</a>	<p><b><i>Kinesiology and Health Studies:</i></b></p> <ul style="list-style-type: none"> <li><b><i>International students are required to submit a <a href="#">WES ICAP Course-by-Course evaluation report</a> as part of their graduate application to the MSc, MKin, and PhD programs.</i></b></li> </ul>

Rationale:

The majority of applicants to our graduate programs are international students. It is challenging to properly and confidently evaluate global transcripts. The WES report provides a consistent evaluation of courses. This report will improve efficiency and effectiveness when vetting applicants to our graduate programs.

(end of Motion)

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**3. FACULTY OF SCIENCE**

**3.1 Master of Science in Geology and Doctor of Philosophy in Geology – Program Name Changes**

**MOTION:** That the Master of Science and Doctor of Philosophy in Geology be renamed, effective 202520.  
 MSc in Earth Sciences (formerly MSc in Geology)  
 PhD in Earth Sciences (formerly PhD in Geology)

**Rationale:**

The new degree names are consistent with other M.Sc. and Ph.D. degrees offered by Earth Sciences Departments at other Canadian universities.

The updates to the program page are outlined in:  
 Attachment E

(end of Motion)

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**4. FACULTY OF SOCIAL WORK**

**4.1 Master of Social Work – Change to Admission Requirements**

**MOTION:** To require the WES ICAP Course-by-Course report for Master of Social Work Application from applicants with international credentials, effective 202430.

Current <a href="https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4">https://www.uregina.ca/graduate-studies-research/future-students/eligibility-requirements.html#row_4</a>	Proposed
<b>Social Work and Indigenous Social Work:</b>	<b>Social Work and Indigenous Social Work:</b>



<ul style="list-style-type: none"> <li>• A supplementary admissions information form (<a href="#">MSW Supplementary Admissions form</a>/ <a href="#">MISW Supplementary Admissions form</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• A supplementary admissions information form (<a href="#">MSW Supplementary Admissions form</a>/ <a href="#">MISW Supplementary Admissions form</a>).</li> <li>• <b><i>Applicants with international credentials who apply for admission to the Master's of Social Work (MSW) Program are required to provide the <a href="#">WES International Credential Advantage Package (ICAP) Course-by-Course report for degree equivalency and GPA calculation as per FGSR.</a></i></b></li> </ul>
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**Rationale:**

The number of applicants with international credentials to the Faculty of Social Work's MSW program has steadily increased over the past 3-5 years.

More than 50% of applicants for Fall 2024 had international credentials, while more than 53% of these applicants were not eligible to be considered for admission to our graduate program because they did not have a BSW or an equivalent degree.

By requesting the WES International Credential Advantage Package (ICAP) Course-by-Course report for degree equivalency and GPA calculation, applicants with international credentials who have a BSW or equivalent degree will have their GPA calculated and provided to FGSR. This will reduce the workload and training needs of MSW Advising Personnel and make the process of assessing international credentials and GPA calculations more consistent.

Additionally, the WES Gateway Program can assess the educational credentials of individuals who might have limited proof of their education due to adverse circumstances in the country in which they obtained their degrees.

(end of Motion)

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## ITEMS FOR INFORMATION

### 1. NEW COURSES

*Johnson Shoyama Graduate School of Public Policy (effective 202430)*

#### **JSGS 800 - Métis Governance: Historical Legacy and Contemporary Transformation**

Grounded in the historical context, this course is forward looking, studying the Métis journey in creating uniquely Métis governance processes in the North-West that reflect the will of their people, examining current governance issues, and exploring the path to developing appropriate and effective governance frameworks necessary for sustained self-determination. The course spans from historical underpinnings to current Métis self-governance initiatives. As a distinctive component of the Canadian Indigenous governance landscape, Métis governance embodies a unique combination of influences from Indigenous and Western political traditions. The course first explores the birth of the Métis Nation, their interactions with colonial authorities, and the effects of historical policy and legislation on the Métis people, then critically examines Métis self-governance, exploring Métis law and policy, Indigenous rights and land claims, self-determination, and modern treaties. The course discusses how Métis self-governance has affected Canada's political, social, and economic fabric, exposing Indigenous self-governance's challenges and opportunities.

*Faculty of Nursing (Effective 202430)*

#### **NURS 700 Theoretical and Philosophical Foundations of Nursing (3)**

This introductory MN course provides students with the opportunity to explore and critically analyse the philosophical and theoretical foundations of nursing knowledge. Students will examine the evolution of nursing knowledge throughout various key points in the development of the nursing profession and critically review how nursing knowledge is structured, developed, and applied to the work of nurses. Throughout this course, students will formulate their philosophical views of nursing.

#### **NURS 701 Qualitative Research Methods (3)**

Provides an overview of qualitative methodology and methods frequently used in nursing and health care research. Topics include but are not limited to, an in-depth examination of action research, ethnography, grounded theory, hermeneutics phenomenology, and narrative. Students are provided with an opportunity to develop research questions, data collection techniques, and data analysis.

#### **NURS 702 Quantitative Research Methods (3)**

Aims to develop the student's ability to critique and use existing quantitative research and to conduct original quantitative research. The research process will be examined with respect to the philosophical underpinnings of quantitative research; research ethics; developing research problems, questions, and hypotheses; writing literature reviews; using conceptual/theoretical frameworks; using experimental, quasi-experimental, and non-experimental designs; sampling; measurement; collecting and analyzing data; and interpreting results.

#### **NURS 703 Working with Vulnerable Populations (3)**

Focuses on health issues of vulnerable populations. The students will examine and analyze theories, concepts, research, and nursing practice knowledge regarding vulnerable populations [those systematically pushed away from economic, social, political, and cultural participation and power]. Students will be challenged to develop a deeper understanding of vulnerable populations' unique health challenges and experiences.

#### **NURS 775 Foundations and Theories of Learning (3)**

Examines the fundamental theories of learning and development and the role of psychological and educational theory in the design of curriculum, conduct of teaching, and assessment of learning.

#### **NURS 777 Approaches to Learning and Teaching Innovation in Nursing (3)**

Examines approaches to learning and teaching in diverse nursing practice settings. Develop a repertoire of strategies related to planning educational experiences that may include establishing relational contexts for learning, becoming an inclusive educator, understanding feedback, measuring learning outcomes, and incorporating technology.

#### **NURS 778 Curriculum Development and Evaluation Process in Nursing (3)**

Focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.

**NURS 785 Leadership in Nursing (3)**

Facilitates the critical analysis of leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles are stressed.

**NURS 786 Leading in Rural and Remote Communities (3)**

Focuses on health issues of rural and remote communities. The students will examine and analyze theories, concepts, research, and nursing practice knowledge. Students will be challenged to develop a deeper understanding of rural and remote communities' unique health challenges and experiences and the key issues related to applying the principles of primary healthcare and interprofessional practice in rural and remote populations.

**NURS 787 Leadership and Managing Change in Healthcare (3)**

Examines how to lead change within the health care system. Students will explore change management theories and the practical applications of the theories in the context of current health care challenges.

**NURS 788 Leadership in Nursing and Health (3)**

Students will develop an in-depth theoretical and experiential understanding of leadership in health care. Students will critically analyze and apply various theories, models, concepts, competencies, and leadership frameworks. Students will participate in an organizational assessment of nursing leadership in various health care settings to formulate an understanding of contemporary nursing leadership. Finally, students will examine their personal leadership attributes.

**NURS 799 AA-ZZ Special Topics in Nursing (0-6)**

Examination of one or more selected topics in Nursing relative to the interests of the faculty member and or the student.

## 2. COURSE CHANGES

*Faculty of Engineering and Applied Science (effective 202520)*

Current	Proposed
<p>ENIN 888 Engineering Safety Systems &amp; Management (3) Professional engineering responsibility <del>towards</del> safety <del>include</del>: legislation, regulations and codes; <del>health and safety</del> programs; <del>workplace</del> incident assessments; <del>risk hazard identification</del>; <del>risk management fundamentals</del>; <del>review</del> of best practices and safety management. <del>Content involves</del> engineering design, case analysis, <del>and</del> development and use of various tools. *Note: Students may receive credit for one of ENIN 888, ENGG 888, or ENIN 880BZ.*</p>	<p>ENIN 888 <b>Advanced</b> Engineering Safety Systems &amp; Management (3) Professional engineering responsibility <b>includes</b> safety. <b>Occupational health and safety</b> legislation, regulations and codes; programs <b>and policies</b>; <b>risk, hazard and</b> incident assessments <b>along with</b> best practices and safety <b>training and</b> management <b>are studied</b>. <b>Experiential learning includes</b> engineering design, case analysis, development, <b>implementation</b> and <b>evaluation</b> of various tools. *Note: Students may receive credit for one of ENIN 888, ENGG 888, or ENIN 880BZ.*</p>
<p>ENGG 888 Engineering Safety Systems &amp; Management (3) Professional engineering responsibility <del>towards</del> safety <del>include</del>: legislation, regulations and codes; <del>health and safety</del> programs; <del>workplace</del> incident assessments; <del>risk hazard identification</del>; <del>risk management fundamentals</del>; <del>review</del> of best practices and safety management. <del>Content involves</del> engineering design, case analysis, <del>and</del> development and use of various tools.</p>	<p>ENGG 888 <b>Advanced</b> Engineering Safety Systems &amp; Management (3) Professional engineering responsibility <b>includes</b> safety. <b>Occupational health and safety</b> legislation, regulations and codes; programs <b>and policies</b>; <b>risk, hazard and</b> incident assessments <b>along with</b> best practices and safety <b>training and</b> management <b>are studied</b>. <b>Experiential learning includes</b> engineering design, case analysis, development, <b>implementation</b> and <b>evaluation</b> of various tools.</p>

*Note: Students may receive credit for one of ENGG 888, ENIN 888, or ENIN 880BZ.*	*Note: Students may receive credit for one of ENIN 888, ENGG 888, or ENIN 880BZ.*
ENIN 902 Engineering Project (3) A supervisor-approved project requiring an in-depth study and investigation of an industrial systems engineering problem. An examining committee consisting of the supervisor, and one or more internal member(s) will provide a written evaluation of the project report. If the project is deemed satisfactory, an oral presentation open to the entire University community will be made.	ENIN 902 Engineering Project (3) A supervisor-approved project requiring an in-depth study and investigation of an industrial systems engineering problem. An examining committee consisting of the supervisor, and one or more internal member(s) will provide a written evaluation of the project report. If the project is deemed satisfactory, an oral presentation open to the entire University community will be made. <b><i>This course is to be taken over 2 semesters at 3 credit hours each semester.</i></b>

*Faculty of Science, Department of Earth Sciences (effective 202520)*

Current	Proposed
<del>GEOL</del> 800 – Review of Current Problem A review of present knowledge and current research in the thesis topic, followed by a written or oral final examination, or both. Required of all candidates for the MSc degree.	<b>ESC</b> 800 – Review of Current Problem A review of present knowledge and current research in the thesis topic, followed by a written or oral final examination, or both. Required of all candidates for the MSc degree.
<del>GEOL</del> 800AD - Fluid inclusion studies Principles and application of fluid inclusion studies.	<b>ESC</b> 800AD - Fluid inclusion studies Principles and application of fluid inclusion studies.
<del>GEOL</del> 800AE – Volcanology This class will introduce the student to a variety of approaches used in the study of modern and ancient volcanic sequences.	<b>ESC</b> 800AE – Volcanology This class will introduce the student to a variety of approaches used in the study of modern and ancient volcanic sequences.
<del>GEOL</del> 800AF - Quaternary Environments Review of the history and environments of the Quaternary Period from a global perspective. Particular emphasis on the geological importance of this period and the techniques and methods employed to study it.	<b>ESC</b> 800AF - Quaternary Environments Review of the history and environments of the Quaternary Period from a global perspective. Particular emphasis on the geological importance of this period and the techniques and methods employed to study it.
<del>GEOL</del> 800AH - Carbonates and Evaporites This course addresses recent advances in sedimentology of carbonate and evaporite successions. Topics discussed include basic principles of carbonate and evaporite sedimentology such as compositions, classifications, origin, sedimentary structures and depositional settings.	<b>ESC</b> 800AH - Carbonates and Evaporites This course addresses recent advances in sedimentology of carbonate and evaporite successions. Topics discussed include basic principles of carbonate and evaporite sedimentology such as compositions, classifications, origin, sedimentary structures and depositional settings.
<del>GEOL</del> 800AI - Carbonate Sedimentology and Diagenesis This course is a directed reading in which the student will thoroughly investigate literature on carbonate depositional systems & carbonate diagenesis. Besides an up-to-date bibliographic research on the topic, they will also present and summarize the data collected during their thesis project. The course demands two reports: 1- a summary & discussion on the bibliographic research, and 2- a summary of progress by presenting and discussing data collected so far in his thesis work. 01/06 - 02/06: Summary & discussion on bibliographic research. 03/06 - 04/06: Applicability of bibliographic research to the thesis project.	<b>ESC</b> 800AI - Carbonate Sedimentology and Diagenesis This course is a directed reading in which the student will thoroughly investigate literature on carbonate depositional systems & carbonate diagenesis. Besides an up-to-date bibliographic research on the topic, they will also present and summarize the data collected during their thesis project. The course demands two reports: 1- a summary & discussion on the bibliographic research, and 2- a summary of progress by presenting and discussing data collected so far in his thesis work. 01/06 - 02/06: Summary & discussion on bibliographic research. 03/06 - 04/06: Applicability of bibliographic research to the thesis project.
<del>GEOL</del> 800AK - Mass Wasting Processes This course is a directed reading in which the student will thoroughly investigate literature on mass wasting processes. The student will conduct an up-to-date	<b>ESC</b> 800AK - Mass Wasting Processes This course is a directed reading in which the student will thoroughly investigate literature on mass wasting processes. The student will conduct an up-to-date

<p>bibliographic research on the topic of mass wasting and more specific information on mass wasting in Saskatchewan. The <del>information</del> obtained will be used in the formulation for his thesis proposal. The course requires two reports: 1- a summary &amp; discussion on the bibliographic research, and 2- development of the thesis proposal.</p>	<p>bibliographic research on the topic of mass wasting and more specific information on mass wasting in Saskatchewan. The <b>information</b> obtained will be used in the formulation for his thesis proposal. The course requires two reports: 1- a summary &amp; discussion on the bibliographic research, and 2- development of the thesis proposal.</p>
<p><del>GEOL</del> 800AL - Current Status of the Study of Unconformity-type Uranium Deposits Current status of research on geology and geochemistry of the unconformity-type uranium deposits, especially in the Athabasca Basin. Various methods that are used in the studies of this type of deposits and the specific problems that they can solve. Application of these methods to your thesis subject.</p>	<p><b>ESC</b> 800AL - Current Status of the Study of Unconformity-type Uranium Deposits Current status of research on geology and geochemistry of the unconformity-type uranium deposits, especially in the Athabasca Basin. Various methods that are used in the studies of this type of deposits and the specific problems that they can solve. Application of these methods to your thesis subject.</p>
<p><del>GEOL</del> 800AM - Tectonic setting and structural–stratigraphic controls of Precambrian gold deposits Investigation of the geotectonic setting and structural-lithostratigraphic controls of gold deposits, emphasizing Archean and Paleoproterozoic deposits of the Canadian shield.</p>	<p><b>ESC</b> 800AM - Tectonic setting and structural–stratigraphic controls of Precambrian gold deposits Investigation of the geotectonic setting and structural-lithostratigraphic controls of gold deposits, emphasizing Archean and Paleoproterozoic deposits of the Canadian shield.</p>
<p><del>GEOL</del> 800AN - Geology and Tectonic History of Rae Craton and its Context in Laurentia (and Nuna) This course will explore the geology &amp; tectonic history of Rae Craton, with focus on the western Rae (Arrowsmith and Thelon-Taltson orogens). It will include study current theories and controversies on the origin of plate tectonics on early earth and how they apply to the Rae (and the assembly of Laurentia).</p>	<p><b>ESC</b> 800AN - Geology and Tectonic History of Rae Craton and its Context in Laurentia (and Nuna) This course will explore the geology &amp; tectonic history of Rae Craton, with focus on the western Rae (Arrowsmith and Thelon-Taltson orogens). It will include study current theories and controversies on the origin of plate tectonics on early earth and how they apply to the Rae (and the assembly of Laurentia).</p>
<p><del>GEOL</del> 800AO - Tectonic evolution of the western Churchill Province of Laurentia Overview of the main tectonostratigraphic elements of the western Churchill province (Rae and Hearne cratons) and investigation of related processes of tectonic assembly, including the origin of the Snowbird tectonic zone.</p>	<p><b>ESC</b> 800AO - Tectonic evolution of the western Churchill Province of Laurentia Overview of the main tectonostratigraphic elements of the western Churchill province (Rae and Hearne cratons) and investigation of related processes of tectonic assembly, including the origin of the Snowbird tectonic zone.</p>
<p><del>GEOL</del> 801 - PHD Comprehensive Exam This course is required of all students <del>registered</del> in a PhD program and it must be completed within 16 months of beginning the program. The candidate's supervisory committee will examine the students knowledge in the area(s) of Geology related to the student's research. Students will submit a comprehensive research proposal which will form the basis for the oral examination.</p>	<p><b>ESC</b> 801 - PHD Comprehensive Exam This course is required of all students <b>registered</b> in a PhD program and it must be completed within 16 months of beginning the program. The candidate's supervisory committee will examine the students knowledge in the area(s) of Geology related to the student's research. Students will submit a comprehensive research proposal which will form the basis for the oral examination.</p>
<p><del>GEOL</del> 811 - Advanced Mineralogy Laboratory aspects of R.I. determination, model analysis, reflectivity, micro-hardness, cathodoluminescence, chemical and X-ray analysis and their application in natural mineral systems and assemblages.</p>	<p><b>ESC</b> 811 - Advanced Mineralogy Laboratory aspects of R.I. determination, model analysis, reflectivity, micro-hardness, cathodoluminescence, chemical and X-ray analysis and their application in natural mineral systems and assemblages.</p>
<p><del>GEOL</del> 840 – Topics in Sedimentology Selected topics in depositional environments, tectonic control, diagenesis, and petrology of clastic and chemical sedimentary deposits. May be repeated for credit if different <del>topics</del> are discussed on the second occasion.</p>	<p><b>ESC</b> 840 – Topics in Sedimentology Selected topics in depositional environments, tectonic control, diagenesis, and petrology of clastic and chemical sedimentary deposits. May be repeated for credit if different <b>topics</b> are discussed on the second occasion.</p>
<p><del>GEOL</del> 840AD - Carbonate Sedimentology</p>	<p><b>ESC</b> 840AD - Carbonate Sedimentology</p>

This course is designed to review the current literatures on sedimentology and diagenesis of carbonate reservoirs in the western Canada Sedimentary Basin. The students are required to relate the results of these publications to their assigned study area to identify the gaps for their future research.	This course is designed to review the current literatures on sedimentology and diagenesis of carbonate reservoirs in the western Canada Sedimentary Basin. The students are required to relate the results of these publications to their assigned study area to identify the gaps for their future research.
<del>GEOL</del> 840AF - Topics in Sedimentology A - Fluvial, estuarine and delta deposits Sedimentary characteristics of fluvial, estuarine and delta deposits. Sedimentation processes and environmental analysis.	<b>ESC</b> 840AF - Topics in Sedimentology A - Fluvial, estuarine and delta deposits Sedimentary characteristics of fluvial, estuarine and delta deposits. Sedimentation processes and environmental analysis.
<del>GEOL</del> 840AG - Topics in Sedimentology B-Siliciclastic deposits and sequence stratigraphy Sequence stratigraphy of shoreface deposits (Embry vs Exxon models) and non-marine deposits (Shanley and McCabe vs Exxon models) and application in the Mannville Group in Saskatchewan.	<b>ESC</b> 840AG - Topics in Sedimentology B-Siliciclastic deposits and sequence stratigraphy Sequence stratigraphy of shoreface deposits (Embry vs Exxon models) and non-marine deposits (Shanley and McCabe vs Exxon models) and application in the Mannville Group in Saskatchewan.
<del>GEOL</del> 841 - Regional Problem Stratigraphy Stratigraphic sequence, depositional framework, and historical geology of the Western Canada Basin and contiguous areas. Emphasis on application of principles to exploration for petroleum, <del>ground</del> water, and economic mineral deposit.	<b>ESC</b> 841 - Regional Problem Stratigraphy Stratigraphic sequence, depositional framework, and historical geology of the Western Canada Basin and contiguous areas. Emphasis on application of principles to exploration for petroleum, <b>ground</b> water, and economic mineral deposit.
<del>GEOL</del> 842 - Sedimentary Economic Geology Geology, origin, exploration for and exploitation of fossil fuels and industrial mineral deposits.	<b>ESC</b> 842 - Sedimentary Economic Geology Geology, origin, exploration for and exploitation of fossil fuels and industrial mineral deposits.
<del>GEOL</del> 843 - Recent Advances in Petrology Modern work in pure and applied petrology, including recent developments in research methodology and instrumentation concerning the investigation of crustal inorganic and/or organic matter.	<b>ESC</b> 843 - Recent Advances in Petrology Modern work in pure and applied petrology, including recent developments in research methodology and instrumentation concerning the investigation of crustal inorganic and/or organic matter.
<del>GEOL</del> 850 - Topics in Structural Geology Relationships between internal and external stress and the resultant strain features in rocks, including mathematical analysis and analog computer studies.	<b>ESC</b> 850 - Topics in Structural Geology Relationships between internal and external stress and the resultant strain features in rocks, including mathematical analysis and analog computer studies.
<del>GEOL</del> 870 - Recent Advances Geochemistry Modern work in pure and applied geochemistry, including elemental distribution and migration in igneous, sedimentary, and metamorphic rock; organic studies; agricultural and medical aspects.	<b>ESC</b> 870 - Recent Advances Geochemistry Modern work in pure and applied geochemistry, including elemental distribution and migration in igneous, sedimentary, and metamorphic rock; organic studies; agricultural and medical aspects.
<del>GEOL</del> 874 - Geology of Fluids Occurrence and movement of fluids in the subsurface; pore geometry and fluid flow applied to ground water, petroleum geology, engineering geology, geothermal energy, and genesis of hydrothermal ore deposits.	<b>ESC</b> 874 - Geology of Fluids Occurrence and movement of fluids in the subsurface; pore geometry and fluid flow applied to ground water, petroleum geology, engineering geology, geothermal energy, and genesis of hydrothermal ore deposits.
<del>GEOL</del> 880 – Selected topics in Geology Selected topics in Geology	<b>ESC</b> 880 – Selected topics in Geology Selected topics in Geology
<del>GEOL</del> 880AA - Metallogeny of Gold Deposits Classification and geological and geochemical characteristics of various types of gold deposits, with emphasis on orogenic type. Genetic models including sources, transportation, and deposition mechanisms. Analytical methods including major and trace elements, geochronology, stable isotopes and fluid inclusions.	<b>ESC</b> 880AA - Metallogeny of Gold Deposits Classification and geological and geochemical characteristics of various types of gold deposits, with emphasis on orogenic type. Genetic models including sources, transportation, and deposition mechanisms. Analytical methods including major and trace elements, geochronology, stable isotopes and fluid inclusions.
<del>GEOL</del> 880AC - Glacial and Quaternary Geology Selecting topics - Advanced study of topics in glacial and <del>quaternary</del> geology	<b>ESC</b> 880AC - Glacial and Quaternary Geology Selecting topics - Advanced study of topics in glacial and <b>quaternary</b> geology
<del>GEOL</del> 880AD - Advanced Geomodelling	<b>ESC</b> 880AD - Advanced Geomodelling

<p>This course will cover the advanced use of geomodelling and GIS techniques in geological sciences including advanced material in analysis, geostatistics and modeling. It will provide a practical hand-on approach to spatial database design and spatial data analysis with geomodelling. The focus of the course will be on concepts and strategies rather than on specific software tools. The content will be organized around the following topics (but not limited to): alteration and structural mapping, exploration geochemistry and geophysics, mineral exploration, remote sensing, hydrology and mineral prospectively modeling.</p>	<p>This course will cover the advanced use of geomodelling and GIS techniques in geological sciences including advanced material in analysis, geostatistics and modeling. It will provide a practical hand-on approach to spatial database design and spatial data analysis with geomodelling. The focus of the course will be on concepts and strategies rather than on specific software tools. The content will be organized around the following topics (but not limited to): alteration and structural mapping, exploration geochemistry and geophysics, mineral exploration, remote sensing, hydrology and mineral prospectively modeling.</p>
<p><del>GEOL</del> 880AE - U-Pb geochronology: Theory and Applications Theory and application of U-Pb geochronology in geology. Strategies for sampling and dating various U-bearing minerals for different purposes (e.g., primary crystallization vs. metamorphic ages). Conventional (ID-TIMS) versus high-spatial resolution (HR-SIMS) techniques.</p>	<p><b>ESC</b> 880AE - U-Pb geochronology: Theory and Applications Theory and application of U-Pb geochronology in geology. Strategies for sampling and dating various U-bearing minerals for different purposes (e.g., primary crystallization vs. metamorphic ages). Conventional (ID-TIMS) versus high-spatial resolution (HR-SIMS) techniques.</p>
<p><del>GEOL</del> 880AF - Structural Geology of Ore Deposits Review of theoretical and practical concepts of structural geology as applied to the formation of ore deposits. The course will consist of weekly/biweekly meetings, readings and assignments plus a final seminar and/or report on a selected topic.</p>	<p><b>ESC</b> 880AF - Structural Geology of Ore Deposits Review of theoretical and practical concepts of structural geology as applied to the formation of ore deposits. The course will consist of weekly/biweekly meetings, readings and assignments plus a final seminar and/or report on a selected topic.</p>
<p><del>GEOL</del> 880AG - Readings in Geomicrobiology The course will cover readings relating to topics in geomicrobiology and related topics of interest to participants (biogeochemistry, organic geochemistry). Students will prepare weekly short presentations and summaries about journal articles on these topics, and a final proposal assignment.</p>	<p><b>ESC</b> 880AG - Readings in Geomicrobiology The course will cover readings relating to topics in geomicrobiology and related topics of interest to participants (biogeochemistry, organic geochemistry). Students will prepare weekly short presentations and summaries about journal articles on these topics, and a final proposal assignment.</p>
<p><del>GEOL</del> 890 – Directed Readings in Geology Directed Readings in Geology</p>	<p><b>ESC</b> 890 – Directed Readings in Geology Directed Readings in Geology</p>
<p><del>GEOL</del> 890AC - Directed Readings in Earth Systems Evolution Advanced readings will focus on how the Earth's surface environments have evolved over time, the advent and acceptance of plate tectonics, and how geological processes underly the biogeochemical cycling of elements. The student will gain a more complete understanding of the Earth system and gain <del>valuable</del> skills in presenting and grant writing.</p>	<p><b>ESC</b> 890AC - Directed Readings in Earth Systems Evolution Advanced readings will focus on how the Earth's surface environments have evolved over time, the advent and acceptance of plate tectonics, and how geological processes underly the biogeochemical cycling of elements. The student will gain a more complete understanding of the Earth system and gain <b>valuable</b> skills in presenting and grant writing.</p>
<p><del>GEOL</del> 890AD - Advanced Principles of Groundwater Flow The course will cover the principles of groundwater flow, properties of aquifers, geology of groundwater occurrence, and regional groundwater flow with examples from the Western Canadian Sedimentary Basin in parallel to <del>GEOL</del> 476. Advanced readings will focus on issues surrounding more complex <del>groundwater</del> flow problems, contaminant hydrogeology, and the effects of climate change on groundwater systems.</p>	<p><b>ESC</b> 890AD - Advanced Principles of Groundwater Flow The course will cover the principles of groundwater flow, properties of aquifers, geology of groundwater occurrence, and regional groundwater flow with examples from the Western Canadian Sedimentary Basin in parallel to <b>ESC</b> 476. Advanced readings will focus on issues surrounding more complex <b>ground-water</b> flow problems, contaminant hydrogeology, and the effects of climate change on groundwater systems.</p>
<p><del>GEOL</del> 890AE - Precambrian Tectonic Processes Overview of Precambrian geology with emphasis on possible differences in tectonic processes in the</p>	<p><b>ESC</b> 890AE - Precambrian Tectonic Processes Overview of Precambrian geology with emphasis on possible differences in tectonic processes in the</p>

Archean versus Proterozoic/Phanerozoic, and related discussion of important evolutionary changes in the earth system.	Archean versus Proterozoic/Phanerozoic, and related discussion of important evolutionary changes in the earth system.
<del>GEOL</del> 890AF - Isotope Geochemistry The course will introduce the graduate student(s) to the theory, methodology, and application of stable and radiogenic isotopes in the geosciences. There will be a particular emphasis on isotopes in low-temperature geochemistry applications and biogeochemical element cycling. Particular attention will be paid to the use of light and non-traditional stable isotopes.	<b>ESC</b> 890AF - Isotope Geochemistry The course will introduce the graduate student(s) to the theory, methodology, and application of stable and radiogenic isotopes in the geosciences. There will be a particular emphasis on isotopes in low-temperature geochemistry applications and biogeochemical element cycling. Particular attention will be paid to the use of light and non-traditional stable isotopes.
<del>GEOL</del> 890AG - Dating Deformation in Rocks Study of low- and high-T isotopic systems/methods employed to date rock deformation. Emphasis will be placed on methods (and related dateable minerals) used to constrain the timing of deformation in both brittle faults and ductile shear zones.	<b>ESC</b> 890AG - Dating Deformation in Rocks Study of low- and high-T isotopic systems/methods employed to date rock deformation. Emphasis will be placed on methods (and related dateable minerals) used to constrain the timing of deformation in both brittle faults and ductile shear zones.
<del>GEOL</del> 900 - Issues and Topics in Geoscience Students registered in <del>GEOL</del> 900 should attend all seminars during that semester. Those who are unable to do so should make an arrangement with the instructor. Credit is Pass/Fail based on presenting successfully one seminar and attending all seminars. Each graduate student requires two <del>GEOL</del> 900: the first is at the beginning of the program; the second is prior to a thesis defense.	<b>ESC</b> 900 - Issues and Topics in Geoscience Students registered in <b>ESC</b> 900 should attend all seminars during that semester. Those who are unable to do so should make an arrangement with the instructor. Credit is Pass/Fail based on presenting successfully one seminar and attending all seminars. Each graduate student requires two <b>ESC</b> 900: the first is at the beginning of the program; the second is prior to a thesis defense.
<del>GEOL</del> 901 – Research Thesis Research.	<b>ESC</b> 901 – Research Thesis Research.



# 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 href="#">A graduate certificate may be embedded within a Master's degree program; students graduating from such a program would receive both credentials.</a>		
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 *
<b>Definition</b>	<p>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.</p> <p>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.</p> <p>Examples: Master of Arts (MA) programs in the humanities and social sciences; Master of Science (MSc) programs.</p> <p>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.</p> <p>Example: Master of Social Work (MSW) programs.</p> <p>Definition adapted from the Saskatchewan Higher Education Quality Assurance Board.</p>		
<b>Major, Minor, Concentration, and Specialization Regulations</b>	Majors are determined by the line Faculty offering the degree. <a href="#">A graduate certificate may be embedded within a Master's degree program; students graduating from such a program would receive both credentials. Minors and specializations are not available in a Master's degree; however, eConcentrations may apply to Interdisciplinary programs.</a>		
<b>Admission Requirements</b>	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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Examples: PhD (Physics), PhD (Education), PhD (Kinesiology)</p> <p>Definition adapted from the Saskatchewan Higher Education Quality Assurance Board.</p>		
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	<p>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.</p> <p>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.</p>		

\* 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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Examples: EdD (Education), MusDoc (Music), PsyD (Psychology).</p> <p>Definition adapted from the Saskatchewan Higher Education Quality Assurance Board.</p>		
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	<p>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.</p> <p>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.</p>		

## ATTACHMENT B

**Q: How does an embedded certificate differ from the graduate certificates we currently offer?**

A: When students graduate from our current graduate certificate programs, they graduate with a graduate certificate. When students graduate from a Master's program with an embedded certificate, they graduate with both a Master's degree and a graduate certificate.

**Q: Does a graduate program have to offer this option?**

A: No. Only those graduate programs that wish to make this option available to students would do so.

**Q. Can any Master's program offer this option?**

A: No. Only those graduate programs that currently offer Graduate Certificate programs that ladder into full Master's degree programs will be eligible to offer embedded certificates.

**Q. What are the implications for tuition?**

A: Since the embedded certificate requirements are simply courses that are already taken within the Master's degree requirements, there are no implications for tuition.

**Q: Do other universities offer graduate programs with embedded certificate programs?**

A: Yes. The [University of Alberta](#) and a number of American universities currently offer graduate programs with embedded certificates.

**Q: If a Master's degree student discontinues their program, but has met the requirements for an embedded certificate, will they still receive the Graduate Certificate?**

A: Master's degree students wishing to terminate their studies and graduate with a Graduate Certificate can request permission to 'ladder down' into the existing free-standing Graduate Certificate program before they withdraw from their Master's degree program. **Note that this option is already available to Master's degree students and is treated as a Program Transfer.** Students wishing to transfer to the free-standing certificate program would require approval from their Supervisor, their Graduate Program Chair, their Associate Dean Research, and the Dean of FGSR to be allowed to ladder down just as they do currently.

**Q: Would every graduate program have an embedded certificate option?**

A: No. Only programs that offer a free-standing Graduate Certificate that ladders into a Master's degree program can offer an embedded certificate within their Master's degree programs.

**Q: Will the current Master's degree program need to be modified to accommodate an embedded certificate?**

A: No. Since the certificate already ladders into the Master's degree program, the requirements for both credentials are met within the requirements for the Master's degree. However, new versions of the existing programs will need to be created to allow students to be admitted to a version of the program that includes an embedded certificate. These new programs will be offered alongside, rather than instead of, the existing programs.

**Q: Will International students be allowed to register in programs with embedded Graduate Certificates?**

A: Yes. One of the main reasons to offer embedded certificates is to give International students the same option to earn a Graduate Certificate as is currently available to domestic students. Since students admitted into a program with an embedded certificate are admitted to a two-year graduate degree program and able to be registered full time each term, the embedded certificate version of the program meets current IRCC requirements for study permit approval.





# MICHIGAN LANGUAGE ASSESSMENT

## Relationship Between Scores on MET and MELAB

If your institution already recognizes MELAB scores for admissions purposes, you may be interested in their relationship to MET scores.

CEFR	A2	B1										B2										C1				
MET	27-39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64-80
MELAB	--	62	63	64	65	67	68	69	71	72	73	75	76	77	79	80	81	82	83	84	85	86	87	88	89	91-100

Michigan Language Assessment has stopped offering the MELAB and now offers the Michigan English Test (MET) in its place. The MET incorporates features of the MELAB, but is a more modern test that includes, for example, cross-text reading tasks, an important skill in academic and professional contexts (Khalifa and Weir, 2009) as well as more thorough writing and speaking tests. If your institution already recognizes MELAB scores, you may be interested in their relationship to MET scores.

The concordance table above is based on multiple evidence sources. Shared task types between the two tests allow for statistical determination of comparable scores on the two tests. In addition, Michigan Language Assessment (2010, 2014, 2017) conducted separate exercises relating the two tests to various levels of the Common European Framework of Reference for Languages, a widely used benchmark of language ability, with in-between values arrived at using linear interpolation.

The relationships shown in concordances are always approximations. It is thus ideal for institutions to conduct standard setting exercises in order to determine MET cut scores appropriate for their contexts. Institutions should also note that overall MELAB scores are based on three of the language skills (excluding speaking), whereas overall MET scores are based on however many skills an examinee is tested on (two or four skills).

### References

Khalifa, H., & Weir, C. J. (2009). Examining reading: Research and practice in assessing second language reading. Cambridge: UCLES/Cambridge University Press.

Michigan Language Assessment. (2010). Setting cut scores on the Common European Framework of Reference for the Michigan English Test. Technical Report. Ann Arbor, MI: Michigan Language Assessment.

Michigan Language Assessment. (2014). Linking the Common European Framework of Reference and the MET Writing Test. Technical Report. Ann Arbor, MI: Michigan Language Assessment.

Michigan Language Assessment. (2017). Linking the Common European Framework of Reference and the Michigan English Language Assessment Battery. Technical Report. Ann Arbor, MI: Michigan Language Assessment.



### CEFR Comparison Table

CEFR	MET	MELAB*	ECCE	ECPE
C2				C2+
C1	64-80	91 - up		
B2	53-63	79 - 90	B2+	
B1	40-52	62 - 78		
A2	27-39			

\*Michigan Language Assessment retired the MELAB in 2018. MELAB results are valid for two years from testing date. Michigan Language Assessment will verify scores through June 2020.

Institutions may verify scores online for free:  
[michiganassessment.org/iama/recognition/verify-scores/](https://michiganassessment.org/iama/recognition/verify-scores/)

Cambridge Assessment  
English

UNIVERSITY OF MICHIGAN  
MichiganAssessment.org

# 1 Checklist of Approvals for New Graduate Programs

**Name of Program: Master of Kinesiology (MKin)**

**Line Faculty: Kinesiology & Health Studies**

**Department (if applicable): n/a**

**Table 1:** Tracking of approval milestones

Department Approval	Date: n/a
Line-Faculty Council Approval	Date: January 2024
Recommended by CCB	Date: n/a
Recommended by CCAM	Date: n/a
Approval at CCFGSR	Date:
Approval at Executive of Council	Date:
Approval at Senate	Date:

## 2 Executive Summary

### 2.1. Program Objectives

The Faculty of Kinesiology & Health Studies and the University of Regina will benefit from the Master of Kinesiology (MKin) program in the following ways:

- Establishment of sustainable, graduate-level courses
- Opportunity for KHS faculty members to teach graduate-level courses
- Increased tuition revenue for the University of Regina
- Recruitment of new students
- Expansion of our graduate program

With an integrated and multidisciplinary focus, this practicum-based graduate degree focuses on clinical and applied movement sciences. The program allows students to develop broad knowledge and skills in movement science settings, such as physical and neurorehabilitation, strength and conditioning, occupational training and testing, and exercise training for older adults. In contrast, the MSc (thesis-based) program provides students with in-depth knowledge on a specific topic and research skills training.

This degree fosters independent thinking, knowledge mobilization and translation. Students will complete classes focused on clinical and applied movement sciences, with the opportunity to take research-based classes, which support their understanding of the research informing their practice. Additionally, students will complete two professional practicum placements. The first professional practicum is completed within the Faculty of Kinesiology & Health Studies and allows students an opportunity to engage in different movement science services. The second professional practicum is self-directed, requiring students to identify and secure a supervised setting in which to apply their movement science knowledge.

Professional practicums are essential for the facilitation of learning and professional growth. Specific objectives of the practicum placements include:

- Providing students with the opportunity to increase their knowledge and skills in areas consistent with career objectives and interests,
- Enabling students the opportunity to enhance and expand their clinical and applied movement skill sets
- Sharing new and updated concepts of development, implementation, and evaluation of services with external agencies and partners,
- Enhancing students' understanding and conceptualization of professionalism,
- Aiding in the assessment of the duties, expectations, and responsibilities of a professional in a chosen field in an effort to assist with initial short-term and/or long-term career choices.

### 2.2 Program Outcomes

At the completion of the program, students will have:

- Gained exposure to and responsibility for varied practical situations under qualified supervision.
- Obtained knowledge and competence in working with individuals and groups in structured movement-based program settings.

- Developed an in-depth understanding of clinical and applied movement science interests and needs and the variations of services delivered by multiple agencies and organizations.
- Demonstrated competency to assess movement and movement control in research and clinical settings.
- Demonstrated professional competency in leadership, programming, and administrative abilities, as well as commitment to professional and relational ethics.
- Established networking and collaboration opportunities in interprofessional healthcare settings.
- Enhanced knowledge of research approaches and analysis in movement science settings.
- Enhanced communication and interpersonal skills.
- Engaged in real-life, evidence-based, problem-solving situations in movement science.

## 3 Detailed Program Description

### 3.1 Program Overview

The Master of Kinesiology is a 30-credit-hour practicum-based master's degree that requires 24 credit hours of designated courses and 6 credit hours of professional practicum. It offers students an opportunity to gain advanced knowledge and experience through teaching, evidence-based research and applied engagement in applied and clinical movement science.

#### *Master of Kinesiology (MKin)*

Two of the following (KHS 801, 802, 803)	6 credit hours
Six of the following (any KHS 84X to 89X named course; excludes any KHS directed readings courses)	18 credit hours
KIN 902	6 credit hours
<b>Total</b>	<b>30 credit hours</b>

### 3.2 Courses

**Table 3.2:** Summary of relevant courses

Course Name	Course Number	Course Description	Credit Hours	Required?	Exists?
KHS	801	Statistics in Kinesiology & Health Research	3	No	Yes
KHS	802	Qualitative Research Methods and Experience in Kinesiology and Health	3	No	Yes
KHS	803	Research Design and Methods in Kinesiology and Applied Health Sciences	3	No	Yes
KHS	843	Well-being in Later Life	3	No	Yes
KHS	860	Psychology of Human Movement	3	No	Yes
KHS	866	Ethical Decision Making in Kinesiology and Health Care Administration	3	No	Yes
KHS	880	Clinical and Applied Exercise Physiology	3	No	Yes
KHS	882	Pathophysiology and Metabolism	3	No	Yes
KHS	884	Applied Motor Control & Motor Learning	3	No	Yes
KHS	885	Biomechanics & Movement Analysis	3	No	Yes
KHS	886	Ergonomics	3	No	Yes
KHS	892	Physiology of Aging	3	No	Yes
KHS	902	Practicum	6*	Yes	Yes
<b>Total Credit Hours in Program</b>			<b>30</b>		

\*KHS 902 is taken over two terms. It can not be completed in one term.

### 3.3 Completion Path

Since students can enter the MKin program in either the fall or winter term, there are two slightly different completion paths.

**Table 3.3a:** Recommended program completion path (Fall admission)

Year of program	Term	Students should register in...
1	1	6 credits of KHS 8** (excluding KHS 800 and any KHS directed readings courses)
1	2	6 credits of KHS 8** (excluding KHS 800 and any KHS directed readings courses)
1	3	3 credit hours of KHS 8** (excluding KHS 800 and any KHS directed readings courses); KHS 902
2	4	6 credits of KHS 8** (excluding KHS 800 and any KHS directed readings courses)
2	5	3 credit hours of KHS 8** (excluding KHS 800 and any KHS directed readings courses); KHS 902

**Table 3.3b:** Recommended program completion path (Winter admission)

Year of program	Term	Students should register in...
1	1	6 credits of KHS 8** (excluding KHS 800 and any KHS directed readings courses)
1	2	3 credit hours of KHS 8** (excluding KHS 800 and any KHS directed readings courses); KHS 902
1	3	6 credits of KHS 8** (excluding KHS 800 and any KHS directed readings courses)
2	4	6 credits of KHS 8** (excluding KHS 800 and any KHS directed readings courses)
2	5	3 credit hours of KHS 8** (excluding KHS 800 and any KHS directed readings courses); KHS 902

### 3.4 Program Routes

Not applicable

### 3.5 Relation between Courses and Program Outcomes

**Table 3.5:** Course offerings in relation to projected outcomes

Course	Outcome
KHS 801 - Statistics in Kinesiology & Health Research	<ul style="list-style-type: none"> <li>Enhanced knowledge of research approaches and analysis in movement science settings.</li> <li>Engage in real-life, evidence-based, problem-solving situations</li> </ul>
KHS 802 - Qualitative Research Methods	<ul style="list-style-type: none"> <li>Enhanced knowledge of research approaches and analysis in movement science settings.</li> </ul>

and Experience in Kinesiology and Health	<ul style="list-style-type: none"> <li>• Engage in real-life, evidence-based, problem solving situations</li> </ul>
KHS 803 - Research Design and Methods in Kinesiology and Applied Health Sciences	<ul style="list-style-type: none"> <li>• Enhanced knowledge of research approaches and analysis in movement science settings.</li> <li>• Engage in real-life, evidence-based, problem solving situations</li> </ul>
KHS 804 - Evidence-based Practice in Movement Science	<ul style="list-style-type: none"> <li>• Enhanced knowledge of research approaches and analysis in movement science settings.</li> <li>• Engage in real-life, evidence-based, problem solving situations</li> </ul>
KHS 843 - Well-being in Later Life	<ul style="list-style-type: none"> <li>• Develop an in-depth understanding of clinical and applied movement science interests and needs, and the variations of services delivered by multiple agencies and organizations</li> <li>• Enhanced communication and interpersonal skills.</li> <li>• Demonstrate a level of competence in leadership, programming, and administrative abilities, as well as commitment to human values and ethics</li> </ul>
KHS 860 - Psychology of Human Movement	<ul style="list-style-type: none"> <li>• Develop an in-depth understanding of clinical and applied movement science interests and needs, and the variations of services delivered by multiple agencies and organizations</li> <li>• Enhance communication and human relations skills</li> </ul>
KHS 866 - Ethical Decision Making in Kinesiology and Health Care Administration	<ul style="list-style-type: none"> <li>• Enhance communication and human relations skills</li> <li>• Demonstrate a level of competence in leadership, programming, and administrative abilities, as well as commitment to human values and ethics</li> </ul>
KHS 880 - Clinical and Applied Exercise Physiology	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision</li> <li>• Demonstrated competency to assess movement and movement control in research and clinical settings.</li> <li>• Develop an in-depth understanding of clinical and applied movement science interests and needs, and the variations of services delivered by multiple agencies and organizations</li> </ul>
KHS 882 - Pathophysiology and Metabolism	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision</li> <li>• Demonstrated competency to assess movement and movement control in research and clinical settings.</li> <li>• Develop an in-depth understanding of clinical and applied movement science interests and needs, and the variations of services delivered by multiple agencies and organizations</li> </ul>
KHS 884 - Applied Motor Control & Motor Learning	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision</li> <li>• Demonstrated competency to assess movement and movement control in research and clinical settings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop an in-depth understanding of clinical and applied movement science interests and needs, and the variations of services delivered by multiple agencies and organizations</li> </ul>
KHS 885 - Biomechanics & Movement Analysis	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision.</li> <li>• Demonstrated competency to assess movement and movement control in research and clinical settings.</li> </ul>
KHS 886 - Ergonomics	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision.</li> <li>• Demonstrated competency to assess movement and movement control in research and clinical settings.</li> </ul>
KHS 892 - Physiology of Aging	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision</li> <li>• Demonstrated competency to assess movement and movement control in research and clinical settings.</li> <li>• Develop an in-depth understanding of clinical and applied movement science interests and needs, and the variations of services delivered by multiple agencies and organizations</li> </ul>
KHS 902 - Practicum	<ul style="list-style-type: none"> <li>• Gain exposure to and responsibility for varied practical situations under qualified supervision</li> <li>• Gain knowledge and competence in working with individuals and groups in a structured program setting</li> <li>• Demonstrate a level of competence in leadership, programming, and administrative abilities, as well as commitment to human values and ethics</li> <li>• Networking and collaboration opportunities in interprofessional health-care settings</li> <li>• Enhance communication and human relations skills</li> <li>• Engage in real-life, evidence-based, problem solving situations</li> </ul>

### 3.6 Comparable Programs at the University of Regina

There are no comparable programs to the MKin at the graduate level at the University of Regina. The BKin provides students with the foundational knowledge of movement science concepts and an opportunity to apply their knowledge in a 4-month, 15-credit fieldwork placement. The MKin provides students with understanding and applying movement science concepts at an advanced level. Further, MKin students complete two professional practicum placements (minimum of 240 hours / placement), which allows them to develop their applied skills in different settings and with different populations. In the first practicum placement, students are required to submit a practicum report with the focus on reflecting upon their practicum experience using theories and concepts learned to date with their MKin courses. With the second practicum placement, students are expected to undertake a special project within their agency. They will submit a final report and presentation on their project.



### 3.7 Comparable Programs at Other Institutions

**Table 3.7:** Comparable programs

Institution	Program Name	Program Elements
University of Regina	MKin	30 credits in total: 24 credits (8 classes) advanced movement science courses; 6 credits of practical experience
University of Calgary	MKin	12 courses (33 credits of course work; final capstone project) Can finish in 16 months  <a href="https://grad.ucalgary.ca/future-students/explore-programs/kinesiology-mkin-course">https://grad.ucalgary.ca/future-students/explore-programs/kinesiology-mkin-course</a>
University of British Columbia	MKin	30 credit hours of graduate and / or undergraduate coursework (expected time to completion: 3 – 4 terms)  Two streams: performance & coaching sciences; clinical kinesiology  <a href="https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-kinesiology">https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-kinesiology</a>
Brock University	Master of Professional Kinesiology (MPK)	Full time, 12 month (3 term) course based  5 half-credit courses; 3 required half-credit practicum; 2 half-credit electives; 450 hours of experiential learning  <a href="https://brocku.ca/programs/graduate/mpk/">https://brocku.ca/programs/graduate/mpk/</a>
University of Toronto	Master of Professional Kinesiology (MPK)	16 months  600 hours of professional experience in two placements  Four areas of specialization: exercise as medicine; health and wellness; high performance strength and conditioning; adapted physical activity  <a href="https://kpe.utoronto.ca/academics-researchfuture-students/master-professional-kinesiology">https://kpe.utoronto.ca/academics-researchfuture-students/master-professional-kinesiology</a>

Of note, there is no comparable program in Saskatchewan.

## 4 Admission Information

### 4.1 Target Students

The MKin program is targeted at students:

- With a background in human movement, kinesiology, human kinetics, or physical activity studies.
- With a background in human health sciences, including rehabilitation, physical therapy, physiotherapy, medicine, biology.
- Who are interested in advanced knowledge of movement science, but not in undertaking independent research projects.

### 4.2 Admission Requirements

The admission requirements for the MKin program are:

- Minimum English Language Proficiency as defined by the Faculty of Graduate Studies and Research at the University of Regina;
- All other FGSR standard admission documents;
- A four-year health sciences undergraduate degree with a minimum GPA of 70% (or equivalent);
- Prerequisite classes (or equivalent): human anatomy, human physiology, and **two** from the following list: motor control, biomechanics, physics, exercise psychology, sport psychology, health psychology, nutrition, biochemistry, microbiology, aging, philosophy, pathology, physical rehabilitation

### 4.3 Application Deadline(s)

- April 15 – Fall intake
- August 15 – Winter intake

### 4.4 Program Intake Terms

- Fall
- Winter
- Students are not permitted to start the MKin program in the Spring / Summer term.

## 5 Professional Accreditation Requirements

### 5.1 Accreditation Bodies

The MKin program is not accredited by a professional body at this time.

### 5.2 Accreditation Standards

Currently, completion of the main program does not guarantee students professional accreditation by relevant accreditation bodies, such as the College of Kinesiologists of Ontario, the Canadian Society for Exercise Physiology, the National Strength and Conditioning Association, or the Saskatchewan College of Physical Therapists. However, they could apply for accreditation if they had additional relevant courses as part of their bachelor's degrees or if they took additional undergraduate courses outside of the MKin.

Our plan is to work with accreditation bodies to recognize this degree.

## 6 Program Rationale

### 6.1 Alignment with the Strategic Direction of the University

The MKin program aligns with the University of Regina’s strategic plan (2020-2025) kahkiyaw kiwâhkômâkaninawak (All Our Relations) in two areas of focus: discovery and well-being & belonging. The goal in the discovery area of focus is “all students will participate in experiential learning opportunities.” The MKin provides graduate students with opportunities to apply their knowledge in relevant movement science placements. One of the objectives in the well-being & belonging area of focus is healthy living. MKin students, through their course work and practical experiences, will have the skills and abilities to “identify and reduce barriers to fitness and wellness adoption by stakeholders.”

### 6.2 Contribution to the Reputation of the University

The MKin program contributes to the University of Regina’s commitment to experiential learning. The MKin provides graduate students with experiential learning in applied movement settings, such as occupational training and testing, neurorehabilitation, and elite athlete training.

Additionally, it is the only course-based kinesiology master’s program in Saskatchewan.

### 6.3 Alignment with the Strategic Direction of the Academic Unit

The MKin program aligns with three of four strategic pillars in the current KHS strategic plan. First, it contributes to “student success” by providing graduate students with experiential learning and broadening career pathways for them. Second, it connects with the pillar of “quality programs” by integrating experiential learning opportunities into graduate-level courses. Third, the MKin program aligns with the “community connections” pillar. Through their practicum, MKin will be assisting in the delivery of community-relevant programming offered by the Faculty of Kinesiology & Health Studies, such as UR Gold and Enrich.

### 6.4 Need for Program

The MKin program provides an opportunity for individuals to earn a graduate degree, without undertaking an independent research project. This option exists in other faculties, including Business Administration, Education, and Science.

We have been delivering the MKin program as a special case program since the fall of 2022. We currently have six students enrolled in the program, and another 13 students have been admitted.

### 6.5 Employment Outlook

The MKin program prepares students for positions such as personal trainer, kinesiologist, strength and conditioning coach, and exercise physiologist. Some may be required to take additional classes in order to acquire professional accreditation in regulated professions (e.g., physical therapy, athletic therapy).

Students could work in a variety of health and wellness settings, including rehabilitation (cardiac, neuro, cancer, etc.), corporate or organizational wellness, and fitness and exercise training.

According to the Government of Canada, they expect approximately 14,300 new job openings for physiotherapists from 2022 – 2031. The Government of Canada forecasts the job opportunities for personal trainers, kinesiologists, and exercise physiologists to range from moderate to good, depending on the province/territory.

There will be demands for applied movement science professions in the next 10 years, in part due to an aging population and heightened awareness of the importance of physical health. In addition, these professional services can help to reduce the existing burden on the health care system.

### 6.6 Enrolment Trends

We have been offering this program on a special case basis since Fall 2022. Four students were admitted in the first cohort. Another two students have joined in the past year. Thirteen additional students have been admitted into the program, but have not registered primarily due to delays with obtaining student visas.

In transitioning from a special case admission to a regular and more streamlined admission process, we anticipate that interest and applications to the program will grow. We will likely need to cap admissions into the program.

### 6.7 Comparable Programs

**Table 6.7:** Relation with competing programs

Institution	Similarity to proposed program
University of British Columbia	Similar focus on applied and experiential learning. Majority of our courses are delivered at the graduate level. They include some undergraduate courses. The inclusion of undergraduate classes would be a challenge for undergraduate students who have already completed those courses. We allow students to select courses in their areas of interest whereas UBC offers programs in streams.
University of Calgary	Similar focus on applied and experiential learning. Course credits: 3 more credits required. Completion of a final capstone project, whereas we require two professional practicum placements.
Brock University	Similar focus on applied and experiential learning. Can be completed in one year. The MKin can be completed in five terms.
University of Toronto	Similar focus on applied and experiential learning. We allow students to select courses in their areas of interest whereas U of T requires students to specialize into one of four streams.

### 6.8 Impact on Other U of R Programs

The MKin program could have an impact on enrolment in the MSc (thesis-based) in Kinesiology and Health Studies in KHS. However, we expect that the MKin will provide graduate students

with a route that suits their needs (i.e., research vs. applied experiential learning).

### **6.9 Impact on Enrolments at the U of R**

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

### **6.10 Domestic and International Enrolments**

The program is equally attractive to domestic and international students, as an option for extending and advancing their clinical movement science knowledge and skills. It is attractive to international students who face challenges in securing academic supervisors with the thesis-based option.

### **6.11 Impact on Research at the U of R**

The MKin program will not directly contribute to the research enterprise of U of R, as students are not involved in or expected to conduct research. However, MKin students will take research methodology courses to support their learning and development of research skills. MKin students can be hired as research assistants, if the opportunity exists.

MKin students can transfer to the MSc program. They would receive credit for up to two topic-based classes and two methodology classes. They would be required to take KHS 800, which is not required in the MKin program.

MKin students are not eligible to apply to the PhD program as they have not completed an independent research project as part of their degree program. They could be eligible to pursue a Doctor of Physical Therapy / Physiology or a Doctor of Occupational Therapy (OTD).

## **7 Location of the Program**

The program will be offered through the University of Regina (Regina campus).

## **8 Delivery of the Program**

This program is designed to be offered full-time (6 credits). We will offer at least two courses, per term, thus allowing students to finish in five terms. Given the hands-on and applied nature of the course material and practical experiences, courses will be delivered in person.

If a student drops or fails a class, the Associate Dean, Graduate Studies, Research & Special Projects will work with them to determine if an alternative and available graduate-level class can be substituted into their program.

Students who elect to take this program on a part-time basis can expect a completion time of 4 years, as most MKin courses will only be offered once every two years.



## 9 Resource Requirements and Revenue

### 9.1 Resource Requirements

Staff resources:

- We have the expertise to cover all content areas, however, with sabbaticals and other demands on teaching loads, we may need to periodically hire visiting professors or sessional lecturers to cover some classes.
- internal and external supervisors for practicum placements. One KHS faculty member, with experience in coordinating fieldwork placements, will serve as the academic supervisor. Professional associates, who hold leadership roles in their respective programs or organizations, will serve as the hands-on supervisors for students.

Library resources:

- The current library resources are adequate for the delivery of these courses.

Equipment resources:

- The current equipment resources are adequate as long as MKin courses are scheduled at separate times from corresponding undergraduate BKin courses.

Office and classroom resources:

- Classroom and experiential learning spaces are adequate, as long as MKin courses are scheduled at separate times from corresponding undergraduate BKin courses.
- We will require additional workspace spaces for MKin graduate students.

Other resources:

- We will need to ensure there are an adequate number of internal professional practicum opportunities to accommodate our projected enrollment of 20 students. Currently, we can accommodate 5 – 8 students.
- We will leverage our existing undergraduate fieldwork opportunities to establish external practicum placement opportunities (e.g., First Steps, Wascana Rehabilitation Centre)

### 9.2 Availability of Expertise

There is a wide range of expertise within our Faculty to deliver courses related to clinical and applied movement science. However, with sabbaticals and other demands on teaching loads (e.g., research-intensive terms, administrative roles), we may need to periodically hire visiting professors or sessional lecturers to cover some classes.

We offer community-focused, movement science-based programs in which MKin students can complete their first professional practicum. Enrich Neurorehab is an adaptive fitness and rehabilitation program for adults with neurological conditions. We provide occupational training and testing for a number of human service professions, including police officers, EMS, Saskatchewan Justice / Corrections, conservation officers, Canadian Border Services Agency, firefighters, and highway patrol officers. URGold is a supervised circuit training class for adults with one controlled health condition. Athlete Health and Performance Initiative offers strength and conditioning training, treatment of athletic injuries, and nutrition advice to elite athletes.

Rock Steady Boxing is an exercise program designed for individuals with Parkinson's disease.

The current teaching load in KHS is four courses. It is expected that faculty members with expertise in movement science will teach one MKin-focused class. For most faculty members, this will shift their teaching load to three undergraduate courses and one graduate course.

### 9.3 Enrolment Projections

Given capacity issues with internal practicum placements, we will cap enrollment at 20 students.

**Table 9.3:** Enrolment projections over the first 5 years

	Year 1	Year 2	Year 3	Year 4	Year 5
Best case	15	20	20	20	20
<b>Expected</b>	10	10	15	15	20
Worst case	2	5	5	5	5

### 9.4 Recruitment Plans

Information about the special-case MKin program is listed on the KHS home page. Additionally, we promote the program through presentations to KHS undergraduate students. Potential students also learn about it through word of mouth.

Information about the MKin program will be included in the URI marketing materials.

### 9.5 Involvement of Personnel in Other Areas

Not applicable.

### 9.6 Course Coverage

**Table 9.6:** Proposed instructors

Course	Proposed instructor
KHS 801 - Statistics in Kinesiology & Health Research	Dr. Harold Riemer
KHS 802 - Qualitative Research Methods and Experience in Kinesiology and Health	Dr. Tristan Hopper
KHS 803 - Research Design and Methods in Kinesiology and Applied Health Sciences	Dr. Rebecca Genoe
KHS 843 - Well-being in Later Life	Dr. Rebecca Genoe
KHS 860 - Psychology of Human Movement	Dr. Kim Dorsch
KHS 866 - Ethics in Kinesiology and Health Care Administration	Dr. Michael Dubnewick
KHS 880 - Clinical and Applied Exercise Physiology	Dr. Darren Candow
KHS 882 - Pathophysiology and Metabolism	Dr. Julia Totosy de Zepetnek
KHS 884 - Applied Motor Control and Motor Learning	Dr. Cameron Mang
KHS 885 - Biomechanics & Movement Analysis	Dr. Paul Bruno
KHS 886 - Ergonomics	Dr. John Barden
KHS 892 - Physiology of Aging	Dr. Darren Candow
KHS 902 - Practicum	Dr. Larena Hoeber / Ms. Korinne Lott

### 9.7 Projected Revenue and Expenses

Projections are based on students being enrolled in two courses, per term, for five terms.

**Table 9.7.1:** Projected revenues

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
A. Number of credit hours taken during year	18 credit hours (6 courses)	18 credit hours (6 courses)	18 credit hours (6 courses)	18 credit hours (6 courses)	18 credit hours (6 courses)
B. Tuition per credit hour*	327.75	327.75	327.75	327.75	327.75
C. Total tuition revenue per student (A x B)	5899.50	5899.50	5899.50	5899.50	5899.50
D. Expected enrolments**	5	10	15	15	20
E. <b>Total revenue</b> (C x D)	29497.50	58995.00	88492.50	88492.50	117990.00

\*Current graduate tuition rates are available [here](#).

\*\*from Section 9.3 above

**Table 9.7.2:** Projected expenses

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

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

Most of the teaching is done in-house. We may need to hire sessional lecturers, on a contract basis, to deliver a course if our existing faculty are on sabbatical or have other administrative duties.

**Table 9.7.3:** Projected break-even enrolments

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
K. Total costs (J from Table 9.7.2)	13000	13000	10000	10000	10000

L. Revenue per student (C from Table 9.7.1)	5899.50	5899.50	5899.50	5899.50	5899.50
M. Minimum enrolments to break even ( $K \div L$ , rounded to nearest student)	2	2	2	2	2

## 10 Timeline

### 10.1 Implementation Milestones

Date	Milestone	Remedial action if milestone is missed
Fall 2018	Special case status	
Fall 2022	Admission of first cohort of MKin (special case) students	
Fall 2023	Proposal presented to KHS committees: Admissions Programming & Planning Committee (APPC) and Teaching, Research, and Academic Planning (TRAP)	Will present to these two committees in Winter 2024
Winter 2024	Proposal presented to PDAP	Fall 2024
Winter 2024	Proposal presented at Executive of Council	Fall 2024
Winter 2024	Proposal presented at Senate	Fall 2024
Fall 2024	Applications proceed	Winter 2025

### 10.2 Oversight and Quality Assurance

KHS Associate Dean, Graduate Studies, Research & Special Projects is responsible for the implementation of the program, communications and marketing for the program, and ongoing quality assurance.

KHS Associate Dean, Undergraduate is responsible for the assignment of teaching load, which includes the courses delivered in the MKin program.

KHS Associate Dean, Hands On and Service Learning is responsible for experiential learning within the Faculty. This individual will assist in establishing and maintaining practicum opportunities within the Faculty of Kinesiology & Health Studies.

### 10.3 Advertisement Blurb

The Master of Kinesiology (MKin) in Clinical and Applied Movement Science will provide students with a unique opportunity to gain advanced knowledge and experience through evidence-based teaching and applied engagement.

See Appendix A for a sample flyer.

### 10.4 Advertising Availability

Information about the MKin program is available on the Kinesiology & Health Studies section of the U of R website and through communication with the Associate Dean, Graduate Studies, Research & Special Projects in KHS.

Once the program is approved at Senate, we will develop videos to showcase the program. These will be posted on the KHS website and shared with KHS undergraduate students.

## 11 Teach-out Provision

**For students:**

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

**For faculty members:**

Faculty members will return to their original teaching load of four undergraduate courses unless they have enough MSc and PhD students to warrant the delivery of their assigned graduate course.

## 12 Appendices

### 12.1 Course Forms

Please see the [FGSR website](#).

### 12.2 CVs of Participating Personnel

Please see the [FGSR website](#).

### 12.3 Supporting documentation

No supporting documentation at this time.

**GeologyEarth SciencesEarth Sciences**

Graduate Co-ordinator: [Osman Salad Hersi](#), PhD

[Faculty Listing](#)

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**Department Description**

The Department of **GeologyEarth Sciences** offers graduate work leading to the MSc degree. Areas of specialization include quaternary and soil studies; geochemical, igneous, metamorphic, and structural studies of the Canadian Shield; Phanerozoic carbonate, clastic, and evaporite studies; and coal, petroleum, mineralization, geothermometry and fluid inclusion studies, isotope, and uranium studies. Resources are available for particular western regional projects. Close co-operation with Saskatchewan Industry and Resources gives excellent opportunity for field work in the Shield and for access to sedimentary cores and data relating to the Phanerozoic rocks of Saskatchewan. The Saskatchewan Geological Society provides a pool of highly qualified personnel from which the department draws strength. On campus, staff and students of the department work in co-operation with the Energy Research Unit.

**Graduate Programs**

The Department of **GeologyEarth Sciences** has a Master's of Science program and a PhD program. Our faculty members are active in various fields of geoscience research including petroleum and mineral resources and environmental studies. Graduate students have the opportunities to conduct field-based projects in various parts of Saskatchewan, Canada and elsewhere in the world as well as laboratory-based research. The Department of **GeologyEarth Sciences** closely co-operates on many projects with the Saskatchewan Geological Survey, which provide significant funding opportunities for graduate students.

**Courses**

[Course catalogue and current course offerings](#)

**Doctor of Philosophy (PhD) in GeologyEarth Sciences (after Master's)****Degree Requirements**

Typically the PhD program is entered following the completion of a Master's program. The PhD program consists of a minimum of 14 credit hours of course work and 46 credit hours of **GEOL-ESC 901**. The minimum course work will typically consist of:

<b>Course</b>	<b>Credit Hours</b>
<b><u>GEOL-ESC 801</u></b>	6 credit hours
Elective 8xx	3 credit hours
Elective 8xx	3 credit hours
<b><u>GEOL-ESC 900</u></b>	1 credit hour
<b><u>GEOL-ESC 900</u></b>	1 credit hour
<b><u>GEOL-ESC 901</u></b>	46 credit hours
<b>Total</b>	<b>60 credit hours</b>

Note: Students must complete a minimum of two credit hours of **GEOL-ESC 900**.



**Doctor of Philosophy (PhD) in GeologyEarth Sciences (after Bachelor's)****Degree Requirements**

In exceptional circumstances, a candidate may transfer into the PhD program without completion of a Master's degree. In these cases, the PhD program consists of a minimum of 20 credit hours of course work and 70 hours of GEOL-ESC 901. The minimum course work will typically consist of:

<b>Course</b>	<b>Credit Hours</b>
<u>GEOL-ESC</u> 801	6 credit hours
Elective 8xx	3 credit hours
Elective 8xx	3 credit hours
Elective 8xx	3 credit hours
Elective 8xx	3 credit hours
<u>GEOL-ESC</u> 900	1 credit hour
<u>GEOL-ESC</u> 900	1 credit hour
<u>GEOL-ESC</u> 901	70 credit hours
<b>Total</b>	<b>90 credit hours</b>

Note: Students must complete a minimum of two credit hours of GEOL-ESC 900.

**Master of Science (MSc) in GeologyEarth Sciences (thesis)****Degree Requirements**

<b>Course</b>	<b>Credit Hours</b>
<u>GEOL-ESC</u> 8xx*	3 credit hours
<u>GEOL-ESC</u> 8xx*	3 credit hours
<u>GEOL-ESC</u> 900	1 credit hour
<u>GEOL-ESC</u> 900	1 credit hour
<u>GEOL-ESC</u> 901	22 credit hours
<b>Total</b>	<b>30 credit hours</b>

\*One must be from the GEOL-ESC 800AA-ZZ series.

Note: Students must complete a minimum of two credit hours of GEOL-ESC 900.

Students may be required to take a departmental diagnostic examination immediately following first registration.

UNIVERSITY OF REGINA  
**Executive of Council**

**Subject:** Honorary Degree Candidates for Addition to the Approved Roster

**Recommendation:**

That the list of honorary degree candidates recommended by the Joint Committee of Council and Senate on Ceremonies be added to the approved roster.

**Background and Description:**

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

**Categories of Nominations**

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; and
4. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field or endeavor.

**Exclusion List**

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)

UNIVERSITY OF REGINA  
**Executive of Council**

**Subject:** Discussion Item – Fall Academic Schedule – 2026 and beyond

**Background**

**Current State:** Our current rules on building the academic schedule are based on a perfect Monday to Friday class schedule of 65 days (13 weeks and 13 classes of each weekday with a total of 39 contact hours for each class). Additional rules include:

- scheduling orientation the day before classes start
- scheduling 2 exam study days in each term
- scheduling a 12-day exam period
- committing to a minimum of 63 teaching days in a term when 65 teaching days are not possible
- ensuring that there are 5 business days between the last day of a term and the start of the next term

Historically and unlike the winter term where there is more flexibility, this has always been a challenge with the fall academic schedule. This is because there are more stat holidays within the term as well as a full week or more at the end of the term because of the holiday closure. Additional challenges to building the fall academic schedule include the fall break and the recent addition of the National Day for Truth and Reconciliation.

The current state has resulted in starting the term as early as August 29.

**Desired State:** The Registrar's Office has been exploring the possibility of starting the fall term on the first business day of September (September 1 or later). The primary rationale for this is starting before September 1 potentially affects students who are engaging in off campus rental contracts to incur additional expenses. As well, the University receives questions about why we start before September 1 and why the University of Saskatchewan's academic schedule (a 39 contact-hour school) facilitates September start dates.

**Impact Analysis:** Analysis shows that to implement a fall academic schedule that starts on or after September 1, there are impacts. The largest impact is a reduction in the number of days to schedule classes. For this reason, the Registrar's Office has explored different mitigation strategies (see table 1)

Table 1 – Mitigation Strategies

Mitigation Strategy	Pros	Cons	Recommendation
Reduce the number of exam days (current exam matrix used).	A reduction of one or two days would provide some flexibility.	Moving the number of exam days affects the ability to evenly spread exams over the 12-day period. Additional impact is felt on the availability of common exam time slots, something that will be needed as we move back to the requirement of in-person exams for online courses.	Leave the 12-day exam period intact.
Re-establish December 23 as an exam day when needed.	Provides an additional day of flexibility.	<p>FM will need to authorize OT and bring a crew in between the last day of exams and the start of the winter term to tear down the Gym exam rooms.</p> <p>Increased travel stresses for students with family connections outside of Regina.</p>	Re-establish December 23 as a full exam day except for when it falls on a weekend.
Move to a 3.25 hour per week class schedule over a 12-week term.	<p>Flexibility in the academic schedule is increased.</p> <p>Classes have a better chance of meeting the 39 contact hour requirement.</p>	<p>The software used for scheduling would need modification with vendor involvement in the reconfiguration.</p> <p>Faculty would need to adjust their classes and this might be more of a problem than it is a fix.</p>	Leave the 3 hour per week class schedule intact.
Move student orientation to the week before class start.	Provides an additional day of flexibility.	Orientation establishes a connection and sense of belonging to the University and other students. Students who are outside of Regina will need to either miss orientation or travel to Regina to attend.	<p>Move orientation to the week prior when needed.</p> <p>Develop an “engaging” hybrid or online version of orientation for students who are unable to attend the in-person event.</p>

Mitigation Strategy	Pros	Cons	Recommendation
		Depending on their situation, this may result in additional accommodation costs to the student.	Reimagine orientation and hold it during the first week of classes.
Eliminate and/or reduce exam study days for students.	An additional 1 or 2 days of flexibility is established.	Student stress is potentially increased.  FM will need to authorize a crew to work OT to set up for Gym exams.	Do not schedule exams for classes that end in the last 2 days of the academic schedule, in the first 2 days of the exam period.  Reduce exam study days from 2 to 1 and include weekend days as counting toward exam study days.
When August 31 falls on a Monday, allow the Registrar’s Office to schedule the term to start on that date.	An additional Monday teaching day in 3 years of every 7-year period.	Students seeking off campus accommodation will need to incur additional accommodation expenses prior to their September 1 rental agreement start.	Start classes on August 31 when an additional Monday is required to balance the academic schedule (once every 7 years).
Establish an absolute minimum of class days that gives concrete guidance to the Registrar’s Office in building the academic schedule.	Provides guidance to the Registrar’s Office on academic scheduling rules.  Allows the Registrar’s Office to proceed with smoothly moving the academic schedule forward via governance.	Faculty will need to adjust their fall term classes to work within the parameters established.	Always commit to a minimum 63-class day schedule except on rare occasions when a 62-class day schedule is necessary (once every 7 years).