



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: October 2023

The following types of curricular and program changes are approved by the University Course Challenge -- additions and deletions of courses, lower levels of study and program options; straightforward program changes; and curricular changes which affect other colleges.

Contents include submissions for information and approval from the following colleges:

College of Arts and Science
College of Education
College of Engineering
College of Graduate and Postdoctoral Studies
College of Law
College of Medicine
Edwards School of Business

Approval: Date of circulation: October 17, 2023
 Date of effective approval if no challenge received: October 31, 2023

Next scheduled posting:

The next scheduled posting will be November 16, 2023, with a submission deadline of **November 14, 2023**. Urgent items can be posted on request.

Please direct challenges to both of the following: seanine.warrington@usask.ca in Registrarial Services and amanda.storey@usask.ca in the Governance Office.

University Course Challenge – October 2023

The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge, and by the relevant college-level Academic Programs Committee, and are now submitted to the University Course Challenge for approval.

Contact: Alexis Dahl (alexis.dahl@usask.ca)

Biochemistry, Microbiology and Immunology

New course(s)

BMIS 319.3 Vaccinology Principles and Practice

1-3L This course will provide a multidisciplinary introduction to the field of vaccinology. This includes historical perspectives on the emergence and evolution of vaccines, to modern strategies of vaccine development, formulation, and delivery. Through consideration of the processes involved in licensing and manufacturing, students will gain insight into the mechanisms and priorities to ensure vaccine efficacy and safety. The impacts of vaccines on human and animal health, including mechanisms of vaccine-induced protection, both at individual and population levels, will be considered and supported by case studies.

Prerequisite(s): BMSC 210.3

Instructor(s): Scott Napper, Antonio Facciuolo, Alyson Kelvin, Aneesh Thakur

Rationale: This course will be a valuable addition to the academic program of the Biochemistry, Microbiology, and Immunology (BMI) Department. Currently our program lacks a class devoted to vaccinology and this critical topic receives only peripheral mention within existing courses. The absence of a Vaccinology course is problematic for any Microbiology and/or Immunology department but is particularly inexcusable for a university that is home to one of the most prestigious vaccine research centers in North America. A recently enhanced partnership between BMI and VIDO, including appointments of VIDO scientists as BMI adjuncts, provides an ideal opportunity to develop a class devoted to a multidisciplinary perspective on vaccines.

Biology

Minor course revisions

BIOL 318.3 Comparative Animal Systems Physiology

New number: BIOL **418.3**

New title: Integrative Animal Systems Physiology

New short title: Integrative Animal Physiology

New course description: An in-depth examination of cardiovascular, respiratory, osmoregulatory, digestive, and reproductive system physiology in animals. Integrates information about cellular and whole animal physiology, endocrine and nervous system coordination, and the evolution of body organ systems in animals.

Prerequisite change:

Old prerequisite: BIOL 317

New prerequisite: BIOL 317.3; or CPPS 302.3 and CPPS 303.3; or VBMS 324.3 and VBMS 325.3.

Change to Note: Students with credit for BIOL 218 or BIOL 318 will not receive credit for BIOL 418.

Rationale: Updated catalogue entry will better reflect current course content and emphasis as the course has evolved over the years. Builds on material taught in the 300-level prerequisite and is most appropriate for listing at the 400 level. The course also makes extensive use of the rich scientific literature in this area. Integrative Physiology, where the synthesis of information across all levels of biological organization is emphasized, has become a recognized subfield of animal physiology and appropriately describes how the course is now taught. The expanded prerequisite list will provide an opportunity for senior students in related disciplines to study the biological approach to animal physiology.

Computer Science

Minor course revision

CMPT 436.3 Mobile and Cloud Computing

Prerequisite change:

Old prerequisite: One of CMPT 332, 350 or 370

New prerequisite: One of CMPT 332.3, CMPT 353.3, or CMPT 370.3.

Rationale: CMPT 350 was replaced in Computer Science programs by CMPT 353 in 2020-21, and therefore it makes sense to update this prerequisite.

English

Minor program revisions

Bachelor of Arts Honours, Double Honours, Four-year and Three-year in English

Remove ENG 338.3 from the "Canadian Literature" category, and reformat list in the Double Honours Major 2 entry to be consistent with the other programs.

Bachelor of Arts Honours (B.A. Honours) - English

A4 Major Requirement (60 credit units)

...

Further A4 Major Requirements:

...

(d) 3 of the 54 senior credit units must be a Canadian course

- [ENG 254.3](#) Canadian Speculative Fiction
- [ENG 255.3](#) Mapping Canadian Literature
- [ENG 294.3](#) Techniques of Canadian Poetry from Sonnet to Spoken Word
- [ENG 305.3](#) Canadian Fiction from Beginnings to 1960
- ~~[ENG 338.3](#) Contemporary North American Indigenous Literatures~~
- [ENG 358.3](#) Canadian Drama
- [ENG 359.3](#) Western Canadian Literature
- [ENG 382.3](#) Canadian Fiction from 1960 to the Present
- [ENG 418.3](#) Topics in 19th Century Canadian Literature
- [ENG 466.3](#) Topics in 20th Century Canadian Literature

...

Bachelor of Arts Four-year (B.A. Four-year) - English

A4 Major Requirement (39 credit units)

...

Further A4 Major Requirements:

...

(c) At least 3 of the 30 senior credit units must be a Canadian course

- [ENG 254.3](#) Canadian Speculative Fiction
- [ENG 255.3](#) Mapping Canadian Literature
- [ENG 294.3](#) Techniques of Canadian Poetry from Sonnet to Spoken Word
- [ENG 305.3](#) Canadian Fiction from Beginnings to 1960
- ~~[ENG 338.3](#) Contemporary North American Indigenous Literatures~~
- [ENG 358.3](#) Canadian Drama

- [ENG 359.3](#) Western Canadian Literature
- [ENG 382.3](#) Canadian Fiction from 1960 to the Present
- [ENG 418.3](#) Topics in 19th Century Canadian Literature
- [ENG 466.3](#) Topics in 20th Century Canadian Literature

...

Bachelor of Arts Three-year (B.A. Three-year) - English

A4 Major Requirement (30 credit units)

...

Further A4 Major Requirements:

...

(c) At least 3 of the 24 senior credit units must be a Canadian course

- [ENG 254.3](#) Canadian Speculative Fiction
- [ENG 255.3](#) Mapping Canadian Literature
- [ENG 294.3](#) Techniques of Canadian Poetry from Sonnet to Spoken Word
- [ENG 305.3](#) Canadian Fiction from Beginnings to 1960
- ~~[ENG 338.3](#) Contemporary North American Indigenous Literatures~~
- [ENG 358.3](#) Canadian Drama
- [ENG 359.3](#) Western Canadian Literature
- [ENG 382.3](#) Canadian Fiction from 1960 to the Present
- [ENG 418.3](#) Topics in 19th Century Canadian Literature
- [ENG 466.3](#) Topics in 20th Century Canadian Literature

Bachelor of Arts Double Honours - English - Major 1

A4 Major Requirement (42 credit units)

...

Further A4 Major Requirements:

...

(d) 3 of the required 30 credit units must be a Canadian course

- [ENG 254.3](#) Canadian Speculative Fiction
- [ENG 255.3](#) Mapping Canadian Literature
- [ENG 294.3](#) Techniques of Canadian Poetry from Sonnet to Spoken Word
- [ENG 305.3](#) Canadian Fiction from Beginnings to 1960
- ~~[ENG 338.3](#) Contemporary North American Indigenous Literatures~~
- [ENG 358.3](#) Canadian Drama
- [ENG 359.3](#) Western Canadian Literature
- [ENG 382.3](#) Canadian Fiction from 1960 to the Present
- [ENG 418.3](#) Topics in 19th Century Canadian Literature
- [ENG 466.3](#) Topics in 20th Century Canadian Literature

...

Double Honours - English - Major 2

Requirements (42 credit units)

...

Additional Requirements:

...

(d) 3 of the required 30 credit units must be a Canadian course (~~ENG 255.3 Mapping Canadian Literature, ENG 254.3 Canadian Speculative Fiction, ENG 294.3 Techniques of Canadian Poetry from Sonnet to Spoken Word, ENG 305.3 Canadian Fiction from Beginnings to 1960, ENG 338.3 Contemporary North American Indigenous Literatures, ENG 358.3 Canadian Drama, ENG 359.3 Western Canadian Literature, ENG 382.3 Canadian Fiction from 1960 to the Present, ENG 418.3 Topics in 19th Century Canadian Literature, ENG 466.3 Topics in 20th Century Canadian Literature~~)

- [ENG 254.3](#) Canadian Speculative Fiction
- [ENG 255.3](#) Mapping Canadian Literature
- [ENG 294.3](#) Techniques of Canadian Poetry from Sonnet to Spoken Word
- [ENG 305.3](#) Canadian Fiction from Beginnings to 1960
- ~~[ENG 338.3](#) Contemporary North American Indigenous Literatures~~
- [ENG 358.3](#) Canadian Drama
- [ENG 359.3](#) Western Canadian Literature
- [ENG 382.3](#) Canadian Fiction from 1960 to the Present
- [ENG 418.3](#) Topics in 19th Century Canadian Literature
- [ENG 466.3](#) Topics in 20th Century Canadian Literature

...

Rationale: ENG 338 was approved for inclusion the Indigenous Learning Requirement, effective 2023-24, and it now appears in the program descriptions (for Honours, 4-Year BA, and 3--year BA) in that requirement. At the time this was approved the course should also have been removed from the "Canadian Literature" category in our program, which formerly included Indigenous Literature courses.

Mathematical Physics

Minor program revisions

Bachelor of Science Honours in Mathematical Physics

Acknowledge approved renumbering of EP 370 (to EP 271); remove MATH 331, MATH 433, and MATH 452; add requirement to choose 3 credit units from MATH 450, MATH 460, MATH 470, or MATH 480; add ASTR 411 as a required course; remove PHYS 491 and PHYS 493 as alternates to MATH 402; add MATH 361, MATH 362, MATH 450, MATH 460, MATH 470, MATH 480, PHYS 491, and PHYS 493 to the list of restricted electives in the major; and change the note in the restricted elective section to require 9 credit units of Physics courses if PHYS 493 is completed.

Bachelor of Science Honours (B.Sc. Honours) - Mathematical Physics

C4 Major Requirement (90 credit units)

Junior course requirements (12 credit units):

- [PHYS 115.3](#) Physics and the Universe
- [PHYS 125.3](#) Physics and Technology

Choose 3 credit units from the following:

- [MATH 110.3](#) Calculus I
- [MATH 176.3](#) Advanced Calculus I

Choose **3 credit units** from the following:

- [MATH 116.3](#) Calculus II
- [MATH 177.6](#) Advanced Calculus II

Senior course requirements (**78 credit units**):

- [ASTR 411.3](#) Gravitation and Cosmology
- [EP 253.1](#) Modern Physics Laboratory I
- ~~[EP 370.3](#)~~
- [EP 271.3](#) Heat Kinetic Theory and Thermodynamics
- [MATH 164.3](#) Introduction to Linear Algebra
- [MATH 238.3](#) Introduction to Differential Equations
- [MATH 266.3](#) Linear Algebra II
- [MATH 276.3](#) Vector Calculus I
- [MATH 277.3](#) Vector Calculus II
- ~~[MATH 331.3](#) Applied Differential Equations~~
- [MATH 339.3](#) Differential Equations and Special Functions
- [MATH 352.3](#) Elementary Differential Geometry
- [MATH 371.3](#) Real Analysis I
- [MATH 379.3](#) Complex Analysis
- ~~[MATH 402.0](#) Honours Thesis in Mathematics and Statistics or [PHYS 491.3](#) Physics Research Project or [PHYS 493.6](#) Extended Research Project in Physics~~
- ~~[MATH 433.3](#) Applied Group Theory~~
- ~~[MATH 452.3](#) Introduction to Modern Differential Geometry~~
- [PHYS 223.3](#) Mechanics I
- [PHYS 230.1](#) Electricity and Magnetism Laboratory
- [PHYS 231.1](#) Optics Laboratory
- [PHYS 252.3](#) Foundations of Modern Physics
- [PHYS 323.3](#) Mechanics II
- [PHYS 356.3](#) Intermediate Electromagnetism
- [PHYS 371.3](#) Statistical and Thermal Physics
- [PHYS 383.3](#) Quantum Mechanics I
- [PHYS 481.3](#) Quantum Mechanics II
- [PHYS 490.0](#) Physics Seminars
- [STAT 241.3](#) Probability Theory

Choose **3 credit units** from the following:

- [MATH 450.3](#) Topics in Geometry
- [MATH 460.3](#) Topics in Algebra
- [MATH 470.3](#) Topics in Analysis
- [MATH 480.3](#) Topics in Mathematical Physics

Choose ~~additional~~ **15 credit units** from the following:

Students must select at ~~A~~ least 6 credit units of Physics courses (or at least 9 credit units of Physics courses if PHYS 493 is completed):

- ~~[ASTR 411.3](#) Gravitation and Cosmology~~
- [MATH 361.3](#) Group Theory

- [MATH 362.3](#) Rings and Fields
- [MATH 438.3](#) Methods of Applied Mathematics
- [MATH 439.3](#) Partial Differential Equations
- [MATH 450.3](#) Topics in Geometry
- [MATH 460.3](#) Topics in Algebra
- [MATH 470.3](#) Topics in Analysis
- [MATH 480.3](#) Topics in Mathematical Physics
- [MATH 485.3](#) Elements of General Topology
- [PHYS 402.3](#) Techniques of Theoretical Physics
- [PHYS 403.3](#) Topics in Theoretical Physics
- [PHYS 452.3](#) Introduction to Nuclear and Particle Physics
- [PHYS 456.3](#) Electricity and Magnetism II
- [PHYS 461.3](#) Physics of Plasmas and Fluids
- [PHYS 470.3](#) Solid State Physics
- [PHYS 482.3](#) Quantum Mechanics III
- [PHYS 491.3](#) Physics Research Project or [PHYS 493.6](#) Extended Research Project in Physics
- [MATH 498.3](#) Special Topics or [PHYS 498.3](#) Special Topics may, depending upon the topics, be included. Consult the program representatives.

Rationale: The proposed changes are necessary for the well functioning of the program, are a better reflection of operational realities, and incorporate content that is essential and appealing to our students.

1. Removing MATH 331: MATH 331 and MATH 339 were, before they were disentangled two years ago, a sequence of applied differential equations courses (formerly labelled "I" and "II"). Since the course changes were approved, 331 is no longer a prerequisite for 339. The two courses now treat similar material from different points of view. MATH 339 is the preferred course for students in this particular program, given the more theoretical and mathematical emphasis. The changes to the courses have created a pathway for Mathematical Physics students to move from their second-year math courses to 339 directly.

2. Requiring ASTR 411: Removing MATH 331 creates space to add ASTR 411 to the mandatory courses. The Mathematical Physics Committee agrees that general relativity should be seen by all students in this degree program.

3. Changing the Placement of PHYS 491/493: We propose to move PHYS 491 and 493, the Physics research projects, from the C4 senior course requirements to the "additional" part of C4 and not have them as equivalent to the MATH 402 Honours Thesis, which is 0 credits. Making MATH 402 required for all Mathematical Physics students will create more uniformity and cohesion in students' learning experiences as they pursue their capstone projects. This change also remedies the imbalance of placing a course worth 0 credits as being equivalent to one worth 3 credits (or even 6 credits). In a corresponding minor update to MATH 402, wording is proposed to inform students taking PHYS 491 or 493 and MATH 402 concurrently that it may be possible to coordinate the work for the PHYS courses with the thesis project for MATH 402.

4. Replacing MATH 433 and 452 with 4x0 Topics Courses: MATH 433 or MATH 452 are offered infrequently, partly due to resources. Every Mathematical Physics student since 2017 has required a substitution for one or both of these. Requiring these courses is also at odds with a direction that was initiated in the Mathematics and Statistics Undergraduate Committee in 2018 whereby we would transmit most of our 400-level offerings through more flexible, rotating topics courses, i.e. MATH 450: Topics in Geometry, MATH 460: Topics in Algebra, MATH 470: Topics in Analysis, and MATH 480: Topics in Mathematical Physics. We have offered 450-480 multiple times now, with MATH 480, for example, run as Lie Algebras and Representation Theory, which has been used as a substitute for MATH 433. MATH 450 has run as Algebraic Geometry and will run as Introduction to Topology this year, both of which have been used in lieu of MATH 452. MATH 460 (Topics in Algebra) has covered Galois Theory, which has been taken by all current / recent Mathematical Physics students purely as an elective. The Mathematical Physics Committee agrees that it is optimal to replace the requirements for MATH 433 and MATH 452 with "3 credit units from MATH 450, MATH 460, MATH 470, or MATH 480". This creates new flexibilities both in what we offer in terms of content (some years, we can offer Applied Group Theory, or Advanced Differential Geometry, or Topology, or Lie Algebras, or Quantum Modelling, etc., depending on instructor and student interest) and this also frees up a further 3 credit units in a program with almost no room for electives. Our students have found the MATH 4x0 offerings to be relevant and exciting and we believe that we should continue to capitalize on this.

5. Adding MATH 361 and MATH 362 Options: MATH 361 (Group Theory) and MATH 362 (Rings and Fields) are proposed as options under the options in the "Additional Courses" portion of the C4 Senior Course Requirements. Not all Mathematical Physics students take these, but they are relevant to the major and therefore it makes sense to include them for students who do.

Regarding changes 1 and 2 in particular, we must recognize that this has traditionally been a program with virtually no leeway (0 or 3 credits of electives, depending on what students choose exactly). At this juncture, we must make careful choices about what should be required and what is less essential for our students' purposes. This is one way of rationalizing replacing MATH 331 with ASTR 411. Differential equations are already well covered in the program while general relativity is a staple of modern physics that ought to be in any program of this nature.

Political Studies

New course(s)

POLS 268.3 Politics Public International Law and Human Security Amsterdam and the Hague Netherlands

SP/SU The Hague is considered the legal capital of the world and is home to many international courts, including the International Court of Justice and the International Criminal Court. This study abroad course, in conjunction with its prerequisite, will consider the Netherlands' history with atrocity and then examine how international legal institutions can provide the means and methods for international cooperation, coordination, and respect for human rights and human security. Politics, Public International Law, and Human Security will focus on the ways International Human Rights Law, International Humanitarian Law, and International Criminal Law work to protect individuals from the worst abuses. As an experiential learning course, students are able to pair what they learned in lecture with increased knowledge of the institutions housed in the Hague, and the international challenges they aim to address, from within their very walls.

Prerequisite(s): POLS 261.3 or POLS 263.3.

Note: Costs in addition to tuition will apply to this course. Please contact the department for details.

Instructor(s): Kirsten Fisher

Rationale: This course is being created to provide students an opportunity to learn about the International Court of Justice, the Permanent Court of Arbitration, and the International Criminal Court (among other institutions important to global governance and international politics) through traditional academic study as well as through visiting the buildings that house these institutions and interacting with people in them. This area of study is particularly relevant to Political Studies students, but will also be of interest to students in other programs such as History and International Studies. Students whose aim is to be admitted to Law may also be particularly interested.

Women's and Gender Studies

Minor program revisions

Bachelor of Arts Honours, Double Honours, Four-year and Three-year and Minor in Women's and Gender Studies

Add HIST 387, HIST 404, HIST 420, HIST 430, FREN 260, PSY 227 and PSY 427 to the list of restricted electives in the B4 Major Requirement for each program and to the Minor.

Bachelor of Arts Honours (B.A. Honours) - Women's and Gender Studies

B4 Major Requirement (48 credit units)

...

Choose **30 credit units** from the following:

At least **12 credit units** must be at the 300- level or above.

- **ANTH 310.3** Anthropology of Gender
- **ANTH 332.3** Anthropology of Infectious Disease
- **ARTH 257.3** Introduction to Canadian Art and Architecture II
- ...

- [ENG 286.3](#) Courtly Love and Medieval Romance
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [ENG 484.3](#) Topics in Literature by Women
- [FREN 260.3](#) Portraying Queer Identities in French Cinema and Television
- HIST 384.3
- [HIST 387.3](#) Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
- HIST 392.3
- [HIST 404.3](#) Chinese Feminism and Chinese Womens Experiences in Historical Context
- [HIST 414.3](#) Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- [HIST 420.3](#) Queering Gender and Sexuality in Modern European History
- [HIST 430.3](#) Gender and Sexuality in Western Canada
- [HIST 434.3](#) Fascism Gender and Sexuality
- [INDG 216.3](#) The Presence of the Past in Contemporary Indigenous Life
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- ...
- [PHIL 224.3](#) Philosophy of Sexuality
- PHIL 227.3
- [POLS 336.3](#) Justice and Democracy
- [PSY 227.3](#) Human Sexuality
- [PSY 427.3](#) Sexual Minority Issues in Social Psychology
- [RLST 220.3](#) Women in Western Religious Traditions
- [RLST 303.3](#) Goddesses in Myth and History
- [RLST 321.3](#) Gender and God Talk
- ...

Bachelor of Arts Four-year (B.A. Four-year) - Women's and Gender Studies
B4 Major Requirement (36 credit units)

...

Choose **21 credit units** from the following:

At least **6 credit units** must be at the 300- level or above.

- [ANTH 310.3](#) Anthropology of Gender
- [ANTH 332.3](#) Anthropology of Infectious Disease
- [ARTH 257.3](#) Introduction to Canadian Art and Architecture II
- ...
- [ENG 286.3](#) Courtly Love and Medieval Romance
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [ENG 484.3](#) Topics in Literature by Women
- [FREN 260.3](#) Portraying Queer Identities in French Cinema and Television
- HIST 384.3
- [HIST 387.3](#) Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
- HIST 392.3
- [HIST 404.3](#) Chinese Feminism and Chinese Womens Experiences in Historical Context
- [HIST 414.3](#) Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- [HIST 420.3](#) Queering Gender and Sexuality in Modern European History
- [HIST 430.3](#) Gender and Sexuality in Western Canada
- [HIST 434.3](#) Fascism Gender and Sexuality

- [INDG 216.3](#) The Presence of the Past in Contemporary Indigenous Life
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- ...
- [PHIL 224.3](#) Philosophy of Sexuality
- PHIL 227.3
- [POLS 336.3](#) Justice and Democracy
- [PSY 227.3](#) Human Sexuality
- [PSY 427.3](#) Sexual Minority Issues in Social Psychology
- [RLST 220.3](#) Women in Western Religious Traditions
- [RLST 303.3](#) Goddesses in Myth and History
- [RLST 321.3](#) Gender and God Talk
- ...

Bachelor of Arts Three-year (B.A. Three-year) - Women's and Gender Studies
B4 Major Requirement (30 credit units)

...

Choose **18 credit units** from the following:

At least **9 credit units** must be at the 300- level or above.

- [ANTH 310.3](#) Anthropology of Gender
- [ANTH 332.3](#) Anthropology of Infectious Disease
- [ARTH 257.3](#) Introduction to Canadian Art and Architecture II
- ...
- [ENG 286.3](#) Courtly Love and Medieval Romance
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [ENG 484.3](#) Topics in Literature by Women
- [FREN 260.3](#) Portraying Queer Identities in French Cinema and Television
- HIST 384.3
- [HIST 387.3](#) Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
- HIST 392.3
- [HIST 404.3](#) Chinese Feminism and Chinese Womens Experiences in Historical Context
- [HIST 414.3](#) Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- [HIST 420.3](#) Queering Gender and Sexuality in Modern European History
- [HIST 430.3](#) Gender and Sexuality in Western Canada
- [HIST 434.3](#) Fascism Gender and Sexuality
- [INDG 216.3](#) The Presence of the Past in Contemporary Indigenous Life
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- ...
- [PHIL 224.3](#) Philosophy of Sexuality
- PHIL 227.3
- [POLS 336.3](#) Justice and Democracy
- [PSY 227.3](#) Human Sexuality
- [PSY 427.3](#) Sexual Minority Issues in Social Psychology
- [RLST 220.3](#) Women in Western Religious Traditions
- [RLST 303.3](#) Goddesses in Myth and History
- [RLST 321.3](#) Gender and God Talk

- ...

Bachelor of Arts Double Honours - Women's and Gender Studies - Major 1
B4 Major Requirement (36 credit units)

...

Choose **21 credit units** from the following:

At least **6 credit units** must be at the 300- level or above.

- [ANTH 310.3](#) Anthropology of Gender
- [ANTH 332.3](#) Anthropology of Infectious Disease
- [ARTH 257.3](#) Introduction to Canadian Art and Architecture II
- ...
- [ENG 286.3](#) Courtly Love and Medieval Romance
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [ENG 484.3](#) Topics in Literature by Women
- [FREN 260.3](#) Portraying Queer Identities in French Cinema and Television
- HIST 384.3
- [HIST 387.3](#) Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
- HIST 392.3
- [HIST 404.3](#) Chinese Feminism and Chinese Womens Experiences in Historical Context
- [HIST 414.3](#) Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- [HIST 420.3](#) Queering Gender and Sexuality in Modern European History
- [HIST 430.3](#) Gender and Sexuality in Western Canada
- [HIST 434.3](#) Fascism Gender and Sexuality
- [INDG 216.3](#) The Presence of the Past in Contemporary Indigenous Life
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- ...
- [PHIL 224.3](#) Philosophy of Sexuality
- PHIL 227.3
- [POLS 336.3](#) Justice and Democracy
- [PSY 227.3](#) Human Sexuality
- [PSY 427.3](#) Sexual Minority Issues in Social Psychology
- [RLST 220.3](#) Women in Western Religious Traditions
- [RLST 303.3](#) Goddesses in Myth and History
- [RLST 321.3](#) Gender and God Talk
- ...

Bachelor of Arts Double Honours - Women's and Gender Studies - Major 2

Requirements (36 credit units)

...

Choose **21 credit units** from the following:

At least **6 credit units** must be at the 300- level or above.

- [ANTH 310.3](#) Anthropology of Gender

- [ANTH 332.3](#) Anthropology of Infectious Disease
- [ARTH 257.3](#) Introduction to Canadian Art and Architecture II
- ...
- [ENG 286.3](#) Courtly Love and Medieval Romance
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [ENG 484.3](#) Topics in Literature by Women
- [FREN 260.3](#) Portraying Queer Identities in French Cinema and Television
- HIST 384.3
- [HIST 387.3](#) Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
- HIST 392.3
- [HIST 404.3](#) Chinese Feminism and Chinese Womens Experiences in Historical Context
- [HIST 414.3](#) Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- [HIST 420.3](#) Queering Gender and Sexuality in Modern European History
- [HIST 430.3](#) Gender and Sexuality in Western Canada
- [HIST 434.3](#) Fascism Gender and Sexuality
- [INDG 216.3](#) The Presence of the Past in Contemporary Indigenous Life
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- ...
- [PHIL 224.3](#) Philosophy of Sexuality
- PHIL 227.3
- [POLS 336.3](#) Justice and Democracy
- [PSY 227.3](#) Human Sexuality
- [PSY 427.3](#) Sexual Minority Issues in Social Psychology
- [RLST 220.3](#) Women in Western Religious Traditions
- [RLST 303.3](#) Goddesses in Myth and History
- [RLST 321.3](#) Gender and God Talk
- ...

Women's and Gender Studies - Minor
Requirements (24 credit units)

...

Choose **18 credit units** from the following:

- [ANTH 310.3](#) Anthropology of Gender
- [ANTH 332.3](#) Anthropology of Infectious Disease
- [ARTH 257.3](#) Introduction to Canadian Art and Architecture II
- ...
- [ENG 286.3](#) Courtly Love and Medieval Romance
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [ENG 484.3](#) Topics in Literature by Women
- [FREN 260.3](#) Portraying Queer Identities in French Cinema and Television
- HIST 384.3
- [HIST 387.3](#) Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
- HIST 392.3
- [HIST 404.3](#) Chinese Feminism and Chinese Womens Experiences in Historical Context
- [HIST 414.3](#) Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- [HIST 420.3](#) Queering Gender and Sexuality in Modern European History
- [HIST 430.3](#) Gender and Sexuality in Western Canada
- [HIST 434.3](#) Fascism Gender and Sexuality

- [INDG 216.3](#) The Presence of the Past in Contemporary Indigenous Life
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- ...
- [PHIL 224.3](#) Philosophy of Sexuality
- PHIL 227.3
- [POLS 336.3](#) Justice and Democracy
- [PSY 227.3](#) Human Sexuality
- [PSY 427.3](#) Sexual Minority Issues in Social Psychology
- [RLST 220.3](#) Women in Western Religious Traditions
- [RLST 303.3](#) Goddesses in Myth and History
- [RLST 321.3](#) Gender and God Talk
- ...

Rationale: The added courses are relevant to the major and provide students with more flexibility to choose courses that align with their interests.

The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge and are now submitted to the University Course Challenge for information.

Mathematics

Minor course revision

MATH 402.0 Honours Thesis in Mathematics

New title: Honours Thesis in Mathematics and Statistics

New short title: Math and Stats Honours Thesis

New course description: Each student in the course is required to prepare and submit a written document treating a topic in the mathematical and/or statistical sciences. The topic should be one that is not typically taught in the standard course offerings of the Department of Mathematics and Statistics. Each student will work under the guidance of a faculty advisor. After submitting the thesis, the student will deliver an oral presentation on their topic for their peers in the course, the faculty advisors, and the course coordinator(s).

Change to Note: Students enrolled in this course are expected to find a faculty advisor for the thesis work from Mathematics and Statistics (or from another unit, with the approval of the course coordinator(s) for Mathematics and Statistics). The ~~Undergraduate Chair~~ course coordinator(s) will assist with finding an advisor as necessary. ~~Mathematical Physics students taking PHYS 491 or PHYS 493 in addition to MATH 402 may be able to coordinate their research project in PHYS 491 or PHYS 493 with their thesis work in MATH 402, subject to the approval of both the MATH 402 course coordinator(s) and the PHYS 491 or PHYS 493 supervisor(s).~~

Rationale: The change to the course description and the accompanying note are (a) meant to clarify the operation and expectations of the course and (b) are in line with a concurrent proposed minor change to the Mathematical Physics program in which all Mathematical Physics students will be required to take MATH 402 rather than choosing between MATH 402, PHYS 491, or PHYS 493 (all of which have different numbers of credit units associated with them). Requiring MATH 402 for all Mathematical Physics students as the program's capstone activity will foster more cohesion amongst the students and help to unify their learning experiences.

The title update is natural and reflects the fact that Statistics Honours students have been required to take the course, electing to pursue thesis topics that are almost always statistics-based.

Regarding the update to the description, the change from "Undergraduate Chair" to "course coordinator(s)" better reflects how MATH 402 has been run for the past 5 years in which organizing MATH 402 and helping students with their faculty advisor arrangements has been an assignment of duty for one or more instructors from Mathematics and Statistics.



College of Education October 2023 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, September 22, 2023 and are now submitted to the University Course Challenge for approval. Contact: Arvelle Van Dyck (arvelle.vandyck@usask.ca)

1. Change in Equivalents to EPSE 441.3: Introductory Statistics in Education

These changes to equivalents were proposed by our colleagues in the College of Arts and Science in support of future updates to the Arts and Science Statistics Regulations to:

- better accommodate students who switch to/from a science program to/from a social science, allowing them to both retain credit for the course(s) they took for their first program and to take the course(s) that is best suited for their new program; and,
- recognize that the courses listed in (b) and (c) of the *Arts and Science Statistics Regulations* include subject-specific content that is represented in significantly different learning outcomes as compared to the courses listed in (a).

i) To remove the following as equivalents to EPSE 441.3: Introductory Statistics in Education:

- **GE 210.3: Probability and Statistics**
- **PLSC 214.3: Statistical Methods**
(previously PLSC 314.3: Statistical Methods)
- **STAT 242.3: Statistical Theory and Methodology**
- **STAT 245.3: Introduction to Statistical Methods**
- **STAT 246.3: Introduction to Biostatistics**

ii) To add SOC 225.3: An Introduction to Survey Research and Data Analysis in Sociology as an equivalent course to EPSE 441.3: Introductory Statistics in Education.

EPSE 441.3: Introductory Statistics in Education

Provides the student with an overview of descriptive statistics and basic psychometric concepts, with specific attention to problems of measurement and research in education and counselling. The emphasis is on application rather than derivation. No specific mathematical background is required.

Weekly hours: 3 Lecture hours

Prerequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.

Prerequisite(s) or Corequisite(s): EPSE 258, or EDUC 302, or EPSE 337, or EPSE 390, or EPSE 302, or departmental approval.

Note: Especially recommended for students needing to fulfill the statistics requirement for admission to M.Ed. programs. Students with credit for COMM 104, **GE 210**, GE0G 301, **PLSC 214, PLSC 314**, PSY 233, **STAT 242, STAT 244, 245, or 246**, and **SOC 225** may not take this course for credit. Students who wish to use this course toward an Arts & Science credit should first refer to Statistics Course Regulations in the Arts & Science section of the Calendar.

2. **Deletion of Prerequisite or Corequisite for EPSE 348.3: Essentials of Assessing Student Learning**

Given the pairings and pre-requisites noted below, it is redundant to include ECUR 308.3, ECUR 310.3, and ECUR 325.3 as “Pre- or Co-requisites” for **EPSE 348.3: Essentials of Assessing Student Learning**. As such, ECUR 308.3, ECUR 310.3, and ECUR 325.3 will be removed from the list of Pre- or Co-requisites for EPSE 348.3: Essentials of Assessing Student Learning.

- **Early Years** - **ECUR 307.3: Early Literacy Prekindergarten to Grade 3** is now a pre-requisite for **ECUR 308.3: Reading and Writing Development Prekindergarten to Grade 3**;
- **Middle Years** - **ECUR 309.3: Introduction to Elementary English Language Arts** is a pre-requisite for **ECUR 310.3: Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context**
- **Secondary** - **ECUR 320.3: Literacy Across the Secondary Curriculum** is a pre-requisite for **ECUR 325.3: Relational Curriculum Making in the Secondary Context**

EPSE 348.3: Essentials of Assessing Student Learning

Provides training in the skills involved in assessing student achievement. Students will learn how to construct various measuring devices such as paper and pencil tests, performance tests, assignments, portfolios, and observation schedules. Students will also learn how to summarize, interpret and report assessment results.

Weekly hours: 3 Lecture hours

Restriction(s): Restricted to students in the College of Education.

Prerequisite(s) EPSE 202.3 (or EPSE 258 or EPSE 302 or EDUC 302) or departmental approval.

Prerequisite(s) or Corequisite(s): ~~ECUR 307.3 or ECUR 308.3~~ or ~~ECUR 309.3 or ECUR 310.3~~ or ~~ECUR 320.3. or ECUR 325.3~~; **NOTE:** Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3.

Note: Please note that students can receive credit for only one of EPSE 348, EPSE 448, or EPSY 448.

3. Removal of Program Restrictions for ECUR 340.3 and ECUR 341.3

Given the current program restrictions, a limited number of students have been able to enroll in past offerings of **ECUR 340.3: Introduction to Teaching Practical and Applied Arts** and **ECUR 341.3: Curriculum and Evaluation in Practical and Applied Arts**. By removing program restrictions, students enrolled in the various B.Ed. program routes may now use ECUR 340.3 and/or ECUR 341.3 as electives for their B.Ed. degree requirements.

ECUR 340.3: Introduction to Teaching Practical and Applied Arts

The teacher's role is regarded as being a manager of learning and the organizational, leadership, and control aspects of this role are examined. Experience will be gained in planning instructional activities and in delivering instruction through the use of micro-teaching. Deals with creating and maintaining safe and effective learning environments in Practical and Applied Arts (PAA). Student candidates will research various approaches to the above topics and then develop their own philosophy, theory and management plan for facilities, classroom management and crisis in PAA. Students will demonstrate understanding of curriculum intentions, application of learning and assessment theory, scientific literacy, lab safety, and handling of controversial issues through participation in course work and assignments.

Weekly hours: 3 Lecture hours and 1 Practicum/Lab hours

Permission of the department is required.

~~**Restriction(s):** Restricted to students in the Certificate in Practical and Applied Arts, the Technical Vocational Stream, and the Certificate in Secondary Technical Vocational Education Programs.~~

Note: Students with credit for ECUR 332 or ECUR 334 will not receive credit for this course.

ECUR 341.3: Curriculum and Evaluation in Practical and Applied Arts

This course addresses curriculum and assessment topics in a general context, but also addresses Core Curriculum components and initiatives in Saskatchewan and their relevance in Practical and Applied Arts (PAA). The professional growth process will be a foundational process for the structure of this class. Teacher candidates will reflect on philosophy, inquire into curriculum, and use teacher networking as the core strategies for personal/professional growth in this class. Emphasis will also be on the development of teacher-competence in designing, developing, and applying materials that can be used to facilitate individual as well as group learning. The course will help teacher candidates understand the assessment and evaluation processes as an integral part of the teaching process and the actualization of Core Curriculum. Examples of innovative curriculum and initiatives in work based learning in PAA will be introduced. Students will develop abilities in preparing and selecting learning aids as well as developing competency in creating, using, and evaluating tools for the assessment and evaluation for Practical and Applied Arts.

Weekly hours: 3 Lecture hours and 1 Practicum/Lab hours

Permission of the department is required.

~~**Restriction(s):** Restricted to students in the Certificate in Practical and Applied Arts, the Technical Vocational Stream, and the Certificate in Secondary Technical Vocational Education Programs.~~

Note: Students with credit for ECUR 234 or ECUR 335 will not receive credit for this course.

4. Change in Prerequisite or Corequisite to EART 331.3: Methods in Secondary Visual Art

With students in the direct entry program working on various requirements in Years 2 and 3, students may have 12 credit units of Art *or* Art History courses but they may not have all 6 credit units of Art History courses completed. In the past, pre-/co-requisite waivers have been approved for students in these types of situation requesting to enroll in **EART 331.3: Methods in Secondary**. The requirement to have 6 credit units of Art History (ARTH) completed as a Prerequisite or Corequisite is being removed.

[EART 331.3: Methods in Secondary Visual Art](#)

Provides prospective secondary teachers in art an overview of history and practice, current concerns, principles, teaching methods, and resources for curriculum planning and teaching art in secondary schools.

Weekly hours: 1 Lecture hours and 1 Seminar/Discussion hours and 2 Practicum/Lab hours

Prerequisite(s) or Corequisite(s): 12 credit units in ART or ARTH., ~~including 6 credit units in ARTH.~~

Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.

Note: Costs in addition to tuition may apply to this course.

5. Changes to Prerequisites or Corequisites for EADM/ECUR/EFDT/EPSE 411.3

The 411.3 course titled, “Inquiry Project and Community Learning Field Experience” that is offered by each of the four departments in the College of Education (EADM/ECUR/EFDT/EPSE) is ideally taken after teacher candidates complete the 16-week extended practicum. Faculty members and instructors who teach this course have explained that the content is more applicable and better understood post-extended practicum. **Therefore, effective the 2024 Fall Term, the current Prerequisite or Corequisite of ECUR 308.3 or ECUR 310.3 or ECUR 325.3 will be removed and the extended practicum* will be added as a prerequisite for EADM 411.3, ECUR 411.3, EFDT 411.3, and EPSE 411.3: Inquiry Project and Community Learning Field Experience.**

**The Extended Practicum includes (EXPR 422.15: Professional Extended Practicum or (EXPR 423.3: Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings and EXPR 425.3: Alternative Field Experiences Practicum II Saskatchewan Schools) or (EXPR 424.3: Alternative Field Experiences Practicum I International Opportunities and EXPR 425.3: Alternative Field Experiences Practicum II Saskatchewan Schools).*

EADM/ECUR/EFDT/EPSE 411.3: Inquiry Project and Community Learning Field Experience

Students will develop an independent or interdependent inquiry project connected with their on-campus and field study experiences. Students will be facilitated in developing understanding approaches to inquiring appropriate to questions they wish to address and will be encouraged to organize an inter-professional community-learning field experience through which they will develop positive attitudes toward community partnerships in education and develop skills related to community engagement and community-based learning.

Prerequisite(s): EXPR 422.15 or (EXPR 423.3 and EXPR 425.3) or (EXPR 424.3 and EXPR 425.3).

Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.

Prerequisite(s) or Corequisite(s): ECUR 308.3 or ECUR 310.3 or ECUR 325.3

Note: Students with credit for EDUC 411, EFDT 411, EADM 411, or ECUR 411 will not receive credit for this course.

6. Additions to Teaching Area 2 of Languages

Given the focus on the Michif language and the learning outcomes for **ECUR 235.3: Michif Language, Learning and Epistemology**, this course is being recommended for inclusion in the list of requirement options for the Teaching Area 2 of Languages for the various B.Ed. program routes at the Early/Middle Years level. (Note: Cree or French are the Teaching Area 1 options for Early/Middle Years and Cree or French are the language options for the Secondary program route.) In addition, Dene language courses are now being offered at the University of Saskatchewan. As such, the **DENE** subject code is being proposed for the Teaching Area 2 of Languages at the Early/Middle Years level. Furthermore, students transferring from other post-secondary institutions may have general Language transfer credit if the particular language course is not offered at the University of Saskatchewan. It is especially common to see transfer credit for Indigenous Languages Courses. As such, the proposed motion below includes the addition of **“Transfer Credit for Language Courses (e.g., XLAN for Sauleaux, Nakota, Dakota)”**.

Faculty Council in the College of Education approved to add DENE courses, ECUR 235.3: Michif Language, Learning and Epistemology, and “Transfer Credit for Language Courses (e.g., XLAN for Sauleaux, Nakota, Dakota)” to the Teaching Area 2 of Languages for B.Ed. program routes at the Early/Middle Years level.

Early/Middle Years

Teaching Area 2

Languages

Please Note: any 100-level language course taken after the first 6 credit units of language course(s) will be counted as a senior course.

Choose 12 credit units from the following Language courses:

- [CHIN — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- **[DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)**
- [EIND 220.6](#) Advanced Oral and Written Cree
- **[ECUR 235.3: Michif Language Learning and Epistemology](#)**
- [ECUR 428.3](#) Introduction to Master Apprentice Program
- [ECUR 429.3](#) Root Word Method of nêhiyawêwin
- [FREN — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [GERM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [JPNS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [RUSS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [SPAN — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [UKR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- **[Transfer Credit for Language Courses \(e.g., XLAN for Sauleaux, Nakota, Dakota\)](#)**

7. **B.Ed. – Sequential Music Program Changes**

Teacher candidates in the B.Ed. – Sequential Music program are not currently required to enroll EDST 321.3: Field Experience Learning in Contexts. Sequential Music students are not fully prepared for the field placements, especially for their Teaching Area 2 classroom and in classes other than Music. In consultation with the Department of Music, the College of Education field team agreed that adding EDST 321.3 and Year 2 Education Learning Communities to the program requirements for the B.Ed. - Sequential Music program would help teacher candidates gain confidence in teaching their second teaching area and provide them with exposure to a different classroom environment.

Faculty Council in the College of Education approved to add Year 2 Education Learning Communities (EDLC 201.0 and EDLC 202.0) and EDST 321.3: Field Experience Learning in Contexts as requirements for the B.Ed. – Sequential Music program route (Early/Middle Years and Secondary) and to remove 3 credit units of Education electives.

Bachelor of Education (B.Ed.) – Sequential Music

Bachelor of Education (B.Ed.) – Sequential Music - Early/Middle Years Program

Program Requirements

- Completion of the Bachelor of Music degree in Music Education (This satisfies 60 credit units of the B.Ed. Sequential Music program).

Note: For detailed information about the Bachelor of Music degree in Music Education, please see [Music Education](#) in this Course and Program Catalogue.

The following 60 credit units are required:

Year 1 (30 credit units)

- EDLC 201.0: Education Learning Community – Discovering Saskatchewan
- EDLC 202.0: Education Learning Community – Global Community
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 313.3](#) Pedagogies of Place Context Based Learning
- [EPSE 348.3](#) Essentials of Assessing Student Learning
- ~~[EPSE 390.3](#) Exceptional Learners~~
- EDST 321.3: Field Experience Learning in Contexts

Early Years

Middle Years

Early/Middle Years

[ECUR 307.3](#) Early Literacy
Prekindergarten to Grade 3

[ECUR 309.3](#) Introduction to
Elementary English Language
Arts

[ECUR 307.3](#) Early Literacy
Prekindergarten to Grade 3 and
[ECUR 308.3](#) Reading and Writing
Development Prekindergarten to
Grade 3
or
[ECUR 309.3](#) Introduction to
Elementary English Language
Arts and [ECUR 310.3](#) Literacy
Across the Elementary
Curriculum Assessment and
Planning in a Relational Context

[ECUR 308.3](#) Reading and Writing
Development Prekindergarten to
Grade 3

[ECUR 310.3](#) Literacy Across the
Elementary Curriculum
Assessment and Planning in a
Relational Context

[ECUR 314.3](#) Mathematics in the
Early Years

[ECUR 312.3](#) Methods in
Elementary Mathematics

[ECUR 312.3](#) Methods in
Elementary Mathematics or
[ECUR 314.3](#) Mathematics in the
Early Years

[ECUR 323.3](#) Science in the Early
Years

[ECUR 322.3](#) Methods in
Elementary Science

[ECUR 322.3](#) Methods in
Elementary Science or [ECUR
323.3](#) Science in the Early Years

[ECUR 383.3](#) Social Studies in the
Early Years

[ECUR 382.3](#) Methods in
Elementary Social Studies

[ECUR 382.3](#) Methods in
Elementary Social Studies or
[ECUR 383.3](#) Social Studies in the
Early Years

Spring Term (after Year 1) (3 credit units)

- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing

Year 2 (27 credit units)

Choose an Extended Practicum option from the following:

- [EXPR 422.15](#) Professional Extended Practicum
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings AND [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools
- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities AND [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders

- [EPSE 390.3](#) Exceptional Learners

Choose 3 credit units of the following:

Early Years

[EART 304.3](#) Arts Education in the Early Years

[ECUR 353.3](#) Physical Education in the Early Years

[ECUR 451.3](#) Health in the Early Years

Middle Years

[EART 303.3](#) Methods in Elementary Visual Art

[ECUR 352.3](#) Methods in Elementary Physical Education

[ECUR 450.3](#) Elementary Health Methods

Early/Middle Years

[EART 303.3](#) Methods in Elementary Visual Art or [EART 304.3](#) Arts Education in the Early Years

[ECUR 352.3](#) Methods in Elementary Physical Education or [ECUR 353.3](#) Physical Education in the Early Years

[ECUR 450.3](#) Elementary Health Methods or [ECUR 451.3](#) Health in the Early Years

~~Choose 3 credit units of the following:~~

- ~~• [EADM](#) — 100 Level, 200 Level, 300 Level, 400 Level~~
- ~~• [ECUR](#) — 100 Level, 200 Level, 300 Level, 400 Level~~
- ~~• [EFDT](#) — 100 Level, 200 Level, 300 Level, 400 Level~~
- ~~• [EPSE](#) — 100 Level, 200 Level, 300 Level, 400 Level~~
- ~~• [ETAD](#) — 100 Level, 200 Level, 300 Level, 400 Level~~

~~If your Teaching Area 2 is Languages, [ECUR 362.3](#) Introduction to Principles and Practices of Second Language Teaching must be taken instead of 3 credit units of Education electives.~~

Choose 3 credit units of the following:

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience
- [EMUS 490.3](#) Seminar in Music Education

If your Teaching Area 2 is Languages, [ECUR 412.3](#) Examining Place, Purpose, Program Design, and Proficiency Levels for Language Learners must be taken instead of [EADM/ECUR/EFDT/EPSE 411.3](#) Inquiry Project and Community Learning Field Experience or [EMUS 490.3](#) Seminar in Music Education.

Bachelor of Education (B.Ed.) – Sequential Music

Bachelor of Education (B.Ed.) – Sequential Music - Secondary Program

Program Requirements

- Completion of the Bachelor of Music degree in Music Education (This satisfies 60 credit units of the B.Ed. Sequential Music program).

Note: For detailed information about the Bachelor of Music degree in Music Education, please see [Music Education](#) in this Course and Program Catalogue.

The following 60 credit units are required:

Year 1 (~~27~~ 30 credit units)

- **EDLC 201.0: Education Learning Community – Discovering Saskatchewan**
- **EDLC 202.0: Education Learning Community – Global Community**
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [ECUR 320.3](#) Literacy Across the Secondary Curriculum
- [ECUR 325.3](#) Relational Curriculum Making in the Secondary Context
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 313.3](#) Pedagogies of Place Context Based Learning
- [EPSE 348.3](#) Essentials of Assessing Student Learning
- [EPSE 390.3](#) Exceptional Learners
- **EDST 321.3: Field Experience Learning in Contexts**

Choose 3 credit units of Education electives from the following:

- [EADM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EFDT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EPSE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ETAD — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose 3 credit units of Education methods for Teaching Area 2:

- [EART 331.3](#) Methods in Secondary Visual Art
- [ECUR 318.3](#) Methods in Secondary Mathematics
- [ECUR 326.3](#) Methods for Teaching Science in Secondary School
- [ECUR 349.3](#) Methods in Middle Years and Secondary Drama
- [ECUR 362.3](#) Introduction to Principles and Practices of Second Language Teaching
- [ECUR 379.3](#) Introductory Methods in Secondary English Language Arts
- [ECUR 386.3](#) Methods in Secondary Social Studies

Spring Term (after Year 1) (3 credit units)

- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing

Year 2 (~~30~~ 27 credit units)

Choose an Extended Practicum option from the following:

- [EXPR 422.15](#) Professional Extended Practicum
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings AND [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools
- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities AND [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders

Choose 3 credit units of the following:

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience
- [EMUS 490.3](#) Seminar in Music Education

Choose ~~6~~ 9 credit units of Education electives from the following:

- [EADM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EFDT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EPSE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ETAD — 100-Level, 200-Level, 300-Level, 400-Level](#)

If your Teaching Area 2 is Cree or French, [ECUR 412.3](#) Examining Place, Purpose, Program Design, and Proficiency Levels for Language Learners must be taken instead of 3 credit units of Education electives.

8. Changes to Social Sciences/Social Studies Teaching Area for Indian Teacher Education Program (ITEP)

Each year, the Indian Teacher Education Program (ITEP) team is admitting more and more transfer students who have completed Indigenous languages courses at other institutions, many with exceptional grades, that are not currently permitted to meet the requirements of the Social Sciences/Social Studies Teaching Area. Social Sciences/Social Studies is a common Teaching Area for ITEP students. Many students transfer from the First Nations University/University of Regina, where Cree, Saulteaux, Nakota, Dakota, and Dene are taught. Cree, Dene, and Michif are now taught at the University of Saskatchewan but the other Indigenous Languages are not. Therefore, it is common for students to receive general language transfer credit (i.e., XLAN) for the Indigenous language courses they complete at other institutions.

Providing an opportunity for ITEP students to incorporate their language learning into the curriculum will reflect the mission of ITEP and the educational needs of ITEP students. As such, the motion below is to propose up to 6 credit units of Indigenous Languages content to be used for the general Social Sciences/Social Studies component of the Social Sciences/Social Studies Teaching Area for students in the Indian Teacher Education Program (ITEP) - Early/Middle Years and Secondary. Students will continue to be required to complete courses to cover the Indigenous Studies and History components of the Social Sciences/Social Studies Teaching Area.

The College of Education Faculty Council approved allowing up to 6 credit units of Indigenous Languages content as part of the general Social Sciences/Social Studies component of the Social Sciences/Social Studies Teaching Areas 1 and 2 for the Indian Teacher Education Program (ITEP) - Early/Middle Years and Secondary.

Indian Teacher Education Program (ITEP)

Bachelor of Education (B.Ed.) - Early/Middle Years

Please see the [Bachelor of Education \(B.Ed.\) Early/Middle Years Teaching Areas](#) for a list of courses that count towards the Early/Middle Years Teaching Areas 1 and 2 requirements.

Year 1 (24 credit units)

Education Learning Communities

Fall Term

- [EDLC 101.0](#) Education Learning Community On Campus

Winter Term

- [EDLC 102.0](#) Education Learning Community in Our City

Education Courses

- [EFDT 101.3](#) Introduction to Education
- Choose 3 credit units from the following:
 - [EART 303.3](#) Methods in Elementary Visual Art or [EART 304.3](#) Arts Education in the Early Years
 - [ECUR 352.3](#) Methods in Elementary Physical Education or [ECUR 353.3](#) Physical Education in the Early Years
 - [ECUR 450.3](#) Elementary Health Methods or [ECUR 451.3](#) Health in the Early Years
 - [EIND 380.3](#) Incorporating Cultural Arts of Indian Metis and Inuit People into School Programs

External Course Requirements

- [INTS 100.3](#) Strategies for Academic Success

Choose 6 credit units of English:

- [ENG — 100-Level, 200-Level, 300-Level, 400-Level](#)

If Cree, French, or Languages is a Teaching Area, choose 3 credit units of English. If English Language Arts or if both English Language Arts and Cree, French, or Languages are Teaching Areas, none of these 6 credit units are required.

Choose 3 credit units of Fine Arts:

- Arts Education courses from [Early/Middle Years Teaching Areas 1 or 2](#)

If Arts Education is a Teaching Area, these 3 credit units are not required.

Choose 3 credit units of Indigenous Studies:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HIST 315.3](#) Indigenous Health History
- [SOC 341.3](#) Institutional Racism and Indigenous People

If Indigenous Studies or Social Sciences/Social Studies is a Teaching Area, these 3 credit units are not required.

Choose 3 credit units of Social Sciences/Social Studies:

- Social Sciences/Social Studies courses from [Early/Middle Teaching Areas 1 or 2](#)

If Indigenous Studies or Social Sciences/Social Studies is a Teaching Area, these 3 credit units are not required.

Choose 3 credit units from the following:

- [Early/Middle Years Teaching Areas 1](#)

If Social Sciences/Social Studies is a Teaching Area, students may choose up to 6 credit units of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Open Electives:

Depending on choice in Teaching Areas, 3 to 9 credit units of 100-, 200-, 300-, 400-level Open Electives will be required.

Year 2 (36 credit units)

Education Courses

- [ECUR 200.3](#) Curriculum and Instruction
- [ECUR 307.3](#) Early Literacy Prekindergarten to Grade 3* or [ECUR 309.3](#) Introduction to Elementary English Language Arts**
- [ECUR 316.3](#) Methods in K to 9 Mathematics II or [ECUR 312.3](#) Methods in Elementary Mathematics
- [EDST 321.3](#) Field Experience Learning in Contexts
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 313.3](#) Pedagogies of Place Context Based Learning
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning

External Course Requirements

Choose 3 credit units of Science:

- Science courses from [Early/Middle Teaching Areas 1 or 2](#)

If Science is a teaching area, these 3 credit units are not required.

Choose 3 credit units of Mathematics or Statistics:

- [ECUR 311.3](#) Methods in K to 9 Mathematics I
- [MATH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [STAT — 100-Level, 200-Level, 300-Level, 400-Level](#)

If Mathematics is a teaching area, these 3 credit units are **not** required.

Choose 3 credit units from the following:

- [Early/Middle Years - Teaching Area 1](#)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Choose 6 credit units from the following:

- [Early/Middle Years - Teaching Area 2](#)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Year 3 (36 credit units)

Education Courses

- [ECUR 308.3](#) Reading and Writing Development Prekindergarten to Grade 3* or [ECUR 310.3](#) Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context**
- [ECUR 322.3](#) Methods in Elementary Science or [ECUR 323.3](#) Science in the Early Years
- [ECUR 382.3](#) Methods in Elementary Social Studies or [ECUR 383.3](#) Social Studies in the Early Years

- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- [EPSE 348.3](#) Essentials of Assessing Student Learning

External Course Requirements

Choose 3 credit units of Kinesiology:

- [KIN — 100-Level, 200-Level, 300-Level, 400-Level](#)

Recommended Course: [KIN 146.3](#) Physical Activity and School Aged Children and Youth

If Physical Education is a Teaching Area, these 3 credit units are **not** required.

Kinesiology Activity courses may not be used to meet this requirement, including: [KIN 310.3](#) Rhythm and Dance Movement Fundamentals, [KIN 311.3](#) Aquatics, [KIN 324.3](#) Athletics, and [KIN 325.3](#) Combatives.

Choose 12 credit units from the following:

- [Early/Middle Years - Teaching Area 1](#)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Choose 6 credit units from the following:

- [Early/Middle Years - Teaching Area 2](#)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement: [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)

- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Year 4 (24 credit units)

Choose an Extended Practicum option from the following:

- [EXPR 422.15](#) Professional Extended Practicum
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools
- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [EPSE 390.3](#) Exceptional Learners

Choose 3 credit units from the following:

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience

**If [ECUR 307.3](#) Early Literacy Prekindergarten to Grade 3 is taken, [ECUR 308.3](#) Reading and Writing Development Prekindergarten to Grade 3 must also be taken.*

***If [ECUR 309.3](#) Introduction to Elementary English Language Arts is taken, [ECUR 310.3](#) Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context must also be taken.*

Indian Teacher Education Program (ITEP)

Bachelor of Education (B.Ed.) - Secondary

Please see the [Bachelor of Education \(B.Ed.\) Secondary Teaching Areas](#) for a list of courses that count towards the Secondary Teaching Areas 1 and 2 requirements.

Year 1 (27 credit units)

Education Learning Communities

Fall Term

- [EDLC 101.0](#) Education Learning Community On Campus

Winter Term

- [EDLC 102.0](#) Education Learning Community in Our City

Education Courses

- [EFDT 101.3](#) Introduction to Education

External Course Requirements

- [INTS 100.3](#) Strategies for Academic Success

Choose 3 credit units of Indigenous Studies

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HIST 315.3](#) Indigenous Health History
- [SOC 341.3](#) Institutional Racism and Indigenous People

If Indigenous Studies or Social Sciences/Social Studies is a Teaching Area, replace with 3 credit units of 100- to 400-level Open Electives.

Choose 6 credit units of English:

- [ENG — 100-Level, 200-Level, 300-Level, 400-Level](#)

If English Language Arts is a Teaching Area, replace with 3 credit units of 100- to 400-level Open Electives.

Choose 6 credit units from the following:

- [Secondary - Teaching Area 1](#) (100-level)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Choose 6 credit units from the following:

- [Secondary - Teaching Area 2](#) (100-level)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota\)](#)

Year 2 (33 credit units)

Education Courses

- [ECUR 200.3](#) Curriculum and Instruction
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [EDST 321.3](#) Field Experience Learning in Contexts
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 313.3](#) Pedagogies of Place Context Based Learning

External Course Requirements

Choose 6 senior level credit units from the following:

- [Secondary - Teaching Area 1](#) (200-level, 300-level, or 400-level)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- CREE — 100-Level, 200-Level, 300-Level, 400-Level
- DENE – 100-Level, 200-Level, 300-Level, 400-Level
- ECUR 235.3: Michif Language Learning and Epistemology
- Transfer Credit for Indigenous Languages Courses (e.g., XLAN for Saulteaux, Nakota, Dakota)

Choose 6 senior level credit units from the following:

- [Secondary - Teaching Area 2](#) (200-level, 300-level, or 400-level)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- CREE — 100-Level, 200-Level, 300-Level, 400-Level
- DENE – 100-Level, 200-Level, 300-Level, 400-Level
- ECUR 235.3: Michif Language Learning and Epistemology
- Transfer Credit for Indigenous Languages Courses (e.g., XLAN for Saulteaux, Nakota, Dakota)

Choose 6 credit units of open electives from the following:

- Open Elective 100-400 level (Open Electives are either education or academic courses and must be compiled using 3 or 6 credit unit courses)

Year 3 (36 credit units)

External Course Requirements

Choose 12 credit units from the following:

- [Secondary - Teaching Area 1](#)

If **Social Sciences/Social Studies** is a Teaching Area, students may choose up to **6 credit units** of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- CREE — 100-Level, 200-Level, 300-Level, 400-Level
- DENE – 100-Level, 200-Level, 300-Level, 400-Level
- ECUR 235.3: Michif Language Learning and Epistemology

- **Transfer Credit for Indigenous Languages Courses (e.g., XLAN for Saulteaux, Nakota, Dakota)**

Choose 3 credit units from the following:

- [Secondary - Teaching Area 2](#)

If Social Sciences/Social Studies is a Teaching Area, students may choose up to 6 credit units of the following Indigenous Languages courses to meet the Social Sciences/Social Studies requirement:

- **CREE — 100-Level, 200-Level, 300-Level, 400-Level**
- **DENE – 100-Level, 200-Level, 300-Level, 400-Level**
- **ECUR 235.3: Michif Language Learning and Epistemology**
- **Transfer Credit for Indigenous Languages Courses (e.g., XLAN for Saulteaux, Nakota, Dakota)**

Choose 3 credit units from the following:

- External Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)

Education Courses

- [ECUR 320.3](#) Literacy Across the Secondary Curriculum
- [ECUR 325.3](#) Relational Curriculum Making in the Secondary Context
- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- [EPSE 348.3](#) Essentials of Assessing Student Learning

Choose 6 credit units of Education methods courses (3 credit units of Teaching Area 1 methods and 3 credit units of Teaching Area 2 methods) from the following:

- [EART 331.3](#) Methods in Secondary Visual Art
- [ECUR 318.3](#) Methods in Secondary Mathematics
- [ECUR 326.3](#) Methods for Teaching Science in Secondary School
- [ECUR 349.3](#) Methods in Middle Years and Secondary Drama
- [ECUR 357.3](#) Methods in Secondary Physical Education (Teaching Area 1 only; B.Sc. Kinesiology graduates only)
- [ECUR 362.3](#) Introduction to Principles and Practices of Second Language Teaching
- [ECUR 379.3](#) Introductory Methods in Secondary English Language Arts
- [ECUR 386.3](#) Methods in Secondary Social Studies

Year 4 (24 credit units)

Choose an Extended Practicum option from the following:

- [EXPR 422.15](#) Professional Extended Practicum
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools
- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [EPSE 390.3](#) Exceptional Learners

Choose 3 credit units from the following:

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience

9. Addition of Education Music (EMUS) courses to the Arts Education Teaching Areas

In recent years, Music Education (EMUS) courses were added to list of acceptable subjects to meet the general Fine Arts requirement (3 credit units) of the B.Ed. program at the Early/Middle Years level. To ensure consistency among B.Ed. program requirements, especially for those students who may not declare their teaching areas right away and enroll in a Fine Arts course before choosing Arts Education as a Teaching Area, it would be ideal to add Music Education (EMUS) courses to the Arts Education Teaching Area requirements. **Therefore, the College of Education Faculty Council approved allowing Music Education (EMUS) courses to meet the Fine Arts requirement of the Arts Education Teaching Areas for the B.Ed. program routes at the Early/Middle Years level.**

Early/Middle Years - Teaching Area 1

Students must complete 18 credit units of Teaching Area 1.

Arts Education

Please Note: any 100-level course taken after the first 6 credit units will be counted as a senior course.

Choose 6 credit units from the following Art History, Drama History, or Music History courses:

- [ARTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DRAM 203.3](#) History of Theatre from 600 BCE to 1850 CE
- [DRAM 204.3](#) History of Theatre from 1850 to Present
- [MUS 111.3](#) History of Popular Music
- [MUS 112.3](#) The History of Country Music
- [MUS 155.3](#) Music in History and the Present
- [MUS 156.3](#) Music History I Compositions Cultures and Connections from Antiquity to the High Classical Period
- [MUS 175.3](#) Jazz History Survey
- [MUS 255.3](#) Music History II Compositions Cultures and Connections from the Late Classical Period to the Present
- [MUS 311.3](#) History of Opera
- [MUS 352.3](#) Music Politics and Power
- [MUS 368.3](#) Music in Canada
- [MUS 457.3](#) Music 1900-2000
- [MUS 458.3](#) Introduction to Music and the Supernatural
- [MUS 459.3](#) Introduction to Music Gender and Sexuality
- [MUS 463.3](#) Seminar in Wind Literature and Materials
-

Choose 12 credit units from the following Fine Arts courses:

- [ART — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ARTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DRAM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EMUS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [MUS — 100-Level, 200-Level, 300-Level, 400-Level](#)

Early/Middle Years - Teaching Area 2

Students must complete 12 credit units of Teaching Area 2.

Arts Education

Please Note: any 100-level course taken after the first 6 credit units will be counted as a senior course.

Choose 3 credit units from the following Art History, Drama History, or Music History:

- [ARTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DRAM 203.3](#) History of Theatre from 600 BCE to 1850 CE
- [DRAM 204.3](#) History of Theatre from 1850 to Present
- [MUS 111.3](#) History of Popular Music
- [MUS 112.3](#) The History of Country Music
- [MUS 155.3](#) Music in History and the Present
- [MUS 156.3](#) Music History I Compositions Cultures and Connections from Antiquity to the High Classical Period
- [MUS 175.3](#) Jazz History Survey
- [MUS 255.3](#) Music History II Compositions Cultures and Connections from the Late Classical Period to the Present
- [MUS 311.3](#) History of Opera
- [MUS 352.3](#) Music Politics and Power
- [MUS 368.3](#) Music in Canada
- [MUS 457.3](#) Music 1900-2000
- [MUS 458.3](#) Introduction to Music and the Supernatural
- [MUS 459.3](#) Introduction to Music Gender and Sexuality
- [MUS 463.3](#) Seminar in Wind Literature and Materials

Choose 9 credit units from the following Fine Arts courses:

- [ART — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ARTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [DRAM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EMUS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [MUS — 100-Level, 200-Level, 300-Level, 400-Level](#)

10. Language Course Additions to the Indigenous Studies Teaching Area

Currently, for the Indigenous Studies Teaching Area, up to 6 credit units of CREE courses may be used to meet requirements. There are transfer students who complete Indigenous Languages courses, such as Saulteaux, Nakota, and Dakota at other post-secondary institutions like the First Nations University or University of Regina. Cree, Dene, and Michif are now taught at the University of Saskatchewan but the other Indigenous Languages are not. Therefore, it is common for students to receive general language transfer credit (i.e., XLAN) for the Indigenous Language courses they complete at other institutions. To allow students to utilize their Indigenous languages transfer credit and acknowledge their success in completing Indigenous languages courses, Faculty Council in the College of Education approved, **“To allow, for all B.Ed. program routes, up to 6 credit units of Indigenous Languages coursework and transfer credit to be used as part of the Indigenous Studies Teaching Areas, including DENE courses and Michif courses (ECUR 235.3: Michif Language Learning and Epistemology).”**

Early/Middle Years - Teaching Area 1

Students must complete 18 credit units of Teaching Area 1.

Indigenous Studies

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose an additional 12 credit units from the following Indigenous Studies courses:

- [INDG — 200-Level, 300-Level, 400-Level](#)
- [HIST 193.3](#) History Matters Topics in Canadian History
- [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History
- [HIST 257.3](#) The Canadian Prairie to 1905
- [HIST 315.3](#) Indigenous Health History
- [HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada
- [HIST 366.3](#) Indigenous Womens Life Stories in Early North America
- [HIST 367.3](#) Early Indigenous North American Diasporas
- [HIST 432.3](#) Turtle Island Stories From Erasure to Empowerment in Early North American Ethnohistories
- [HIST 468.3](#) Topics in Urban History Saskatoon Indigenous History
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics

- [POLS 323.3](#) First Nations Policies and Programs
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

- Within the above 12 credit units, students may choose up to **6 credit units** of the following:
 - [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [ECUR 235.3: Michif Language Learning and Epistemology](#)
 - [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saulteaux, Nakota, Dakota, Dene\)](#)

- Within the above 12 credit units, students may choose up to **3 credit units** of the following:
 - [ARTH 253.3](#) Indigenous Art History I
 - [ARTH 255.3](#) Indigenous Art History II
 - ARTH 323.3
 - ARTH 345.3
 - [ARTH 355.3](#) Contemporary Aboriginal Art I
 - [ARTH 455.3](#) Contemporary Indigenous Art II

Early/Middle Years - Teaching Area 2

Students must complete 12 credit units of Teaching Area 2.

Indigenous Studies

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose an additional 6 credit units from the following Indigenous Studies courses:

- [INDG — 200-Level, 300-Level, 400-Level](#)
- [HIST 193.3](#) History Matters Topics in Canadian History
- [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History
- [HIST 257.3](#) The Canadian Prairie to 1905
- [HIST 315.3](#) Indigenous Health History
- [HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada
- [HIST 366.3](#) Indigenous Womens Life Stories in Early North America
- [HIST 367.3](#) Early Indigenous North American Diasporas

- [HIST 432.3](#) Turtle Island Stories From Erasure to Empowerment in Early North American Ethnohistories
- [HIST 468.3](#) Topics in Urban History Saskatoon Indigenous History
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 323.3](#) First Nations Policies and Programs
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People
- **Students may choose up to 6 credit units of the following:**
 - [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [ECUR 235.3: Michif Language Learning and Epistemology](#)
 - [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Saukteaux, Nakota, Dakota, Dene\)](#)
- **Students may choose up to 3 credit units of the following:**
 - [ARTH 253.3](#) Indigenous Art History I
 - [ARTH 255.3](#) Indigenous Art History II
 - ARTH 323.3
 - ARTH 345.3
 - [ARTH 355.3](#) Contemporary Aboriginal Art I
 - [ARTH 455.3](#) Contemporary Indigenous Art II

Secondary - Teaching Area 1

Students must complete 24 credit units of Teaching Area 1.

Indigenous Studies

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose an additional 18 credit units from the following Indigenous Studies courses:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HIST 193.3](#) History Matters Topics in Canadian History
- [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History
- [HIST 257.3](#) The Canadian Prairie to 1905
- [HIST 315.3](#) Indigenous Health History
- [HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada

- [HIST 366.3](#) Indigenous Womens Life Stories in Early North America
- [HIST 367.3](#) Early Indigenous North American Diasporas
- [HIST 432.3](#) Turtle Island Stories From Erasure to Empowerment in Early North American Ethnohistories
- [HIST 468.3](#) Topics in Urban History Saskatoon Indigenous History
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 323.3](#) First Nations Policies and Programs
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

- Within the 18 credit units, students may choose up to **6 credit units** of the following:
 - [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [ECUR 235.3: Michif Language Learning and Epistemology](#)
 - [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Sauteaux, Nakota, Dakota, Dene\)](#)

- Within the 18 credit units, students may choose up to **3 credit units** of the following:
 - [ARTH 253.3](#) Indigenous Art History I
 - [ARTH 255.3](#) Indigenous Art History II
 - ARTH 323.3
 - ARTH 345.3
 - [ARTH 355.3](#) Contemporary Aboriginal Art I
 - [ARTH 455.3](#) Contemporary Indigenous Art II

Secondary - Teaching Area 2

Students must complete 15 credit units of Teaching Area 2.

Indigenous Studies

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose an additional 9 credit units from the following Indigenous Studies courses:

- [INDG — 200-Level, 300-Level, 400-Level](#)
- [HIST 193.3](#) History Matters Topics in Canadian History
- [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History

- [HIST 257.3](#) The Canadian Prairie to 1905
- [HIST 315.3](#) Indigenous Health History
- [HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada
- [HIST 366.3](#) Indigenous Womens Life Stories in Early North America
- [HIST 367.3](#) Early Indigenous North American Diasporas
- [HIST 432.3](#) Turtle Island Stories From Erasure to Empowerment in Early North American Ethnohistories
- [HIST 468.3](#) Topics in Urban History Saskatoon Indigenous History
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 323.3](#) First Nations Policies and Programs
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

- Within the 9 credit units, students may choose up to **6 credit units** of the following:
 - [CREE — 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [DENE – 100-Level, 200-Level, 300-Level, 400-Level](#)
 - [ECUR 235.3: Michif Language Learning and Epistemology](#)
 - [Transfer Credit for Indigenous Languages Courses \(e.g., XLAN for Sauteaux, Nakota, Dakota, Dene\)](#)

- Within the 9 credit units, students may choose up to **3 credit units** of the following:
 - [ARTH 253.3](#) Indigenous Art History I
 - [ARTH 255.3](#) Indigenous Art History II
 - ARTH 323.3
 - ARTH 345.3
 - [ARTH 355.3](#) Contemporary Aboriginal Art I
 - [ARTH 455.3](#) Contemporary Indigenous Art II

College of Engineering - University Course Challenge Submission, October 2023

The following changes have been approved through the College of Engineering and are being submitted here for approval through the University Course Challenge.

Contact: Temi Ojo (temitope.ojo@usask.ca)

Minor Program and Course Revisions

Mechanical Engineering Program

1). Motion: That the Department of Mechanical Engineering remove PHYS 125 from the list of science electives.

Rationale: According to the assessment previously done by the Physics department, a combination of PHYS 115 and PHYS 125 can be considered as a substitute for the PHYS 156 requirements in the first year.

Mechanical Engineering

Bachelor of Science in Engineering (B.E.) - Mechanical Engineering (152 credit units)

Electives

Science Elective

ASTR 213.3 Astronomical Photometry

ASTR 214.3 Astronomical Spectroscopy

BIOL 120.3 The Nature of Life

CHEM 221.3 Analytical Chemistry I

CHEM 231.3 Inorganic Chemistry I

CHEM 242.3 Thermodynamics and Kinetics

CHEM 250.3 Introduction to Organic Chemistry

EVSC 203.3 Sampling and Laboratory Analysis

EVSC 210.3 Environmental Physics

GEOG 120.3 Introduction to Global Environmental Systems

GEOL 121.3 Earth Processes

GEOL 224.3 Mineralogy

GEOL 245.3 Introduction to Sedimentary Rocks

GEOL 258.3 Structural Geology

~~PHYS 125.3 Physics and Technology~~

Civil, Geological, and Environmental Engineering

2). Motion: To remove CHEM 115 and PHYS 125 from the Science Elective List for the Civil, Geological, and Environmental Engineering Programs.

Rationale: CHEM 115 is now considered equivalent to CHEM 146. According to an assessment by Physics, a combination of Physics 115 and Phys 125 can be considered a substitute for PHYS 156 in the first year.

Civil Engineering

Bachelor of Science in Engineering (B.E.) - Civil Engineering (149 credit units)

Electives

Science Elective

List 1

BIOL 120.3 The Nature of Life

~~CHEM 115.3 General Chemistry II Chemical Processes~~

~~PHYS 125.3 Physics and Technology~~

List 2

ASTR 213.3 Astronomical Photometry

ASTR 214.3 Astronomical Spectroscopy

CHEM 221.3 Analytical Chemistry I

CHEM 231.3 Inorganic Chemistry I

CHEM 242.3 Thermodynamics and Kinetics

CHEM 250.3 Introduction to Organic Chemistry

EVSC 203.3 Sampling and Laboratory Analysis

EVSC 210.3 Environmental Physics

GEOG 120.3 Introduction to Global Environmental Systems

GEOL 224.3 Mineralogy

GEOL 245.3 Introduction to Sedimentary Rocks

GEOL 258.3 Structural Geology

Electrical and Computer Engineering

3). Motion: To remove CHEM 115 and PHYS 125 from the Science Elective List for the Electrical and Computer Engineering programs.

Rationale: CHEM 115 is now considered equivalent to CHEM 146. According to an assessment by Physics, a combination of Physics 115 and Phys 125 can be considered a substitute for PHYS 156 in the first year.

Electrical Engineering

Bachelor of Science in Engineering (B.E.) - Electrical Engineering (144 credit units)

Electives

Science Elective

List 1

BIOL 120.3 The Nature of Life

~~CHEM 115.3 General Chemistry II Chemical Processes~~

GEOL 121.3 Earth Processes

~~PHYS 125.3 Physics and Technology~~

List 2

ASTR 213.3 Astronomical Photometry

ASTR 214.3 Astronomical Spectroscopy

CHEM 221.3 Analytical Chemistry I

CHEM 231.3 Inorganic Chemistry I

CHEM 242.3 Thermodynamics and Kinetics

CHEM 250.3 Introduction to Organic Chemistry

EVSC 203.3 Sampling and Laboratory Analysis

EVSC 210.3 Environmental Physics

GEOG 120.3 Introduction to Global Environmental Systems

GEOL 224.3 Mineralogy

GEOL 245.3 Introduction to Sedimentary Rocks

GEOL 258.3 Structural Geology

Computer Engineering

Bachelor of Science in Engineering (B.E.) - Computer Engineering (144 credit units)

Electives

Science Elective

List 1

BIOL 120.3 The Nature of Life

~~CHEM 115.3 General Chemistry II Chemical Processes~~

GEOL 121.3 Earth Processes

~~PHYS 125.3 Physics and Technology~~

List 2

ASTR 213.3 Astronomical Photometry

ASTR 214.3 Astronomical Spectroscopy

CHEM 221.3 Analytical Chemistry I

CHEM 231.3 Inorganic Chemistry I

CHEM 242.3 Thermodynamics and Kinetics

CHEM 250.3 Introduction to Organic Chemistry

EVSC 203.3 Sampling and Laboratory Analysis

EVSC 210.3 Environmental Physics

GEOG 120.3 Introduction to Global Environmental Systems

GEOL 224.3 Mineralogy

GEOL 245.3 Introduction to Sedimentary Rocks

GEOL 258.3 Structural Geology

Geological Engineering

4). Motion: To change the prerequisites for GEOE 377 Fundamentals of Mining and Mineral Processing from the following:

- Prerequisite(s): GEOL 121 and GE 213 or corequisite of GEOL 465

to the following:

- Prerequisite(s): (GEOL 102 and (GE 213 or CE 213)) or corequisite of GEOL 465

Rationale: For GEOL 102: The 1 CU geology course in the new Engineering 1st year program provides sufficient knowledge of rocks and minerals for this course. Making this change would enable more students from other engineering programs to take this course.

For CE 213: Geological Engineering students take CE 213 rather than GE 213, but GE 213 should remain an option to allow students from other engineering programs to take this course.

For GEOL 465: The GEOL 465 corequisite is to enable Geology students to take the course.

5). Motion: To change the prerequisites for GEOE 315 Rock Mechanics from the following:

- Prerequisite(s): (CE 328 and GEOE 218) or (PHYS 125 and GEOL 258)

to the following:

- Prerequisite(s): CE 328 or PHYS 125 or GE 123 AND GEOL 258

Rationale: GEOE 315 is required for Geological Engineering students and is an elective for Geology and Civil Engineering students. Students should be exposed to key concepts pertaining to force and stress-strain relations in solids before taking GEOE 315. PHYS 125 was originally selected because it exposes Geology students to forces, and GEOL 258 Structural Geology exposes them to stress-strain relations. Since Geological Engineering students also take GEOL 258 (in Year 3, Term 1), it makes sense to give them an equivalent prerequisite pathway into GEOE 315. This can be accomplished by adding GE 123 Mechanics II because this is a course in which engineering students learn about forces.

With this change, the inclusion of CE 328 as a prerequisite becomes redundant for Geological Engineering students. However, it should be retained because it provides a pathway for Civil Engineering students to take the course as an elective.

GEOE 218 is a prerequisite for CE 328, so it was not necessary to include it in the original prerequisites. As such, it is being deleted.

6). Motion: To change the prerequisites for GEOE 380 Mine Ventilation from the following:

- Prerequisite(s): CE 225 or ME 215 or CHE 220
- Prerequisite(s) or Corequisite(s): GEOE 315 or GEOE 377

to the following:

- Prerequisite(s): CE 225 or ME 215 or CHE 220
- Prerequisite(s) or Corequisite(s): GEOE 315 or GEOE 377 or ME 335

Rationale: GEOE 380 is delivered by a faculty member in the Department of Mechanical Engineering. It is a required course for Geological Engineering students in the Mining Option and for Mechanical Engineering students in the Mining Option. It is an elective for students in the regular Geological Engineering program and the regular Mechanical Engineering program. However, it is difficult for students in the regular Mechanical Engineering program to meet the prerequisite or corequisite requirements. The Mechanical Engineering (ME) program committee has asked the Department of Civil,

Geological and Environmental Engineering's (CGEE) UAC to make this change as they would like more ME students (regular program) to have GEOE 380 as a viable option for an elective. The ME program committee has consulted with the course instructor, and she supports this request, and the inclusion of ME 335 as an appropriate prerequisite or corequisite.

7). Motion: To change the timing of the "3 credit units Group B Elective" in the Geological Engineering program from the following:

- Year 3, Winter Term

to the following:

(Year 3, Fall Term or Winter Term) or (Year 4, Fall Term or Winter Term)

Changes to the program outline are as follows:

B.E. Geological Engineering (152 credit units)

Year 1 (41-44 credit units)

Year 2 (36 credit units)

Year 3 (42 credit units)

Fall Term

- [CE 318.3](#) Applied Engineering Mathematics
- [CE 328.3](#) Fundamentals of Soil Mechanics
- [GEOL 224.3](#) Mineralogy
- [GEOL 245.3](#) Introduction to Sedimentary Rocks
- [GEOL 258.3](#) Structural Geology

Winter Term

- [CE 319.3](#) Hydrology
- [CE 330.3](#) Geotechnical Engineering
- [GEOE 315.3](#) Rock Mechanics
- [GEOE 375.3](#) Engineering Hydrogeology
- [GEOL 226.3](#) Introductory Petrology
- ~~3 credit units Group B Elective~~

Fall Term or Winter Term

- [GE 348.3](#) Engineering Economics
- 3 credit units Group A Elective
- 3 credit units Group B Elective (can also be taken in Year 4 Fall Term or Winter Term)

Spring Term

- [GEOE 378.3](#) Engineering Geological Mapping

Year 4 (33 credit units)

.....

Rationale: The intent of the Group B Elective is to require Geological Engineering students to take at least one course in geophysics. The list of Group B Electives is comprised of the following:

- GEOL 334 Gravity Magnetic Electromagnetic and Radiometric Methods
- GEOL 335 Seismology and Ground Penetrating Radar Methods
- GEOL 384 Introduction to Applied Geophysics

The proposed change will bring the official Geological Engineering program into better alignment with current practice and provide students more flexibility to accommodate adjustments in the Department of Geological Sciences' scheduling of the Group B electives. Most Geological Engineering students take the Group B Elective in Year 4, as it is easier to fit into their schedules and it balances their course load more evenly over Year 3 and Year 4 of their program. The intent of retaining Year 3 as an option for the Group B elective is to allow maximum flexibility for students on a modified program timeline, and/or students wishing to take an elective in Year 4 that requires a Group B elective as a prerequisite.

8). Motion: To change the prerequisites for GEOE 431 Mine Design from the following:

- Prerequisite(s): GEOE 377 and GEOE 315 and GEOE 430 as a prerequisite or GEOE 380 as a prerequisite or corequisite.

to the following:

- Prerequisite(s): GEOE 377 and GEOE 315 and GEOE 430
- Prerequisite(s) or Corequisite(s): GEOE 380

Rationale: The intent is for GEOE 431 to serve as the culmination for mining-related courses, hence students should have taken all GEOE mining-related courses before or in parallel with GEOE 431. It is possible something got "lost in the translation" somewhere between the conception and formalization of the prerequisite statement for this course. As it stands, there is a "loophole" by which students with no prior mining courses can enter GEOE 431 by taking GEOE 380 as a corequisite.

Motion Reversal

Electrical Engineering and Computer Engineering Program

10). The following motion was approved on September 29, 2023, through the September 2023 University Course Challenge posting; however, that motion is now being proposed to be reversed. The September motion was as follows:

"MOTION: Starting in 2024-2025, GEOG 120 be removed from the lists of courses that are eligible for the science elective for both the EE and CME programs."

The new motion reverses that decision, as follows:

The Bachelor of Science in Engineering (B.E.) in Electrical Engineering will continue to include GEOG 120.3, as shown here, in red:

Bachelor of Science in Engineering (B.E.) - Electrical Engineering (144 credit units)

Electives

Science Elective

List 1

BIOL 120.3 The Nature of Life

CHEM 115.3 General Chemistry II Chemical Processes

GEOL 121.3 Earth Processes

PHYS 125.3 Physics and Technology

List 2

ASTR 213.3 Astronomical Photometry

ASTR 214.3 Astronomical Spectroscopy

CHEM 221.3 Analytical Chemistry I

CHEM 231.3 Inorganic Chemistry I

CHEM 242.3 Thermodynamics and Kinetics

CHEM 250.3 Introduction to Organic Chemistry

EVSC 203.3 Sampling and Laboratory Analysis

EVSC 210.3 Environmental Physics

GEOG 120.3 Introduction to Global Environmental Systems

GEOL 224.3 Mineralogy

GEOL 245.3 Introduction to Sedimentary Rocks

GEOL 258.3 Structural Geology

Computer Engineering

Bachelor of Science in Engineering (B.E.) - Computer Engineering (144 credit units)

Electives

Science Elective

List 1

BIOL 120.3 The Nature of Life

CHEM 115.3 General Chemistry II Chemical Processes

GEOL 121.3 Earth Processes

PHYS 125.3 Physics and Technology

List 2

ASTR 213.3 Astronomical Photometry

ASTR 214.3 Astronomical Spectroscopy

CHEM 221.3 Analytical Chemistry I

CHEM 231.3 Inorganic Chemistry I

CHEM 242.3 Thermodynamics and Kinetics

CHEM 250.3 Introduction to Organic Chemistry

EVSC 203.3 Sampling and Laboratory Analysis

EVSC 210.3 Environmental Physics

GEOG 120.3 Introduction to Global Environmental Systems

GEOL 224.3 Mineralogy

GEOL 245.3 Introduction to Sedimentary Rocks

GEOL 258.3 Structural Geology

Rationale:

After consultation with the Head of the Department of Geography, the college has confirmed that GEOG 120 has been adjusted to include lab hours and it now meets the CEAB AU threshold for the ECE program. As such, it can remain part of the elective lists indicated above.

Editorial Change For Information

Electrical Engineering

9). **Motion:** To change the current catalogue description of EE471 from:

EE 471.3: Introduction to Micro and Nanotechnology

A multidisciplinary introduction to the processing of micro and nano scale structures that are applied in emerging fields of high resolution patterning such as micro/nano electronics, photonics and fluidics. Fundamental technology issues including materials, equipment, fabrication, and inspection are discussed.

This should be changed to:

EE 471.3: Introduction to Micro and Nanotechnology

A multidisciplinary introduction to the processing of micro and nano scale structures that are applied in emerging fields of high resolution patterning such as micro/nano electronics, photonics and fluidics. Fundamental technology issues including materials, **instrumentation**, fabrication, and inspection are

discussed. Lectures are complemented by a mandatory laboratory component performed in a research laboratory. Laboratory access requires successful completion of safety training offered at the beginning of the course.

Rationale: The current description does not acknowledge the lab component and does not tell the students they need safety training before they can attend the labs.

University Course Challenge – October 2023

The curricular revisions listed below were approved through the Graduate Programs Committee of the College of Graduate and Postdoctoral Studies and are now submitted to the University Course Challenge for approval.

Contact: Chelsea Smith, CGPS Academic Affairs Specialist (chelsea.smith@usask.ca or gradprograms.academicaffairs@usask.ca)

Biochemistry, Microbiology and Immunology

Course Deletion:

BMIS 843.3 – X Ray Crystallographic Structure Determination

Catalogue Description: Describes the principles, methodology, application and limitations of the techniques in x-ray crystallographic structure elucidations. The methods employed to solve both small molecule and macromolecular crystal structures will be discussed and a small molecular structure determination will be carried out by the students.

Prerequisites: Permission of instructor required

Note: Students with credit for BIOC 843 will not receive credit for this course.

Rationale for deleting this course: BMIS 843 has not been delivered since 2018. Relevant course content is mainly delivered in research labs directly by supervisors to their graduate students. Therefore, the instructors of this course felt that a standalone course on this topic is no longer warranted.

Date of proposed implementation: January 1, 2024

School of Environment and Sustainability

New Course:

ENVS 855.3 – Ecological Restoration

Catalogue Description: This course provides students with a foundation in ecological theories underpinning the restoration of terrestrial ecosystems. Main concepts in ecosystem disturbance, succession, community assembly and landscape ecology will be examined. The course relies on an interdisciplinary approach with reference to ecological theories and human-environment relationships including traditional ecological knowledge. The courses will prepare you to conduct site assessments and restoration projects with special attention to the unique challenges presented by altered environments.

Prerequisite(s): Permission of instructor required.

Instructor(s): Vladimir Kricsfalusy

Rationale: Ecological restoration offers multiple strategies to reverse the degradation of ecosystems and prevent a biodiversity crisis which are the main goals of the UN Decade on Ecosystem Restoration 2021-2030. The course seeks to do just that relying on an interdisciplinary approach with reference to ecological theories and human-environment relationships, including traditional ecological knowledge. The courses will prepare students to implement restoration projects with special attention to the unique challenges presented by altered environments.

Psychology

Program Change:

Master of Arts (M.A) – Clinical Stream – Thesis Based

Degree Requirements

Students must maintain continuous registration in PSY 994

- **GPS 960.0** Introduction to Ethics and Integrity
- **GPS 961.0** Ethics and Integrity in Human Research, if research involves human subjects
- **GPS 962.0** Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 24 credit units of course work, including the following:

- **PSY 805.3** Statistics I Univariate General Linear Models
- **PSY 807.3** Statistics III Multivariate Statistics or **PSY 809.3** Qualitative Research
- **PSY 811.3** Program Evaluation
- **PSY 813.3** Psychological Assessment I
- **PSY 814.3** Psychological Assessment II
- **PSY 831.3** Psychopathology and Individual Differences I
- **PSY 850.3** Topics in Psychological Therapy I
- **PSY 858.3** Ethical and Professional Issues in Clinical Psychology
- **PSY 900.0** Directed Research in Psychology
- **PSY 902.0** Practicum in Professional Psychology
- **PSY 903.0** Clerkship or Internship in Professional Psychology
- **PSY 994.0** Research – Thesis
- thesis defence

Rationale:

The Graduate Program in Clinical Psychology in the Department of Psychology & Health Studies, in partnership with the government of Saskatchewan's Health Human Resources Action Plan, is undergoing a multi-year expansion to substantially increase the number of doctoral-level trained psychologists for potential employment in the province. Starting September 2023, the size of the incoming class will gradually increase from 5 students per year to 20 students per year [23/24 (7), 24/25 (11), 25/26 (15), 26/27 (18), 27/28 (20)]. To accommodate the increases in cohort sizes, our past practice of using community resources to achieve clinical training must be abandoned as there are not sufficient resources in the community to support expansion. Consequently, our in-house clinic has been greatly expanded, staff psychologists have been hired, and we have reorganized the clinical training protocol. Now, all students will receive in-house clinical training through the clinic during the first two years of their program.

In the past, PSY 903 was the training component for first year students. Over their first summer, students were placed in a clinical setting for 4 days per week, and they engaged in some clinical treatment under the supervision of a registered psychologist. This clerkship was never ideal because students going into the settings were untrained and inexperienced in psychotherapy, so the number of client contact and supervision hours (the critical components of clinical training) were relatively low, but sufficient to meet the training guidelines. However, our students struggled to gain enough training hours in psychological assessment to satisfy the requirements of many internship sites that they must apply out to in their fifth year.

Going forward, the training hours achieved through the PSY 903.0 placement will occur over the first two summers of the program (with credit for 902.0 each summer), and the emphasis of the training will shift to assessment. The second-year practicum (PSY 902.0) which was a community placement in the past will be changed to an in-house psychotherapy practicum. There are many advantages to the proposed in-house training, most notably the breadth of training, and the intensiveness of training when it comes to client contact hours and direct supervision. Students will receive more diverse clinical training in both assessment and psychotherapy which will better prepare them for their community practicum placements in years 3 and 4.

In summary, students will no longer complete 903.0 and 902.0 for their program, but instead will complete three 902.0 components (902.0 for clinical training in the first summer, 902.0 for clinical training in the second summer, and 902.0 for clinical training over the Fall and Winter of the second year).

Items for Information

Course modification(s):

BMIS 812.3 — Protein Structure Function and Engineering

Current calendar description:

The details of protein structure, domains, folding and targeting, and modern experimental approaches to protein engineering will be presented. The inter-relationship between structure and function in enzyme protein mechanism and regulation will be stressed.

Proposed calendar description: This course focuses on engineering and rational design of proteins. Topics that will be covered include protein 3-dimensional structure, structure prediction, non-covalent interactions and stability, computational evolution, rational design, high-throughput screening, antibodies, directed evolution, design of novel fold, assembly and enzyme, gain-of-function enzymes, and incorporation of noncanonical amino acids.

Current Note: Students with credit for BIOC 812 will not receive credit for this course.

Proposed Note: Students with credit for BIOC 812, BIOC 412, or BMIS 412 will not receive credit for this course.

BMIS 816.3 — Genetic Analysis of Eukaryotic Microorganisms

Current Prerequisite(s): BIOL 226 (formerly BIOL 211) and MCIM 387 (formerly MICR 387) or permission of the instructor.

Proposed Prerequisite(s): BIOL 226 (formerly BIOL 211) or permission of the instructor.

BMIS 821.3 — Principles of Immunology

Current Catalogue Description: Considers the cellular, molecular and genetic mechanisms responsible for the physiological functioning of the immune system. Topics include the clonal selection theory, the

structure and diversity of antibody molecules, the MHC-restricted recognition of antigen by T cells and the regulation of the immune response.

Proposed Catalogue Description: The immune system is formed by a network of distinct cell types that collaborate with the major purpose of protecting our bodies from infectious pathogens such as bacterium and viruses. This system begins to develop during fetal gestation and is continuously remodeled, or edited, over our lifespan. A dysfunctional immune system not only increases our susceptibility to infections, but also contributes to the development of autoimmune diseases and cancer. This course will focus on providing a fundamental understanding of: 1) what types of immune cells exist, 2) where these cells come from, 3) what regulates immune cells and 4) ultimately how these cells function to keep us healthy.

Current Prerequisite(s): None

Proposed Prerequisite(s): BMSC 210

Current Note: Students with credit for MCIM 321 or MCIM 821 may not take this course for credit.

Proposed Note: Students with credit for MCIM 321, MCIM 421,-MCIM 821, or BMIS 321 may not take this course for credit.

BMIS 825.3 — Advances in Molecular Bacterial Pathogenesis

Current Note: Permission of the course instructor is required. Students with credit for MICR 425.3, MCIM 425.3, or MCIM 825.3 may not take this course for credit.

Proposed Note: Permission of the course instructor is required. Students with credit for BMIS 425.3, MICR 425.3, MCIM 425.3, or MCIM 825.3 may not take this course for credit.

BMIS 830.3 — Advanced Topics in the Biochemistry of Cancer

Current Catalogue Description: The biochemical properties of eukaryotic cells will be investigated with special emphasis on post-translational modifications of secreted and membrane proteins, cell-cell and cell-extracellular matrix interactions, signal transduction, cell-cycle control, apoptosis, neoplastic transformation and tumor progression. Students will be asked to research one of the topics discussed in the course by consulting the current literature and prepare a term paper.

Proposed Catalogue Description: This course, combined with BMIS 430 honours students, delves into the biochemical and clinical aspects of human cancer, emphasizing oncogenes, tumour suppressor genes, tumour formation, metastasis, apoptosis, signal transduction, and cancer treatment strategies. It also introduces the fundamentals of cancer metabolism. BMIS 830 students must undertake the “Advanced Topics in the Biochemistry of Cancer” module, requiring in-depth research from current literature and a term paper preparation. By the course's conclusion, BMIS 830 students will be proficient in understanding human cancer's biochemical and clinical facets, grasping the roles of key genes in cancer, discerning signal transduction pathways, comprehending cancer metabolism basics, enhancing communication and critical analysis skills, effectively searching the literature, evaluating, and reporting experimental design and data interpretation in recent publications.

Current Prerequisite(s): BIOC 211; BIOC 310.3; or permission of the department.

Proposed Prerequisite(s): **BMSC 220.3 (Cell Biology) or permission of the course coordinator.**

PSYCHOLOGY

Catalogue entry change

PSY 902.0 - Practicum in Professional Psychology

Currently Offered: Term 1 and 2

Proposed Offered: Term 1, 2 and/or 3

Current Weekly hours: 3 Practicum/Lab hours and 2 Clinical Service hours

Proposed Weekly hours: Minimum 1 clinical day per week with placement duration determined by student stage and sequencing by program training model.

Current Description: Consists of supervised field work in professional psychology under the direction of licensed clinical psychologists or individual faculty members.

Proposed Description: Consists of supervised field work in professional psychology as required by the Canadian Psychological Association for accreditation and subsequent registration as a clinical psychologist. Supervision is provided by registered clinical psychologists or individual faculty members.

Electrical Engineering

The following new course was approved through University Course Challenge, September 2023, but will be built as "EE 825" rather than "EE 819"

New Course: ~~EE 819.3~~ EE 825.3 Fundamentals of Estimation Theory

Catalogue Description: The aim of this course is to introduce the fundamentals of estimation theory to graduate students. In particular, the course will focus on the applications of estimation theory to signal processing. The first part of the course will cover the concept of minimum variance unbiased estimation, Cramer-Rao lower bound, best linear unbiased estimators, maximum likelihood estimation, and least square estimation. The second part of the course will focus on general and linear Bayesian estimation and Kalman filters. The course expects maturity in 1) the basics of probability and random process, 2) linear and matrix algebra.

Prerequisite(s): n/a

Instructor(s): Ebrahim Bedeer Mohamed

Correction to prerequisite for the following new course (new course approved, September 2023 University Course Challenge):

FREN 814.3 Literary French-English Translation in the Digital Age

Catalogue Description: Students will explore the landscape of artificial intelligence and machine-generated translation. Using a variety of online translation platforms on a series of (French language) literary texts, students will identify the strengths and weaknesses of each, and think critically on the rapidly-evolving role of the human translator.

Prerequisite(s): FREN 213 or FREN 214. ~~or FREN 314~~

Instructor(s): Anne-Marie Wheeler

College of Law: University Course Challenge, October 2023

The following has been approved by the College of Law and is now being submitted to University Course Challenge for approval:

Contact: Kas Maverick

New Course Proposals

LAW 306.3 Law Foundation of Saskatchewan Chair Seminar T1 or T2 (3S)

The Law Foundation of Saskatchewan Chair Seminar will be offered once a year in those years where there is a visiting Law Foundation of Saskatchewan Chair. It will have a varied content, depending upon the incumbent's experience and interest. The seminar may be interdisciplinary.

Prerequisite(s): None. Offered as upper-year class so normally requires completion of first year of JD studies.

Note: Students may take this course more than once for credit, provided the topic covered in each offering differs substantially. Students must consult the college to ensure that the topics covered are different.

Rationale: The visiting Law Foundation of Saskatchewan Chair is appointed as someone with expertise at the highest levels so as to be qualified for a distinguished Chair. The establishment of the course as an established offering avoids the need to ask a distinguished visitor to enter into a complex course approval process, although it is envisioned that the Associate Dean Academic and/or Chair of the Curriculum Committee would be available to the Chair to assist in ensuring that College and University policies are met in the syllabus and course arrangements. The introduction of the course follows upon the form of Law 433.3, a similar course for the visiting Sallows Chair in Human Rights.

LAW 309.3 Estey Chair in Business Law Seminar T1 or T2 (3S)

The Estey Chair in Business Law Seminar will be offered once a year in those years where there is a visiting Estey Chair. It will have a varied content within the broad scope of business law, depending upon the incumbent's experience and interest. The seminar may be interdisciplinary.

Prerequisite(s): None. Offered as upper-year class so normally requires completion of first year of JD studies. A particular Estey Chair might require some specific preparation.

Note: Students may take this course more than once for credit, provided the topic covered in each offering differs substantially. Students must consult the college to ensure that the topics covered are different.

Rationale: The visiting Estey Chair in Business Law is appointed as someone with expertise at the highest levels so as to be qualified for a distinguished Chair. The establishment of the course as an established offering avoids the need to ask a distinguished visitor to enter into a complex course approval process, although it is envisioned that the Associate Dean Academic and/or Chair of the Curriculum Committee would be available to the Chair to assist in ensuring that College and University policies are met in the syllabus and course arrangements. The introduction of the course follows upon the form of Law 433.3, a similar course for the visiting Sallows Chair in Human Rights.

College of Medicine – University Course Challenge

The following changes have been approved by the college and are now being proposed to University Course Challenge for final approval.

Program Revisions – Doctor of Medicine (M.D.)

The M.D. program is undergoing a curriculum renewal. While overall program content, completion time, and tuition/fees will remain the same, some shifting of course content will occur. As a result, some new courses and course deletions are being proposed for Years 3 and 4. Proposed changes are outlined here.

The following courses are being deleted and will be replaced by the new course proposals that follow:

Course Deletions

Note: courses will be deleted as students complete their programs.

MEDC 306.50: Saskatchewan Longitudinal Integrated Clerkship SLIC

The Saskatchewan Longitudinal Integrated Clerkship (SLIC) allows students to apply their basic knowledge and skills acquired in the first 2 years of medical school in the clinical setting. SLIC students will experience a learning environment that provides comprehensive care of patients over time and meetings the first clerkship year's core objectives across multiple disciplines simultaneously in a one on one teaching environment. SLIC students will care for patients in the community, clinic, and hospital setting under the direct supervision of faculty and, depending on the community, residents.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Two, M.D. program.

Note: Students with credit for MEDC 307 will not receive credit for this course.

MEDC 307.50: Core Clinical Rotations

During this full clerkship year, students will participate in the care of patients in the office, clinic, or hospitals under the direct supervision of faculty and residents within seven core, mandatory rotations in Anesthesia, Family Medicine, Emergency Medicine, Internal Medicine, Obstetrics & Gynecology, Pediatrics, Psychiatry, and Surgery. Students will experience a broad range of clinical exposure, including a mandatory minimum of four weeks of clinical training in a rural community.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Two, M.D. program.

Note: Students with credit for MEDC 306 will not receive credit for this course

MEDC 407.34: Elective Clinical Rotations

This course is designed to allow medical students to pursue their own interests and to design programs in keeping with their individual goals. They will also experience an opportunity to conduct research relevant to medical practice.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Three, M.D. program.

MEDC 408.8 Selective Clinical Rotations

This course is designed to allow medical students to further pursue their own interests in the areas of internal medicine and surgery in keeping with their individual goals. The two Selective opportunities area available throughout a 24 week period.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Three, M.D. program.

New Courses

MEDC 332.50 Clinical Rotations I (Term 1, 2 & SP/SU)

During this full clerkship year, students will participate in the care of patients in the office, clinic, or hospitals under the direct supervision of faculty and residents during the seven core mandatory block rotations in; Family Medicine, Anesthesia/Emergency Medicine, Internal Medicine, Obstetrics & Gynecology, Pediatrics, Psychiatry, and Surgery. Students will experience a broad range of clinical exposure, including a mandatory minimum of four weeks of clinical training in a rural community. Students will also participate in four weeks of elective rotations during this clerkship year.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Two, M.D. program.

Note: Students with credit for MEDC 306, MEDC 307, MEDC 334 will not receive credit for this course.

MEDC 334.50 SK Longitudinal Integrated Clerkship (Term 1, 2 & SP/SU)

The Saskatchewan Longitudinal Integrated Clerkship (SLIC) allows students to apply their basic knowledge and skills acquired in the first 2 years of medical school in the clinical setting. SLIC students will experience a learning environment that provides comprehensive care of patients over time and will meet the first clerkship year's core objectives across multiple disciplines simultaneously in a one-on-one teaching environment. SLIC students will care for patients in the community, clinic, and hospital setting under the direct supervision of faculty and, depending

on the community, residents. Students will also participate in four weeks of elective rotations during this clerkship year.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Two, M.D. program.

Note: Students with credit for MEDC 306, MEDC 307, MEDC 332 will not receive credit for this course.

MEDC 432.43 Clinical Rotations II Term 1 & 2

This course includes both elective and required clinical experiences. The required clinical experiences include two-week blocks in each of internal medicine, and surgery. A further two-week block is allocated for a family medicine rotation experience (contingent on clinical capacity for the academic year). The elective experiences, which make up the remainder of this clerkship year, allow medical students to pursue their own interests and to design programs in keeping with their individual goals. Learners will have an opportunity to deepen skills and understanding around provision of socially accountable care.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year Three, M.D. program.

The Doctor of Medicine (M.D.) program will be adjusted as follows, in red:

Doctor of Medicine (248 credit units)

Students entering the College of Medicine will take a four-year medical program consisting of two years pre-clerkship and two years clerkship. Admission requirements are detailed on the [College of Medicine website](#).

A unique opportunity exists for students to complete the M.B.A. and M.D. degrees concurrently. This opportunity is available to students accepted into the College of Medicine, allowing them to apply to and if accepted, complete an M.B.A. degree in addition to the M.D. degree. For further information on the M.B.A. admission and program requirements, please visit the [M.B.A. program page](#). Students may consider completing a Master's Degree or Ph.D. program during their M.D. program. For information, please contact both the College of Medicine and the College of Graduate and Postdoctoral Studies.

For further information on the College of Medicine admission and program requirements please see the information below and the [College of Medicine website](#).

First Year Pre-Clerkship (33 weeks) (66 credit units)

Term 1

- [MEDC 111.0](#) Success in Medical School I
- [MEDC 132.3](#) Medicine and Society I
- [MEDC 133.9](#) Clinical Skills I
- [MEDC 136.21](#) Foundations in Clinical Medicine I

Term 2

- [MEDC 111.0](#) Success in Medical School I
- [MEDC 142.3](#) Medicine and Society II
- [MEDC 143.9](#) Clinical Skills II
- [MEDC 146.21](#) Foundations in Clinical Medicine II

Second Year Pre-Clerkship (33 weeks) (66 credit units)

Term 1

- [MEDC 211.0](#) Success in Medical School II
- [MEDC 232.3](#) Medicine and Society III
- [MEDC 233.9](#) Clinical Skills III
- [MEDC 236.21](#) Foundations in Clinical Medicine III

Term 2

- [MEDC 211.0](#) Success in Medical School II
- [MEDC 242.3](#) Medicine and Society IV
- [MEDC 243.9](#) Clinical Skills IV
- [MEDC 246.21](#) Foundations in Clinical Medicine IV

Third Year Clerkship (~~Core Rotations~~) (42 weeks) (66 credit units)

- ~~[MEDC 307.50](#) Core Clinical Rotations or [MEDC 306.50](#) Saskatchewan Longitudinal Integrated Clerkship SLIC~~
- [MEDC 311.0](#) Success in Medical School Clerkship III
- [MEDC 332.50](#) Clinical Rotations I or [MEDC 334.50](#) SK Longitudinal Integrated Clerkship
- [MEDC 308.16](#) Selected Topics in Medicine

Fourth Year Clerkship (~~Electives and Capstone Courses~~) (33 weeks) (50 credit units)

- ~~[MEDC 407.34](#) Elective Clinical Rotations~~
- ~~[MEDC 408.8](#) Selective Clinical Rotations~~
- [MEDC 432.42](#) Clinical Rotations II

- **MEDC 409.8** Preparation for Residency

Optional Fifth Year Clerkship (33 weeks) (30 credit units)

The following is a clerkship extension course, offered both terms. It allows students the option of participating in an additional year of undergraduate medical training.

- **MEDC 505.15** Clerkship Extension Course

Rationale:

As part of our ongoing curriculum renewal processes, we wish to propose course realignment in Years 3 and 4 based on the following three precepts:

1. Develop authentic broad-based elective opportunities early in clerkship (Year 3) to better support student career exploration and growth.
2. Support intentional participation by students during their clerkship experiences, in activities which encourage social accountability awareness and direction.
3. Enhance opportunities for students to consider/explore family medicine /generalist practice as a fulfilling career choice.

University Course Challenge – October 2023
Contact: Vicky Parohl (parohl@edwards.usask.ca)

For Approval

The following items were approved by Edwards Faculty Council on October 10, 2023 and are now submitted to the University Course Challenge for approval.

Course Deletion

Delete COMM 102.3 Introduction to Business Management

~~**COMM 102.3: Introduction to Business Management**~~

~~Examines the management processes including environment and business analysis, planning, decision-making, execution and performance measurement. This course will make major use of case analyses, simulations, organizational audits or other instructional methods that allow the student to assume the role of manager of the organization.~~

~~**Weekly hours:** 3 Lecture hours~~

~~**Note:** Students with credit for COMM 101.3 will not receive credit for this course.~~

Rationale: This course was previously a required first-year course in the College of Engineering. Engineering has since revised their first-year programming so this course is no longer required. The course was last offered in 2021-22. Students interested in taking an introductory business course can enroll in COMM 101.3.

Program Changes

International Business Minor

1. In the International Business minor, replace IS 110.3 and IS 201.3 with POLS 110.3 and POLS 201.3 respectively.

Rationale: These courses have been re-labeled.

2. Add the following courses to the list of approved electives for the International Business Minor:
 - **GEOG 208.3 World Regional Development** - *Rationale:* This course will introduce students to each region of the world and provide them with an overview of that area, including their economies in a comparative and international perspective.
 - **POLS 261.3 Global Politics and POLS 262.3 Global Governance** - *Rationale:* Allowing these classes in the minor will provide Business students with a deeper overview of international politics and global governance systems. These classes will further increase students' awareness of the international business environment and better prepare them for a career in international business.

- **WGST 210.3 Gendered Perspectives on Current Events** - *Rationale:* This course encourages students to critically evaluate domestic and world news and take a look at current events with a critical lens. This course will aid students in better understanding global events and will increase their global awareness. This will help prepare students to work in an international business setting.
- **LING 251.3 Intercultural Communication** - *Rationale:* Competency in intercultural communication is essential when conducting international business. This class aims to help students function better in multicultural environments and develop their intercultural communication skills.
- **RRM 114.3 Introductory Resource Economics and Policy** - *Rationale:* This course focuses on both international and Canadian initiatives for renewable resources and helps students develop skills in applying an economic lens to renewable resource management and governance. This course would be beneficial to students intending to work in an international business setting.

3. To the second bullet point under international requirements for the International Business Minor, add that Arts & Science summer courses taken abroad can also be used to fulfill this requirement.

Rationale: Allowing other USask courses taken abroad to count for credit will increase the options available to students who are not pursuing a study abroad term. Currently, students are quite limited in the number of options available to them.

4. Allow students pursuing an honours thesis project with a significant international focus to use the six credit-units from their honours project as elective courses within the International Business Minor.

Rationale: Some students, especially those in majors with few elective options, will not have the option to complete both the honours program and the minor without taking extra courses. If the international content is robust then students should be able to count the courses as part of their electives

5. Add a note to the International Business Minor that other courses may be approved as an elective.

Rationale: Sometimes special topics courses are offered that have an international focus or an existing course may be offered with an international focus (i.e., COMM 402 last year was offered as a COIL course)

Changes to the International Business Minor will be made as follows, in red:

International Business Minor

The International Business minor provides business students with an opportunity to increase their awareness of the international business environment and better prepare them for a career in international business. Students who, in conjunction with a Bachelor of Commerce degree in a different subject, take 18 credit units or more of the course requirements below, will receive a minor in

International Business.

The minor average in International Business will be calculated using the grades earned in all courses eligible to be included in the minor program requirements. Students must complete 9 credit units using courses offered by the University of Saskatchewan to meet the Residency requirement. Students will be required to complete 9 credit units with an international partner institution while on a study abroad term or partaking in a summer program.

Students interested in pursuing the International Business minor should meet with an advisor in the Edwards School of Business to discuss program requirements and funding opportunities for study abroad.

Program Requirements (18 credit units)

- [COMM 340.3](#) Introduction to International Business

University of Saskatchewan Electives (6 credit units)

Choose 6 credit units from the following:

- [COMM 456.3](#) International Marketing
- [COMM 466.3](#) International Business Finance
- COMM 485.3
- [COMM 495.3](#) Supply Chain Management
- [COMM 498.3](#) Special Topics Global Strategy & Organizational Design Topic
- [ECON 254.3](#) International Trading System
- [ECON 256.3](#) International Monetary System
- [ECON 270.3](#) Development in Non Industrialized Countries
- [ECON 354.3](#) International Trade and Commercial Policy
- [ECON 356.3](#) International Monetary Economics
- [ECON 376.3](#) Energy Economics
- [GEOG 208.3](#) World Regional Development
- ~~[IS 110.3](#)~~
- ~~[IS 201.3](#)~~
- [IS 401.3](#) International Cooperation and Conflict
- [IS 402.3](#) International Development
- One of IS 200.3 or [IS 211.3](#) Introduction to International Studies Development or [IS 212.3](#) International Studies and Conflict
- [LING 251.3](#) Intercultural Communication
- [POLS 110.3](#) Understanding our Globalized World
- [POLS 201.3](#) Global Citizenship Cultures and Coexistence
- [POLS 245.3](#) Politics of Africa
- [POLS 261](#) Global Politics
- [POLS 262](#) Global Governance
- [POLS 341.3](#) Asian Government and Politics

- [POLS 349.3](#) Multiculturalism and Immigration in Canada
- [POLS 362.3](#) Global Capitalism
- [POLS 375.3](#) Canadian Foreign Policy in the Global Era
- [POLS 446.3](#) Democracy in Africa
- [POLS 471.3](#) Global Governance in a Contested World
- **RRM 114.3** Introductory Resource Economics and Policy
- **WGST 210.3** Gendered Perspectives on Current Events
- **ACC 400.6, FIN 400.6, HRM 400.6, MGT 400.6, MKT 400.6, or SCMT 400.6** where the honours thesis topic has a significant international focus. Please speak with an academic advisor to request approval.
- Other courses may be approved. Please speak with an academic advisor to request approval for any courses not listed.

Please note that prerequisites **may** apply for the above courses.

International Requirement (9 credit units)

Complete 9 credit units from the following:

- [COMM 498.3](#) Special Topics – Edwards International Study Tour
- Course(s) taken while studying internationally through an approved Edwards **or Arts & Science** summer program
- Course(s) taken while partaking in a U of S study abroad **term** with an approved Edwards partner institution

For Information

The following items were approved by Edwards Faculty Council on October 10, 2023 and are now submitted to the University Course Challenge for information.

Introduce COMM 498.3 Facilitating Social Change – Learning to Transform Self and Society as a special topics course.

COMM 498.3: Facilitating Social Change – Learning to Transform Self and Society

To make meaningful progress on broad social issues and goals such as the UN SDG's and the TRC Calls to Action, the world needs thought leaders with a deep understanding of social change and the conditions necessary for transformation. During this one-week intensive community-based experience, students will be introduced to a set of interdisciplinary practices and frameworks designed to help them think differently about how transformative change happens at the level of the individual, the community, and society at large. They will have an opportunity to meet community leaders and advocates who are navigating complex social issues and learn first-hand about the inhibitors and facilitators of change. This course will provide an opportunity for students to connect in a more intentional way to social issues in their community and consider what role they can play in facilitating positive social change in the future.

Prerequisite(s): COMM 306.3

Permission of the Department Required

Rationale: This course meets our department goal of offering more management electives. It also meets our college goal of experiential and transformational learning. To make meaningful progress on broad social issues and goals such as the UN SDG's and the TRC Calls to Action, a deep understanding of social change and what it takes to facilitate change and create the conditions necessary for transformation is necessary. The purpose of this course is to introduce students to a set of interdisciplinary practices and frameworks designed to help them think differently about how transformative change happens at personal, organizational, and societal levels. They will have an opportunity to meet community leaders and advocates who are navigating complex social issues and learn about the inhibitors and facilitators of change. They will learn about the importance of diversity and collaboration; integrity and trust; building strong communities; story-telling and visionary leadership; and the head-heart connection as it relates to personal and societal change. This course will be offered as a one-week intensive community-based workshop/retreat with the goal of helping students connect more personally to social issues in their community and consider what role they can play in facilitating positive social change in various contexts as they go forward in their career.

Introduce COMM 498.3 Natural Resource Management as a special topics course.

COMM 498.3: Natural Resource Management

Students will develop the skills required to manage the natural resources of the province of Saskatchewan through experiential land-based learning. During condensed integrated modules explored through site visits, the course applies the functional areas of business by studying the natural resource sectors of agribusiness, oil and gas, mineral exploration and mining, forestry and renewables. Students will learn the basic characteristics of each sector and then identify current and future issues and opportunities and finally develop sustainable management practises in an effort to proactively impact the economic, social and environmental metrics of the region given local Indigenous ways of knowing and being.

Prerequisite(s): COMM 201.3, 203.3, 204.3, 205.3, 211.3, and 347.3

Permission of the Department Required

Rationale: This course meets our department goal of offering more management electives. It also meets our college goal of experiential and transformational learning. Students will develop the skills required to manage the natural resources of the province of Saskatchewan through experiential land-based learning. During condensed integrated modules explored through site visits, the course applies the functional areas of business by studying the natural resource sectors of agribusiness, oil and gas, mineral exploration and mining, forestry and renewables. Students will learn the basic characteristics of each sector and then identify current and future issues and opportunities and finally develop sustainable management practices in an effort to proactively impact the economic, social and environmental metrics of the region given local Indigenous ways of knowing and being