

Academic Programs Committee of Council

University Course Challenge

Scheduled posting: April 15, 2011

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Program revisions to Course-based MEd in Educational Psychology and Special Education

Approval:

Date of circulation: April 15, 2011

Date of effective approval if no Challenge received: April 29, 2011

Next scheduled posting:

University Course Challenge is now being posted once a month, on a regular schedule.

The next scheduled Challenge document posting will be in May, 2011.

College Submission Deadline	UCC Posting Date	Date of effective approval if no challenge received:
May 10 (last date for any prerequisite or other course changes for 2011-12)	May 16	May 30

Urgent items can still be posted on request.

COLLEGE OF AGRICULTURE & BIORESOURCES

The following new courses have been approved by the College of Agriculture and Bioresources and are being submitted for approval by University Course Challenge.

PLSC 333.3: Tropical Crops of the World

1(3L)

Prerequisite(s): Biology 120.3

This course is for students interested in learning about tropical crop production systems and the origin, evolution and historical significance of tropical crop plants. Students will gain a global perspective on biological, social and economic constraints to crop production in the tropics.

Students with future career interests in international development and renewal resource management will benefit from taking this course.

Rationale:

This course will provide a new learning opportunity for students, most of whom would not have the opportunity to be exposed to tropical agriculture, except through this course. The course is designed to provide students with knowledge in tropical agriculture and introduce fundamental principles and technology of tropical agriculture.

PLSC 333 complements the curriculum offered in the Bachelor of Science in Agriculture program that includes plant genetics and breeding, crop agronomy and horticulture and courses such as Global Plant Genetic Resources (PLSC 308.3), Plants and Human Affairs (BIOL 324) and Agroforestry for Environmental Management (EVSC 430). It will potentially contribute towards a minor in International Agriculture.

PLSC 235.3: Urban Food Production

1 (3L)

Prerequisite(s): 30 credit units or permission from the instructor

This multi-disciplinary course introduces students to the concept of producing food in an urban setting and takes a more in-depth look at our evolving food system. In addition to learning how to grow fruits and vegetables, students will learn about the nutritional aspects, storage requirements and utilization of crops. Topics including urban livestock, aquaculture, apiculture, rooftop gardening, hobby greenhouse production, and environment modification will be briefly discussed. Students will learn how the urban food production movement has influenced urban design and utilization of land within urban settings. Environmentally friendly practices including water harvesting, composting, organic production, and integrated pest management will be discussed.

Rationale: There is a rapidly growing movement across North America to grow one's own food in urban yards, acreages, community gardens plus other private and public spaces. This movement has resulted in an increased production and consumption of locally produced food. In many countries, urban spaces when used effectively, account for a large percentage of the food consumed within the country. Whether it be environmental protection, dietary diversity, self-interest, or food quality, cost, and availability consumers are showing a tremendous interest in

wanting to grow their own food. Consumers also recognize the many nutritional and social benefits associated with urban food production.

Growing food locally also reduces the dependency on fossil fuels needed to transport food nationally or internationally. Food production in urban spaces, including home gardens and community gardens allows consumers greater control over how their food is produced, reduces their dependency on purchasing food, and can even be a revenue generating opportunity.

In Canada, youth are often three or four generations removed from their agricultural roots, and therefore are not familiar with the rural garden and its seemingly endless bounty of food, or knowing how their food is produced. The local food production movement is changing the mindset of youth and other consumers, who see urban land as a place for producing food rather than planting it to ornamental plants and grass. In response to the urban food movement, urban landscape design and urban planning is changing and we now see food production and environmentally friendly practices as part of new communities. This course is introductory in nature in that it introduces students to the process of producing food – it is not an in-depth fruit and vegetable production course.

COLLEGE OF ARTS & SCIENCE

The curricular revisions listed below were approved through the February and March 2011 Arts & Science College Course and Program Challenges and are now submitted to the University Course Challenge for approval or information.

Languages & Linguistics

Course Deletion

RUSS 216 - Russian Prose

RUSS 224 - Russian Drama and Theatre

RUSS 226 - Russian Poetry

RUSS 275 - Conversation and Pronunciation

RUSS 285 - Contemporary Russian Authors

RUSS 295 - Seminar on Visual Arts in Russian Museum

RUSS 300 - Studies in Russian Authors

RUSS 395 - Russian Media

Rationale: There are no longer any faculty resources available in the Department of Languages and Linguistics to offer upper-year Russian literature courses. The Department is also proposing to delete the Minor and Recognition in Russian at this time.

Music

Minor Program Revision

Music Bachelor of Arts Honours, 4-year, 3-year

Bachelor of Music (all concentrations)

Remove MUS 117.1, 217.1 and 317.1 from program requirements (listed in D1/D6 for B.A. programs and in G2 for B.Mus. programs) and replace with MUS 250.3.

The Department of Music will be removing the 3 credit unit Keyboard Skills sequence (MUS 117.1, 217.1, and 317.1) from the core program, and replacing those 3 credit units with a new 3 credit unit, 200-level music history course.

The Keyboard Skills courses will be grandfathered out, one each year. MUS 117.1 will be removed from the program in May 2011, and incoming students will be required to be on the "new program" - that is, they will take MUS 250 after they have completed MUS 150 and 151. Students who began the program in 2009 or 2010 will be able to take MUS 217.1 in the 2011-12 year, and MUS 317.1 will be available for 2011-12 and 2012-13. MUS 217.1 will be removed from the program in May 2012, and MUS 317.1 will be removed from the program in May 2013. MUS 250 will be offered beginning in fall 2012-13 for students beginning the program in 2011-12.

Rationale: It was felt by faculty that Keyboard Skills is becoming increasingly unnecessary, and that it makes the most sense to remove these courses from the core program. At the same time, it was felt that breaking information from the two core Music History courses into three courses would lighten the workload for students per term. The new 3 credit unit history course (250.3) will therefore replace the 3 credit units of required Keyboard Skills (117.1, 217.1, and 317.1), so there will not be an increase in credit units for any of the BMUS programs.

New Course

MUS 250.3 History of Music III: Western Art Music, Antiquity to High Renaissance

1 or 2 History of Western art music with an emphasis on the main composers and their representative compositions, forms, genres, and compositional techniques including Greek *systema teleion*, Guidonian system, melodic/rhythmic modes; *artes liberales*, *missa ordinarium*, *proprium*, *officium*; monophony and early polyphony, rhythmic/melodic notation, organology, *fauxbourdon*, *falsobordone*, Reformation, Counter-Reformation, Anglican church music, intabulations.

Prerequisite(s): MUS 151 or permission of the department.

Instructor(s): Dr. Walter Kreyszig

Rationale: The Department of Music would like to split the current two courses of Music History (150 and 151) into three courses, spreading the information out so that it is more easily grasped by students, and the workload for the core Music History courses becomes more manageable for students.

Minor Course Revisions

MUS 150.3 History of Music I: Western Art Music from Antiquity to the Baroque Era

New Title: History of Music I: Western Art Music, 1600-1830

New Course Description: History of Western art music with an emphasis on the main composers and their representative compositions, forms, genres, and compositional techniques including Florentine Camerata, opera, *stile rappresentivo*, basso continuo, *cori spezzati*, *stile concertato*, *sonata da chiesa*, *sonata da camera*, *scordatura*, linear/learned counterpoint, *stile galant*, *Empfindsamer Stil*, *Harmoniemusik*, Alberti/Merky bass.

Rationale: The Department of Music would like to split the current two courses of Music History (150 and 151) into three courses, spreading the information out so that it is more easily grasped by students, and the workload for the core Music History courses becomes more manageable for students.

MUS 151.3 History of Music II: Western Art Music Classical Era to the Twenty First Century

New Title: History of Music II: Western Art Music, 1815-Present

New Course Description: History of Western art music with an emphasis on the main composers and their representative compositions, forms, genres, and compositional techniques including diatonicism, chromaticism, program music, impressionism, pentatonicism, octatonicism, whole-tone scale, neo-Baroque and neo-Classicism, polytonality, atonality, dodecaphony, aggregate, row partitioning and combinatoriality, total serialism, minimalism, pointilism, chance music, electronic music.

Rationale: The Department of Music would like to split the current two courses of Music History (150 and 151) into three courses, spreading the information out so that it is more easily grasped by students, and the workload for the core Music History courses becomes more manageable for students.

Course Deletion

MUS 117 Keyboard Skills I (effective May 2011)

MUS 217 Keyboard Skills II (effective May 2012)

Rationale: It was felt by faculty that Keyboard Skills is becoming increasingly unnecessary, and that it makes the most sense to remove these courses from the core program. At the same time, it was felt that breaking information from the two core Music History courses into three courses would lighten the heavy workload for students per term. The new 3 credit unit history course (250.3) will therefore replace the 3 credit units of required Keyboard Skills (117.1, 217.1, and 317.1), so there will not be an increase in credit units for any of the BMUS programs.

Division of Science

Computer Science

New Course(s)

CMPT 120.3 Digital Document Processing

1 or 2 This course is intended for students interested in how to effectively use modern computer software, and in learning how computers work. It provides an overview of: computer and software components; networking; computer security; basic and advanced document preparation; spreadsheets; and data presentation.

Note: CMPT 120 is a course in modern computer skills, but does not lead directly into a computer science major. After CMPT 120, students can take any of CMPT 105 and 111. Students can receive credit for only one of CMPT 100, 102, 120, or 175. Students may not take CMPT 120 for credit after taking CMPT 105. Students may not take CMPT 120 for credit concurrent with or following CMPT 115 or CMPT 117. Students wishing to major in computer science are advised to take CMPT 111. In addition, students majoring in computer science may not use CMPT 120 as a course in the major, but may count it as a junior elective as long as CMPT 120 is taken before CMPT 115 or CMPT 117.

Instructor(s): Sessionals, academic support staff, and faculty in Computer Science

Rationale: Most students who enter university today possess some basic computer literacy, typically limited to rudimentary email, web browser, and word processor use. A fraction of these

students may have taken Information Processing 30 (or equivalent) in high school. The fact that office software (by which we mean generic applications such as word processors and spreadsheets, not necessarily specific to Microsoft Office products) appears on almost all modern computer systems tends to give novices a false sense of competency. The situation is similar to the misconception that since students can read, they can read scientific literature without further training.

The situation is evidenced by the very common problems seen in our introductory computer science classes. Many of the students enrolled in these courses do not understand the differences between file types; that a file can contain data that is not visible on a WYSIWYG application; that applications often have tools for automating repetitive or tedious tasks. Some students cannot find files they themselves saved in a hierarchical file system. If students are asked to work on a computer with an unfamiliar operating system, they often become frustrated because they cannot generalize the specific knowledge they possess about a more familiar system.

In general, we find the level of technological literacy to be fairly low among undergraduates.

Computers are seen as toys or media devices, rather than tools for professional use.

The University of Saskatchewan Learning Charter lists as one of its core learning goals that graduates of the University of Saskatchewan "be technologically literate." This course strives to provide a foundation for on-going and advanced use of computer technology by introducing students to:

- * The structure of modern computing platforms, the internet, and computer security.
- * Basic and advanced data analysis and presentation tools found in spreadsheet applications
- * Tools for collaborative work found in spreadsheets and word processors.
- * Tools for automating tasks in office software, such as templates and macros.
- * Productivity tools for specific applications, such as citation management and index creation

in word processing applications.

We feel this course will provide a very practical basis for many of the kinds of tasks faced by professionals, especially those tasks which are not specific to their field of specialization. The technical content is roughly equivalent to courses that already exist in as science credits (specifically, CMPT 100, CMPT 175).

The course does include some material that is presented in Information Processing 10,20,30 at the high school level, but we feel the coverage goes far enough beyond that level to make it suitable for university level students.

Minor Course Revisions

CMPT 106.3 Design and Construction of Games and Interactive Systems

Change to Note:

Old Note: Students cannot take CMPT 106 for credit concurrent with or after either CMPT 111 or CMPT 115.

New Note: Students cannot take CMPT 106 for credit after CMPT 115.

Rationale: Students who are following the Interactive Systems Design program are finding that the step from CMPT 106 to CMPT 115 is more difficult than expected when the program was first introduced. This is especially important for students who are not science majors, but are entering the program from the arts. Removing the restrictions between CMPT 106 and CMPT 111 will allow students to take CMPT 111 in preparation for CMPT 115.

The change also allows students to take CMPT 106 and CMPT 115 concurrently. This addresses student demand for access to CMPT 106 after CMPT 111.

CMPT 111 Introduction to Computer Science and Programming

Change to Note:

Old Note: While designed for students majoring in Computer Science, Computing, Bioinformatics, or Software Engineering, it is open to all students seeking a solid introduction to Computing. Students may receive credit for only one of CMPT 106, CMPT 111, CMPT 113 or CMPT 116.

New Note: While designed for students majoring in Computer Science, Computing, Bioinformatics, or Software Engineering, it is open to all students seeking a solid introduction to Computing. Students may receive credit for only one of CMPT 111, CMPT 113 or CMPT 116.

Rationale: Students who are following the Interactive Systems Design program are finding that the step from CMPT 106 to CMPT 115 is more difficult than expected when the program was first introduced. Removing the restrictions between CMPT 106 and CMPT 111 will allow students to take CMPT 111 in preparation for CMPT 115.

Removing the restrictions that students cannot obtain credit for more both CMPT 111 and CMPT 106 removes the implication that these are equivalent in terms of preparation.

CMPT 115.3 Principles of Computer Science

Change to Note:

Old Note: Students cannot take CMPT 115 concurrently with CMPT 106. Students can have credit for at most one of CMPT 115 and 117.

New Note: Students can have credit for at most one of CMPT 115 and 117.

Rationale: Allowing CMPT 106 concurrently with CMPT 115 is a response to student demand for access to CMPT 106 after CMPT 111.

Division of Social Sciences

Political Studies

Minor Program Revisions

International Studies B.A. Honours, Four-year

1. Add LING 244.3, 247.3 and 402.3 to requirement B6 of all streams, as options under the heading "Choose 24 credit units from the following".

2. In the Latin American stream only, add LING 111.3 and 112.3 as optional courses in requirement B1.

Rationale: These courses are relevant to the field of study and provide majors with greater course selection.

Minor Course Revisions

POLS 461.3 Topics in International Studies

POLS 462.3 Ethical Issues in International Studies

POLS 465.3 Nationalism and International System

POLS 466.3 Ethnic Conflict and Democracy

POLS 471.3 Globalization and Challenges

Prerequisite Change:

Old Prerequisite: POLS 260.6

New Prerequisite: POLS 261.3 and 262.3

Rationale: Course split of POLS 260.6 to POLS 261.3 and 262.3.

Course Split – Item for information only

POLS 260.6 International Relations

Course is split into POLS 261.3 and 262.3

Rationale: The Department is working to phase out 6 credit unit courses from the curriculum.

This makes it easier for students to fit into their schedule because most courses are now 3 credit units. By splitting the course into two 3 credit unit courses, we are able to have additional courses on "Global Governance", which address issues mandated by the department.

POLS 261.3 Introduction to International Politics

1 or 2 This course is an introduction to the dynamics of international politics. It introduces students to the evolution of international politics with a focus on major events and ideas in the development of the modern international system, with particular emphasis on political concepts, ideologies and theories regarding the nature, meaning and development of the international system.

Prerequisite(s): POLS 111 and 112; or 30 credit units of university courses.

Instructor(s): Ron Wheeler

POLS 262.3 Introduction to Global Governance

1 or 2 This course examines major international institutions - such as the United Nations, the European Union, NATO and others to understand how they work and to assess their success in dealing with various issues that challenge the international community – for example, in the promotion of human rights, assisting economic development, ameliorating violent conflicts, and promoting nuclear nonproliferation.

Prerequisite(s): POLS 111 and 112; or 30 credit units of university courses.

Instructor(s): Ron Wheeler

COLLEGE OF GRADUATE STUDIES & RESEARCH

Educational Psychology And Special Education

Program Modifications

Course-based M.Ed. in Educational Psychology and Special Education

Required Courses

Special Education stream

Current Requirement: ERES 840.3 – Statistical Methods Intermediate or ERES 845.3 – Qualitative Research Methods

Proposed Requirement: Two – 3 credit unit courses in Research Methodology, one of which must be an ERES course or its equivalent as chosen from the following: ERES 840.3 - Statistical Methods Intermediate or 3 credit units in Intermediate Statistics as approved by the EPSE department OR ERES 845.3 - Qualitative Research Methods or 3 credit units in Qualitative Research Methods as approved by the EPSE department.

Current Requirement: EPSE 842.3 – Assessment Literacy in Education or EPSE 843.3 – Theory of Educational and Psychological Measurement

Proposed Requirement: EPSE 842.3 – Assessment Literacy in Education or 3 credit units in Applied Measurement and Evaluation as approved by the EPSE department OR EPSE 843.3 – Theory of Educational and Psychological Measurement or 3 credit units in Applied Measurement and Evaluation as approved by the EPSE department

Measurement and Evaluation stream

Current Requirement: EPSE 842.3 – Assessment Literacy in Education

Proposed Requirement: EPSE 842.3 – Assessment Literacy in Education or 3 credit units in Applied Measurement and Evaluation as approved by the EPSE department

Current Requirement: EPSE 843.3 – Theory of Educational and Psychological Measurement

Proposed Requirement: EPSE 843.3 – Theory of Educational and Psychological Measurement or 3 credit units in Applied Measurement and Evaluation as approved by the EPSE department

Current Requirement: EPSE 844.3 – Advanced Test Theory and Instrument Construction

Proposed Requirement: EPSE 844.3 – Advanced Test Theory and Instrument Construction or 3 credit units in Applied Measurement and Evaluation as approved by the EPSE department

Current Requirement: ERES 841.3 – Statistical Methods Advanced

Proposed Requirement: ERES 841.3 – Statistical Methods Advanced or 3 credit units in Advanced Statistics as approved by the EPSE department

Rationale:

These minor changes to the students' Program of Study will increase the flexibility of course selection for students (i.e., increase the course offerings they are able to access across terms and across campus to complete program requirements; and take advantage of new research methodology courses being offered across campus, such as Cross Cultural or Indigenous Research Methodology) and allow students to self-select a more research intensive or applied measurement focus to their program of studies in the special education and measurement and evaluation streams.

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