



Academic Programs Committee of Council University Course Challenge

Scheduled posting: March 2012

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Science: Clarification of credit allowed for 100-level computer science courses; revised prerequisites.

Social Sciences: Program change in Geography; new course in Political Studies; prerequisite changes in Psychology to reflect course split of PSY 110.

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Prerequisite change.

Graduate Studies and Research **Page 8**

New course in Civil and Geological Engineering; new Post Graduate Diploma in Biomedical Engineering.

Law **Page 8**

New courses in clinical law.

Approval:

Date of circulation: March 16, 2012

Date of effective approval if no Challenge received: March 30, 2012

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 April 2012, with a submission deadline of April 12, 2012. Urgent items can be posted on request.

College of Agriculture and Bioresources

Correction to [February University Course Challenge](#):

The list of requirements for the Minor in Plant Ecology should include BIOL 228.3 Introduction to Ecology and Ecosystems as an alternative to PLSC 213.3 Principles of Plant Ecology.

College of Arts and Science

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 approval or information.

DIVISION OF HUMANITIES & FINE ARTS

Classical, Medieval & Renaissance Studies

Minor Course Revisions

CLAS 103.3 Biomedical Terminology

Prerequisite Change:

Old prerequisite: BMSC 200

New Prerequisite: None.

Rationale: The prerequisite is unnecessary to assure ability to assure adequate student performance in this course. Removing the current prerequisite will make this very popular course available to a broader range of students.

History

New Course

HIST 462.3 Orality, Literacy, Memory, Tradition and History

1 or 2 (3S) People understand the past differently. Historical information is constituted and conveyed in culturally specific ways. This course examines the way that orality, literacy, memory and notions of “tradition” intersect in the construction and conveyance of historical knowledge between cultures and within particular cultures over time.

Prerequisite(s): 6 credit units 200-level HIST

Note: Chronological and geographical designation will vary with instructor.

Rationale: This course is the only one offered by the department that deals specifically with issues and methods pertaining to oral history, as well as to related ideas of literacy, memory, and tradition. These ideas are becoming increasingly prevalent and relevant in the field of historical study, and this course provides a forum for students to engage with the diverse ways that histories have been created, remembered, and shared. Improves department’s offerings in the field and reflects the research interests of the instructor.

French

Minor Program Revisions

French B.A. Honours, Double Honours, Four-year, Three-year

Add FREN 434 and 445 to list of restricted electives in the major (same list in all programs and options)

Choose 6 credit units (12 credit units for Honours) from the following restricted electives:

- [FREN 317.3](#)
- [FREN 318.3](#)
- [FREN 319.3](#)
- [FREN 320.3](#)
- [FREN 334.3](#)
- [FREN 338.3](#)
- [FREN 343.3](#)
- [FREN 345.3](#)
- [FREN 350.3](#)
- [FREN 360.3](#)
- [FREN 417.3](#)
- [FREN 418.3](#)
- [FREN 419.3](#)
- [FREN 420.3](#)
- [FREN 423.3](#)
- **FREN 434.3**
- [FREN 438.3](#)
- [FREN 443.3](#)
- **FREN 445.3**

Rationale: These courses have been in the course calendar for many years and were inadvertently omitted from the list of restrictive electives.

DIVISION OF SCIENCE

Computer Science

Minor Course Revisions

The following changes will clarify that students may only take one of CMPT 100, 102, 120 or 175 for credit:

CMPT 100 Introduction to Computing

Change to Note:

Old Note: After CMPT 100, students can take any of 105, 111, and 175. Students can receive credit for only one of CMPT 100, CMPT 102, CMPT 175. Students may not take CMPT 100 for credit after taking CMPT 105. Also, students may not take CMPT 100 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 100 as a course in their major, but may count it as a junior elective as long as CMPT 100 is taken before CMPT 115 or CMPT 117.

New Note: After CMPT 100, students can take any of 105 and 111. Students can receive credit for only one of CMPT 100, CMPT 102, CMPT 120, CMPT 175. Students may not take CMPT 100 for credit after taking CMPT 105. Also, students may not take CMPT 100 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 100 as a course in their major, but may count it as a junior elective as long as CMPT 100 is taken before CMPT 115 or CMPT 117.

Rationale: Clarify that students may only take one of CMPT 100, 102, 120 or 175 for credit.

CMPT 102 Introduction to Computing and Programming

Change to Note:

Old Note: Students can receive credit for only one of CMPT 100, CMPT 102, CMPT 175. CMPT 102 may not be taken for credit after completion of CMPT 105 or CMPT 111. Students majoring in computer science may not use CMPT 102 as a course in their major.

New Note: Students can receive credit for only one of CMPT 100, CMPT 102, CMPT 120, CMPT 175. CMPT 102 may not be taken for credit after completion of CMPT 105. Students majoring in computer science may not use CMPT 102 as a course in their major. Rationale: Clarify that students may only take one of CMPT 100, 102, 120 or 175 for credit.

CMPT 105 Introduction to Computing and Interactive Systems Design

Change to Note:

Old Note: CMPT 105 can be taken as a science course by non-science majors. Science majors may not receive science credit for this course. CMPT 105 can be taken for credit after the completion of CMPT 100, 102 or 175; but CMPT 100, 102 and 175 cannot be taken for credit after completion of CMPT 105. CMPT 105 cannot be taken for credit after CMPT 111.

New Note: CMPT 105 can be taken as a science course by non-science majors. Science majors may not receive science credit for this course. CMPT 105 can be taken for credit after the completion of CMPT 100, 102, 120 or 175; but CMPT 100, 102, 120 and 175 cannot be taken for credit after completion of CMPT 105. CMPT 105 cannot be taken for credit after CMPT 111.

Rationale: Clarify that students may only take one of CMPT 100, 102, 120 or 175 for credit.

The following changes will clarify that students may not take introductory courses following higher-level ones.

CMPT 115 Principles of Computer Science

Change to Note:

Old Note: 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. Students may not take CMPT 100, 102, 106, 120 or 175 for credit concurrently with or after CMPT 115.

Rationale: Clarify that students may not take introductory courses following higher-level ones.

CMPT 117 Computing II

Change to Note:

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

New Note: Students can have credit for at most one of CMPT 117 and 115. Students may not take CMPT 100, 102, 106, 120 or 175 for credit concurrently with or after CMPT 117.

Rationale: Clarify that students may not take introductory courses following higher-level ones.

CMPT 350.3 Web Programming

Prerequisite Change:

Old prerequisite: CMPT 270

New Prerequisite: CMPT 280

Rationale: The proposed prerequisite (CMPT 280) is the follow-on course for the prior prerequisite (CMPT 270). They are both required by all our majors programs. The change will provide students with more technical background in data structures, as well as more technical maturity. This will also prevent students following a typical 4 year program from attempting to take CMPT 350 in their second year, which is currently possible, but not intended.

CMPT 435.3 Foundations of Concurrent Programming

Prerequisite Change:

Old prerequisite: CMPT 260, 332

New Prerequisite: CMPT 215 and 6 credit units from: CMPT 332, CMPT 340, CMPT 360

Rationale: All majors and honours programs in CMPT require at least 2 of CMPT 332, 340, 360. CMPT 435 draws on pre-requisite material from all of the mentioned 3rd year courses, not specifically CMPT 332 only, and changing the prerequisites more clearly informs students. Requiring that 6cu from these courses be completed prior to 435 ensures that students will have the technical maturity to make up any missing background during the course. CMPT 260 is removed because it is a prerequisite for CMPT 340 and CMPT 360. CMPT 215 (a prerequisite to CMPT 332) is added to ensure that students will have background in Computer Architecture, even if they do not have credit for CMPT 332 before taking CMPT 435.

CMPT 481.3 Human-Computer Interaction

Prerequisite Change:

Old prerequisite: CMPT 370

New Prerequisite: CMPT 381 or CMPT 370

Rationale: This change will allow students in the Interactive Systems Design (ISD) program to take CMPT 481, as planned in the development of the ISD program.

DIVISION OF SOCIAL SCIENCES

Geography

Minor Program Revision

Geography B.Sc. Four-year

Remove requirement for GEOG 390 and increase the number of restricted electives in the major

C6 Major Requirement (39 credit units)

- [GEOG 222.3](#)
- [GEOG 280.3](#)
- [GEOG 290.3](#)
- [GEOG 302.3](#)
- ~~[GEOG 390.3](#)~~
- [STAT 245.3](#) or [STAT 246.3](#) or [PLSC 314.3](#)

Physical Geography

Choose ~~12~~ 15 credit units from the following, of which at least 3 credit units must be at the 300-level or higher.

Biogeography

- [GEOG 271.3](#)
- [GEOG 273.3](#)

Environmental

- [GEOG 351.3](#)

Geomorphology

- [GEOG 235.3](#)
- [GEOG 335.3](#)

- [GEOG 435.3](#)
- Water
- [GEOG 225.3](#)
- [GEOG 233.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 427.3](#)
- Field Methods/Projects
- [GEOG 490.3](#)

Remainder of C6 is unchanged.

Rationale: By removing GEOG 390 from the list of required courses for the B.Sc. 4-year in physical geography, the department is acting to differentiate the 4-year degree from the Honours degree: we expect our Honours students to have a greater concentration of courses in Geography than our Major students. Training in a variety of field and laboratory techniques is available to all 4-year Major students through GEOG 290 Field Techniques & Laboratory Analysis which has been offered for the past 4 years on an annual basis.

Political Studies

New Course

POLS 456.3 Quantitative Political Analysis

1 or 2 (1.5L-1.5P) This course provides students with an applied introduction to quantitative analysis in political science. Building on students' prior understanding of social science data collection research methods (through the completion of POLS 256 Methods of Political Research or an equivalent course), POLS 456 introduces students to a variety of univariate and bivariate quantitative techniques, up to but not including regression analysis.

Prerequisite(s): POLS 256.3; or an equivalent social science research methods course and 60 credit units at the university level

Instructor: Loleen Berdahl

Rationale: This course is being created to help further the research methods component of the Political Studies curriculum and to advance students' understanding of quantitative methods.

Psychology

Minor Course Revisions

PSY 242.3 Physiological Psychology

PSY 246.3 Introduction to Human Neuropsychology

PSY 252.3 Perceptual Processes

PSY 253.3 Introduction to Cognitive Psychology

PSY 255.3 Human Memory

PSY 256.3 Psychology of Language

Prerequisite Change:

Old prerequisite: PSY 110.6

New Prerequisite: PSY 120.3

Rationale: PSY 110.6 has been split into PSY 120.3 and PSY 121.3. PSY 120.3 will serve as the prerequisite for Psychology courses in Group 2 (Courses related to the cognitive, neuropsychological, and biological influences on behavior).

PSY 207.3 Psychology of Death and Dying

PSY 213.3 Child Development

PSY 214.3 Adolescent Development

PSY 216.3 Psychology of Aging

PSY 222.3 Personality

PSY 223.3 Abnormal Psychology

PSY 224.3 Introduction to Culture and Psychology

PSY 225.3 Group Dynamics and Intergroup Relations

PSY 227.3 Intrapersonal and Interpersonal Processes

PSY 230.3 Criminal Behavior

PSY 231.3 Psychology and Law

PSY 257.3 Clinical and Counselling Psychology

PSY 260.3 Health Psychology

PSY 261.3 Community Psychology

Prerequisite Change:

Old prerequisite: PSY 110.6

New Prerequisite: PSY 121.3

Rationale: PSY 110.6 has been split into PSY 120.3 and PSY 121.3. PSY 120.3 will serve as the prerequisite for Psychology courses in Group 1 (Courses related to the cultural, social and environmental influences on behavior).

PSY 233.3 Statistical Methods in Behavioural Sciences

Prerequisite Change:

Old prerequisite: PSY 110.6

New Prerequisite: PSY 120.3 or PSY 121.3

Rationale: PSY 110.6 has been split into PSY 120.3 and PSY 121.3. Either of PSY 120.3 or PSY 121.3 will serve as the prerequisite for PSY 233.3.

College of Engineering

Prerequisite Change

RCM 407.3 Language Structure in Professional Communication – D. Rolfes

From: Prerequisite(s): RCM 300 or 24 credit units of RCM non-EN alternatives

To: Prerequisite(s): 24 credit units of RCM non-EN alternatives

Prerequisite(s) or Corequisite(s): RCM 300

Rationale: The restricted role that rhetorical theory plays in RCM 407, where the focus is on the technical aspects of sentence construction and word choice. Students who are enrolled in RCM 300 concurrently with RCM 407 will, in the opening weeks of RCM 300, acquire the basic terminology to understand the rhetorical dimensions of sentence-building which they will encounter in the second half of RCM 407.

College of Graduate Studies and Research

Civil and Geological Engineering

New Graduate Course

CE 865.3- Intelligent Transportation Systems

Prerequisites/Restrictions: None.

Calendar Description: This course investigates the technologies and application of various Intelligent Transportation Systems (ITS) employed in the Transportation Engineering field. Focus of this course is the benefits ITS can provide road managers and users across diverse transportation infrastructure applications.

Rationale: Market request for more training in ITS as well as rapid development of ITS from a technological and application perspective in industry.

Contact person: Curtis.berthelot@usask.ca

Approval: Graduate Academic Affairs Committee, November 15, 2011

Biomedical Engineering

Creation of a Post Graduate Diploma in Biomedical Engineering

In a field of study where a Masters or PhD program already exists, University approval procedures permit the approval through University Course Challenge of a program at a lesser depth of study. In the field of Biomedical Engineering, CGSR is now creating a Post Graduate Diploma for students whose undergraduate program or average is insufficient for admission to the Master's program.

PGD in Biomedical Engineering Admission Requirements

4-year undergraduate degree in a relevant field

A cumulative weighted average of 65% or better in final two years (60 credit units) of undergraduate degree program

Proof of English proficiency

Diploma Requirements

GSR 960.0

GSR 961.0 if coursework requires research involving human subjects

GSR 962.0 if coursework requires research involving animal subjects

A minimum of 30 credit units; at least 18 credit units must be at the 800-level

Contact person: gordon.sarty@usask.ca

Approval: Graduate Executive Committee, January 19, 2012

College of Law

LAW 491.3 Clinical Law Seminar

LAW 492.12 Clinical Law Practicum

Prerequisite: Completion of first year in Law.

Calendar description: A 15-credit-unit one-semester (13-week) clinical experience including practicum and academic seminar.

Students will work full-time at Community Legal Assistance Services for Saskatoon Inner City Inc (CLASSIC) under the supervision of the clinic's supervising lawyers and the course

instructor. CLASSIC is located in the Riversdale neighbourhood of Saskatoon. The practicum will be graded on a pass-fail basis while the seminar will be graded on a percentage grade basis. The practicum and seminar will provide extensive exposure to criminal procedure, evidence law, trial advocacy, negotiation, legal research and writing, civil and administrative law procedure, and professional responsibility.

The practicum will be graded on a pass-fail basis while the seminar will be graded on a percentage grade basis.

Course(s) to be deleted: Law 305.6 Clinical Law; Law 482.3 Advanced Clinical Law

Rationale:

Clinical Legal Education: Intensive clinical law courses are a well-established component of many law school programs in Canada. Clinical legal education was incorporated into most American, and many Canadian, law schools starting in the 1960s and 1970s. Clinical law is grounded in students' immersion in "real-life" legal practice contexts, whether in law school clinics, specialty clinics, or community-based clinics (such as CLASSIC). Although the purpose and goals of clinical legal education remain contested, it is fair to say that the "signature pedagogy" for clinical legal education is characterized by critical reflection on practice, a focus on ethical and professional identity formation, as well as a focus on legal skills training. By exposing law students to actual experiences of legal practice, usually in situations where clients are facing multiple social, economic and legal challenges, clinics provide "a way for students to engage the law more deeply, to explore the various real-life contexts in which it works, and to build relationships with the people whose lives it affects."¹ Certainly, clinical law experiences can help students contextualize and apply the substantive and procedural law concepts that they learn elsewhere in the law school curriculum. Through structured and critical reflection during clinical seminars, students analyze and synthesize the various components of their experiences and reflect on larger issues relating to professional responsibility, the legal system, and the limits and possibilities of legal practice in situations of social injustice. There is a huge body of clinical scholarship in the United States and a growing academic interest in clinical methodologies and scholarship in Canada.

Although the College of Law offered a clinical law program in the late 1970s, this program ceased to operate in the early 1980s.² In 2006, a small group of students (Victoria Coffin, Kyle Vermette and Jody Busch) elicited the support of the Dean, faculty and community leaders, and founded CLASSIC. In partnership with the White Buffalo Youth Lodge, CLASSIC opened its doors in February 2007. Since 2007, CLASSIC has served over 3,000 clients and hundreds of law students have been involved either as clinical students or pro bono volunteers.

The clinical course is currently structured as a 6-credit, full year course with an enrollment of 25 students. Students engage in an intensive initial orientation at the beginning of the year at CLASSIC and then are assigned client files. Clinical law students are responsible for new client intake interviews, and primary carriage of files in a wide variety of legal areas. They work under the close supervision of the clinic's supervising lawyers. Students usually carry up to 5 files at a time and also attend a weekly academic seminar. The College also offers an

¹ Jeffrey Ward, "One Student's Thoughts on Law School Clinics" (2010) 16 Clinical L Rev 489 at 491. See also Jane Aiken and Stephen Wizner, "Teaching and Doing: the Role of Law School Clinics in Enhancing Access to Justice" (2004) 73 Fordham L Rev 997 at 1008-9.

² See Donald H. Clark, "Legal Education in Saskatchewan: the Last Ten Years" (1982-1983) 7 Dal LJ 375.

Advanced Clinical Law seminar, where a smaller group of students take on larger “clinical law projects”, which may involve collaboration with community groups, public legal education, legal research papers or law reform initiatives.

Feedback from students about the clinical law program has been extremely positive overall. One common complaint, however, is that the clinical workload is quite heavy relative to other courses (students are often engaged in preparation for hearings and trials, for example). The students that I have informally canvassed over the years have very strongly voiced their preference for an intensive clinical program.

The intensive clinic model: Canadian law schools have offered intensive clinical law programs for decades. Notable programs include Osgoode Hall Law School’s Intensive Programme in Poverty Law, UBC’s First Nations Legal Clinic program, and Dalhousie Law School’s Legal Aid Service clinical program. The University of Victoria Law School, the University of Toronto Law School and University of Windsor Law School also offer intensive clinical programs. Typically, students enrolled in intensive clinical programs earn 15 credits and work at the clinic full-time (9-5 Monday-Friday), with time allotted for attendance at an academic clinical law seminar, and specified skills training modules and sessions on various areas of substantive law. Some clinics offer 12 credits for the intensive program, permitting students to take one law school course in addition to the clinical program. Most intensive clinical programs require students to research and write a major paper related to their clinical experience.

Why an intensive clinical program at the University of Saskatchewan College of Law? First (and most importantly from a professional responsibility and ethical perspective) the clients of CLASSIC are better served through an intensive model. We know this because of CLASSIC’s experience with summer students, who work full time during the summer months. Students who are at the clinic full-time are available to meet with clients, have more capacity for thorough legal research and preparation for hearings and trials and are able to work more efficiently on their files. The staff and Board of Directors at CLASSIC has unequivocally expressed their support for the implementation of an intensive model because they believe that their clients are best served through this model. I am attaching as Appendix “B” an email of support from CLASSIC supervising lawyer and former Executive Director Amanda Dodge to this effect.

However, the intensive model is also the best clinical model from a pedagogical perspective. Pedagogically, an immersion experience is very valuable for students and offers students a rich and deep exposure to the realities of legal practice in a clinical context. From my perspective, an intensive model would afford students the opportunity to engage in much more extensive orientation at the beginning of the program, and much more comprehensive ongoing skills modules and academic reflection.

From a curricular perspective, some students and faculty might worry that an intensive program might interfere with students’ ability to take the various required or Law Society “recommended” upper year courses. Although of course the clinical intensive program is no substitute for substantive law classes, an intensive model would give students extensive exposure to criminal procedure, evidence law, trial advocacy, negotiation, legal research and writing, civil and administrative law procedure, professional responsibility and more, and some of these areas could likely be built more formally into the structure of the course. Although the precise details would have to be determined in consultation with CLASSIC, it is likely that at least 10 students could participate in a clinical course each semester.

From a resources/ teaching perspective, I would recommend that the course be structured as a 3-credit clinical law seminar plus 12 “clinic” credits. I would of course offer to teach the 3-credit seminar each semester. The two full time supervising lawyers at CLASSIC would continue to supervise the majority of client files, although I maintain a role in file supervision. The Advanced Clinical course would no longer be part of the curriculum and this would provide me with 6 extra teaching hours/ credits to be allocated as required.

I would recommend that students in the program be assessed on a pass/ fail basis, but that the academic 3-credit clinical seminar be graded. Ideally, a detailed written evaluation of the students’ performance in the clinical program could be appended to students’ official transcripts (this is the approach taken at Osgoode Hall Law School).

I recommend that the College of Law implement an intensive clinical law program to be based at CLASSIC. This approach has the support of the staff and leadership at CLASSIC, is pedagogically sound, and would put our College in line with the many other law schools in Canada that have incorporated intensive, experientially-grounded clinical programs into their curricula.

From Sarah Buhler, Assistant Professor

Approved by Faculty Council of the College of Law on February 13th, 2012.