



## Academic Programs Committee of Council University Course Challenge

Scheduled posting: April 2013 (as corrected)

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*Items for Approval -*

**Humanities and Fine Arts** - Add PHIL 140 Critical Thinking and 241 Introduction to Symbolic Logic to the list of courses that may be used to satisfy the Science requirement in Type A and Type D programs

New courses in Classical, Medieval and Renaissance Studies, in Interdisciplinary Studies in Culture and Creativity (including new course in Natural Hazards), general elective credit for community service learning course.; program revisions in Minor in Digital Culture and New Media; course deletions in Religion and Culture

**Science** – program revisions in geology; course revisions in first-year Physics courses

**Social Science** – program revisions in Environment and Society, International Studies

*Items for Information* – the following curricular changes do not affect programs or students from outside of the College of Arts and Science but are listed in the UCC for information purposes: prerequisite changes in English, Computer Science, Physiology and Pharmacology, and Economics; new prerequisite and course number for ACB course in cellular neurobiology

#### Engineering

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Course deletions in Electrical and Computer Engineering; replacement of PHYS 127 with PHYS 125 in science electives for Engineering programs

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Nursing - Program revisions in clinical courses to redistribute clinical hours; program revisons for Nurse Practitioner program to facilitate distance delivery; changes to course numbering

Plant Sciences – new course

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### Approval:

Date of circulation: April 22, 2013

Date of effective approval if no Challenge received: May 6, 2013

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**Next scheduled posting:** The next scheduled Challenge document posting will be in May 2013, with a submission deadline of May 14, 2013. This will be the last date for approval of any prerequisite or other course changes for the 2013-14 Fall and Winter terms (201309 and 201401). Urgent items can be posted on request.

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## College of Arts and Science

### Items for Approval

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.

### DIVISION OF HUMANITIES AND FINE ARTS

#### Division of Humanities and Fine Arts

#### Minor Program Revisions

#### Program Type A (Requirement A3) and Program Type D (Requirement D3)

Add PHIL 140 Critical Thinking and 241 Introduction to Symbolic Logic to the list of courses that may be used to satisfy the Science requirement.

#### A3/D3 Science Requirement (6 credit units)

Choose **6 credit units** from the following:

- [ASTR 102.3](#)
- [ASTR 103.3](#)
- [BIOL 107.6](#)
- [BIOL 120.3](#)
- [BIOL 121.3](#)
- [CHEM 112.3](#)
- [CHEM 115.3](#)
- [CMPT 100.3](#)
- [CMPT 102.3](#)
- [CMPT 105.3](#)
- [CMPT 106.3](#)
- [CMPT 111.3](#)
- [CMPT 115.3](#)
- [CMPT 120.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOL 108.3](#)
- [GEOL 109.3](#)
- [GEOL 121.3](#)
- [GEOL 122.3](#)
- [MATH 104.3](#)
- [MATH 110.3](#)
- [MATH 112.3](#) or [MATH 116.3](#)
- [MATH 121.3](#)
- [MATH 125.3](#)
- [MATH 128.3](#)
- [PHIL 140.3](#)
- [PHIL 241.3](#)
- [PHYS 115.3](#)
- [PHYS 117.3](#) or [PHYS 125.3](#)
- [PHYS 127.3](#) (formerly PHYS 128)
- [STAT 103.3](#)
- Any senior-level science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Science Requirement.
- Students may use only 6 credit units in mathematics and statistics toward the Science Requirement.
- [MATH 102.3](#) and [STAT 244.3](#) may not be used to meet the Science Requirement.

Rationale: Arts and Science Programs in universities in Canada have very diverse general graduation requirements, but it is the *standard* practice among universities which have a quantitative general requirement (York, Regina, Lethbridge, Simon Fraser to name a few) that courses in logic (thus courses in Critical thinking and Introduction to Symbolic Logic as well as more advanced courses in meta-theory, set theory model theory and the like) fit the quantitative requirement which is also satisfied by Mathematics, Statistics, and Computer Science. More generally Philosophy Departments across Canada teach a wide variety of courses which are recognized as satisfying science requirements (courses such as the Philosophy of Science,

Philosophy of Psychology, Philosophy of Social Science and so on); Philosophy as a subject is very broad and straddles divisional boundaries, teaching courses which would fit reasonably in all three of the divisions of this college.

Arts & Science programs at the U of S do not have a quantitative requirement *per se* but instead bundle the quantitative courses together with other courses (often classified as experimental or laboratory courses) under the label Science (formerly Natural Science). The practice of identifying courses by the division in which the relevant courses are taught has the effect of placing Statistics, Mathematics and Computer Science, courses in the Science category-- but *not* courses in Logic. At the U of S this practice is not followed in an entirely mechanical way (as in the case of the case of some courses in Geography), but in the case of courses in Logic it does seem merely a mechanical consequence of the department in which they are taught rather than a consequence of the academic content of the courses. We think that this is an unfortunate consequence because it apparently excludes logic merely because of the department in which it is taught.

Formal Logic as a subject is taught all across Canada and the wider world in philosophy departments as well as departments of mathematics and computational science; its credentials as a rigorous quantitative discipline are completely uncontested. The fact that it is taught primarily in Philosophy departments is a historical consequence of the fact that the formalist project in the foundations of mathematics of reducing mathematics to logic championed by Frege, Russell and Whitehead early in the twentieth century occurred at a time in which division between departments was less clear cut and formal logicians were generally located in Philosophy Departments.

### **Classical, Medieval and Renaissance Studies**

#### **New Course(s):**

#### **CMRS 433.3 Advanced Manuscript Studies**

1 or 2 An independent study course in which the student works one-on-one with a CMRS faculty member on manuscript evidence relating to that faculty member's research. It involves students directly in the process of advanced primary research and the excitement of discovery using sources which may well never have been examined before.

Prerequisite(s): CMRS 333.3 or permission of the instructor.

Instructor(s): Frank Klaassen (History); Sharon Wright (History); Brent Nelson (English); Yin Liu (English); Peter Robinson (English); Stella Spriet (Languages)

Rationale: This course provides opportunity for advanced manuscripts studies following the very successful CMRS 333.3. Together these two courses provide opportunities for senior undergraduate students to become directly involved in advanced level research which could ultimately result either in publication or some form of publication credit. The disciplines which these course introduce (i.e., codicology, palaeography, and manuscript editing) are fundamental to the discipline of pre-modern studies, since manuscripts form the principle primary source for research.

## **Digital Culture and New Media**

### **Minor Program Revisions**

#### **Minor in Digital Culture and New Media**

Add CMPT 281, INCC 310, INCC 311 and PHIL 236 as electives in the program.

### **Requirements**

- [INCC 210.3](#)
- [INCC 401.3](#)

Choose 18 credit units from at least TWO of the following four disciplines (not more than 6 credit units from the student's major):

Art (Please note that not all of these are offered every year.)

- *No change to current listing*

Computer Science

- [CMPT 105.3](#)
- [CMPT 106.3](#)
- [CMPT 281.3](#)

English

- *No change to current listing*

**Interdisciplinary Study of Culture & Creativity (INCC)**

*Selected INCC Special Topics courses may be used in this requirement. Consult the Program Coordinator for information on specific courses.*

- [INCC 310.3](#)
- [INCC 311.3](#)

**Philosophy**

- [PHIL 236.3](#)

Sociology

- *No change to current listing*

Optional Complementary Courses

- *No change to current listing*

Rationale: The additional courses are relevant to the field and provide students in the minor with greater course selection.

## **Interdisciplinary Studies in Culture and Creativity**

### **New Course(s):**

#### **INCC 280.3 Human Dimensions of Natural Hazards**

2 This course introduces students to the different types of natural hazards -- beneath and at the Earth's surface and within the atmosphere -- that pose risk to human populations and infrastructure while impacting the natural environment. Although intended to introduce students to this topic in a global context, this course has a primary focus on events relevant to Canadian environments. The course will explore (1) naturally-occurring and anthropogenic processes responsible for different types of natural hazards such as earthquakes, volcanic eruptions, landslides, coastal erosion and/or flooding; (2) how and why human populations and infrastructure are becoming increasingly vulnerable to the effects of natural disasters, and (3) strategies for minimizing the impact of natural disasters through preparedness, community

resiliency, and mitigation. The interdisciplinary nature of the course will be emphasized through learning activities that integrate scientific analysis with social, economic, and/or political issues affecting natural disasters.

Prerequisite(s): Permission of the instructors or 24 credit units of which 6 credit units must be drawn from Science. GEOG 120, 125, 130; NRTN 101; or GEOL 108, or 121 are recommended choices.

Instructor(s): Kim West

Rationale: Several Canadian universities already offer natural hazard courses through their geography or earth science departments, including the University of Windsor, (61-110 Natural Hazards and Disasters), McMaster University (EARTH SCI 2GG3 Natural Disasters), and Simon Fraser University (Geography of Natural Hazards). In several of these universities, natural hazard courses have demonstrated steadily increased enrollments in recent years (please see Figure 1 in Abbott and Zebrowski 1998).

Natural hazard courses are extremely popular with students (Nielsen, 2001; Zebrowski 2001; Abbott and Zebrowski 1998) for a variety of reasons:

- a) they spark students' natural curiosities,
- b) they deal with issues that are relevant to students' everyday lives (e.g. natural hazards are in the news regularly and no place on Earth is immune to disasters),
- c) they examine interrelationships between science and society, as well as global, regional, local issues,
- d) they lend themselves well to issues-based socioscientific instruction, inquiry-based learning, and other interactive (online) pedagogical formats.

While we hope the subject matter of this course will naturally attract and pique the curiosity of a large number of students, the primary reason for offering this course is to broaden opportunities at the undergraduate level for engaging in dialogue, discussion, and socio-scientific exploration of issues across the varied disciplines of the humanities, social sciences, and natural sciences. Natural hazards, a broad topic that affects everyone in society, lends itself well to an interdisciplinary and issues-oriented approach that integrates the nature and process of hazards with discussions of the social, economic, and/or political factors contributing to the impact and vulnerability of human populations and infrastructures to natural disasters.

Research has demonstrated that students gain a deeper and more meaningful understanding of the concepts in a discipline when they are presented with issue-oriented or socio-scientific courses which not only address conceptual ideas, but the application and analysis of these ideas within a social context (Lenz & Willcox 2012). In addition, George Kuh, in a 2008 AACU report, outlines 10 high-impact educational practices designed to support learning outcomes such as critical and creative thinking, inquiry and analysis, problem-solving, teamwork, civic knowledge and engagement, and engaging with big picture questions. He suggests that learning communities or courses linked to "big questions" or issues foster a deeper proficiency and understanding of subject matter, and interdisciplinary connections and understandings. These 'big question' courses help students to see how and why subject matter is interrelated amongst disciplines and how it is relevant to their everyday lives.

In the Teaching and Learning Foundational Document, our university outlines the need to foster collaborative multi-disciplinary approaches and integrative/interdisciplinary thinking. We argue that a course such as this one, situated within the Centre for Culture & Creativity, will be attractive to a wider variety of students with differing academic backgrounds and that it will

enhance and broaden our current course offerings through an interdisciplinary issues-oriented approach bridging scientific knowledge and social responsibility.

**References:**

- Abbott, P.L. and Zebrowski, E. 1998. Natural disasters as a unifying theme for an interdisciplinary science course. *Journal of Geoscience Education*, 46: 471-476.
- Lenz, L. and Willcox, M.K. 2012. Issue-oriented science: Using socioscientific issues to engage biology students. *The American Biology Teacher*, 74(8): 551-556.
- Kuh, G.D. 2008. High-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities (AACU) Report. University of Saskatchewan Teaching and Learning Foundational Document*. Accessed November 26, 2010 from [http://www.usask.ca/ip/inst\\_planning/foundational\\_docs/teach\\_and\\_learn.php](http://www.usask.ca/ip/inst_planning/foundational_docs/teach_and_learn.php).
- Zebrowski, E. 2001. Natural disasters: A fascinating approach to scientific inquiry. *Journal of College Science Teaching*, 30(6): 376-381.

**INCC 311.3 Digital Storytelling and New Media Poetics**

1 or 2 Digital stories are expressed through a variety of media, including visual, verbal, interactive, textual, and acoustic elements. This emerging genre employs many different techniques and platforms, including interactive programming, social computing, hypertexts, narrative games, screencasts, animations, slideshows, digital films, or any combination of a number of multimedia formats to tell stories. In this course you will create your own digital narrative or poetry. Digital Storytelling and New Media Poetics is offered in partnership with Sage Hill Writing Experience so that students benefit from learning alongside creative practitioners from an expert in multimedia design and storytelling. Instruction occurs within a deep-immersion and intense 10 days in the spring or summer.

Prerequisite(s): INCC 210.3; or permission of the instructor

Note: This course may be offered off-campus, outside of Saskatoon. This is an intensive course: attendance is mandatory. There will be a program fee to cover costs of food and accommodation.

Rationale: This course is being created to add to the interdisciplinary offerings available for the Minor in Digital Culture and New Media.

**Minor Course Revision(s)**

**INCC 201.3 Dynamics of Community Involvement**

Change to Note:

Old Note: Students with credit for INTS 201 will not receive credit for this course.

New Note: **Students with credit for INTS 201 will not receive credit for this course. This course may be used in the General or Elective requirement for Arts & Science programs.**

Rationale: INCC 201.3 is an interdisciplinary (and interdivisional, as defined by Arts & Science) community service-learning (CSL) course that introduces students to local community issues and organizations, exploring concepts related to community involvement in Saskatoon and beyond.

This course currently may only be used in the Elective requirement for Arts & Science programs, but will now also be used in the General requirement, which exists in programs type A, B and C.

## **Religion & Culture**

### **Course Deletion(s):**

**RLST 223.3 Introduction to Christian Thought**

**RLST 224.3 Introduction to Christian Ritual and Worship**

**RLST 315.3 Eastern Christian Thought First Millennium**

**RLST 326.3 Christian Thought in Art**

Rationale: These courses have not been taught for some time and there is no plan to offer them in the foreseeable future.

## **DIVISION OF SCIENCE**

### **Geology**

#### **Minor Program Revisions**

#### **Bachelor of Science Four-year and Honours in Geology**

Add GEOE 315 and 475 to the list of C6 electives in Geology

#### **C6 Major Requirement (54 credit units)**

- *No change to required courses*

#### **Geosciences**

Choose **at least 12 credit units** from the following:

- *No change to this list*

Choose 12 credit units of senior level geoscience, which can be selected from the above list or from:

- |                              |   |
|------------------------------|---|
| ○ <a href="#">EVSC 220.3</a> | ○ <a href="#">GEOG 335.3</a>  |
| ○ <a href="#">EVSC 420.3</a> | ○ <a href="#">GEOG 351.3</a>  |
| ○ <a href="#">GEOE 315.3</a> | ○ <a href="#">GEOG 423.3</a>  |
| ○ <a href="#">GEOE 475.3</a> | ○ <a href="#">GEOG 427.3</a>  |
| ○ <a href="#">GEOG 222.3</a> | ○ <a href="#">GEOG 435.3</a>  |
| ○ <a href="#">GEOG 225.3</a> | ○ <a href="#">SLSC 313.3</a>  |
| ○ <a href="#">GEOG 235.3</a> | ○ <a href="#">SLSC 322.3</a>  |
| ○ <a href="#">GEOG 320.3</a> | ○ <a href="#">SLSC 232.3</a> (formerly <a href="#">SLSC 332.3</a> ) |
| ○ <a href="#">GEOG 322.3</a> | ○ <a href="#">TOX 301.3</a>   |
| ○ <a href="#">GEOG 323.3</a> | ○ <a href="#">TOX 310.3</a>   |
| ○ <a href="#">GEOG 325.3</a> |   |
| ○ <a href="#">GEOG 328.3</a> |   |

Rationale: GEOE 315.3 and GEOE 475.3 are courses that are of interest to Geology students, and are acceptable as courses under the professional registration guidelines in the province of Saskatchewan. These two courses have had the appropriate prerequisites for Geology students for a number of years, but this change in the list of C6 courses was needed to allow students to have these courses formally accepted as part of their Geology degree.

## **Physics & Engineering Physics**

### **Minor Course Revisions**

#### **PHYS 115.3 Physics and the Universe**

New Course Description: Provides the first part of an introduction to physics. Topics include force, energy, momentum and collisions, torque and angular momentum, electric and magnetic fields, electric currents and circuits. Some applications of physics in technology and the health sciences are also discussed.

#### **PHYS 117.3 Physics for the Life Sciences**

New Course Description: Introduces students to aspects of physics which are of particular relevance for the health and life sciences. This course can be used as the second part of an introduction to physics. Topics include fluid mechanics, oscillations and waves, thermal physics, optics, quantum physics, and nuclear physics. Emphasis is placed on bio-medical applications of physics.

#### **PHYS 125.3 Physics and Technology**

Prerequisite Change:

Old Prerequisite: MATH 110; PHYS 115 or GE 124

New Prerequisite: MATH 110 or 123; PHYS 115 or GE 124.

Change to Note:

Old Note: Students with credit for PHYS 111 or 121 may not take this course for credit. Students may only obtain credit for one of PHYS 117, PHYS 125, and PHYS 155.

New Note: Students may only obtain credit for one of PHYS 117 and PHYS 125.

New Course Description: Introduces students to aspects of physics with an emphasis on applications in technology and the physical sciences. This course can be used as the second part of an introduction to physics for students in the physical sciences or as a science elective for engineering students. Topics include fluid mechanics, oscillations and waves, temperature and ideal gas law, optics, special relativity, quantum physics, and nuclear physics.

**Rationale for PHYS 115/117/125:** The Department of Physics & Engineering Physics wishes to consolidate first year course offerings PHYS 125 and 127. PHYS 127 is a first year science elective for Engineering students which only focuses on introductory aspects of modern physics, while PHYS 125 is the second part of the first year introduction to physics for students in the physical sciences. However, students taking only PHYS 127 were missing exposure to oscillations and waves, and optics. Therefore we realized that PHYS 125 (which also contains introductory aspects of modern physics) is a more useful first year science elective for Engineering students. We have discussed this with Engineering, and determined that we could make only minor modifications, by swapping topics between PHYS 115 and PHYS 125, to make PHYS 125 a suitable elective for engineering students while still providing the full first year training for the physical science students. In particular, we only need to move the chapters on torque and angular momentum into PHYS 115/117 and in exchange move introductory atomic and quantum physics into PHYS 125. The note for PHYS 125 is also being updated because PHYS 111 and 121 were deleted 6 years ago, and PHYS 155 focuses exclusively on electromagnetism while PHYS 125 will only discuss fluids, oscillations and waves, optics, and aspects of modern physics.



## DIVISION OF SOCIAL SCIENCES

### Environment & Society

#### Minor Program Revisions

#### Bachelor of Arts and Science Honours and Four-year in Environment & Society

Revise Arts requirements to allow students more course options.

#### J2 Arts Distribution Requirement (18 credit units)

- [GEOG 130.3](#)

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

[HIST 151.3](#) or [HIST 152.3](#), [PHIL 140.3](#), and [ENG 110.6](#) or [ENG 114.3](#) are recommended

#### Social Science

Choose **3-6 credit units** from the following:

- [SOC 111.3](#) and/or [SOC 112.3](#)
- [POLS 111.3](#)
- [ANTH 111.3](#)
- [ARCH 112.3](#)
- [ARCH 116.3](#)
- [ECON 111.3](#)
- [ECON 114.3](#)
- [GEOG 130.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [NS 107.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [PSY 100.3](#)
- [PSY 120.3](#) and [PSY 121.3](#) (formerly PSY 110)
- [SOC 111.3](#)
- [SOC 112.3](#)
- [WGST 112.3](#)
- Any senior-level social science course provided that the prerequisite is met
- Statistics courses in social sciences are not accepted for credit toward the Arts Distribution Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#)).
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.
- [NRTH 101.3](#) is not a Social Science course.

#### Humanities

Choose **3-6 credit units** from the following:

- ~~[HIST 151.3](#)~~ or ~~[HIST 152.3](#)~~
- ~~[PHIL 140.3](#)~~
- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CMRS 110.3](#)
- [CMRS 111.3](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [HIST 110.3](#)
- [HIST 111.3](#)

- [HIST 114.6](#)
- [HIST 120.6](#)
- [HIST 121.3](#)
- [HIST 122.3](#)
- [HIST 151.3](#)
- [HIST 152.3](#)
- [HIST 170.6](#)
- [INTS 101.12](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LING 110.3](#)
- [LIT 100.6](#)
- [PHIL 110.6](#)
- [PHIL 120.3](#)
- [PHIL 133.3](#)
- [PHIL 140.3](#)
- [RLST 110.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- [WGST 112.3](#)
- any senior-level humanities course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Arts Distribution Requirement.
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.
- [CLAS 103.3](#), [CLAS 104.3](#), [CLAS 105.3](#), and [CLAS 106.3](#) may not be used for the Arts Distribution Requirement.

### Language

Choose **3-6 credit units** from the following:

- ~~[ENG 110.6](#)~~ or ~~[ENG 114.3](#)~~
- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LIT 100.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- Any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Arts Distribution Requirement.

Rationale: These changes will make advising and program planning easier. Previous first year requirements were overly restrictive. While social sciences and humanities courses were required to ensure students qualified for essential senior courses, they are no longer necessary as many senior courses now have more liberal prerequisite structures.

## International Studies

### Minor Program Revisions

#### **Bachelor of Arts Honours (Development Studies, International Cooperation & Conflict and Latin American Studies) and Bachelor of Arts Four-year (Development Studies)**

Remove IS 404.0 from program requirements.

Remove Guatemala term abroad from program options for Development Studies stream only. Courses identified as part of the term abroad will be included in the main list of courses from which students must choose 24 credit units.

#### **Bachelor of Arts Four-year (B.A. Four-year) - Development Studies**

##### **B6 Major Requirement (60 credit units)**

- [IS 200.6](#)
- [IS 401.3](#)
- [IS 402.3](#)
- [ECON 270.3](#) or [ECON 272.3](#)
- [GEOG 208.3](#)
- [HIST 289.6](#)
- [POLS 246.6](#) or ([POLS 253.3](#) and [POLS 254.3](#))

Choose **24 Credit Units** from the following:

At least 6 credit units must be at the 400-level from the core departments or in IS, preferably from this list:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <a href="#">ANTH 230.3</a></li> <li>• <a href="#">ANTH 231.3</a></li> <li>• <a href="#">ANTH 232.3</a></li> <li>• <a href="#">ANTH 327.3</a></li> <li>• <a href="#">ANTH 329.3</a></li> <li>• <a href="#">ANTH 337.3</a></li> <li>• <a href="#">ANTH 339.3</a></li> <li>• <a href="#">ANTH 385.3</a></li> <li>• <a href="#">ANTH 422.3</a></li> <li>• <a href="#">CHEP 402.3</a></li> <li>• <a href="#">CHEP 412.3</a></li> <li>• <a href="#">ECON 221.3</a></li> <li>• <a href="#">ECON 254.3</a></li> <li>• <a href="#">ECON 256.3</a></li> <li>• <a href="#">ECON 270.3</a></li> <li>• <a href="#">ECON 272.3</a></li> <li>• <a href="#">ECON 275.3</a></li> <li>• <a href="#">ECON 277.3</a></li> <li>• <a href="#">ECON 280.3</a></li> <li>• <a href="#">ECON 285.3</a></li> <li>• <a href="#">ECON 354.3</a></li> <li>• <a href="#">ECON 356.3</a></li> <li>• <a href="#">ECON 414.3</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">ECON 417.3</a></li> <li>• <a href="#">GEOG 381.3</a></li> <li>• <a href="#">GEOG 395.3</a></li> <li>• <a href="#">HIST 249.6</a></li> <li>• <a href="#">HIST 271.6</a></li> <li>• <a href="#">HIST 288.3</a></li> <li>• <a href="#">HIST 290.3</a></li> <li>• <a href="#">HIST 385.3</a></li> <li>• <a href="#">HIST 448.6</a></li> <li>• <a href="#">HIST 488.3</a></li> <li>• <a href="#">HIST 489.3</a></li> <li>• <a href="#">IS 385.3</a></li> <li>• <a href="#">IS 388.3</a> or <a href="#">IS 389.6</a></li> <li>• <a href="#">LAW 475.3</a></li> <li>• <a href="#">LING 244.3</a></li> <li>• <a href="#">LING 247.3</a></li> <li>• <a href="#">LING 402.3</a></li> <li>• <a href="#">NS 366.6</a></li> <li>• <a href="#">POLS 246.6</a></li> <li>• <a href="#">POLS 250.3</a></li> <li>• <a href="#">POLS 253.3</a></li> <li>• <a href="#">POLS 254.3</a></li> <li>• <a href="#">POLS 346.3</a></li> <li>• <a href="#">POLS 362.3</a></li> <li>• <a href="#">POLS 385.3</a> – was already on the list.</li> <li>• <a href="#">POLS 422.3</a></li> </ul> |
|--|--|

- [POLS 446.3](#)
- [POLS 447.3](#)
- [POLS 448.3](#)
- [SOC 204.3](#)
- [SOC 206.3](#)
- [SOC 232.3](#)
- [SOC 250.3](#)
- [SOC 260.3](#)
- [SOC 304.3](#)
- [SOC 350.3](#)
- [SOC 305.3](#)
- [SOC 344.3](#)
- [SOC 360.3](#)

- [SOC 386.3](#)
- [SOC 402.3](#)
- [SOC 409.3](#)
- [SPAN 309.3](#)
- [WGST 411.3](#)

### **Guatemala Term Abroad Courses**

- [ECON 285.3](#)
- [GEOG 395.3](#)
- [POLS 385.3](#)
- [HIST 385.3](#)
- [ANTH 385.3](#)
- [IS 385.3](#)
- [IS 388.3](#) or [IS 389.6](#)

## **Bachelor of Arts Honours (B.A. Honours) - Development Studies**

### **B6 Major Requirement (60 credit units)**

- [IS 200.6](#)
- [IS 401.3](#)
- [IS 402.3](#)
- [IS 404.0](#)
- [ECON 270.3](#) or [ECON 272.3](#)
- [GEOG 208.3](#)
- [HIST 289.6](#)
- [POLS 246.6](#) or ([POLS 253.3](#) and [POLS 254.3](#))

Choose **24 Credit Units** from the following:

At least 6 credit units must be at the 400-level from the core departments or in IS, preferably from this list:

- [ANTH 230.3](#)
- [ANTH 231.3](#)
- [ANTH 232.3](#)
- [ANTH 327.3](#)
- [ANTH 329.3](#)
- [ANTH 337.3](#)
- [ANTH 339.3](#)
- [ANTH 385.3](#)
- [ANTH 422.3](#)
- [CHEP 402.3](#)
- [CHEP 412.3](#)
- [ECON 221.3](#)
- [ECON 254.3](#)
- [ECON 256.3](#)
- [ECON 270.3](#)
- [ECON 272.3](#)
- [ECON 275.3](#)

- [ECON 277.3](#)
- [ECON 280.3](#)
- [ECON 285.3](#)
- [ECON 354.3](#)
- [ECON 356.3](#)
- [ECON 414.3](#)
- [ECON 417.3](#)
- [GEOG 381.3](#)
- [GEOG 395.3](#)
- [HIST 249.6](#)
- [HIST 271.6](#)
- [HIST 288.3](#)
- [HIST 290.3](#)
- [HIST 385.3](#)
- [HIST 448.6](#)
- [HIST 488.3](#)
- [HIST 489.3](#)
- [IS 385.3](#)
- [IS 388.3](#) or [IS 389.3](#)
- [LAW 475.3](#)
- [LING 244.3](#)

- [LING 247.3](#)
- [LING 402.3](#)
- [NS 366.6](#)
- [POLS 246.6](#)
- [POLS 250.3](#)
- [POLS 253.3](#)
- [POLS 254.3](#)
- [POLS 346.3](#)
- [POLS 362.3](#)
- [POLS 385.3](#) - was already in the list
- [POLS 422.3](#)
- [POLS 446.3](#)
- [POLS 447.3](#)
- [POLS 448.3](#)
- [SOC 204.3](#)
- [SOC 206.3](#)
- [SOC 230.3](#)
- [SOC 232.3](#)
- [SOC 250.3](#)
- [SOC 260.3](#)
- [SOC 304.3](#)
- [SOC 305.3](#)
- [SOC 344.3](#)
- [SOC 350.3](#)
- [SOC 360.3](#)
- [SOC 386.3](#)
- [SOC 402.3](#)
- [SOC 409.3](#)
- [SPAN 309.3](#)
- [WGST 411.](#)

**Guatemala Term Abroad Courses**

**Bachelor of Arts Honours (B.A. Honours) - International Cooperation and Conflict**

**B6 Major Requirement (60 credit units)**

- [IS 200.6](#)
- [IS 401.3](#)
- [IS 402.3](#)
- [IS 404.0](#)
- [POLS 261.3](#) and [POLS 262.3](#)
- [HIST 229.6](#)
- [SOC 205.3](#)
- [ECON 254.3](#)

**Bachelor of Arts Honours (B.A. Honours) - Latin American Studies**

**B6 Major Requirement (60 credit units)**

- [IS 200.6](#)
- [IS 401.3](#)
- [IS 402.3](#)
- [IS 404.0](#)
- Participation in the Guatemala Term Abroad.
- 12 credit units from the Guatemala Term Abroad (may include 3 credit units in Spanish)
- [HIST 271.6](#) or [POLS 253.3](#) and [POLS 254.3](#)

## **Items for Information**

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.

### **DIVISION OF HUMANITIES & FINE ARTS**

#### **English**

##### **Minor Course Revisions:**

##### **ENG 301.3 Anglo Saxon Language and Culture**

Prerequisite Change:

Old Prerequisite: 6 credit units 200-level English

New Prerequisite: 6 credit units 100-level English

Rationale: The change is intended to make the course more readily available to students who may not have, or may not intend to take, 6 cu of 200-level English (i.e. non-majors). Since in many respects ENG 301.3 is an introductory language course, students should be adequately prepared for it with 6 cu of 100-level English.

##### **ENG 307.3 Digital Literature and New Media**

Prerequisite Change:

Old Prerequisite: 6 credit units 200-level English

New Prerequisite: 42 credit units at the university

Rationale: The change is intended to make it easier for non-English majors (including those in the minor in Digital Culture and New Media) to take ENG 307.3. Since this is not a traditional literature course, it was felt that 42 credit units at the university level, rather than 6 credit units specifically in 200-level English, would be adequate preparation for ENG 307.3.

##### **ENG 310.3 Old English Literature**

Prerequisite Change:

Old Prerequisite: 6 credit units 200-level English and ENG 301

New Prerequisite: ENG 301

Rationale: Since ENG 301.3 is designed to prepare students for ENG 310.3, the additional pre- and corequisite of 6 cu of 200-level English is superfluous and may prevent otherwise eligible students from taking ENG 310.3. The change is intended to make the course more readily available to students who may not have, or may not intend to take, 6 cu of 200-level English (i.e. non-majors).

### **DIVISION OF SCIENCE**

#### **Anatomy & Cell Biology**

##### **Minor Course Revisions**

##### **ACB 404.3 Cellular Neurobiology**

Prerequisite Change:

Old Prerequisite: ACB 325

New Prerequisite: BMSC 220

Change to Note:

Old Note: Students with credit for ACB 403 cannot take ACB 404 for credit.

New Note: Students with credit for ACB 403 or ACB 404 cannot take ACB 333 for credit.

Change to course hours: Change from 2L-2S to 3L – ACB 404 was formatted as two hours of lecture and two hours of seminar. ACB 333 will be 3 hours of lecture.

New Number: **ACB 333.3**

New Course Description: The cell biology of neurons and glial cells will be studied, with detailed discussion of neuron cell biology, electrical activity in neurons, synaptic signaling, sensory transduction, and the role of glial cells in supporting neuronal function.

Rationale: The modifications are designed to change "Cellular Neurobiology" from a fourth year course to a third year course. This allows Anatomy and Cell Biology to offer the logical and complementary sequence of ACB 333 Cellular Neurobiology in term 1, followed by ACB 334 Functional Neuroanatomy in term 2. Some minor duplication between the two courses will be eliminated (ACB 334 will remain unchanged). The ACB 333/ACB 334 two-course sequence will be appropriate for either a third year student or a fourth year student.

The core curriculum of ACB 333 will include 21 topics, followed by two advanced/integrative topics. This structure allows the flexibility to add or subtract one or two advanced topics at the end to accommodate year to year schedule variability.

At present the course is delivered 100% by Dr. Schreyer. However, should the need arise, Anatomy and Cell Biology has six additional neurobiologists who are fully capable of delivering all or part of this course (Chlan, Devon, Doucette, Nichol, Popsco, Verge).

## **Computer Science**

### **Minor Course Revisions**

#### **CMPT 479.3 Usability Engineering**

Prerequisite Change:

Old Prerequisite: CMPT 371 or permission of instructor

New Prerequisite: CMPT 370 or permission of instructor

Rationale: Reflecting industry trends, the focus of CMPT371 has shifted away from design to project management, which is not directly relevant to CMPT 479. Additionally, the area of accessibility has developed a greater focus, and the instructor has been able to prepare a draft textbook that introduces the area appropriately. Thus, CMPT370 is sufficient to give students sufficient background for the course.

#### **CMPT 480.3 Accessible Computing**

Prerequisite Change:

Old Prerequisite: CMPT 370 or permission of instructor

New Prerequisite: 9 credit units of CMPT courses at the 300-level or above

Rationale: The field of accessibility has developed considerably since the class was first offered. These developments are reflected in better materials that have less need for generic knowledge of software engineering approaches and methods provided by CMPT 370. The field now has its own more specialized approaches and methods, which are taught in the class. The requirement for 9cu of 300-level CMPT (or higher) ensures that the student has sufficient maturity and background in computer science.

## **Physiology & Pharmacology**

### **Minor Course Revisions**

#### **PHPY 307.3 Pharmacology Laboratory**

Prerequisite Change:

Old Prerequisite: PHPY 304.3 and BMSC 240.3, or permission of the instructor.

New Prerequisite: BMSC 240

New Pre or Co-requisite: PHPY 304

Change to term: Change the term of the course from Term 2 to Term 1.

Rationale: The terms in which the PHPY lab courses (PHPY306, PHPY307 and PHPY401) are offered needs to be reorganized due to changes in the facilities available. PHPY 307 uses different equipment than PHPY 306 and 401, so it makes sense to hold this course in a different location, rather than move equipment in and out each term. Changing the term of the course is necessary as the alternate location is already used in Term 2. Students will be able to succeed in the course if they are taking PHPY 304 concurrently.

## **DIVISION OF SOCIAL SCIENCES**

### **Economics**

#### **Minor Course Revisions**

##### **ECON 305.3 Quantitative Methods in Economics I**

##### **ECON 306.3 Quantitative Methods in Economics II**

Change course hours: Change from 3L-3P to 3L

Rationale: The lab component was introduced for teaching through 'hands-on problem solving' using computer workstations that were only available in our university computer labs. However, with current technology and classroom multimedia access, these teaching components are now incorporated into our regular lectures. Deleting the now redundant labs will reduce timetabling conflicts for students with no effect on course content.

##### **ECON 417.3 Development Economics**

Prerequisite Change:

Old Prerequisite: ECON 214 and one of MATH 104 (formerly 101), 110, 121, 123 or 125.

New Prerequisite: ECON 111 and 214

New Course Number: **ECON 314.3**

Rationale: This is a field course and our purpose is to make the course accessible to students in their 3rd or 4th year. The new number better reflects the content and level of the course and the fact that the course provides a bridge between Econ 270 (Development in non-industrialized countries) and Econ 414 (Economic Growth), constituting a sequence in the field of economic growth and development. It will also make the course accessible to students in International Studies. (Prof. Echevarria is chair of the International Studies program.)

##### **ECON 450.3 Strategic Choice**

Prerequisite Change:

Old Prerequisite: ECON 214 and one of MATH 104 (formerly 101), 110, 121, 123 or 125.



New Prerequisite: ECON 211 and one of MATH 104 (formerly 101), 110, 121, 123 or 125.

Rationale: Knowledge of Econ 214 (macroeconomic theory) is not used in Econ 450, a course in game theory grounded in microeconomics. It is programmatically appropriate as it will make Econ 450 consistent with other 400-level Economics offerings in microeconomic theory which require Econ 211 (microeconomic theory) but not Econ 214. In addition, the change will facilitate course management by allowing students without Econ 214 credit to register for the course, which is currently done using override forms.

## College of Engineering

The following items were approved by the Academic Standards and Programs Committee on March 8, 2013:

### **ELECTRICAL AND COMPUTER ENGINEERING**

#### **Electrical and Computer Engineering – Course Deletions**

**MOTION:** Delete the following courses from the university catalog according to the given Schedule:

- Delete from the 2013-14 catalog: EE201, EE212, and EE292.
- Delete from the 2014-15 catalog: EE323, EE351, EE391, EE392, and EE395.
- Delete from the 2015-16 catalog: EE445 and CME462

**RATIONALE:** The deleted courses are not part of the revised EE and CME programs that were previously approved.

### **ENGINEERING PHYSICS**

#### **Engineering Physics – PHYS 127**

**MOTION:** To replace PHYS 127 with PHYS 125 in the list of first year Science electives for Engineering programs.

**RATIONALE:** Through discussion with representatives of several engineering departments, we found that the current PHYS 127 course was not providing students with exposure to useful and desired topics, specifically oscillations and waves, and optics. We realized that our current PHYS 125 course was already quite close to containing the desired material, so it was modified as shown in the attached outline. This course now meets all the requirements of the term 2 physics course for first year Arts and Science, and we believe is a better than PHYS 127 for the Engineering Science elective option. Note that the proposed PHYS 125 is in fact very similar to the EP 128 course that was offered as the elective several years ago.

As a point of clarification, the intention of the motion by Engineering Physics was that PHYS 125 would replace PHYS 127 in all instances where the class occurs in the Course and Program Catalogue (for the College of Engineering only).

*Approved by the Department of Physics and Engineering Physics on March 5, 2013.*

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## College Of Graduate Studies & Research

### April 2013 Course Challenge

#### NURSING

##### Graduate Course Modification

##### **NURS 877.6 – Practicum I: Advanced Nursing Practice in Primary Health Care**

##### **Current course number and credit unit weighting:**

NURS 877.6 (six credit units)

##### **Proposed course number and credit unit weighting:**

NURS 880.3 (three credit units)

##### **Current Prerequisites/ Restrictions:**

NURS 886

##### **Proposed Prerequisites/ Restrictions:**

NURS 879, NURS 881, NURS 883, NURS 870, NURS 885, NURS 886, NURS 891 and a three-credit unit 800-level Statistics course

##### **Current Calendar Description:**

Students will provide direct care in selected primary health care settings, to demonstrate primary health skills and advanced practice clinical judgement in the care of Adults (Women's & Men's Health Care) and Older Adults, gaining experience in consultation, integration of theory, research and clinical knowledge related to the goals of multidisciplinary health services and systems.

##### **Proposed Calendar Description:**

The student will provide direct care in selected primary health care settings. Students will have the opportunity to demonstrate primary health care skills and advanced practice clinical judgement. Scholarly activities in this clinical practicum will be designed so that the student will gain experience in consultation, education, integration of theory, research and clinical knowledge related to the goals of multidisciplinary health services and systems.

##### **Rationale:**

Clinical Hours distribution: Currently, this course is comprised of 320 preceptored clinical hours, and is offered in the spring/summer terms. We are proposing to move 80 of the clinical hours to the fall term into NURS 888 (NURS 888 presently includes 160 clinical hours). This redistribution of course clinical hours will balance each clinical course with a minimum of 240 clinical hours. This will benefit the students and the program in three ways. First, this new configuration will enable consistently paced student engagement in the clinical environment for each of the last three clinical practicum courses in the program. Second, it will allow us to maximize clinical resources, requiring one clinical placement per student per term, which will allow us to increase the number of students in the NP option while maintaining excellence in clinical placements. Third, by decreasing the number of clinical preceptors, we will facilitate good stewardship of the limited number of NPs currently available for practicum placements (only 150 registered NPs in Saskatchewan – not all working full-time), considering the demands on these NPs from other educational institutions delivering NP education.

Student Program Progression: At present, the change in the configuration of practicum hours between NURS 877 and NURS 888 will affect the progress through the program for 1 student. This student has completed the required 320 clinical practicum hours in the present offering of NURS 877. This student will be provided the option of completing the 160 hours of required clinical practicum in the current offering in the NURS 888 course or to complete the course as revised with 240 clinical practicum hours.

Course Credit Unit Decrease: A large amount of knowledge development is required by students in the NP program prior to initiating clinical practicum activities. With the course revisions in 2011, it was found that the course evaluation components in the practicum courses, NURS 877 and NURS 888, were comparable workloads for the students. Therefore equitable weighting of the courses is perceived to be determined with a portion of the course content provided in NURS 884, Advanced Physical Assessment, indirectly through discussion of physical exam findings and common medical conditions that present with abnormal findings. Therefore, the indirect content will be formalized as course content available for examination in the Health Assessment course NURS 884.

### **Graduate Course Modification**

#### **NURS 884.3 – ~~Practicum I: Advanced Nursing Practice in Primary Health Care~~ Advanced Health Assessment**

##### **Current course number and credit unit weighting:**

NURS 884.3 (three credit units)

##### **Proposed course number and credit unit weighting:**

NURS 870.6 (six credit units)

##### **Current Calendar Description:**

Builds on participants' skills and knowledge in the conduct of comprehensive and focused health assessment across the life span. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment skills. Labs will provide opportunities to practice comprehensive and focused health assessment and build on the health assessment skills needed for clinical practice as a Nurse Practitioner.

##### **Proposed Calendar Description:**

Builds on participants' skills and knowledge in the conduct of comprehensive and focused health assessment across the life span. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment skills. Required 5 days of onsite laboratory instruction at the U of S Saskatoon Campus will provide opportunities to practice comprehensive and focused health assessment and build on the health assessment skills needed for clinical practice as a Nurse Practitioner. This class includes 16 observational clinical hours as an introduction to the Nurse Practitioner role and the application of health assessment skills.

##### **Rationale:**

The proposed change to this course is to facilitate the distance delivery method of the Nurse Practitioner Program. Increasingly the students applying for admission to the program are from rural and northern Saskatchewan and provinces other than Saskatchewan. The course will be delivered beginning with one week onsite laboratory requirement at the end of August each year. Delivering the laboratory content in a condensed format will decrease the student's need to travel to campus for lab instruction, and allows for the introduction to the clinical practice of the Nurse Practitioner. Students will now only attend campus twice during the program versus the present

arrangement of three times during their program of study. The credit unit assignment to this course is suggested as 6.0.

**Graduate Course Modification (For Information Only)**

**NURS 888.3 – Nursing Therapeutics and Practicum II: Advanced Management**

**Current Prerequisites/ Restrictions:**

NURS 887

**Proposed Prerequisites/ Restrictions:**

NURS 880

**Current Calendar Description:**

Focuses on concepts of primary care management of complex, multidimensional health problems experienced within family, community and population contexts. The selection of clinical interventions, clinical decision making and evaluation of strategies will be stressed in relation to the primary health care nurse practitioner role.

**Proposed Calendar Description:**

Using theory and practices, this course builds on NURS 880 and focuses on concepts of primary care management of complex, multidimensional health problems experienced within family, community and population contexts. The selection of clinical interventions, clinical decision making and evaluation of strategies will be stressed in relation to the primary health care nurse practitioner role. Within the practicum, students will also focus on developing knowledge of the roles of the interdisciplinary team in primary health care. Students are required to complete a minimum of 240 hours.

**Rationale:**

Clinical Hours distribution: Currently this course is comprised of 160 preceptored clinical hours, and is offered in the Fall term. We are proposing to move 80 of the clinical hours from the spring/summer term from NURS 877 (NURS 877 presently includes 320 clinical hours). This redistribution of clinical course hours will balance each clinical course with a minimum of 240 clinical hours. This will benefit the student and the program in three ways. First, this new configuration will enable consistently paced student engagement in the clinical environment for each of the three clinical practicum courses in the program. Second, it will allow us to maximize clinical resources, requiring one clinical placement per student per term, which will allow us to increase the number of students in the NP option while maintaining excellence in clinical placements. Third, by decreasing the number of clinical preceptors, we will facilitate good stewardship of the limited number of NPs currently available for practicum placements (only 150 registered NPs in Saskatchewan – not all working full-time), considering the demands on these NPs from other educational institutions delivering NP education. This change also addresses the challenge of finding preceptors in NURS 877 as the first practicum course is available during the spring and summer, when many preceptors are attending conferences or on vacation.

Student Program Progression: At present the change in the configuration of practicum hours between NURS 877 and NURS 888 will affect the progress of one student through the program.

### Program Revision: Change to Required Courses

Master of Nursing, Nurse Practitioner Option

#### Rationale:

To reflect changes to course numbering for NURS 877.6 (NURS 880.3 proposed) and NURS 884.3 (NURS 870.6 proposed).

Current MN (NP) Program Requirements	Proposed MPA Program Requirements
<p>Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.</p> <ul style="list-style-type: none"> <li>• GSR 960.0</li> <li>• GSR 961.0 if research involves human subjects</li> <li>• GSR 962.0 if research involves animal subjects</li> <li>• 39 credits, including the following:               <ul style="list-style-type: none"> <li>○ NURS 877.6</li> <li>○ NURS 878.3</li> <li>○ NURS 879.3</li> <li>○ NURS 881.3</li> <li>○ NURS 883.3</li> <li>○ NURS 884.3</li> <li>○ NURS 885.3</li> <li>○ NURS 886.3</li> <li>○ NURS 888.3</li> <li>○ NURS 892.3</li> <li>○ 3 credit unit 800-level Statistics, typically NURS 818.3</li> <li>○ NURS 990.0</li> <li>○ NURS 993.3</li> </ul> </li> </ul>	<p>Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.</p> <ul style="list-style-type: none"> <li>• GSR 960.0</li> <li>• GSR 961.0 if research involves human subjects</li> <li>• GSR 962.0 if research involves animal subjects</li> <li>• 39 credits, including the following:               <ul style="list-style-type: none"> <li>○ <del>NURS 877.6</del></li> <li>○ NURS 880.3</li> <li>○ NURS 878.3</li> <li>○ NURS 879.3</li> <li>○ NURS 881.3</li> <li>○ NURS 883.3</li> <li>○ <del>NURS 884.3</del></li> <li>○ NURS 870.6</li> <li>○ NURS 885.3</li> <li>○ NURS 886.3</li> <li>○ NURS 888.3</li> <li>○ NURS 892.3</li> <li>○ 3 credit unit 800-level Statistics, typically NURS 818.3</li> <li>○ NURS 990.0</li> <li>○ NURS 993.3</li> </ul> </li> </ul>

#### Contact:

Lorna.butler@usask.ca

### PLANT SCIENCES

#### New Graduate Course

**PLSC 833.3 – Advanced Plant Ecology**

#### Prerequisites/ Restrictions:

None

#### Current Calendar Description:

In-depth examination of recent developments in plant ecology. Current and emerging research interest in plant population, community, and ecosystem ecology will be studied. Use and

practical application of analytical tools for synthesis of research results will be emphasized. A student cannot take both PLSC 833.3 and PLSC 413.3 for credit.

**Rationale:**

Plant ecology is a dynamic and rapidly changing field of study. A key component of the graduate level training of ecologists is an understanding of recent empirical and theoretical developments in plant ecology and the methods and lines of inquiry that led to these developments. Ecologists must be capable of synthesizing new results from research in light of existing knowledge. This course will examine two major topics in plant ecology in depth through a mixture of lecture, discussion, and readings from the primary and secondary literature. The synthesis of research results, taught through the application of methodologies such as simulation modeling or meta-analysis to a specific problem, will be a key element of this course.

**Contact:**

Eric.lamb@usask.ca

## SCHOOL OF PUBLIC POLICY

### **Graduate Course Modification (For Information Only – Completes School of Public Policy Program Change from March, 2013 University Course Challenge)**

#### **JSGS 804.3 – Research and Writing**

**Current label and course number:**

JSGS 804.3 – Research and Writing

**Proposed label and course number:**

JSGS 807.3 – Statistics for Public Managers

**Current Calendar Description:**

Serves as an introduction to public policy analysis. The course will outline the basics of public policy analysis, including the information and frameworks that are required for this activity. It will also examine qualitative and quantitative research methodologies and their application in public policy analyses.

**Proposed Calendar Description:**

Administrative decision making and policy development often require the analysis of quantitative data. This course will introduce students to descriptive and inferential statistics often used in policy environments so that they will be effective data users and interpreters. Students will be taught how to use and present descriptive statistics.

Note: Students cannot receive credit for both JSGS 804 and JSGS 807.

**Rationale:**

The argument for the substitution of JSGS 807 for JSGS 804 is straightforward. JSGS 804 focused on research and writing. We discovered over the last few years that the key research tool required by MPA graduates is the ability to use quantitative data to back up policy proposals and analysis. Indeed, the Canadian Association of Programs in Public Administration (CAPP) accreditation team strongly suggested the inclusion of a course that would equip students to apply the techniques of data analysis directly to policy and management issues. To satisfy the recommendation of the CAPP accreditation team for a more comprehensive inclusion of descriptive and analytical statistics into the core curriculum, and to provide students with one of the key skills they require in the workplace, we are shifting the research focus to the use of basic statistical tools. The course, however, does not focus solely on statistics. Instead, a key feature of the course is the ability to use statistics in policy analysis and writing – e.g., developing policy

submission and reviewing policy papers. The proposed new name will accurately reflect the content of the course, and the number is being changed to be consistent with the University of Regina, where these same changes are being made.

**Contact:**

Michael.Atkinson@usask.ca

## College of Law

Please find attached a submission by the College of Law to the Academic Programs Committee of Council to go through the challenge process. The new course offering, Law 420.3, Current Issues in Insolvency was approved by the College of Law faculty on March 27<sup>th</sup>, 2013. If you have any questions, please call me at -5896 or e-mail me at [pam.kimber@usask.ca](mailto:pam.kimber@usask.ca).

**New Course**

**LAW 420.3 Current Issues in Insolvency**

In our world of ever growing corporate structures and technology the practice of insolvency is changing and adapting. This seminar will examine new and emerging legal issues that today's companies face when they reorganize under the Companies' Creditors Arrangement Act in Canada by comparing it to how the United States treats similar issues under Chapter 11 of the Bankruptcy Code. The various areas of law that will be discussed include how mass tort claims can be included in the reorganization process (ie. the Red Cross tainted blood scandal), cross-border insolvencies of multinational corporations, the treatment of environmental claims, the treatment of intellectual property as "property", employment law and the treatment of employee benefits and pensions in a reorganization as well as discussing public policy issues surrounding the reorganization of companies.

**Prerequisites: None.**

**Rationale**

To add to and complement the existing array of course offerings.

**Contact Person**

Instructor – Eleni Arvanitis-Zorbas

**Consultation**

Consultation within the College

**Approval Date**

March 27, 2013

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## College of Pharmacy and Nutrition

### New course:

#### **PHAR 519.3 Marketing for Pharmacists**

Prerequisite: PHAR 417 and registration in fourth year pharmacy

This course examines the theoretical concepts and applied techniques of marketing that are used in the delivery of pharmaceutical care in the for-profit and/or non-for-profit environment.

Lectures will focus on theoretical concepts and examples of strategies currently being used within pharmacy and the broader health care environment. Students will be actively involved in the course through interactive lecture techniques, including case studies and article

#### *Rationale for introducing this course.*

There is a need for pharmacists to become stronger advocates for their profession and to have the ability to communicate to various stakeholders the importance of what pharmacists can and do offer for society and the health care system.

In all pharmacy practice environments pharmacists are developing and implementing advanced practice models, focusing on the ideal of pharmaceutical care by delivering innovative goods and services. If one desires to have a long-term strategy in making the new goods and services sustainable, a working knowledge of marketing is vital. For example, one can provide the best diabetes education to patients and be an expert in the field, but if ones target market (patient population) has a low to negligible prevalence of diabetes, then offering these services is futile.

This course also aligns with many of the *Educational Outcomes for First Professional Degree Programs in Pharmacy (Entry-to-Practice Pharmacy Program) in Canada* outlined by the Association of Faculties of Pharmacy of Canada (AFPC) in June 2010. In particular, this course supports the educational outcomes of pharmacists as:

- Communicators: communicating non-verbally and verbally with others, communicating in writing, presenting information, and using communication technology;
- Collaborators: functioning as members of teams, supporting team-based care in a community setting with geographically distinct centres of care, and working collaboratively with the patient and his/her health care professionals to provide care and services that facilitate management of the patient's health needs;
- Managers: managing their personal practice, managing the safe and efficient distribution of medications, participating in quality assurance and improvement programs, managing the staff under their direct supervision, and managing to maintain the sustainability of the practice;
- Advocates: interpreting the advocacy role of pharmacists/profession of pharmacy, promoting the health of individual patients, communities, and populations, and supporting the role of pharmacists in evolving health care systems;
- Scholars: demonstrating a thorough understanding of the fundamental knowledge required of pharmacists and apply this knowledge in daily practice, providing drug information and recommendations, educating regarding medications and appropriate medication use, including the pharmacist's role, and applying principles of scientific inquiry and critical thinking while participating in practice-based research; and



- Professionals: demonstrating professionalism through patient encounters, practicing in an ethical manner which assures primary accountability to the patient, maintaining their competence through life long learning, practicing in manner demonstrating professional accountability, and displaying a sense of pride in and commitment to the profession and its evolving role in the health care system.

***Approval by Division of Pharmacy:*** Approved by the Pharmacy Curriculum Subcommittee on June 18, 2012. Approved by the Division of Pharmacy on February 21, 2013. ***Approval by College:*** April 15, 2013 ***Implementation:*** September 2013