UNIVERSITY OF SASKATCHEWAN

Academic Programs Committee of Council

University Course Challenge

Scheduled posting: April 2015

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

Contents include submissions for approval and information from the following colleges:
Arts & Science, Education, Engineering, and the College of Graduate Studies & Research

Approval: Date of circulation: April 16, 2015
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Next scheduled posting:

The next scheduled Challenge document posting will be in May 2015, with a submission deadline of **May 12, 2015.** Urgent items can be posted on request.

University Course Challenge – April 2015
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

Arabic

Minor course revision(s):
ARBC 117.3 Beginning Arabic II
Prerequisite: ARBC 114.3 or permission of the instructor.
Rationale: The prerequisite for this course was accidentally omitted from the submission of this new course in the February 2015 challenge.

Interdisciplinary Culture and Creativity

New course(s):
INCC 122.1 The How of Poetry
What is poetry? Despite the simplicity of this question, no two writers agree. To William Wordsworth, poetry was "the breath and finer spirit of all knowledge," to William Carlos Williams, it was "a machine made of words." ICCC 122.1 encourages aspiring writers of all skill levels and academic backgrounds to find their own answers to this question, while teaching them the rudimentary elements of poetic craft, the *how* of poetry. Through class discussion, writing exercises, and workshopping, students will explore key aspects of the writing process: reading and finding inspiration; crafting, critique, and revision; and publication.
Note: Each class will be offered in a workshop format which is standard practice for creative writing courses. The final week of the class will have an additional hour for presentation of student work.
Rationale: In their essay "*Freshmen and Five Hundred Word*s," Karen Batchelor & April King note that their students appreciated the degree of creativity and self-determination afforded them by participation in their creative writing courses (113). Furthermore, creative writing courses emphasize concrete skills – observation, critical thinking and judgment, composition and grammar – which are helpful in all styles of writing and all academic fields. Obviously, the value of creative writing courses is great, even to students with no plan of pursuing creative writing as an academic path, or indeed those whose academic paths are unrelated to the arts.
The How of Poetry is meant to complement the various micro-courses offered by the ICCC 122.1, and allows students to explore disciplines and develop talents with relatively little time commitment. While they are related to the other micro-courses in terms of intent and focus on creative thinking and cultural engagement, *The How of Poetry* is unique in its emphasis on creative writing, both as a field of study, and as a primary activity of the courses themselves. This course is a work-based exploration of a student's own creative and critical process.
This course presents the basics of poetry. It focuses on the main components of the poetic genre, providing gateways to independent study and pursuit, rather than complete knowledge. Through lectures, writing, and critical group discussion, students will study the key aspects of writing (craft and composition, criticism, and publication), developing strategies and tools for pursuing poetry under their own direction, or in future writing courses.
This course is designed for maximum flexibility: no textbooks are required (most suggested readings can be found online), and all required readings are brief and can be easily substituted to suit the instructor's goals and areas of knowledge. The readings selected for the sample syllabi offer one possible avenue of study of poetry.
Such a degree of flexibility in readings presents an excellent teaching opportunity to current MFA students, allowing them to focus on analytic approaches to their own area of study, while providing them with real experience teaching at the university level. To that end, certain features have been included (student assessments for workshops, strictly interpreted speech policies), to objectivize grading and prevent potential conflicts – two areas which can be daunting for first-time instructors.

The stated goal of our 1cu course offerings is to allow students to pursue their interests without requiring a major time commitment. The How of Poetry fits that mold perfectly, and will be beneficial on several levels: developing general skills for students in all disciplines, offering guidance to students who already have the interest in creative work, providing concrete career experience to current MFA students, and, perhaps, encouraging future MFA students.

INCC 123.1 Fiction in a Flash
Flash fiction offers the punch of a novel in a fraction of the time. In 1000 words or less, flash fiction can depict complex characters, intricate plots, and evocative settings – all the crucial elements of long- form fiction. INCC 123.1 teaches students the rudimentary elements of writing as they craft their own pieces of flash fiction and micro-fiction. Through class discussion, writing exercises, and workshopping, students will explore key aspects of the writing process: reading and finding inspiration; crafting, critique, and revision; and publication.
Note: Each class will be offered in a workshop format which is standard practice for creative writing courses. The final week of the class will have an additional hour for presentation of student work.
Rationale: *Fiction in a Flash* is meant to complement the various micro-courses offered by the ICCC, and allows students to explore disciplines and develop talents with relatively little time commitment. While they are related to the other micro-courses in terms of intent and focus on creative thinking and cultural engagement, *Fiction in a Flash* is unique in its emphasis on creative writing, both as a field of study, and as a primary activity of the courses themselves. This course is a work-based exploration of a student's own creative and critical process.
This course presents the basics of fiction (in this case, flash fiction, chosen for its brevity and variety. It focuses on the main components of the fiction genre, providing gateways to independent study and pursuit, rather than complete knowledge. Through lectures, writing, and critical group discussion, students will study the key aspects of writing (craft and composition, criticism, and publication), developing strategies and tools for pursuing fiction writing under their own direction, or in future writing courses.
See also INCC 122 above.

DIVISION OF SCIENCE

Biology

New course(s):
BIOL 314.3 Life in the North
An exploration of the natural history of organisms living in cold, northern environments. Topics focus on the special characteristics of northern environments and how organisms have adapted to life in those environments. Activities incorporate scientific and Indigenous knowledge of ecology, animal behavior, and human relationships with life in the North.
Prerequisite(s): BIOL 121 and at least one of BIOL 228, PLSC 213, INDG 241, or GEOG 280.
Note: BIOL 314 is delivered over the course of four weekends during the regular term. Students need to make themselves available for all of the scheduled course times and should consult with the Department of Biology in advance of registering for this course. Students may receive credit for only one of BIOL 312 or BIOL 314.
Rationale: The intent of this course is to advance several Departmental, College, and University goals regarding undergraduate courses, namely to: a) increase Aboriginal engagement, b) enhance undergraduate research experience, and c) increase land-based experiences.
Course history: The original version of BIOL 312 “Life in the North” was developed by Dr. Francois Messier as a course for non-Biology majors that fit into the curriculum of the University of the Arctic. Since the retirement of Dr. Messier about 5 years ago, the course has been largely inactive (taught a few times off-campus by sessional instructors); meanwhile, the University of the Arctic has developed a new curriculum that replaces the BIOL 312 contribution from the University of Saskatchewan. With the changing U of S landscape and emphasis on experiential learning opportunities and Aboriginal engagement, this course offers an excellent venue to advance these learning goals in Biology. We aim to design a new version of “Life in the North” that will integrate class-based studies of natural history, experiential learning in northern environments, and active involvement of Elders and northern community

members. The course focus will be shifted from resource management applications, a topic dealt with effectively in other U of S programs, to a stronger emphasis on the natural history of northern organisms and ecosystems. Northern ecology is a topic of shared interest from Biology and traditional and local ecological knowledge, creating an excellent opportunity to build a course that engages diverse perspectives in the understanding of life in the North.
Increase Aboriginal engagement: BIOL 312 is explicitly designed to be accessible to students from a wide variety of program backgrounds, particularly programs that emphasize Aboriginal, environmental, or land management studies. The course will seek to engage Aboriginal students by explicitly including Indigenous perspectives on northern ecology, while also incorporating knowledge derived from the traditions and procedures of western science in Biology. The structure of the course meetings and activities will facilitate participation of Aboriginal students from off campus or with scheduling constraints that may make participation in regular course meetings problematic.
Enhance undergraduate research experience: Experiential activities will include outdoor field research as well as exposure to knowledge traditions of Aboriginal and local communities and scientific study. Connections with northern communities will be emphasized through engaging elders and other local knowledge holders in course activities and having students contribute to educational or community initiatives, for example by engaging students in developing online resources for the Cradle Board program hosted by the U of S. Students will conduct short research projects that will incorporate different cultural perspectives on northern ecology.
Increase land-based experiences: The structure of this course shifts instructor resources that have been traditionally allocated to regular course lectures to support student involvement in authentic, land-based experiences. Students will participate in outdoor activities in local environments around Saskatoon to get first-hand experience in making natural history observations during winter. These activities will be a combination of group field trips and independent or small-group observations that can be coordinated in time to facilitate the participation of non-traditional students who are working on degree requirements from off-campus or with challenging schedules. Biology graduate students will be involved as mentored teachers and guides in the course to foster their own learning/training in land-based field studies. Finally, this course is designed to be complementary with a second course, winter field ecology, which provides an opportunity for an intensive, week-long field research experience for a smaller group of students.
The design of the proposed course was also informed by the result of Aboriginal Engagement Meetings conducted by the College of Agriculture and Bioresources and summarized in a final report on 4 December 2014. In particular, this course addresses the following needs for novel program development identified through consultation with Saskatchewan communities (taken from p. 12-15 of the report):

- Content recommended for new course development: ecological diversity, plant life, traditional plants, wildlife, and conservation (animals, plants).
- Best practices for building relationships with Aboriginal communities: Develop a traditional and western based approach to science
- How to Incorporate Traditional Knowledge into the Learning Experience: Bridge world views, utilize elders and teachings, understanding different types of knowledge, academic willingness to change and include content, utilize the Cradleboard project, a meaningful learning experience will ensure that the teachings from Elders and Traditional Knowledge are balanced with western Science
- Blended delivery model: Utilize Wanuskewin, explore video delivery (utilize technology)

Course deletion(s):
BIOL 312.3 Life in the North
Rationale: Biology 312 is equivalent to BCS 312 (University of the Arctic) and is a required course in the Northern Studies program. The curriculum of BCS 312 was recently significantly revised, and the course content no longer reasonably fits within Biology. The Department of Geography and Planning is in the process of developing a replacement course for Northern Studies students.

Minor course revision(s):
BIOL 472.3 Animal Behaviour
Prerequisite change:
Old prerequisite(s): BIOL 228 (formerly BIOL 253) and BIOL 302 (formerly 263 or 401).

New prerequisite(s): BIOL 228; 6 additional credit units of senior BIOL courses; one of STAT 245, STAT 246 or PLSC 214
Rationale: Inclusion of the stats course will help ensure that students have the quantitative skills they need for their independent study project for BIOL 472. The 6 cu of senior biology ensures upper level students (3rd and 4th year) possessing a sufficient background in biology are targeted so the material can be presented at an advanced level. Students who complete BIOL 472 will likely have completed BIOL 302 or be taking it concurrently. However, instructors have historically found that they need to teach the relevant evolutionary process information within the BIOL 472 lectures, so there is no need to retain BIOL 302 as a firm prerequisite.

Computer Science

Minor course revision(s):
CMPT 214.3 Programming Principles and Practice
Prerequisite change:
Old prerequisite(s): CMPT 115 or 117, MATH 110
New prerequisite(s): CMPT 115 or 117; and one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or STAT 245 (or equivalent)
Rationale: CMPT 214 concerns software development at the individual and small team level. Owing to the nature of the course content, it would be more appropriate and consistent for its prerequisites to match those of CMPT 270, our other core 2nd year, 1st term Computer Science course focused on software development.

CMPT 270.3 Developing Object-Oriented Systems
Prerequisite change:
Old prerequisite(s): CMPT 115 or 117; and 3 credit units of 100-level calculus or STAT 245 or equivalent.
New prerequisite(s): CMPT 115 or 117; and one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or STAT 245 (or equivalent)
Rationale: This change makes explicit the allowed calculus courses, making it easier for students to plan their course choices.

Mathematics

Minor course revision(s):
MATH 110.3 Calculus I
Prerequisite change:
Old prerequisite(s): Mathematics B30 and C30; or Pre-Calculus 30; or MATH 102 or MATH 104
New prerequisite(s): Mathematics B30 and C30 and a 60% score in the Math Placement Test; or Pre-Calculus 30 and a 60% score in the Math Placement Test; or MATH 102 or MATH 104
New Note: See the website for more information on the Math Placement Test
http://math.usask.ca/sample_placement/
Rationale: The Department of Mathematics and Statistics has been offering the Math Placement Test on a diagnostic basis for the past five years to all students registered in first year Calculus courses, including MATH 110.3. Students who have difficulty with the high school math curriculum, and therefore fail to score at least 60% on the test are having serious difficulty passing MATH 110. Most of these under-prepared students either drop or fail the course. The department has created a Pre-Calculus course (MATH 102) to help prepare students for University level Calculus courses, which will address this problem. The proposed prerequisite change for MATH 110 will help students identify weaknesses in their background preparation and will increase the likelihood that registered students will have sufficient background to successfully complete MATH 110.
The Department of Mathematics and Statistics, as well as the College of Arts & Science, are aware that this change might require some students to take both MATH 102 and MATH 110 in order to pursue their chosen program. Though this appears to result in an increased cost for students, the reality is that a significant number of students repeat MATH 110 in order to pass. Taking MATH 102 and then MATH 110

is actually much better than taking MATH 110 twice (after having failed the first time), as the end result will be that students will have earned 6 credit units toward the requirements for their degree, rather than just 3 credit units for the same cost.

Physics

Minor course revision(s):
PHYS 323.3 Mechanics II
Prerequisite change:
Old prerequisite(s): PHYS 223 or GE 226.
New prerequisite(s): PHYS 223
Rationale: Students in Engineering Physics used to take GE 226 as the prerequisite for this course, but as a result of program revisions (effective 2012-13) they all now take PHYS 223, which provides higher-level preparation in this area.

PHYS 481.3 Quantum Mechanics II
Prerequisite change:
Old prerequisite(s): PHYS 383; MATH 264 or MATH 266; MATH 331 and MATH 339.
New prerequisite(s): PHYS 383; and MATH 264 or MATH 266; and EP 320 or MATH 339.
Rationale: Students in Engineering Physics will obtain the necessary background in Fourier transforms in courses on signal processing, whereas students in the Bachelor of Science in Physics program require MATH 339 to obtain this background. Thus students will be given the option of ether EP 320 or MATH 339. This does not imply an equivalence between these two courses, just that both are adequate pathways to PHYS 481. (MATH 331 is a prerequisite for MATH 339, so MATH 331 has been removed from the prerequisite as it is redundant.)

DIVISION OF SOCIAL SCIENCES

Archaeology

New course(s):
ARCH 475.3 Bioarchaeology
1/2 (3L) Bioarchaeology is the study of human remains from archaeological contexts in order to reconstruct past lifeways. In this course, students will become familiar with the history and development of bioarchaeology, the nature and recovery of ancient human remains, and the various applications and interpretive frameworks employed by bioarchaeologists. Course material will be contextualize within some of the broader sociocultural and political processes that have characterized more recent human history.
Prerequisite(s): ARCH 270 or permission of instructor.
Rationale: Improves department's offerings in the field, reflects the research interests of the instructor, and responds to student demands.

Anthropology

New course(s):
ANTH 236.3 Ethnicity in Action: Ukrainian Canadian Experience
1/2 (3L) This course introduces students to Ukrainian Canadian culture and ethnicity from the perspective of *ethnic and diaspora studies*. Examining *cultural practices and heritage* of Ukrainians in Canada, we will look at Ukrainian Canadian community development and early settlers' spiritual and material culture. We will discuss major *social cultural changes* in the community life of Ukrainian Canadians as they were taking place throughout the last century and place those in broader historical context. To deal with the questions of cultural vitality, continuity and change, we will look at Ukrainian Canadian folklore and 'high'

art as *cultural practice* and analyze the relationship between cultural heritage, cultural practice, and *ethnic identity* of Ukrainians in Canada.
Prerequisite(s): ANTH 111; or 30 credit units of university courses including 3 credit units from 100-level ARCH, ECON, GEOG, INDG, LING, NS, POLS, PSY, SOC, or WGST
Rationale: This course was developed because of the instructor's research interest, student demand and it would also add to the offerings in Anthropology. As well, the advisory committee for the Minor Ukrainian Studies recommended this course be created for use in that program as well.

Business Economics

Minor program revisions:
Bachelor of Arts Honours and Four-year in Business Economics
Replace ECON 204.6 with STAT 245.3 and ECON 304.3.

Bachelor of Arts Four-year (B.A. Four-year) - Business Economics
B6 Major Requirement (minimum 54 credit units)

- COMM 201.3
- COMM 210.3 (formerly COMM 301 or COMM 302)
- COMM 203.3*
- ~~ECON 204.6 or equivalent (see Statistics Course Regulations in Policies and Regulations in the Arts and Science section of the Calendar.)~~
- ECON 211.3 or ECON 213.3
- ECON 214.3
- ECON 304.3
- STAT 245.3

*Students who have declared Business Economics as their major may use MATH 104 (instead of MATH 110 or MATH 125) as a prerequisite for COMM 203. Students are responsible for approaching the Department of Economics for necessary prerequisite overrides.

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

- COMM 105.3 (formerly COMM 202)
- COMM 304.3 (formerly COMM 208)
- COMM 204.3
- COMM 381.3
- COMM 211.3
- COMM 345.3

Senior Economic Electives

Choose 18 credit units with a minimum of 6 credit units at the 300- or 400-level.

- 200-Level, 300-Level or 400-Level ECON Courses

Economic and/or Commerce Electives

- 9 additional credit units of Economics and/or Commerce Electives at the 200-level or higher

Bachelor of Arts Honours (B.A. Honours) - Business Economics
B6 Major Requirement (minimum 54 credit units)

- COMM 201.3
- COMM 210.3 (formerly COMM 301 or COMM 302)
- COMM 203.3*
- ~~ECON 204.6 or equivalent (see Statistics Course Regulations in Policies and Regulations in the Arts and Science section of the Calendar.)~~
- ECON 213.3 (recommended) or ECON 211.3
- ECON 214.3
- ECON 304.3
- STAT 245.3

*Students who have declared Business Economics as their major may use MATH 104 (instead of MATH 110 or MATH 125) as a prerequisite for COMM 203. Students are responsible for approaching the Department of Economics for necessary prerequisite overrides.

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

- COMM 105.3 (formerly COMM 202)
- COMM 304.3 (formerly COMM 208)
- COMM 204.3
- COMM 381.3
- COMM 211.3
- COMM 345.3

Senior Economic Electives

Choose 12 credit units with a minimum of 6 credit units at the 300- or 400-level.

- 200-Level, 300-Level or 400-Level ECON Courses

  Choose 6 credit units at the 400-level

- 400-Level ECON Courses

Economic and/or Commerce Electives

- 9 additional credit units of Economics and/or Commerce Electives at the 200-level or higher

Rationale: The replacement of ECON 204.6 by two 3 credit unit statistics courses gives students more flexibility but keeps the requirement essentially the same: 6 credit units in statistical methods and their applications to economics. This change also allows the Department of Economics to use a statistics course already offered by the Department of Mathematics and Statistics, making better overall use of College resources.

Economics

New course(s):
ECON 304.3 Introduction to Empirical Economics
1/2 (3L-1P) An introduction to empirical techniques commonly used in economics and related disciplines. The course will cover topics pertaining to univariate and bivariate estimation and inference. Key economic data sets and statistical software are also introduced through a laboratory component.
Prerequisite(s): STAT 245.3, ECON 111.3, and ECON 114.3

Rationale: Previously, ECON 204.6 was required for majors and was a prerequisite for ECON 404.6 (Econometrics). In 2015, ECON 204.6 will become moribund. We would like to replace ECON 204.6 in the curriculum with a combination of STAT 245.3 and ECON 304.3. Splitting the six credit course into two components gives students more flexibility in the course selection. Moreover, the new course introduces additional applied skills related to accessing and working with economic data sets. Since these skills are useful both in the labour market and for graduate studies and there is much demand for such courses.

Minor program revisions:
Bachelor of Arts Honours, Double Honours, Four-year, and Three-year in Economics, PDSC in Economics, and Minor in Economics
Replace ECON 204.6 with STAT 245.3 and ECON 304.3, and remove ECON 213.3 as an option to ECON 211.3.

Bachelor of Arts Four-year (B.A. Four-year) - Economics
B6 Major Requirement (30 credit units)

- ~~ECON 204.6 or equivalent *~~
- ECON 211.3 ~~or ECON 213.3~~
- ECON 214.3
- ECON 304.3
- STAT 245.3

* See Statistics Course Regulations in Policies and Regulations in the Academic Information and Policies section.

Choose 18 additional credit units in senior economics, of which 12 must be at the 300- or 400-level.

- 200-Level, 300-Level or 400-Level ECON Courses

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

B6 Major Requirement (24 credit units)

- ~~ECON 204.6 or equivalent *~~
- ECON 211.3 ~~or ECON 213.3~~
- ECON 214.3
- ECON 304.3
- STAT 245.3

* See Statistics Course Regulations in Policies and Regulations in the Academic Information and Policies section.

Choose 12 additional credit units in senior economics, of which 6 must be at the 300- or 400-level.

- 200-Level, 300-Level or 400-Level ECON Courses

Bachelor of Arts Honours (B.A. Honours) - Economics
B6 Major Requirement (42 credit units)

At least 12 credit units must be at the 400-level.

- ~~ECON 204.6 or equivalent *~~

- ECON 211.3 ~~or ECON 213.3~~
- ECON 214.3
- ECON 304.3
- ECON 305.3
- ECON 306.3
- ECON 389.3
- ECON 404.6
- STAT 245.3

* See Statistics Course Regulations in Policies and Regulations in the Academic Information and Policies section.

No further changes.

Bachelor of Arts Double Honours - Economics - Major 1
B6 Major Requirement (30 credit units)

- ~~ECON 204.6 or equivalent *~~
- ECON 211.3 ~~or ECON 213.3~~
- ECON 214.3
- ECON 304.3
- ECON 305.3
- ECON 306.3
- ECON 404.6
- STAT 245.3

* See Statistics Course Regulations in Policies and Regulations in the Academic Information and Policies section.

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

- 300-Level or 400-Level ECON Courses

Double Honours - Economics - Major 2
Requirements (36 credit units)

- ECON 111.3
- ECON 114.3
- ~~ECON 204.6 or equivalent *~~
- ECON 211.3 ~~or ECON 213.3~~
- ECON 214.3
- ECON 304.3
- ECON 305.3
- ECON 306.3
- ECON 404.6
- STAT 245.3

* See Statistics Course Regulations in the Academic Information and Policies section.

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

- 300-Level or 400-Level ECON Courses

Economics - Post-Degree Specialization Certificate

The program requires completion of at least 30 credit units from the College of Arts & Science including completion of the department's discipline requirements, promotion and graduation standards, for a Four-year major in Economics. The program requires completion of ECON 111, 114, ~~204,~~ 211 ~~or 213~~, 214, 304, 12 credit units in ECON at the 300- or 400-level, ~~and~~ 6 additional credit units in ECON, and STAT 245. A junior course in calculus is prerequisite for all 300-level ECON courses.

Economics - Minor
Requirements (21 credit units)

- ECON 111.3
- ECON 114.3

- 15 additional credit units in economics

It is recommended that students also take ECON 211.3 ~~or ECON 213.3~~, and ECON 214.3. Students considering further studies in economics should include these courses in their program.

Rationale: The replacement of ECON 204.6 by two 3 credit unit statistics courses gives students more flexibility but keeps the requirement essentially the same: 6 credit units in statistical methods and their applications to economics. This change also allows the Department of Economics to use a statistics course already offered by the Department of Mathematics and Statistics, making better overall use of College resources.
ECON 213.3 has not been offered for 6 years and likely will not be offered in the same format again.

Minor course revisions:
ECON 404.3 Econometrics
Prerequisite change:
Old prerequisite(s): ECON 204.6
New prerequisite(s): ECON 304.3
Rationale: ECON 204 is no longer offered and is proposed to be replaced by ECON 304 (and STAT 245).

Geography

Minor course revision(s):
GEOG 427.3 Advanced Hydrology
Prerequisite change:
Old prerequisite(s): One of MATH 110 or MATH 112 or MATH 125 or MATH 123; one of PHYS 115 or GE 124; GEOG 225
New prerequisite(s): One of MATH 110 or or MATH 123 or MATH 125; one of EVSC 210 or PHYS 115 or GE 124; GEOG 225
Rationale: The course currently requires an introductory mathematics course (One of MATH 110 or MATH 112 or MATH 125 or MATH 123), an introductory physics course (one of PHYS 115 or GE 124), and an introductory hydrology course (GEOG 225). The proposed prerequisite change adds an additional option for the physics prerequisite by adding EVSC 210 to the list of introductory physics courses.
In terms of providing a physics background for GEOG427, EVSC 210 provides an introduction to the parts of physics that have direct application to GEOG 427. EVSC 210 addresses physical concepts and processes in the environment with a focus on applications and case studies. The course objective is to "help the student learn introductory physics in context of the environment." (EVSC 210 course outline 2015). The EVSC 201 course content consists of an Introduction to Environmental Physics, which

includes a) Mass, density, and volume relations; b) Velocity, distances, and time; c) Force and work; and d) Pressure in air and water. The course includes a section on Environmental Processes in soil, water and air which addresses a) Transport Principles; b) Momentum Transfer; c) Heat Transfer; d) Mass Transfer; and e) Short and long wave energy fluxes. In addition, there is a section on Mass balance and applications which concerns a) Mass and energy balance for steady-state systems and b) Mass and energy balance for transient systems. All of these topics are directly relevant to the material taught in GEOG 427.
MATH 112 is moribund and has been removed from the list of prerequisites.

Indigenous Studies

New course(s):
INDG 371.3 Indigenous Women
1/2 (3L) Building upon the foundation provided in INDG 230.3 Indigenous Gender, this seminar and lecture based course on Indigenous women provides an in-depth examination of the position of women in traditional pre-contact Indigenous societies and the changes to that position over time wrought by colonialism. This course also addresses contemporary issues of concern to Indigenous women and their communities and the various strategies being implemented to address them.
Prerequisite(s): INDG 230.3
Rationale: The department created INDG 230.3 Gender in Traditional and Contemporary Indigenous Societies to replace NS 271.3 Aboriginal Women in Canada. INDG 230 Indigenous Gender now provides the introduction to the Indigenous gender concentration. INDG 230 will be the pre-requisite for INDG 373.3 Indigenous Masculinities in the Global Context and this newly created INDG 371 Indigenous Women.

Course deletion:
INDG 271.3 Aboriginal Women of Canada
Rationale: The department has created INDG 230.3 Gender in Traditional and Contemporary Indigenous Societies to replace INDG 271.3 Aboriginal Women in Canada. INDG 230 will now provide the introduction to the Indigenous gender concentration. INDG 230 will be the pre-requisite for INDG 373.3 Indigenous Masculinities in the Global Context and the newly proposed INDG 371.3 Indigenous Women.

Northern Studies

Minor program revisions:
Bachelor of Arts Honours, Four-year and Three-year in Northern Studies
Delete ARCH 250, ARCH 350, ARCH 360, EVSC 220, EVSC 430, and add RRM 312.3 in the Environmental Impact Assessment stream within the Major Requirement (B6).

B6 Major Requirements:

Stream Two: Environmental Impact Assessment

- GEOG 280.3
- GEOG 381.3
- GEOG 386.3

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

- ~~ARCH 250.3~~
- ~~ARCH 350.3~~
- ~~ARCH 360.3~~
- ~~EVSC 220.3~~

- ~~EVSC 430.3~~
- GEOG 290.3 or ANBI 475.3
- GEOG 385.3
- PLAN 329.3
- RRM 312.3

Rationale: The ARCH courses best serve the students focused on Cultural Resources Management within the B.A. and B.Sc. programs in Archaeology and have been poorly subscribed by Northern Studies majors.
These EVSC courses best serve majors in the B.S.A. program in Environmental Science in the College of Agriculture & Bioresources. To the best of our knowledge, Northern Studies majors have never enrolled in them.
The vast majority of declared majors in Northern Studies are Aboriginal persons. RRM 312 explores the concepts, practices and issues associated with the management of land and resources by Canada's Aboriginal peoples. This course examines Aboriginal rights and management responsibility for fisheries, water resources, wildlife, forestry, parks and protected areas, and non-renewable resources. This course also examines the role of traditional/local ecological knowledge in resource management and impact assessment.

Sociology

New course(s):
SOC 301.3 Sociology of the Arts
1/2 (3S) This course examines the question of art in society through a number of sociological lenses, for example, historical materialism, symbolic interactionism and social phenomenology. It will examine such issues as the personal identification with art, art as a mnemonic device, as a commodity, as a status item, and as official culture among others. An understanding of the place and use of art in modern society will be its outcome.
Prerequisite(s): 12 credit units SOC
Rationale: Improves upper-level offerings, reflects the research interests of the instructor, and responds to student demand.

SOC 324.3 Multiculturalism Theories: Debates and Realities
1/2 (3L) Is multiculturalism dead? Is multiculturalism the right model for addressing increased religious, ethnic and racial pluralism? Multiculturalism is a heavily debated concept. This course discusses the core theories and debates around multiculturalism. In order to properly understand both the claimed 'successes' and 'failures' of multiculturalism, this course will examine the contours of multiculturalism as a philosophy, policy, and practice.
Prerequisite(s): 12 credit units SOC
Rationale: Improves upper-level offerings, reflects the research interests of the instructor, and responds to student demand.

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 AND FINE ARTS

Art History

Minor course revision(s):
ARTH 255.3 Aboriginal Art History II
Prerequisite change:
Old prerequisite(s): 3 credit units ARTH or Aboriginal cognate course: NS; IPJP; ANTH 224.3; ARCH 353.3, ARCH 454.3, ARCH 457.3; ENG 242.3, ENG 335.3, ENG 338.3; HIST 264.3, HIST 265.3, HIST 266.3, HIST 482.3; POLS 222.3, POLS 322.3, POLS 323.3, POLS 422.3; SOC 219.3, SOC 319.3, SOC 341.3; OR other course on Aboriginal peoples approved by the course instructor.
New prerequisite(s): ARTH 120, ARTH 121, or ARTH 253
Rationale: The current list of cognate courses is too broad to prepare students for more advanced study of Indigenous visual art.

ARTH 355.3 Contemporary Aboriginal Art History I
Prerequisite change:
Old prerequisite(s): ARTH 253 or ARTH 255 or any 3 credit units ARTH or Aboriginal cognate course from: NS; ANTH 224.3; ARCH 353.3, ARCH 454.3, ARCH 457.3; ENG 242.3, ENG 335.3, ENG 338.3; HIST 264.3, HIST 265.3, HIST 266.3, HIST 482.3; POLS 222.3, POLS 322.3, POLS 323.3, POLS 422.3; SOC 219.3, SOC 319.3, SOC 341.3; OR other course on Aboriginal peoples approved by the course instructor.
New prerequisite(s): 6 credit units from ARTH 120, ARTH 121, ARTH 253, or ARTH 255
Rationale: See ARTH 255

ARTH 455.3 Contemporary Aboriginal Art History II
Prerequisite change:
Old prerequisite(s): ARTH 253 or ARTH 255 or any 3 credit units ARTH or Aboriginal cognate course from: NS; ANTH 224.3; ARCH 353.3, ARCH 454.3, ARCH 457.3; ENG 242.3, ENG 335.3, ENG 338.3; HIST 264.3, HIST 265.3, HIST 266.3, HIST 482.3; POLS 222.3, POLS 322.3, POLS 323.3, POLS 422.3; SOC 219.3, SOC 319.3, SOC 341.3; OR other course on Aboriginal peoples approved by the course instructor.
New prerequisite(s): 6 credit units from ARTH 120, ARTH 121, ARTH 253, ARTH 255, ARTH 355
Rationale: See ARTH 255

DIVISION OF SCIENCE

Physics

Minor course revision(s):
PHYS 403.3 Techniques of Theoretical Physics II
New title: **Topics in Theoretical Physics**
Prerequisite change:
Old prerequisite(s): PHYS 402
New prerequisite(s): PHYS 356; PHYS 383; MATH 264 or MATH 266.
Rationale: PHYS 402 (Techniques of Theoretical Physics I) and PHYS 403 can be taught independently. Therefore we wish to separate the two courses in terms of prerequisites and course title.

Complex analysis (MATH 379) and Laplace transform (MATH 339) are not used in PHYS 403, therefore MATH 264 or 266 provide adequate preparation for this course.

Geology

Minor program revisions:
Bachelor of Science Honours and Four-year in Geology
Revise allowed STAT courses to meet APEGS standards.

C7 Electives Requirement (24 credit units)
Required Cognate Courses
Note: Students should be aware that STAT 244 does not meet APEGS requirements.
Choose **9 credit units** from the following:

- BIOL 120.3
- BIOL 121.3
- Any senior BIOL course as long as the prerequisites are met. If the student desires to satisfy APEGS requirements, only 6 credit units of BIOL courses may be taken as part of the required cognate courses.
- BMSC 200.3
- Any senior CHEM course as long as the prerequisites are met. If the student desires to satisfy APEGS requirements, only 6 credit units of CHEM courses may be taken as part of the required cognate courses.
- CMPT 111.3 or CMPT 113.3 or CMPT 116.3
- CMPT 115.3 or CMPT 117.3
- Any senior CMPT course as long as the prerequisites are met. If the student desires to satisfy APEGS requirements, only 6 credit units of CMPT courses may be taken as part of the required cognate courses.
- Any senior MATH course as long as the prerequisites are met. If the student desires to satisfy APEGS requirements, only 6 credit units of MATH courses may be taken as part of the required cognate courses.
- PHYS 155.3
- Any senior PHYS course as long as the prerequisites are met. If the student desires to satisfy APEGS requirements, only 6 credit units of PHYS courses may be taken as part of the required cognate courses.
- STAT 241.3
- STAT 242.3 or STAT 245.3 or STAT 246.3 or PLSC 214.3
- Any ~~senior~~ 300- or 400-level STAT course as long as the prerequisites are met. If the student desires to satisfy APEGS requirements, only 6 credit units of STAT courses may be taken as part of the required cognate courses.

Rationale: The department changed the C7 cognate list last year because students were having difficulty with Association of Professional Engineers & Geoscientists of Saskatchewan (APEGS) registration. This revision will satisfy APEGS requirements while encouraging students who want more STAT to take a higher level.

DIVISION OF SOCIAL SCIENCES

Archaeology

Minor course revisions:
ARCH 459.3 Geoarchaeology
Increase lab time from 1.5 to 2 hours ((3L-1.5P) to (3L-2P)).
Rationale: The current lab time is not adequate for students to complete tasks. This change will allow students to be informed of the actual time commitment.

Geography

Minor course revision(s):
GEOG 235.3 Process Geomorphology
New title: **Earth Processes and Natural Hazards: A Canadian Perspective** (Short title: Natural Hazards in Canada)
New course description: Earth Processes and Natural Hazards: A Canadian Perspective. This interdisciplinary course explores the earth and atmospheric processes that are responsible for landform development and natural hazards, the regions in Canada most susceptible to natural disasters, and current developments in hazard forecasting and monitoring techniques. Students will explore through case studies the impacts of natural disasters on Canadian landscapes and people. Lastly, the course explores ways to lessen the impacts of natural disasters through risk perception, assessment, and preparedness, and mitigation strategies.
Change to course requirements: The course currently requires 2 field excursions and 5 bi-weekly problem-solving tutorials. The course will now require 1 or 2 field excursions and 6 bi-weekly tutorials focusing on a mix of problem-solving and case studies.

Sociology

Course split:
SOC 207.6 Family
Into:
SOC 210.3 Families: Social Structure and Social Change
1/2 (3L) This course examines diverse family patterns, paying particular attention to how economic, political and cultural factors influence families. While the focus of the course is on contemporary Canadian families, we will also consider changing family patterns in a global perspective, and will look at the historical development of family forms in Canada and beyond.
Prerequisite(s): 6 credit units of 100-level SOC
SOC 211.3 Families: Gender Relations and Social Inequality
1/2 (3L) This course focuses on everyday life in families and intimate relationships, and exposes students to empirical and theoretical explorations of how micro-level interactions are shaped by and contribute to broader social inequalities.
Prerequisite(s): 6 credit units of 100-level SOC
Rationale: The Sociology department has been encouraged by the department head to move away from 6 credit courses whenever possible.

University Course Challenge – April 2015

College of Education:

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

This proposal completes the documentation for the Replacement Program for the Combined Bachelor of Education/Bachelor of Music (Music Education) degree put forth by the College of Arts & Science and approved by University Council on December 15, 2011. The Council documentation states the following: "After students complete the proposed B.Mus.(Mus.Ed.) degree, they may apply to the College of Education for entrance into the two-year Bachelor of Education program….The College of Education has agreed to automatically accept students who have completed the B.Mus.(Mus.Ed.) degree into their two-year after-degree program." This proposal did not include the details of the Bachelor of Education (B.Ed.) – Sequential Music program, so they are presented here for approval:

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

Admission Requirements: Completion of the Bachelor of Music degree in Music Education

Catalogue Entry:

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

The general purpose of the program is to prepare educators for careers in a variety of educational institutions, including K to 12 schools, where they will work to advance the intellectual, physical, emotional, social, and spiritual development of all learners and provide leadership in incorporating diversity and inclusion in the development of educational communities. In order to support province-wide enthusiasm for interns in School Division contexts as well as schools in First Nations communities, the College of Education has developed partnership opportunities in diverse locations and looks forward to the learning these opportunities provide, as well as the energy and innovation our interns will extend.

The program is designed to prepare candidates to appreciate the highest aspirations for teaching and learning that educational theory has to offer and to begin to develop candidates' capacities to discern and to express those aspirations in applying educational theory and ethical values into practice, policy, and research. Specifically, the program is designed to prepare educators who strive to recognize learning as valuing and constructing, affirm dignity and respect for individuals, support communities, build emancipatory action for social and ecological justice, engage in education as transformative praxis, and consider educational possibilities from multiple philosophical perspectives.

This is accomplished by exposing candidates to integrated on-campus and field study opportunities designed to enhance understanding of the theory-practice continuum and to

develop competencies in working with children and youth. In particular, the program aligns with competencies approved by the Teacher Education, Classification and Certification (TECC) Board in four categories: professional/personal, knowledge, instruction, and curriculum. Candidates will engage in community-based activities, self-directed learning, critical reflection, and inquiry projects to deepen their awareness of the roles of educators as teacher-scholars.

Read more

Four-Year Degree Requirements

The College of Education ensures that coursework aligns with the Ministry of Education certification requirements and competencies approved by the Educator Services, Classification and Certification (TECC) Board.

To earn the Bachelor of Education - Sequential Music degree, all teacher candidates must have completed the Bachelor of Music degree in Music Education and 60 credit units of Education course work that includes both academic (pre-internship) and field study components.

Field Study

Note: All teacher candidates must complete a criminal record check (CRC) with vulnerable sector check before they can participate in any field experience. Field experiences may occur anywhere in Saskatchewan and due to limited Saskatoon placement opportunities, a local practicum may not be possible on request. See letter of admission for further details.

Pre-Internship Field Study

Pre-internship field study involves exploratory, practical experience in a partner schools. Teacher candidates will be expected to carry out course assignments in their assigned school, engage in volunteer in-school activities wherever possible, observe, teach small and large groups and facilitate learning activities under the guidance of cooperating teachers, faculty members, and field experience coordinators. Teacher candidates are placed with teachers holding a Saskatchewan Teaching Certificate in a school using provincial curricula and organized under the Education Act. Teacher candidates will be assigned a partner school within commuting distance of Saskatoon, and must complete pre-internship field study experiences by June 30 prior to internship commencing the fall of that same year.

Internship

Internship involves one term of teaching experience, approximately 16 weeks in length. Teacher candidates must register in EXPR 422.15. Teacher candidates may not register in any course that runs concurrently with the Extended Practicum.

Internships may be required of teacher candidates in centers not within commuting distance of

Saskatoon. During internship teacher candidates are placed with teachers holding a Saskatchewan Teaching Certificate in a school using the provincial curriculum and organized under the Education Act. A limited number of special requests are considered each year related to rural or urban placements that relate to exceptional circumstances (with financial responsibilities not considered as criteria for requests). Outside of these circumstances, placement preferences related to location are not guaranteed.

Before Internship registration, teacher candidates must have obtained a Cumulative Weighted Average of 60% both in their External and their Education courses. In addition, teacher candidates in the Secondary option must have a minimum average of 60% in each of Teaching Areas 1 and 2.

To be eligible for the Internship, teacher candidates must have completed all external courses, all Education pre-internship courses and the student teaching experience by June 30 prior to the internship commencement.

Specific dates are posted in the online Course Offerings.

Program Requirements:

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

Note: For detailed information about the Bachelor of Music degree in Music Education, please see the Music Education section of the Course and Program Catalogue.

Note: For detailed information about admission requirements, please see the Explore website.

Elementary/Middle Years Program:

The following **60 credit units** are required:

Year 1:

- EFDT 301.3
- EPSE 302.3
- ECUR 309.3
- ECUR 310.3
- EFDT 313.3
- EDST 321.3
- EDST 322.3
- ECUR 312.3
- ECUR 322.3

- Choose one of ECUR 382.3, EART 303.3, ECUR 352.3 or ECUR 498.3 Physical Education Methods &/or Health Methods

Year 2:

- EADM 303.3
- One of EADM 411.3, or ECUR 411.3, or EFDT 411.3, or EPSE 411.3 or EMUS 490.3
- EPSE 390.3
- EXPR 422.15
- Choose one of ECUR 382.3, EART 303.3, ECUR 352.3 or ECUR 498.3 Physical Education Methods &/or Health Methods

Choose 3 credit units of the following:

- 100-Level, 200-Level, 300-Level or 400-Level EADM Courses
- 100-Level, 200-Level, 300-Level or 400-Level ECUR Courses
- 100-Level, 200-Level, 300-Level or 400-Level EDUC Courses
- 100-Level, 200-Level, 300-Level or 400-Level EFDT Courses
- 100-Level, 200-Level, 300-Level or 400-Level EMUS Courses
- 100-Level, 200-Level, 300-Level or 400-Level EPSE Courses
- 100-Level, 200-Level, 300-Level or 400-Level ETAD Courses

Secondary Program:

The following **60 credit units** are required:

Year 1:

- EFDT 301.3
- EPSE 302.3
- ECUR 320.3
- ECUR 325.3
- EFDT 315.3
- EDST 321.3
- EDST 322.3

Choose 9 credit units of the following:

- 100-Level, 200-Level, 300-Level or 400-Level EADM Courses
- 100-Level, 200-Level, 300-Level or 400-Level ECUR Courses
- 100-Level, 200-Level, 300-Level or 400-Level EDUC Courses
- 100-Level, 200-Level, 300-Level or 400-Level EFDT Courses

- 100-Level, 200-Level, 300-Level or 400-Level EMUS Courses
- 100-Level, 200-Level, 300-Level or 400-Level EPSE Courses
- 100-Level, 200-Level, 300-Level or 400-Level ETAD Courses

Year 2:

- EADM 303.3
- One of EADM 411.3, or ECUR 411.3, or EFDT 411.3, or EPSE 411.3 or EMUS 490.3
- EPSE 390.3
- EXPR 422.15

Choose 6 credit units of the following:

- 100-Level, 200-Level, 300-Level or 400-Level EADM Courses
- 100-Level, 200-Level, 300-Level or 400-Level ECUR Courses
- 100-Level, 200-Level, 300-Level or 400-Level EDUC Courses
- 100-Level, 200-Level, 300-Level or 400-Level EFDT Courses
- 100-Level, 200-Level, 300-Level or 400-Level EMUS Courses
- 100-Level, 200-Level, 300-Level or 400-Level EPSE Courses
- 100-Level, 200-Level, 300-Level or 400-Level ETAD Courses

INTEROFFICE MEMORANDUM

TO: MS. SEANINE WARRINGTON
COORDINATOR OF ACADEMIC PROGRAMS & CATALOGUE, SESD

FROM: MR. CHRISTOPHER MARTIN
ACADEMIC PROGRAMS COORDINATOR, COLLEGE OF ENGINEERING

SUBJECT: **UNIVERSITY COURSE CHALLENGE – APRIL 2015**

DATE: APRIL 14, 2015

CC: DR. BRUCE SPARLING
INTERIM ASSOCIATE DEAN ACADEMIC, COLLEGE OF ENGINEERING

Ms. Seanine Warrington:

On behalf of the College of Engineering, I am writing to inform you that the attached curricular revisions were approved by our college-level Undergraduate Academic Programs Committee and are now submitted to the University Course Challenge for review and approval.

Should any members of the university community have any questions or concerns regarding the proposed changes, please do not hesitate to redirect such inquiries to me directly.

Sincerely,

Christopher Martin, B.B.A.
Academic Programs Coordinator
College of Engineering
Phone: (306) 966-3201

UNIVERSITY COURSE CHALLENGE – APPROVAL REQUIRED

DEPARTMENT OF MECHANICAL ENGINEERING

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	ME 314.3: Machine Design
Original Course Prerequisite:	Prerequisite(s): [ME 313 (taken) or BLE 324 (may be taken concurrently] and ME 316 (taken) and ME 324 (taken).
Proposed Course Prerequisite:	Prerequisite(s): [ME 313 (taken) or BLE 324 (may be taken concurrently] and ME 226 and ME 251 and ME 324 (taken) and MATH 224.
Date of Implementation:	May 2015
Rationale for Change:	ME 316 is no longer being offered. The new prerequisites will ensure that students taking ME 314 have the background in mechanics, dynamics, and mathematics.

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	ME 352.3: Engineering Analysis III
Original Course Prerequisite:	Prerequisite(s): ME 316 (taken)
Proposed Course Prerequisite:	Prerequisite(s): ME 226 and ME 251 and MATH 224
Date of Implementation:	May 2015
Rationale for Change:	ME 316 is no longer being offered. The new prerequisites will ensure that students taking ME 352 have the background in mechanics, dynamics, and mathematics.

Type of Change:	**NEW COURSE CREATION**
Course In Question:	ME 329.3: Collaborative Design and Manufacturing
Term Descriptor:	2(3L-1.5T-1.5P)
Course Description:	This course will teach students to design and manufacture a mechanism in a collaborative group environment. Student groups will define interfaces and work processes that will allow each group to be responsible for the design and fabrication of a single part of the greater mechanism. Groups will integrate the design process into CAD and CAM processes to machine the parts using CNC tools (mills and lathes). At the end of the design project, individual parts will be assembled to form the whole. The course will consist of lectures (specifically on CNC programming, material selection, design for fabrication, interdisciplinary skills, project management, and codes and standards), computer tutorials, and fabrication on CNC machines.
Prerequisite Requirements:	ME 229.3, ME 318.3 (taken), and ME 330.3 (taken)
Date of Implementation:	May 2015
Rationale for Change:	Curricular Innovation. Associated documentation submitted via online Curricular Changes Portal on April 14, 2015. This course will replace ME 316.3 as a core course in year 3 of the Mechanical Engineering Program. Details of this change are reflected in Page 6 of this submission.

DEPARTMENT OF MECHANICAL ENGINEERING

Type of Change:	**PROGRAM REQUIREMENT CHANGE - See mark-up below**
Course In Question:	ME 316.3: Dynamics and Vibrations
Details of Change:	ME 316.3 is to be removed as a required course in the Mechanical Engineering undergraduate program.
Date of Implementation:	May 2015
Rationale for Change:	Much of the content of ME 316.3 is no longer essential to a core Mechanical Engineering program or is being covered in other ME classes. Details of this change are reflected in Page 6 of this submission.

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	ME 495.6: Industrial Design Project
Original Course Prerequisite:	Prerequisite(s): ME 229 and 81 credit units from (EN Four Year Common Core and ME Program Core)
Proposed Course Prerequisite:	Prerequisite(s): ME 329 and 81 credit units from (EN Four Year Common Core and ME Program Core)
Date of Implementation:	May 2016.
Rationale for Change:	This will ensure that Mechanical Engineering students complete the three design courses (ME 229, ME 329, and ME 495) in their intended sequence.

UNIVERSITY COURSE CHALLENGE – FOR INFORMATION

DEPARTMENT OF ELECTRICAL ENGINEERING

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	EE 495.6: Senior Design Project
Original Course Prerequisite:	Prerequisite(s): EE Program Core and 6 Credit Units from the EE Program Focus Areas. Prerequisite(s) or Corequisite(s): 9 additional credit units from the EE Program Focus Areas.
Proposed Course Prerequisite:	Prerequisite(s): EE Program Core and 12 Credit Units from the EE Program Focus Areas. Prerequisite(s) or Corequisite(s): 9 additional credit units from the EE Program Focus Areas.
Date of Implementation:	May 2015
Rationale for Change:	The change corrects an error in the catalogue. The motions was passed by the UAPC on March 26, 2015.

Type of Change:	**TERM DESCRIPTOR CHANGE**
Course In Question:	EE 301.3: UNKNOWN
Original Course Term Descriptor:	1(3L-1T)
Proposed Course Term Descriptor:	1(3L)
Date of Implementation:	May 2015
Rationale for Change:	The change corrects an error in the catalogue. The motions was passed by the UAPC on March 26, 2015.

DEPARTMENT OF MECHANICAL ENGINEERING

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	ME 460.3: Automation and Robotics in Manufacturing
Original Course Prerequisite:	Prerequisite(s): ME 229 and ME 316.
Proposed Course Prerequisite:	Prerequisite(s): ME 229 and ME 352.
Date of Implementation:	May 2015
Rationale for Change:	ME 316 is no longer being offered. The new prerequisites will ensure that students taking ME 460 have the appropriate background knowledge.

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	ME 497.3: Acoustic and Vibrations in Design
Original Course Prerequisite:	Prerequisite(s): ME 316
Proposed Course Prerequisite:	Prerequisite(s): ME 352.

Date of Implementation:	May 2015
Rationale for Change:	ME 316 is no longer being offered. The new prerequisites will ensure that students taking ME 497 have the appropriate background knowledge.

Type of Change:	**TERM DESCRIPTOR CHANGE**
Course In Question:	ME 330.3: Manufacturing Processes
Original Course Term Descriptor:	2(3L)
Proposed Course Term Descriptor:	1(3L)
Date of Implementation:	May 2015
Rationale for Change:	Moving the course to first-term, as well as the deletion of ME 316 from the core curriculum, will allow the introduction of a new third-year design course.

Type of Change:	**PREREQUISITE CHANGE**
Course In Question:	ME 330.3: Manufacturing Processes
Original Course Prerequisite:	Prerequisite(s): GE 213 and ME 324 (taken)
Proposed Course Prerequisite:	Prerequisite(s): GE (213) Prerequisite(s) or Corequisite(s): ME 324
Date of Implementation:	May 2015
Rationale for Change:	Given program changes, allows for better structuring of program.

MECHANICAL ENGINEERING PROGRAM – PROPOSED CHANGES FOR APPROVAL

Year 1 (34 credit units)

All Engineering programs have a common first year.

Year 2 (36 credit units)

Year 3 (42 credit units)

Term 1
ME 313.3
~~ME 316.3~~ ME 329.3
ME 318.3
ME 321.3
ME 324.3
ME 327.3

Term 2
ME 314.3
ME 323.3
ME 328.3
ME 330.3
ME 335.3
ME 352.3

Term 1 or Term 2
GE 348.3
3 credit units Science Elective List 1 or List 2

Year 4 (39 credit units)

Term 1
ME 417.3
ME 418.3
ME 431.3
ME 450.3

Term 2
GE 449.3

Term 1 and Term 2
ME 495.6

Term 1 or Term 2
12 credit units Technical and Design Electives (of which 6 credit units must be from the design elective list)

Science Elective
List 1

- BIOL 120.3
- CHEM 115.3
- GEOL 121.3
- PHYS 125.3

List 2

- ASTR 213.3
- ASTR 214.3
- CHEM 221.3
- CHEM 231.3
- CHEM 242.3
- CHEM 250.3
- EVSC 203.3
- EVSC 210.3
- GEOG 120.3
- GEOL 224.3
- GEOL 245.3
- GEOL 258.3

College of Graduate Studies and Research – April 2015

Items for Information:

The following course numbers from the March, 2015 University Course Challenge submission are corrected as follows:

CE ~~833.3~~ 834.3 Water Resources Development

CE ~~835.3~~ 836.3 Road Safety Engineering