



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: March, 2016

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:

College of Agriculture & Bioresources
College of Arts & Science
Edwards School of Business
College of Engineering
College of Graduate Studies & Research
School of Environment & Sustainability

Approval: Date of circulation: March 16, 2016
 Date of effective approval if no challenge received: March 31, 2016

Next scheduled posting:

The next scheduled Challenge document posting will be April 15, 2016, with a submission deadline of **April 13, 2016**. Urgent items can be posted on request.

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

College of Agriculture & Bioresources – March, 2016 University Course Challenge Proposal

This submission from the College of Agriculture and Bioresources includes five new classes and one class that is transitioning from a two-time Special Topics course to a regular offering. The five new courses are to be part of a suite of courses for the new KA diploma programs that are currently finishing development while the sixth is a popular class on sheep and goats.

In addition to the new KA program, these five new courses can be taken by our regular diploma and degree program students, alumni and current practitioners in the environmental sciences and agronomy as part of professional development or meeting standards for the Professional Agrologists status as set out by the Saskatchewan Institute of Agrologists, and we expect there to be a healthy uptake for these courses by all constituencies. These new courses will also help to fulfill the college's mission to include more indigenous content and incorporate indigenous ways of knowing into agriculture and the environment to raise the profile of indigenous knowledge and its potential application to our natural environment. All five new courses are to be built as one credit unit online courses so as to be able to introduce valuable technical skills in a shortened format to allow students from all College of Agriculture and Bioresources programs to fit them into a regular schedule without the addition of another three credit unit class in one term as these can be spread throughout their program instead. These classes are meant to introduce students to valuable technical skills that will be of use in field work in both the agriculture and environmental sciences but do not, in and of themselves, constitute enough material to build a three credit unit class on that topic or skill and will be a vehicle for new technical skills that would not be absorbed into a once-a-year three credit unit offering in a timely manner.

The sixth class is a popular and welcome addition to our regular offerings in Animal and Poultry Science. In its first two offerings as a Special Topics 398.3 class, this class has been very popular with students in our Animal Science and Animal Bioscience majors as well as students minoring in Animal Science, but is intended to help round out the offerings in the Bachelor of Science in Animal Bioscience program. Historically, there had been a sheep class as part of the Animal Science stream in our old Diploma in Agriculture programs. With an expansion in the sheep industry in recent years combined with our unforeseen dramatic enrolment increase in the Animal Bioscience program and the popularity of the offerings in 2013 (32 students, 2 over the proposed limit of 30) and 2014 (40 students), the college feels that this is a perfect time for a class on this topic.

New Course Proposals:

ASKI 202.1 Introduction to Land Management Frameworks

The land and the relationship to land are inextricably linked to Indigenous peoples cultural identity, language and livelihood. Land stewardship is an inherent right and responsibility of the Indigenous people, who believe the land is a gift from the Creator to care for and sustain all living beings on earth. This course provides an examination into concepts of traditional Indigenous land stewardship as the foundational principles of land management and tenure, examines Federal Government programs on land management, and provides an overview of the Land Management Frameworks applicable on Indigenous Nation reserve lands.

Prerequisite: None

Rationale for introducing this course:

The land and the relationship to land are inextricably linked to Indigenous peoples' cultural identity, language and livelihood. Land stewardship is an inherent right and responsibility of the Indigenous people, who believe the land is a gift from the Creator to care for and sustain all living beings on earth.

However, Indigenous land stewardship became altered by the imposition of the *Indian Act* with over 25 % of sections devoted to the management of reserve lands and under the exclusive jurisdiction of the Federal Government. The Federal Government programs on land management have evolved over the past century but the Minister of Indigenous and Northern Affairs continues to edict virtually all land management transactions of First Nation Governments. Many First Nation Governments are searching for alternatives to the constraints under the *Indian Act*.

Beginning in the early 1980's, land claim settlements and self-government agreements, including sectorial self-government initiatives, enabled Indigenous Nations to reassume their control and responsibilities in land Management. This course will provide an introduction to Indigenous Land Management Frameworks in Canada including a review of the history of reserve land management structures.

Currently there are no courses offered either on campus or on-line that provide an accessible introduction to current land management structures.

ASKI 203.1 Introduction to the Duty to Consult

A study of the Crown's constitutional duty to consult and accommodate Aboriginal peoples in Canada focusing on key cases that have helped inform and shape current policy and practice in this area. Students will examine the history of the duty to consult, with specific examples of how this duty has arisen in context to Aboriginal peoples' interests in land use management. Current policies and practice together with the roles for federal, provincial and territorial departments and agencies, Aboriginal groups, and third parties will be examined.

Prerequisite: None.

Rationale for introducing this course:

Indigenous land stewardship is an inherent right and responsibility of Indigenous peoples, and is intertwined with the belief that land is a gift of the Creator, to be cared for and to sustain all living beings on earth. Indigenous land management, however, is highly complex and decisions occur within ever-changing policy and legislative environments. This course will examine the history of the duty to consult, using various Supreme Court decisions to illustrate the evolution of the principles underlying this constitutional duty. Understanding both the practical and legal ramifications of the Crown's duty to consult is essential for Land Managers.

Currently there are no courses offered either on campus or on-line which provide an accessible introduction to current practices regarding the duty to consult.

EVSC 204.1 Soil Sampling: Design and Implementation

Soil sampling is an integral part of the environmental and agricultural sciences. Students in this course will learn about how sampling can provide reliable evidence to address various problems and how to design and implement sampling programs. Students will also gain experience in performing basic

calculations and in the methods to express variability associated with different soil properties. Exercises throughout the class are drawn from real-world regulatory frameworks.

Prerequisite: AGRC 111.3 or GEOG 120.3 or ASKI 101.3

Note: Students with credit for EVSC 203.3 will not receive credit for EVSC 204.1

Rationale: This is a novel one-credit unit course that is being developed as part of the new Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management program. It is an on-line course and will provide applied training in a key skill required in the environmental and agricultural sciences

RRM 201.1 Geographical Information Systems

This course provides an introduction to digital mapping and spatial analysis using a geographic information system (GIS). Students will learn how to create their own maps, input their own data, and become familiar with basic GIS operations that can be applied to a wide variety of subject areas including environmental management. The practical assignments and final project give students the opportunity to gain hands-on experience using ESRI ArcGIS 10.x software.

Prerequisite: AGRC 111.3 or GEOG 120.3 or ASKI 101.3

Note: A basic understanding of computers and familiarity with the Microsoft Windows operating system is assumed.

Rationale: This is a novel one-credit unit course that is being developed as part of the new Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management program. It is an on-line course and will provide applied training in a key skill required in the environmental and agricultural sciences.

SLSC 205.1 Introduction to Field Description of Soils

An accurate field description of soils and the sites they occur in is essential source of data for scientifically based decision-making in environmental and agricultural management. Students in this course will learn how different properties form in the field and how these properties can be used to assess correctly assign horizon labels according to the Canadian System of Soil Classification. The focus throughout is on the soil properties themselves and not the classification or genesis of soils.

Prerequisite: AGRC 111.3 or GEOG 120.3 or ASKI 101.3

Note: Students with credit for RRM 215.3 will not receive credit for SLSC 205.1. Students in the Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management program are strongly advised to take SLSC 205.1 before SLSC 232.3.

Rationale:

This is a novel one-credit unit course that is being developed as part of the new Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management program. It is an on-line course and will provide training

for students that will allow them to participate in 300- and 400-level field courses in soil and environmental science.

ANSC 350.3 Sheep and Goat Management

This course will provide students with the theory-based knowledge and some hands-on experience that is necessary to raise sheep. The learning outcomes address the need to provide applied advanced education to individuals raising sheep in an expanding industry. The course will also include discussion on goats as a source of meat and milk and this will provide the opportunity for discussion on the similarities between sheep and goat management, as well as the important differences.

Prerequisite: 30 credit units

Rationale: This course will fill a significant gap in the Bachelor of Science in Animal Bioscience. Currently there is no course on sheep management. Historically, there was a sheep management course in the diploma in agriculture but was moribund when the animal science stream was discontinued. As the sheep industry expands, more and more undergraduate students have been expressing an interest in learning about sheep management. Currently they receive one lecture in ANSC 313 and 4-5 in ANSC 315. With the introduction of the B.Sc. Animal Bioscience (ANBI Program) in the Department of Animal Science and Poultry Science we feel that an elective sheep course, with a minor component on the management of goats, will address the needs and interests of the students, especially those from urban areas – an increasing demographic in the ANBI program. This course has been offered twice (ANSC 398) to test the demand and it was very successful with 32 students enrolling in 2013 (limit was extended from 30) and 40 in 2014.

University Course Challenge – March 2016

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

Classics

New course(s):

CLAS 101.3 Introduction to Scientific Terminology

1/2 (3L) Students learn most of the hundreds of words parts, derived from Greek and Latin, which are found in the polysyllabic English vocabularies used in contemporary sciences and the grammatical principles that govern their use. They then learn to apply this knowledge in decoding and understanding the tens of thousands of complex English words made from them and the concepts they entail. Students will also learn about the changes such word parts have undergone over two millennia, and the linguistic principles governing those changes.

Note: Students with credit for CLAS 107.3 may not take this course for credit.

Instructor(s): Lewis Stiles

Rationale: Like Medical Terminology (CLAS 103), this course will only be available as an elective and cannot be used to fill any other program requirements (e.g., it cannot be taken to fulfill Humanities requirements). While it follows the evaluation conventions of science courses and targets students in the sciences, the course requires an instructor from the humanities with the requisite knowledge of Latin and Greek. It will offer to students of Sciences in general the same kinds of advantages reported by the thousands of students who have benefited from our course in Medical Terminology over the past 25 years: an enhanced ability to learn the requisite concepts in their chosen field of study because the complex Latinate vocabulary designating those concepts, through the materials and techniques learned in this course, has actually become an aid to memory rather than a barrier to learning.

CLAS 107.3 Introduction to Legal Terminology

1/2 (3L) Students learn most of the hundreds of Latinate word parts most commonly found in the polysyllabic vocabulary of contemporary English Legal Terminology, along with strategies for generating useful translations of the tens of thousands of complex English words made from them and the concepts they entail. Students will also learn about the changes such word parts have undergone since Roman times, and the linguistic principles governing those changes.

Note: Students with credit for CLAS 101.3 may not take this course for credit.

Instructor(s): Lewis Stiles

Rationale: Like Medical Terminology (CLAS 103), this course will only be available as an elective and cannot be used to fill any other program requirements. It will offer to students intending to study Law the same kinds of advantages reported by the thousands of students who have benefited from our course in Medical Terminology over the past 25 years: an enhanced ability to learn the requisite concepts in their chosen field of study because the complex Latinate vocabulary designating those concepts, through the materials and techniques learned in this course, has actually become an aid to memory rather than a barrier to learning.

All university students today are hampered by having no knowledge of the Latinate roots which form the massive specialized vocabularies they encounter. Their only recourse is to memorize each new Latinate compound word encountered, as an unrelated "label" for a new concept rather than a transparent name which actually describes that concept. Such a label, insofar as it represents an extra piece of information apparently unrelated to either the concept or the student's own experience, can actually create a barrier to learning.

Philosophy

Minor program revisions:

B.A. Honours, Double Honours and Four-year in Philosophy

Add PHIL 218 (Existentialism) to the list of History of Philosophy courses, and add PHIL 362 (Topics in Political Philosophy) to the list of Value Theory courses.

Bachelor of Arts Four-year (B.A. Four-year) - Philosophy
A6 Major Requirement (30 credit units)

Of the total credit units required, at least 12 credit units must be at the 300-level or higher.

- [PHIL 206.3](#)
- [PHIL 233.3](#)
- [PHIL 241.3](#)

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

- [PHIL 251.3](#)
- [PHIL 281.3](#)
- [PHIL 285.3](#)
- [PHIL 292.3](#)

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

- [PHIL 208.3](#)
- [PHIL 209.3](#)
- [PHIL 218.3](#)
- [PHIL 314.3](#)
- [PHIL 319.3](#)

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

- [PHIL 262.3](#)
- [PHIL 271.3](#)
- [PHIL 333.3](#)
- [PHIL 362.3](#)
- [PHIL 433.3](#)

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

...

Bachelor of Arts Honours (B.A. Honours) - Philosophy
A6 Major Requirement (42 to 54 credit units)

Of the total 42 to 54 credit units Philosophy required, at least 18 credit units must be at the 300-level or higher, of which at least 3 credit units must be at the 400-level.

- [PHIL 206.3](#)
- [PHIL 233.3](#)
- [PHIL 241.3](#)

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

- [PHIL 251.3](#)

- [PHIL 281.3](#)
- [PHIL 285.3](#)
- [PHIL 292.3](#)

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

- [PHIL 208.3](#)
- [PHIL 209.3](#)
- [PHIL 218.3](#)
- [PHIL 314.3](#)
- [PHIL 319.3](#)

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

- [PHIL 262.3](#)
- [PHIL 271.3](#)
- [PHIL 333.3](#)
- [PHIL 362.3](#)
- [PHIL 433.3](#)

Choose **24-36 credit units** from the following:

...

[Bachelor of Arts Double Honours - Philosophy - Major 1](#)
[A6 Major Requirement \(30 credit units\)](#)

Of the total credit units required no more than 6 credit units may be at the 100-level, at least 12 credit units must be at the 300-level or higher.

- [PHIL 206.3](#)
- [PHIL 233.3](#)
- [PHIL 241.3](#)

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

- [PHIL 251.3](#)
- [PHIL 281.3](#)
- [PHIL 285.3](#)
- [PHIL 292.3](#)

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

- [PHIL 208.3](#)
- [PHIL 209.3](#)
- [PHIL 218.3](#)
- [PHIL 314.3](#)
- [PHIL 319.3](#)

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

- [PHIL 262.3](#)
- [PHIL 271.3](#)
- [PHIL 333.3](#)
- [PHIL 362.3](#)
- [PHIL 433.3](#)

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

...

[Double Honours - Philosophy - Major 2 Requirements \(36 credit units\)](#)

Students who are admitted to a Double Honours program (Philosophy and another subject) must be counseled in both departments. Students will fulfill the Philosophy portion of the program as follow:

- [PHIL 206.3](#)
- [PHIL 233.3](#)
- [PHIL 241.3](#)

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

- [PHIL 251.3](#)
- [PHIL 281.3](#)
- [PHIL 285.3](#)
- [PHIL 292.3](#)

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

- [PHIL 208.3](#)
- [PHIL 209.3](#)
- [PHIL 218.3](#)
- [PHIL 314.3](#)
- [PHIL 319.3](#)

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

- [PHIL 262.3](#)
- [PHIL 271.3](#)
- [PHIL 333.3](#)
- [PHIL 362.3](#)
- [PHIL 433.3](#)

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

...

Rationale: These courses are appropriate options to fulfill each of these program requirements.

New course(s):

PHIL 222.3 Philosophy in the Digital World Identities Realities Communities

1/2 (3L) Most of us spend a significant portion of our lives immersed in digital worlds of one form or another, whether through social media, online gaming, or in virtual communities. Our identities and relationships have always reflected our wider social networks; how has life in the digital world changed how we think about these things? In this course we will seek to understand and evaluate digital worlds and how we inhabit them from a variety of philosophical perspectives. Topics to be discussed may include: Online identity (both individual and social), anonymity and accountability, digital citizenship, piracy and file sharing, cyberbullying, cybersex, hacking and 'hactivism', and internet addiction.

Prerequisite(s): 3 credit units PHIL courses or completion of 12 credit units at the university

Instructor(s): William Buschert, Peter Alward

Rationale: Given the contemporary relevance of its subject matter, there is likely to be considerable student demand for a course of this sort. Similar courses have proven to be quite popular at many universities in Canada and around the world. In addition, the course will expand and improve the department's offerings in the areas of technology studies and applied ethics. Relatedly, while the course is likely to attract significant enrollment in its own right, it may also help to drive enrollment in other upper year Philosophy courses, especially those related to science and technology studies.

Once approved, the course will be proposed for inclusion as part of the Department's certificate programs in Applied and Professional Ethics (APE) and Ethics, Justice, and Law (EJL) as well as its Minor program in Philosophy, Science, and Technology.

PHIL 295.3 Philosophy of Bodies and Embodiment

1/2 (3L) Am I my body or is my body mine? This course provides a philosophical exploration of the body and embodiment. Questions to be covered may include: Is there a self without a body? Do different bodies shape different selves? How are bodies disabled, raced, gendered, or sexed? How are selves expressed through sport, play, and performance? How does embodied experience change over time? What makes bodies and their movements beautiful?

Prerequisite(s): 3 credit units PHIL courses or 12 credit units at the University

Instructor(s): Leslie A. Howe, Susan Dieleman

Rationale: Most philosophy courses that consider consciousness in relation to body focus on mind as if separate from body or interpret body in terms of its instrumental character in relation to mind. This course will attempt to redress that relative neglect by concentrating on body as the focus for individual and social conceptions of body and identity, including bodily expression of consciousness through movement. This course will function as an introduction to a number of philosophical nodes of concentration in the philosophy of the body such as: the philosophy of play, games, and sport, theories of performance in narrative and dramatic presentation, performativity in sexuality and gender, theories of intersectionality and body awareness filtered through conceptions of race, sexuality, ability and disability, and the theoretical and practical challenges to our understanding of human embodiment presented by environmental, digital, and cybernetic integration. The department also plans to centre this course in a projected certificate program on Body, Self, and Identity, which will pull together a number of extant courses and faculty research and teaching interests in embodiment, aesthetics, sexuality and gender, sport, play, and self. The course also has a strong interdisciplinary component as it will include philosophical discussion of topics of interest to students in (at least) Women's and Gender Studies, Drama and Fine Arts, and Kinesiology.

DIVISION OF SOCIAL SCIENCES

Anthropology

New course(s):

ANTH 211.3 Cultural Competency in Community Health and Violence Intervention

1/2 (3L) This course is designed to provide an introduction to the anthropological grounding of cultural competency and its application to community, health, and violence intervention programming. The course uses a "case-study" approach so that the application of academic cultural competency models can be critically assessed.

Prerequisite(s): ANTH 111.3 or permission of instructor

Instructor(s): Pamela Downe

Rationale: In the recent Curriculum Renewal process, the Department of Archaeology and Anthropology developed a unifying Vision Statement: "We envision a world enriched by the knowledge and understanding of the human journey in all its dimensions, including the biological, cultural, material, and political. We believe that this knowledge and understanding should challenge past and present disparities in all forms and lead toward social equality, global partnership, community well-being, and environmental responsibility." We work towards implementing our vision by taking advantage of our unique disciplinary opportunity:

1. To explore commonalities and differences in human experiences throughout time and across communities and environments.
2. To engage interdisciplinarity and create bridges and understanding between disciplines.
3. To produce politically, socially, and culturally responsive knowledge that addresses the needs and issues of the communities with whom we partner in our work.
4. To steward responsible management of cultural heritage and resources.
5. To create knowledgeable, curious, critical, and concerned students, graduates, teachers, and researchers of the future.

This course contributes to meeting all five core departmental objectives. First, it not only exposes students to how commonalities and differences across communities are expressed and represented, this course also familiarizes students with strategies to build on commonalities and respectfully respond to differences. Second, because culturally competent community, health, and violence interventions require collaboration across social service sectors and academic fields, students are taught how to engage with the material in interdisciplinary ways while also appreciating the relevance of distinctly anthropological approaches. Third, this course familiarizes students with the main culturally competent ways of working effectively in socially diverse contexts, approaches that are grounded in local contexts and are attendant to community needs and strengths. Fourth, the relevance of cultural competency to the management of cultural heritage and resources (including community resources) is woven throughout the course. Fifth and finally, through a critical but pragmatic engagement with cultural competency, this course connects well with our upper-year offerings where an emphasis on medical anthropology and environmental anthropology prepare students for success in graduate programs, professional training, and work-place success.

This course enriches ANTH offerings at the 200-level, and may well be of interest to students in Pharmacy and Nutrition, Education, Social Work, and Nursing.

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 SOCIAL SCIENCES

Sociology

Minor course revisions

SOC 207.3 Studies in Addictions

Prerequisite change:

Old prerequisite(s): None

New prerequisite(s): 6 credit units of 100-level SOC or 18 credit units at the University

Rationale: Sociology 347.3 was formerly offered as a Graduate Public Health course and then as a Special Topics course in Sociology. As such, it had no explicit prerequisites. The permanent version of this course now requires that an appropriate prerequisite be listed.

College of Graduate Studies and Research (CGSR)

The curricular changes listed below have been approved through CGSR governance and are submitted to the University Course Challenge.

University Course Challenge – March 2016

Course Modifications

CHEP 813.3 — (1.5L-1.5S)

~~Critical Perspectives in Interdisciplinary Population Health Research~~
Embodied Inequities: Social and Structural Determinants of Population Health

Will focus on a critical consideration of social determinants of health with a focus on the theoretical influences and methodological approaches that inform each. Conceptual and methodological strengths and challenges will be considered with a view to developing critical interpretive skills for the analysis of data sets and research reports and for the translation of findings to applied settings.

Prerequisite(s): Must be registered in CHEP graduate program, ~~Faculty of Social Work (University of Regina) graduate program,~~ or have permission of instructor.

PLSC 865.3 — 2(3L-1S)

~~Plant~~ Abiotic Stress ~~in Plants~~

Students will be introduced to current concepts and recent advances in plant resistance mechanisms to freezing, moisture, salt and heat stress from the ecologic to molecular levels. Methods of stress application and viability testing will also be demonstrated. At the end of each stress section, guest scientists will be invited to present their research.

Prerequisite(s): ~~PLSC 417 or PLSC 412 or permission of the department~~

NURS 880.3 — SP&SU(40P)

Practicum I Advanced Nursing Practice in Primary Health Care

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 judgment. 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.

Prerequisite(s): NURS 879, NURS 881, NURS 883, NURS 870, NURS 885, NURS 886, NURS 892; and a three-credit units ~~800-level Statistics course~~ from NURS 818, PUBH 805, ERES 840, KIN 808, CHEP 805, CHEP 806, STAT 845 or PSY 805.

Note: Students with credit for NURS 887.3 or NURS 877.6 will not receive credit for this course.

Contact: Kelly Clement (Kelly.clement@usask.ca)

The current course was labeled NURS 887.3 until 201205 and was labeled NURS 877.6 until 201309.

ECUR 805.3 — 1/2(3L)

Trends and Issues in Curriculum Research and Development

Examines contemporary curriculum issues in the context of catalysts of change and strategies of change. Students will have the opportunity to focus on their particular area of curriculum interests.

Prerequisite: ECUR 822 or ECUR 823

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

New Course Proposals

ME 868.3: Advanced Topics in Fire Protection Engineering

This course covers techniques used to conduct numerical and experimental fire science research. Standard small and full-scale fire tests are covered, as well as design of fire experiments for research purpose. Methods used to model fire and its effects, from empirical correlations to analytical and numerical techniques, are also covered.

Prerequisite: ME 327 or an undergraduate heat transfer course.

Instructor: David Torvi, PhD, PEng

Rationale: Very few engineering programs offer courses in fire protection engineering.

Graduate students need to be familiar with more sophisticated calculations, such as numerical heat transfer models, and experimental design. This course has two main areas of emphasis – the first is design of both small and full-scale fire experiments, which practically all graduate students in our fire research group must conduct. The second is fire models, from engineering correlations to numerical models of heat and mass transfer, or fluid flow in fire. The course would also build on general thermofluids courses offered by the department. Students would also gain experience in written and oral communication through the course project.

PHAR 833.3: Synchrotron Techniques in Nanomedicine

The course is designed to offer instructor-directed readings and discussion. The students will gain fundamental knowledge of various applications of nanoparticles. Novel drug delivery development and strategies to improve drug safety and efficacy will be explored. Synchrotron techniques will be discussed in depth.

Instructors: Ildiko Badea, PhD; Pawel Grochulski, PhD

Rationale: This course will offer fundamental understanding of the applications of nanotechnology in pharmaceutical sciences, especially rational design of delivery systems for biotechnology drugs. Analytical tools involved in evaluation of the safety and efficacy of the nanoparticles, with the focus on synchrotron techniques will be discussed in details. The connection between the design and engineering of the nanoparticles and the use of

Contact: Kelly Clement (Kelly.clement@usask.ca)

appropriate techniques to evaluate their physico-chemical properties is unique to this class. The lecturers have expertise in pharmaceutical and synchrotron sciences, thus collaboratively able to direct learning in this interdisciplinary area of nanomedicine.

ECUR 822.3: REpresenting Families in Schools

Representation of families exist everywhere. Students will explore dominant social, cultural and institutional narratives about families which underpin these representations and consider the influence they have on curriculum-making and decision-making in schools. Interrupting the living out of these dominant narratives, students will determine ways to use knowledge that resides in families to co-construct educational experiences for children.

Instructor: Debbie Pushor, PhD

Rationale: Currently in education programs there is very little attention being paid to the development of teachers' thinking around the representation of parents/families in schools. While the topic of parents may be touched on briefly in some courses, such as in course on educational leadership, it is largely absent in the curriculum of teacher education.

ECUR 823.3: Engaging Parents in Teaching and Learning

The term "parent engagement" represents a conceptualization of the positioning of parents in relation to school landscapes as integral and essential to processes of schooling. You will learn about aspects of parent engagement which differentiate it from involvement and which create opportunities for parents to take their place alongside educators in the schooling of their children, fitting together their knowledge of children, teaching and learning, with teachers' knowledge.

Instructor: Debbie Pushor, PhD

Rationale: Currently the term "parent involvement" is a commonly used and unquestioned term in the field of education. This course conceptually differentiates between "parent involvement" and "parent engagement". Such a differentiation is critical because actions of parent involvement continue to position parents in a hierarchical relationship in schools in which parents are tasked with roles and responsibilities that serve the teacher's and the school's agenda. When educators shift to actions of parent engagement, they position parents alongside themselves in the schooling of children, creating a place and voice for parents in decision-making about policy, programming, and practices. Given that it is practices of parent engagement, and not practices of parent involvement, that contribute to enhanced student achievement and other educational outcomes, a philosophical, theoretical, and pedagogical understanding of parent engagement is essential to the work of educators.

Program Modification

[Nursing - Doctor of Philosophy \(Ph.D.\) - Direct Entry](#)

[Admission Requirements](#)

[Degree Requirements](#)

Students must maintain continuous registration in the 996 course.

Contact: Kelly Clement (Kelly.clement@usask.ca)

- At least 9 credit units of course work at the graduate level must be successfully completed in the first year of the program.
- Within the first year of the program, successfully complete a Ph.D. Qualifying Examination that is at least as rigorous as the defence for a Master's thesis in the program area.
- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- A minimum of 33 credit units at the 800-level:
 - ~~NURS 882.3~~
 - [NURS 891.3](#)
 - [NURS 892.3](#)
 - [NURS 893.3](#)
 - ~~3 credit units elective: [NURS 812.3](#), [NURS 813.3](#), [NURS 814.3](#), [NURS 815.3](#), [NURS 816.3](#), or [NURS 893.3](#)~~
 - 3 credit units in statistics ([NURS 818.3](#), [PUBH 805.3](#), [ERES 840.3](#), [KIN 808.3](#), [CHEP 805.3](#), [CHEP 806.3](#), [STAT 845.3](#), [PSY 805.3](#))
 - 3 credit units in advanced statistics
 - ~~96~~ credit units (~~32~~ courses) in a cognate area
 - [NURS 895.3](#)
 - [NURS 896.3](#)
 - [NURS 897.3](#)
 - [NURS 997.0](#)
 - [NURS 990.0](#)
 - [NURS 996.0](#)
- Pass a comprehensive examination, after completing the required course work, and prior to focusing on the research and doctoral thesis.
- Write and successfully defend a thesis based on original investigation.

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Rationale: Modification to direct-entry PhD program requirements consistent with minor modification to MN-thesis-based program requirement modification that was approved in January 2016.

Error Correction

Contact: Kelly Clement (Kelly.clement@usask.ca)

Finance - Master of Science (M.Sc.)

Admission Requirements

- undergraduate degree from a recognized college or university in Business, Commerce, or a related field, with a major or substantial number of classes in Finance
- minimum score of ~~600-500~~ on the GMAT or a GRE average (verbal, quantitative, analytical) score of 50th percentile
- minimum cumulative weighted average of 75% (U of S grade system equivalent) in the last two years of full-time study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- at least 6 U of S equivalent credit units (1 year) of Statistics and 3 U of S equivalent credit units (1/2 year) of Calculus
 - ~~a course in econometrics~~
 - ~~Linear Algebra~~

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Rationale: Correction to have admission requirements consistent with the requirements approved by University Council.

VSAC 875.3-6 — (3S)

Advanced Small Animal Orthopedic Principles

This course focuses on the anatomy, physiology, biomechanics and pathophysiology needed for understanding and treating common disorders of the bones and joints of dogs and cats.

B>Prerequisite(s): Enrolled in the Small Animal Surgery Residency Program, or by instructor permission.

Rationale: The course was incorrectly posted to UCC in December 2014 as a 3 cu course rather than a 6 cu course. The course has not been delivered yet, so there is no impact to this correction.

Contact: Kelly Clement (Kelly.clement@usask.ca)

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 – MARCH 2016**

DATE: MARCH 14, 2016

CC: DR. AARON PHOENIX
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

Course Relabelling

Motion: To relabel GEOE 475.3: Engineering Hydrogeology as GEOE 375.3: Engineering Hydrogeology.

Motion: To relabel BLE 482.3: Environmental Engineering in Biosystems as ENVE 482.3: Solid Waste Engineering and Management.

Prerequisite Change

Motion: To change the prerequisite for RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 406, RCM 407, RCM 408, RCM 409, and RCM 495

From	"RCM 300 or 24 units from RCM Non-EN Alternatives"
To	"RCM 300 or 6 cu from RCM Non-EN Alternatives."

Motion: To change the RCM Non-EN Alternatives list:

From	"CLAS 100-499, CMSR 100-499, DRAM 100-499, ENG 100-499, HIST 100-499, PHIL 100-499m PSY 100-499, SOC 100-499"
To	"100, 200, 300, or 400-level ANTH; 100, 200, 300, or 400-level ARTH; 100, 200, 300, or 400-level CLAS; 100, 200, 300, or 400-level CMRS, 100, 200, 300, or 400-level DRAM, 100, 200, 300, or 400-level ENG; 100, 200, 300, or 400-level HIST; 100, 200, 300, or 400-level INDG; 100, 200, 300, or 400-level IS; 100, 200, 300, or 400-level LING; 100, 200, 300, or 400-level PHIL; 100, 200, 300, or 400-level POLS; 100, 200, 300, or 400-level PSY; 100, 200, 300, or 400-level RLST; 100, 200, 300, or 400-level SOC; 100, 200, 300, or 400-level WGST."

Program Requirement Changes

Motion: To add CHE 454.3: Design of Industrial Waste Treatment Systems to the list of elective courses in the Petroleum Option. Please see below.

Motion: To alter the program requirements of the Environmental Engineering program thereby making ENVE 482.3: Solid Waste Engineering and Management a required Year 4 Term 1 course. Please see below.

Motion: To remove CE 468.3 as a required course from the ENVE program and add it as an elective in the "Environmental Engineering Elective List". Please see below.

Motion: To alter the program requirements for the Geological Engineering program thereby making GEOE 375.3: Engineering Hydrogeology a required course in Year 3 Term 2 (instead of Year 4 Term 2). Please see below.

Chemical Engineering

[Engineering \(B.E.\) - Petroleum Option - Bachelor of Science](#)

An "Option" within the College of Engineering is a prescribed set of courses that provides a concentration of specialized training in one particular field of study. Options are approved at the College level but are unique to Departments within the College, consisting of at least 18 credit units, none of which are core courses taken by all students within the Department.

The petroleum option provides students the opportunity to take courses within the chemical engineering program that give them a focus on petroleum engineering, oil/gas engineering and bitumen upgrading. Students wishing to complete this option must take [CHEM 221.3](#) in year 2 of the program.

[Required Petroleum Electives \(21 credit units\)](#)

Please consult an Academic Advisor for assistance in choosing electives.

The Petroleum Option courses can replace Group A and Group B electives in the regular Chemical Engineering program.

[Required Courses \(12 credit units\)](#)

- [CHEM 221.3](#)
- [CHEM 231.3](#)
- [CHE 364.3](#)
- [GEOL 108.3](#) or [GEOL 121.3](#)

[Choose 9 credit units from the following:](#)

- [CHE 453.3](#)
- **[CHE 454.3](#)**
- [CHE 460.3](#)
- [CHE 464.3](#)

Environmental Engineering

Engineering (B.E.) - Bachelor of Science

Year 1 (34 credit units)

All Engineering programs have a common first year.

Year 2 (38 credit units)

Term 1

- [CE 212.3](#)
- [ENVE 201.3](#)
- [GE 210.3](#)
- [GEOE 218.3](#)
- [MATH 223.3](#)

Term 2

- [CHE 210.3](#)
- [CMPT 113.3](#)
- [ENVE 212.3](#)
- [GE 213.3](#)
- [MATH 224.3](#)

Term 3

- [CE 271.2](#) (may be completed in year 2 or year 3)

Term 1 or Term 2

- [CE 201.0](#) (may be completed in year 2 or year 3)

Choose 6 credit units from the following:

- [BIOL 120.3](#)
- [CHEM 115.3](#)
- [GEOL 121.3](#)

Students must complete BIOL 120, CHEM 115 and GEOL 121 by the end of Year 2.

Year 3 (36 credit units)

Term 1

- [CE 315.3](#)
- [CE 318.3](#)
- [CE 328.3](#)
- [CHEM 250.3](#)
- [EE 204.3](#)
- 3 credit units Complementary Studies Elective

Term 2

- [BLE 313.3](#)
- [CE 319.3](#)
- [CE 327.3](#)
- [CHE 223.3](#)

- [GE 348.3](#)
- [RCM 300.3](#)

Year 4 (36 credit units)

Term 1

- [CE 420.3](#)
- **[ENVE 482.3](#)**

Term 2

- ~~[CE 468.3](#)~~
- [CHE 454.3](#)
- [TOX 301.3](#) or [EVSC 421.3](#)

Term 1 and Term 2

- [ENVE 495.6](#)

Term 1 or Term 2

- [GE 449.3](#)
- 9 credit units Environmental Engineering Electives
- 3 credit units Environmental Science Elective
- 3 credit units Senior Humanities or Social Science Elective

Electives

Science Elective

All Science Electives must be taken in year 1 and year 2.

- [BIOL 120.3](#)
- [CHEM 115.3](#)
- [GEOL 121.3](#)

Environmental Science Elective

- [BMSC 240.3](#)
- [CHEM 221.3](#)
- [EVSC 420.3](#)
- [EVSC 421.3](#)
- [FABS 212.3](#)
- [GEOL 413.3](#)

Environmental Engineering Elective

- [CHE 461.3](#)
- [CE 414.3](#)
- [CE 464.3](#)
- **[CE 468.3](#)**
- [ENVE 432.3](#)
- [ENVE 478.3](#)
- [ENVE 481.3](#)
- [GEOE 475.3](#)
- other approved Engineering elective

Geological Engineering

Engineering (B.E.) - Bachelor of Science

Year 1 (34 credit units)

All Engineering programs have a common first year.

Year 2 (38 credit units)

Term 1

- [CE 202.3](#)
- [CE 212.3](#)
- [GE 210.3](#)
- [GEOE 218.3](#)
- [MATH 223.3](#)
-

If GEOL 121 is not taken as the science elective in Year 1, it must be taken in Term 1 of Year 2.

Term 2

- [CE 225.3](#)
- [CE 295.3](#)
- [CMPT 113.3](#)
- [GE 213.3](#)
- [MATH 224.3](#)

Term 1 or Term 2

- [RCM 300.3](#)
- 3 credit units Senior Humanities or Social Science Elective

Term 3

- [CE 271.2](#)

Year 3 (39 credit units)

Term 1

- [CE 318.3](#)
- [CE 328.3](#)
- [GEOL 224.3](#)
- [GEOL 245.3](#)
- [GEOL 258.3](#)

Term 2

- [CE 319.3](#)
- [CE 330.3](#)
- [GEOE 315.3](#)
- [GEOL 226.3](#)
- 3 credit units Group B Elective
- **[GEOE 375.3](#)**

Term 1 or Term 2

- [GE 348.3](#)

- 3 credit units Group A Elective

Term 3

- [GEOE 378.3](#)

Year 4 (36 credit units)

Term 1

- [CE 420.3](#)
- [GE 449.3](#)
- [GEOE 412.3](#)
- [GEOE 414.3](#)

Term 2

- ~~[GEOE 475.3](#)~~
- [GEOE 466.3](#)

Term 1 and Term 2

- [GEOE 495.6](#)

Term 1 or Term 2

- 3 credit units Group A or C Elective
- 9 credit units Group C Elective

Electives

Note: All electives may not be given every year. Check with the appropriate department or in the online Course Offerings.

Group Electives

Group A

- [CHEM 377.3](#)
- [GEOG 335.3](#)
- [GEOL 229.3](#)
- [GEOL 282.3](#)
- [GEOL 334.3](#)
- [GEOL 335.3](#)
- [GEOL 358.3](#)
- [GEOL 413.3](#)
- [GEOL 463.3](#)
- [GEOL 465.3](#)
- [GEOL 482.3](#)
- [GEOL 483.3](#)

Group B

- [GEOL 334.3](#)
- [GEOL 335.3](#)
- [GEOL 384.3](#)

Group C

- [CE 466.3](#)
- [CE 468.3](#)
- [CHE 464.3](#)
- [ENVE 478.3](#)
- [ENVE 481.3](#)
- [GEOE 377.3](#)
- [GEOE 380.3](#)
- [GEOE 430.3](#)
- [GEOE 431.3](#)



EDWARDS
SCHOOL OF BUSINESS

UNIVERSITY OF SASKATCHEWAN

Memo

To: Edwards School of Business Faculty
From: Noreen Mahoney, Chair of Undergraduate Curriculum Committee
Date: March 9, 2016
Subject: Curricular Changes

Edwards School of Business – March, 2016 University Course Challenge Submission

The following curricular changes have been approved by the college and are now being posted to University Course Challenge for information:

Change the Course name for Comm 101.3 to: Introduction to Business

Current: Decision Making I

Rationale: This title is more descriptive and provides better information to students about what the course is.

Change the Course name for Comm 119.3 to: Skills for Academic Success

Current: Business Competencies

Rationale: This descriptive title is more in line with the realities of the course. Although we use a business context in the delivery of much of the material; the subject matter is broader.

Change the Course name for Comm 306.3 to: Ethics and Strategic Decision Making

Current: Business Decision Making II

Rationale: This is more descriptive of the actual materials being delivered and will reduce student confusion about content.

Motion: Change the Course Calendar Description for Comm 306.3 as follows:

Decision making in contemporary organizations is simultaneously impacted by complex internal and external forces—in both the private and public sectors—across the local, provincial, national and increasingly international levels. This course introduces students to strategic management and ethical frameworks that will assist them in understanding the impact these forces have upon organizational decision making.

Rationale: This brings the calendar description more in line with the content of the course and make it easier for students to understand the content.

Motion: Change the Course name for Comm 401.3 to: Business Strategy

Current: Business Policy

Rationale: This is more descriptive of the actual materials being delivered and will reduce student confusion about content.

Course Modification for Approval:

Motion: The prerequisites for COMM 347.3 Aboriginal Business in Canada be changed to COMM 101 plus 30 cu of university courses.

Rationale: Six year ago we completely re-vamped this course by hiring Al Felix as the sessional instructor and making it an actual business course. Al was hired because he has many years of experience working with aboriginal communities, including economic development. He has a significant number of contacts in the aboriginal community and is able to get many of them to be guest speakers. He currently has a couple of Arts students who are very happy with the course and think many more Arts students should be taking it.

Currently, the prerequisites for COMM 347 are 30cu of commerce courses. After discussions with Al and Brooke Klassen, we are proposing that this be changed to COMM 101 plus 30 cu of university courses. Al feels that there is still significant benefit to students who do not have a business background but they will still need at least COMM 101 which is an intro to business. Requiring 30 cu also ensures that we will get mostly 3rd and 4th year students (the earliest a student could take the course would be T2 of their second year). We would then be able to promote the class to Arts & Science students (and other colleges) and make sure that all of their student advisors are aware of the change.

School of Environment & Sustainability – March, 2016 University Course Challenge

The following change has been approved by the School of Environment & Sustainability and is now being proposed to University Course Challenge for approval:

Certificate in Sustainability

The Certificate in Sustainability is intended to give students theoretical, methodological, strategic, and substantive exposure to sustainability-related concepts and practice. Students will choose either the natural resources and sustainability focus or the community and sustainability focus. The certificate will allow students to engage in problem-based, experiential learning across a broad range of sustainability topics. The program will begin in the student's second year with ENVS 201.

Program Requirements

Certificate in Sustainability (21 credit units)

Required Courses (9 credit units):

- [ENVS 201.3](#)
- [ENVS 401.3](#)
- [INDG 107.3](#)

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

Techniques and Tools for Sustainability

- [ENVE 481.3](#)
- [EVSC 203.3](#)
- [GEOG 290.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [INDG 210.3](#)
- [RRM 321.3](#)
- [SOC 225.3](#)
- [SOC 232.3](#)
- [SOC 333.3](#)

Students must choose one of the following two areas of focus, in consultation with an advisor:

Natural Resources and Sustainability Focus

Community and Sustainability Focus

Elective Courses (9 credit units):

Choose one of:

- [ANTH 240.3](#)

- [ANTH 244.3](#)
- [ECON 275.3](#)
- [ECON 277.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 280.3](#)
- [HIST 257.3](#)
- [HIST 258.3](#)
- [HIST 263.3](#)
- [HIST 290.3](#)
- [INTS 203.3](#)
- [PHIL 226.3](#)
- [PHIL 231.3](#)
- [PHIL 236.3](#)
- [POLS 226.3](#)
- [RLST 210.3](#)
- [SOC 204.3](#)
- [SOC 206.3](#)
- [SOC 227.6](#)
- [WGST 210.3](#)

Choose one of:

Choose one

Rationale: RLST 210 is an appropriate option to fulfill the elective requirement of this focus.