



## Academic Programs Committee of Council

### University Course Challenge

**Scheduled posting: March, 2017**

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 curricular changes which affect other colleges.

**Contents include submissions for information and approval from the following colleges:**

College of Agriculture & Bioresources  
College of Arts & Science  
College of Education  
College of Engineering

**Approval:**      Date of circulation: March 16, 2017  
                         Date of effective approval if no challenge received: March 31, 2017

**Next scheduled posting:**

The next scheduled Challenge document posting will be April 17, 2017, with a submission deadline of **April 13, 2017**. Urgent items can be posted on request.

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

## **College of Agriculture and Bioresources, Submission to March 2017 Course Challenge**

The following curricular revisions were approved by the College of Agriculture & Bioresources Undergraduate Affairs Committee on February 14, 2017 and are being submitted to University Course Challenge for approval:

### **Course Revision – credit unit reduction**

#### **Relabel RRM 321.3 to RRM 323.2**

Resource Data and Environmental Modeling

#### **Calendar Description:**

~~Provides an understanding of the sources, use, and interpretation of environmental data used in resource management. Basic modeling principles are covered and selected environmental models are used to illustrate the use of data in resource management and to provide skills in assessment of the interactions between resource management and the environment.~~

Students will learn about the basic principles and applications of environmental modeling, and the sources of primary data and information needed to run models of this type. Selected environmental models will be used to illustrate model structure, class and function, as well as illustrate selected resource management and environmental issues, such as organic carbon storage, forest management, or greenhouse gas emissions. The development of a simple model will be explored using a standard spreadsheet package. Students also will be introduced to the elements of project management.

**Restriction(s):** Open to students in the Bachelor of Science in Renewable Resource Management Program.

**Prerequisite(s):** Successful completion of a minimum of 42 credit units university-level coursework.

**Rationale:** This is a novel two-credit unit course that is a redevelopment of an existing course, RRM 321.3 Resource Data and Environmental Modeling, a required course in the Renewable Resource Management Program. RRM 321.3 was designed to not only provide RRM program students with experiential learning in environmental modeling and related resource data sources, but also to bridge the gap between the field work and map development requirement of RRM 301 Field Course in Renewable Resource Management. It filled this role by including applied learning in the use of Arc GIS. RRM 321.3 had an additional role in scaffolding students to project work in RRM 421.3 by providing basic learning in project management. RRM 323.2 seeks to provide students with the same experiential learning in environmental modeling and resource data, as well as in basic project management; however, to address a growing demand for graduates with general applied skills in Arc GIS, it was necessary to take advantage of an opportunity to provide additional GIS training in the form of RRM 201.1 Geographic Information Systems. By removing the Arc GIS component of RRM 321.3 and subsequently reducing this course by one credit unit to RRM 323.2, RRM program students will have room in their degree program to add RRM 201 as a required course and take an expanded module in Arc GIS. As RRM 201.1 is an on-line course intended to be taken in the same term as RRM 323.2, the addition of a new required course will not create scheduling conflicts.

Where RRM 321.3 was required, we will now require RRM 323.2 and RRM 201.1. This revision will result in the following course and program changes:

**Prerequisite Change:**

**RRM 421.6**

Group Project in Renewable Resource Management

An independent group study that provides experience in the principles and practice of executing a project in renewable resource management from the development stage to the presentation of the final report. Student groups execute a real-world resource management project for a non-university organization under the supervision of U of S faculty. Successful completion of the group project requires students to develop and exercise skills in project management, group coordination, and liaising with external stakeholders.

**Restriction(s):** Open to students in the Bachelor of Science in Renewable Resource Management Program.

**Prerequisite(s):** ~~RRM 321.3~~ RRM 323.2 and RRM 201.1

**Program Change:**

**Resource Economics and Policy**

**Bachelor of Science in Renewable Resource Management [B.Sc.(RRM)]**

**Minimum Requirements for Degree (120 credit units)**

**Year 1 (30 credit units)**

**Year 2 (30 credit units)**

**Year 3 (30 credit units)**

**Requirements**

- [AREC 315.3](#)
- [AREC 330.3](#)
- [AREC 361.3](#)
- one of [GEOG 385.3](#), [GEOG 386.3](#) or [ENVE 381.3](#)
- [RRM 312.3](#)
- ~~RRM 321.3~~ RRM 323.2
- RRM 201.1
- 3 credit units open electives

**Choose 9 credit units**

**Year 4 (30 credit units)**

## Requirements

Choose 15 credit units

## **Resource Science**

### Bachelor of Science in Renewable Resource Management [B.Sc.(RRM)]

#### Minimum Requirements for Degree (120 credit units)

#### Year 1 (30 credit units)

#### Year 2 (30 credit units)

#### Year 3 (30 credit units)

#### Requirements

- [GEOG 322.3](#)
- [PLSC 214.3 or STAT 245.3](#)
- [RRM 301.9](#)
- [RRM 312.3](#)
- ~~[RRM 321.3](#)~~ ~~[RRM 323.2](#)~~
- ~~[RRM 201.1](#)~~
- [SLSC 232.3](#)
- [one of GEOG 385.3, GEOG 386.3 or ENVE 381.3](#)
- [3 credit units open electives](#)

#### Year 4 (30 credit units)

#### Requirements

Choose 15 credit units

#### **New Course:**

FABS 222.3 Improving Food Security through Food Science and Technology

Global food shortages have led to malnutrition and death, particularly amongst children in less-developed regions of the world. Although many experts believe that potential global food production exceeds demand, current information suggests that significant food losses occur before harvest and during food processing, distribution, storage and consumption. Food security will be examined from the perspectives of the pre- and post-farm gate food supply chain. The perspectives include four major areas of the food system: 1) global food quality and safety, 2) post-harvest food processing, 3) reducing food loss and waste, and 4) securing nutrition through food science and technology.

Prerequisite(s): 30 credit units of university level courses or permission from the instructor

Instructor(s): Supratim Ghosh, Takuji Tanaka and Vladimir Vujanovic

Rationale: This course represents a priority area for the Department of Food and Bioproduct Sciences and the College of Agriculture and Bioresources. It also fits well with the recently-established Global Institute for Food Security along with the University of Saskatchewan's current signature research areas.

Contact: Amie Shirkie

## **University Course Challenge – March 2017**

The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge, and by the relevant college-level Academic Programs Committee, and are now submitted to the University Course Challenge for approval.

Contact: Alexis Dahl ([alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca))

### **History**

#### **New course**

##### **HIST 320.3 Pagans Christians Barbarians Identity and Empire in the Roman World**

1/2 (3S) This course addresses the interaction of diverse cultural and religious identities in the Roman world, especially from the rise of Christianity in the early Empire through late antiquity. This encounter between Christianity and traditional Roman culture is one often defined in terms of conflict and triumph, but it is also one of toleration and exchange: by the time Christianity became an official religion, it was also deeply Roman. In the process of tracing these historical developments, this course will likewise consider how cultural and religious differences are constructed, resisted and adopted. Readings include a combination of modern scholarship and ancient literary and documentary texts.

Prerequisite(s): 3 credit units HIST or CLAS at the 200-level.

Instructor(s): Zachary Yuzwa

Rationale: This course represents the research interests of the instructor and solidifies offerings in this area.

### **Linguistics**

#### **Minor course revisions**

##### **ESL 115.3 Academic Speaking Skills for Speakers of English as a Second Language**

Prerequisite change:

Old prerequisite(s): Registration in this course is restricted to students who have completed Level UP2: High Advanced Academic English (U of S Language Centre), completed English as a Second Language (University of Regina: "ESL 050"), completed an English Proficiency Test (such as the TEOFL) as a condition of admission; or on the recommendation the U of S Language Centre. Such students may have completed fewer than 21 credit units at a university at which English is the language of instruction. These courses may only be used to fulfill Elective requirements in any Arts & Science program. Students with credit for ESL 105 may not receive credit for this course.

New prerequisite(s): Registration in this course is restricted to students who have completed Level UP2: High Advanced Academic English (U of S Language Centre), completed English as a Second Language (University of Regina: "ESL 050"), completed an English Proficiency Test (such as the TEOFL) as a condition of admission; or on the recommendation the U of S Language Centre. Such students must have completed fewer than 60 credit units in which English is the language of instruction. Students with credit for ESL 105 may not receive credit for this course.

Rationale: During the first year of studies most students take courses with few speaking opportunities, and therefore speaking issues go unnoticed until their second year. This revision allows students to register in the course any time in their first two years of full-time study, as these issues are identified.

##### **ESL 116.3 Reading and Writing of Academic Texts**

Prerequisite change:

Old prerequisite(s): Registration in in this course is restricted to students who have completed Level UP2: High Advanced Academic English (U of S Language Centre), completed English as a Second Language (University of Regina: "ESL 050"), completed an English Proficiency Test (such as the TEOFL) as a condition of admission; or on the recommendation the U of S Language Centre. Such students may have completed fewer than 21 credit units at a university at which English is the language of instruction. These courses may only be used to fulfill Elective requirements in any Arts & Science program. Students with credit for ESL 106 may not receive credit for this course.

New prerequisite(s): Registration in this course is restricted to students who have completed Level UP2: High Advanced Academic English (U of S Language Centre), completed English as a Second Language (University of Regina: "ESL 050"), completed an English Proficiency Test (such as the TEOFL) as a condition of admission; or on the recommendation the U of S Language Centre. Such students must have completed fewer than 60 credit units in which English is the language of instruction. Students with credit for ESL 106 may not receive credit for this course.

Rationale: During the first year of study, a student's writing issues may be identified, but often not in time for students to take this course, given the current registration restrictions. This revision will allow students to register in the course any time in their first two years of full-time study, once these issues are identified. Enhanced academic writing skills will increase ESL students' chances of academic success.

## **Mathematics**

### **Minor course revisions**

#### **MATH 264.3 Linear Algebra**

New number: **MATH 164.3**

New title: **Introduction to Linear Algebra**

New course description:

1/2 (3L-1.5P) Systems of linear equations over the real numbers. Vector algebra on ordered n-tuples (Euclidean n-space). Representation of linear systems as rectangular matrices. Elementary row operations; the row canonical form of a matrix. Basic matrix algebra (addition, subtraction, scalar multiplication). Matrix-vector multiplication; linear maps between Euclidean spaces. Matrix multiplication, square matrices, algorithms for matrix inverses. Introduction to determinants, eigenvalues, eigenvectors, and applications. Numerical linear algebra with computer algebra systems. Applications of linear algebra to other disciplines.

Prerequisite change:

Old prerequisite(s): 3 credit units of MATH or STAT

New prerequisite(s): Precalculus 30; or Foundations of Mathematics 30; or Mathematics B30 and C30; or 3 credit units of MATH or STAT

Change to note:

Old Note: Students are not permitted to take more than one of MATH 264, 266 or 358 for credit. May not be included in the courses comprising a Major or Honours in either Mathematics or Statistics.

New Note: Students with credit for this course may subsequently take MATH 266.3 for credit. Students with credit for MATH 266.3 may not take this course for credit. This course may not be included in the courses required in Requirement C4 for degrees in Applied Mathematics, Mathematical Physics, Mathematics or Statistics, or in Requirement C6 for degrees in Mathematical Physics, Mathematics or Statistics.

Change to course hours: Add 80 minute lab, once per week (in addition to the 150 minutes of lecture).

Rationale: These changes are intended to reflect more accurately what is currently being taught in MATH 264, the level at which it is being taught, and the distinction between MATH 264 and MATH 266. In addition, by introducing a high school pre-requisite option, it will open up options for incoming students to be exposed to introductory-level Mathematics other than Calculus; this option is common at most Canadian universities. We note also that the linear algebra content in the high school curriculum in Saskatchewan has been reduced since the start of the WNCP high school math curriculum, thus there is a need for students to have exposure to this material earlier in their university-level studies.

The maximum credit units allowed in 100-level MATH will be revised from 9 to 12. Students will be allowed to have credit for MATH 164 in addition to the current 100-level MATH course allowance.

## **Political Studies**

### **New course**

#### **POLS 221.3 Global Indigenous Politics**

What does it mean to be Indigenous? In what ways are Indigenous politics similar and different in the Global North and Global South? Which political issues dominant the landscape of contemporary Global

Indigenous politics? While the course examines contemporary Indigenous politics in Canada, it privileges a more global and comparative perspective to explore the connections between the Global South (e.g. Africa, Asia, Latin America) and Global North (e.g. Australia, Europe, United States). More specifically, the course is organized around key sections which consider the following: the contentious politics of defining Indigeneity, the diverse historical experiences of Indigenous peoples, the politics around land and natural resources, and global challenges around Indigenous peoples' struggles in the areas of cultural survival and human rights. The course concludes by using a case study approach to consider the above issues in greater detail in select political contexts across Africa, Latin America, North America and Oceania.

Prerequisite(s): Any two of IS 110, POLS 111, POLS 112; or 60 credit units at university level.

Instructor(s): Matthew I. Mitchell; Kalowatie Deonandan

Rationale: This course will contribute to indigenization and internationalization, and represents the research interests of the instructors.

## **Women's & Gender Studies**

### **New course(s)**

#### **WGST 242.3 Colonization Migration Diasporas Critical Transnational Feminist Perspectives Saskatoon**

SP/SU This community-engaged course will give participating students the opportunity to engage with critical concepts and community-building practices arising in relation to colonization, migration and diasporas, building a series of theoretical frameworks that will help them complete assignments both for this course and, if they so choose, for a subsequent travel study class in Santiago, Chile. Drawing from interdisciplinary feminist scholarship and via a variety of learning experiences both on campus and at local community sites in Saskatoon, students will develop strategies for exploring and reflecting on the construction of meaning, cultural memories, and possibilities for accurate social and political representation, and for constructive identity-formation in relation to experiences of colonization, migration, and diasporas, in the specific urban and land-based contexts that shape the evolution of Saskatoon as a prairie city.

Prerequisite(s): 30 credit units of university course work

Note: WGST 112.3 or International Studies 211.3 or 212.3 are strongly suggested. This course may not be repeated for credit.

Instructor(s): Manuela Valle-Castro, Marie Lovrod

Rationale: In keeping with the University of Saskatchewan's commitments to both internationalization and Indigenization, this course has been developed to provide deeper understanding of the roles of colonization, migration, and both internal and transnational diasporic movements of peoples and cultures in the Americas. This course, can be used on its own, or with its travel study corollary to Santiago, Chile.

#### **WGST 342.3 Colonization Migration Diasporas Critical Transnational Feminist Perspectives Santiago Chile**

SP/SU This course will give students an international study opportunity that will enable them to understand Canada within a larger global text, learn about issues of global social justice, and what it might mean to cultivate a sense of global citizenship. Building on previous concepts and frameworks developed in WGST 242.3 in Saskatoon, students will spend 3 weeks in Santiago Chile, with lectures by Dr. Manuela Valle-Castro, Dr. Marie Lovrod and local guest lecturers, in addition to daily field trips, walking excursions and relevant cultural events and activities. Because the University of Saskatchewan has a standing agreement with Universidad de Chile, students will access the Social Sciences Faculty Library and classroom spaces. Additionally, we will have access to computers and printers at *Asesorías Para el Desarrollo*, an independent consulting project that engages in social research and public policy evaluation, whose office is located in the heart of the friendly Providencia neighborhood.

Prerequisite(s): WGST 242.3

Note: WGST 112.3 or International Studies 211.3 or 212.3 strongly recommended. Santiago, Chile's capital city, is a large urban center surrounded by the Andes Mountains. It has well over six million inhabitants, and a 500-year history that spans colonization, modernization, and the effects of neoliberalism, which have shaped the urban and social landscape, as well as the cultural legacy of



military dictatorships and citizens' resistance. As a growing economic center in Latin America, it currently attracts migrants from Peru, Haiti, Colombia, Argentina, and Ecuador. Because of its vibrant cultural and social life, students will have the chance to immerse themselves in diverse educational and recreational activities, while enjoying the comfort and safety of a large, modern urban academic center. Costs in addition to tuition will apply to this course. Please contact the college for details.

Rationale: In keeping with the University of Saskatchewan's commitments to both internationalization and Indigenization, this course has been developed to provide deeper understanding of the roles of colonization, migration, and both internal and transnational diasporic movements of peoples and cultures in the Americas. Dr. Valle-Castro grew up in Latin America, including Santiago, where she completed undergraduate and graduate degrees, and has strong relationships with colleagues at the University of Chile. She is fluent in both Spanish and English.

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### **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.

### **Geology**

#### **Minor course revisions**

##### **GEOL 447.3 Ichnology**

##### **GEOL 448.3 Sequence Stratigraphy Basic concepts and applications in Petroleum Geology**

Prerequisite change:

Old prerequisite(s): GEOL 247

New prerequisite(s): GEOL 343

Rationale: This change will allow students in GEOL 447 and/or 448 to better build on previous knowledge, resulting in a more cohesive structuring of the sedimentologic-palaeobiologic component of their program.

### **Geophysics**

#### **Minor course revisions**

##### **GEOL 384.3 Introduction to Applied Geophysics**

Change to note:

Old note: Students with credit for GEOE 333, 334 or 335 or GEOL 334 or 335 may not take this course for credit.

New note: This course may not be taken for credit concurrently with or after GEOL 334 or 335.

Rationale: The old note caused problems in Degree Works, as GEOL 384 was interpreted to be equivalent to GEOL 334 and GEOL 335. This course is a survey course of applied geophysics techniques intended for Geology majors, whereas GEOL 334 and 335 cover similar material, but in considerably greater depth, and are intended for Geophysics majors. The intention is to preclude students from taking GEOL384 if they have already completed GEOL 334 or GEOL 335. However, if a student were to decide after taking GEOL384 that they would like a deeper knowledge of the subject matter, we do not want to prevent them from then taking GEOL 334 or GEOL 335. GEOE 333, 334 and 335 have not been offered for over 20 years so we are dropping them from the course note as a housekeeping measure.

### **Psychology**

#### **Minor course revisions**

##### **PSY 472.3 B.Sc. Honours Thesis**

Prerequisite change:

Old prerequisite Students must be enrolled in the Honours program or have written permission of the department and at least one 3 credit unit 300-level PSY A course and one 3 credit unit 300-level PSY B course.

New prerequisite: Students must be enrolled in the Honours program and must have completed at least one 3 credit unit 300-level PSY A course and one 3 credit unit 300-level PSY B course.

New Note: To be admitted to an Honours program in Psychology, students must submit a completed letter of intent for the Honours thesis, indicating a potential faculty supervisor, by mid-May of their third program year to the Psychology Department office. In addition, students must submit an Honours application to the College of Arts and Science by May 31st.

Rationale: Students who wish to complete an Honours thesis in Psychology will now have to indicate an area of research and secure a potential supervisor in the spring prior to starting their thesis in September. Currently, students who wait until September to begin their thesis or to explore a particular area of research have had difficulty finding an available faculty supervisor. The change in the prerequisite will help students to plan and clarify their academic goals and interests earlier, and will help them to identify available supervisors. The practice of planning one's thesis work in the spring prior to Fall commencement is common in other Psychology departments in Canada (e.g., University of Victoria, Acadia University), and is done in other departments in the College of Arts and Science (e.g., Biology).

## **Regional & Urban Planning**

### **Minor course revisions**

#### **RUP 445.3 Planning with Indigenous Communities**

Prerequisite change:

Old prerequisite(s): 72 credit units at the University and one of PLAN 329, PLAN 341, PLAN 342, NRTH 331, NRTH 332, or INDG 210.

New prerequisite(s): 60 credit units at the University and one of PLAN 329, PLAN 341, PLAN 342, NRTH 331, NRTH 332, or INDG 210.

Rationale: The change from 72 to 60 credit units will be sufficient ensure that students have completed two years of full time study (and one of the other listed prerequisite courses) prior to enrolling in PLAN 445, which will provide adequate academic preparation. The change will make it easier for students to fit this course into their program of study, especially as it is generally only offered every second year.

## **College of Education – March, 2017 University Course Challenge**

The following curricular change was approved by the College of Education Faculty Council on March 3, 2017 and is now being submitted to University Course Challenge for approval:

### **Course Prerequisite Change:**

EFDT 421.3

MOTION: To change the prerequisite requirement for EFDT 421.3 from 15 cu of Indigenous Studies courses to:

9 credit units of INDG courses, plus another 6 credit units chosen from Indigenous Studies or other courses inclusive of content that addresses Indigenous languages or history/political science/geography Indigenous issues to a significant extent.

### **Items for Information:**

The following change was approved through the January, 2017 University Course Challenge for all Elementary/Middle Years B.Ed. programs, but an illustration of the change for the SUNTEP Saskatoon program was not included in the submission. The following is noted for information:

### **Requirements SUNTEP Saskatoon:**

#### **Year 1 - 30 credit units**

#### **Non-Credit Support Courses:**

- [ENG 99.0](#)
- [MATH 99.0](#)

#### **Required Courses:**

- [DRAM 104.6](#)
- [EFDT 101.3](#)
- [EFDT 313.3](#)
- [GEOG 125.3](#)
- [INDG 107.3](#)
- [KIN 121.3](#) or [KIN 122.3](#) or [KIN 146.3](#)
- 3 credit units Elementary Teaching Area 1

#### **Choose 6 credit units of junior level English:**

- [100-Level ENG Courses](#)

#### **Year 2 - 33 credit units**

#### **Required Courses:**

- [ECUR 309.3](#)
- [ECUR 311.3](#)
- [ECUR 316.3](#)
- [EFDT 301.3](#)
- [EDST 321.3](#)
- [EPSE 302.3](#)
- [INDG 280.6](#)
- 6 credit units of Elementary Teaching Area 1
- 3 credit units of Elementary Teaching Area 2

### **Year 3 - 30 credit units**

Required Courses:

- [ECUR 310.3](#)
- [ECUR 322.3](#)
- [ECUR 382.3](#)
- [EDST 322.3](#)
- 9 credit units of Elementary Teaching Area 1
- 9 credit units of Elementary Teaching Area 2

### **Year 4 - 27 credit units**

- [EXPR 422.15](#)
- [EPSE 390.3](#)
- [EADM 303.3](#)
- one of [EART 303.3](#) or [ECUR 352.3](#) or [ECUR 450.3](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level ECUR Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EFDT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EPSE Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ETAD Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EADM Courses](#)

## **Correction:**

Please note the following correction in red to the January, 2017 University Course Challenge for information:

### **Bachelor of Education (B.Ed.) – Direct Entry**

#### **Elementary/Middle Years Program Requirements (120 credit units)**

Teacher candidates intending to become certified to teach children in elementary schools must complete the following program requirements:

#### **Years 1 & 2 (60 credit units)**

- [EDLC 101.0](#)
- [EDLC 102.0](#)
- [EDLC 201.0](#)
- [EDLC 202.0](#)
- [EFDT 101.3](#)
- [ECUR 163.3](#) or [ECUR 164.3](#)
- [EPSE 202.3](#)
- [EFDT 265.3](#) or [ECUR 265.3](#)

#### **Choose 6 credit units of junior-level English:**

#### **Choose 3 credit units of Mathematics or Statistics:**

#### **Choose 3 credit units of Indigenous Studies:**

#### **Choose 3 credit units of Fine Arts:**

#### **Choose 3 credit units of Kinesiology:**

Please Note: not required if Physical Education is a Teaching Area.

- [KIN 121.3](#)
- [KIN 122.3](#)
- [KIN 146.3](#)

#### **Choose 3 credit units of Science:**

#### **~~Choose 3 credit units of electives (Social Studies/Social Sciences, Indigenous Studies, and English Teaching Areas only):~~**

**Electives – English Language Arts, Social Sciences/Social Studies, and Indigenous Studies Teaching Areas Only**

If English Language Arts AND Indigenous Studies or Social Sciences/Social Studies are Teaching Areas 1 and 2, choose 6 credit units of electives.

If English Language Arts OR Indigenous Studies OR Social Sciences/Social Studies are Teaching Areas 1 or 2, choose 3 credit units of electives.

Please Note: If both English and Modern Languages are Teaching Areas, none of these 3 credit units are required.

- 100- to 400-level open electives
- must be completed by 3 or 6 credit unit courses

### Teaching Areas

Teacher candidates are required to complete a specific number of credit units in at least two teaching areas (disciplinary fields) that are tightly aligned with Saskatchewan pre-Kindergarten to grade twelve curriculum areas.

Teaching areas must be chosen from a defined set of subjects and courses, approved by both the College of Education and the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

All elementary/middle years option students must complete 18 credit units in Teaching Area 1 and 12 credit units in Teaching Area 2.

Contact: Arvelle Van Dyck



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College of Engineering

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## Memo

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To: Ms. Seanine Warrington, Coordinator of Academic Programs and Catalogue  
Cc: Dr. Bruce Sparling, Associate Dean Academic  
From: Mr. Christopher Martin, Academic Programs Coordinator  
Date: March 8, 2017  
Subject: University Course Challenge Submission – March 2017

Seanine Warrington:

I am writing to inform you that the Faculty Council within the College of Engineering convened on February 28, 2017 and approved the curricular change listed below. This change is now submitted to the University Course Challenge for further review and approval.

Should you or any members of the university community have questions regarding these changes, please do not hesitate to contact me directly.

Sincerely,

Christopher Martin, BBA  
Academic Programs Coordinator  
College of Engineering  
Phone: 306-966-3201

## CURRICULAR CHANGES

### **School of Professional Development**

**a) Motion:** To delete the Professional Communication Option, effective 2018-05.

**Rationale:** The University Council approved the creation of a Certificate in Professional Communication program in January 2016. The certificate program was intended to replace the Professional Communication Option and to provide students with greater formal recognition for completing the program.

As a condition for approval of the certificate program, the College of Engineering committed to submitting a *Report Form for Program Termination* (attached). Once approved through the University Course Challenge, the Professional Communication Option would have in effect been converted into a certificate of proficiency program.





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## Report Form for Program Termination

**Program(s) to be deleted:**

Professional Communication Option

**Effective date of termination:**

2018-05

**1. List reasons for termination and describe the background leading to this decision.**

University Council approved the creation of the Certificate in Professional Communication program in January 2016. The certificate program was intended to replace the Professional Communication Option. Furthermore, registration into the option has been suspended for the past twelve months.

As a condition for approval, the College of Engineering committed to submitting a *Report Form for Program Termination*. This document fulfills this commitment and provides a high-level assessment of the implications associated with the deletion of the Professional Communication Option.

**2. Technical information.**

2.1 Courses offered in the program and faculty resources required for these courses.

Deleting the Professional Communication Option will have no impact on the courses contained in the option nor the faculty resources dedicated to them. All courses will continue to be offered by the College of Engineering as part of the Bachelor of Science in Engineering and Certificate in Professional Communication programs.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Deleting the Professional Communication Option will have no impact on other resources dedicated to the option. Existing administrative, technological, and physical resources will be reallocated to support the Certificate in Professional Communication program and other college operations.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

There are 28 active students registered in the Professional Communication Option.

## 2.5 Number of students enrolled and graduated over the last five years.

### Enrolment

The following shows enrolment (headcount) numbers in the Professional Communication Option for each engineering major over the past five years. It does not show enrolment numbers for undergraduate students in other colleges.

Term	Major									
	ABE	BLE	CE	CHE	CME	EE	ENVE	EP	GEOE	ME
201209	2		8	2	1	2	3	1	3	10
201309	1	2	6	7	1	2	2	1	2	8
201409		1	4	13	1	2	2	1	2	8
201509			6	15	3	2	2		5	7
201609				5	1		2		3	1
<b>Total</b>	<b>3</b>	<b>3</b>	<b>24</b>	<b>42</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>3</b>	<b>15</b>	<b>34</b>

Source: Engineering Student Centre Internal Reporting

### Graduation

The following shows graduation numbers in the Professional Communication Option for each engineering major over the past five years.

Term	Number of Graduates
2016-10	0
2016-05	3
2015-10	0
2015-06	7
2014-10	0
2014-06	8
2013-10	1
2013-06	17
2012-10	0
2012-06	9
<b>Total</b>	<b>45</b>

Source: Reporting Analyst, VPTL Service Team

## 3. Impact of the termination.

### Internal

#### 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Deleting the Professional Communication Option will marginally impact undergraduate and graduate students. Following approval of the Certificate in Professional Communication

program, undergraduate students were provided an opportunity to migrate from the option to the certificate program. Most students accepted the opportunity. Those that chose to remain in the option were assured they could continue the option as planned because no courses would be deleted.

Following approval of the termination of the Professional Communication Option, the College of Engineering will notify all undergraduate and graduate students in the College of Engineering, the College of Agriculture and Bio-resources, and the College of Kinesiology that the option has been terminated. Active students will be informed that they can complete the option as planned. They will also be informed of the 2017-18 application deadlines for the certificate program should they wish to apply for admission.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments or colleges?

The Professional Communication Option was only open to undergraduate students registered in the College of Engineering, College of Agriculture and Bio-resources, as well as the College of Kinesiology. Undergraduate students in these colleges would complete the option in addition to their normal degree program; however, terminating the option will prevent future students from being able to graduate with the option.

Following approval of the termination of the Professional Communication Option, the College of Engineering will notify college leadership and academic advisors in the College of Engineering, the College of Agriculture and Bio-resources, and the College of Kinesiology that the option has been terminated. The Certificate in Professional Communication program will also be promoted to relevant stakeholders in these colleges so that prospective students can be informed of the of the 2017-18 application deadlines for the certificate program.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

None.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Given that the College of Engineering developed a Certificate in Professional Communication program to replace the Professional Communication Option, other departments and colleges are not anticipated to develop a replacement program or option.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

No.

3.7 Describe any impact on research projects.

Deleting the Professional Communication Option will not impact any research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

Given that the College of Engineering developed a Certificate in Professional Communication program to replace the Professional Communication Option, all resource areas previously allocated to the option will be reallocated to the certificate program. No change in resource areas is anticipated.

3.9 Describe the budgetary implications of this deletion.

None. The College of Engineering has reallocated existing resources from the Professional Communication Option to the Certificate in Professional Communication.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Deleting the Professional Communication Option is not anticipated to have a negative impact in the external environment. Precautions will be taken to ensure that Engineers Canada, a national regulatory board for the engineering profession and education in Canada, is informed of the new certificate program. No risks to the accreditation of the Bachelor of Science in Engineering programs have been identified.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Given that the College of Engineering developed a Certificate in Professional Communication program to replace the Professional Communication Option, a gap in academic programming was not created. As a result, other institutions are not anticipated to offer the option as a result of its deletion.

Other

3.12 Are there any other relevant impacts or considerations?

None.

3.13 Please provide any statements or opinions received about this termination.

Overall, the decision to create a Certificate in Professional Communication program and subsequently delete the Professional Communication Option has been well-received from existing and prospective students. The College of Engineering has not received any negative statements, opinions, or concerns about this programmatic change to date.

**(Optional)**

**4. Additional information.** Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

Not applicable.