



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: April, 2018

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 Arts & Science
College of Education
College of Graduate and Postdoctoral Studies
College of Kinesiology
College of Medicine
College of Nursing

Approval: Date of circulation: April 16, 2018
 Date of effective approval if no challenge received: April 30, 2018

Next scheduled posting:

The next scheduled posting will be May 16, 2018, with a submission deadline of **May 14, 2018**. 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.

University Course Challenge – April 2018

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)

Classical, Medieval, and Renaissance Studies

New course(s):

CMRS 405.6 Texts and Materials of Early European Cultures

SP/SU A Study Abroad course: an opportunity for a small group of students to engage in international research pertaining to the study of the classical, medieval, and/or renaissance periods. Students will receive instruction and training at the University of Saskatchewan and/or other locations in Saskatoon, and apply their skills in a defined project of original research on ancient, medieval, and/or early modern materials *in situ* in an international location.

Prerequisite(s): 12 credit units Humanities courses and permission of the instructor.

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

Instructor(s): Tracene Harvey

Rationale: This course will provide students with a unique, interdisciplinary research experience in the areas of Early Modern history and culture, Ancient and Medieval history, and Classical studies, and which involves hands-on analysis of material culture artifacts. Thus, the course aims to satisfy the academic needs and interests of a variety of students in the Humanities, but especially those in CMRS and related disciplines: history, literary studies, and archaeology. It is proposed that the course be offered at the 400 level given its interdisciplinary nature and given the level of critical and analytical thought that will be required of students in order to learn about and synthesize the material dealt with in this course.

The predecessors of this proposed course were CMRS 498.3 (2011) and CMRS 499.6 (2014 and 2017), all of which were very successful. This proposal is modelled on the latter. Our intent is to create a shell course in an intersession study abroad format for faculty-led, student-centred original research on material artifacts from the Classical, Medieval, or Renaissance periods. Possibilities for future iterations of this course include cataloguing projects such as the ones in the sample syllabus; archaeological fieldwork; or manuscript studies. Students learn, by instruction and direct experience, the methods of research in CMRS disciplines, and are given the opportunity to participate in the research of faculty supervisors and international collaborators.

History

New course(s):

HIST 185.3 History Matters Conflict Law Politics and the State

1/2 (2L-1S) Courses in this series examine the complex relationship between conflict, law, politics, and state power, from medieval times to the Cold War. Possible areas of exploration may include: war, political systems, feuds, violence, crime, injustice, vengeance, weapons, arms races, environmental degradation, treaties, law, and security.

Attention: A maximum of nine credit units of 100-level HIST may be taken for credit. Only six of these credit units may count toward a History major or minor. The remaining three credit units will count as a junior elective in Requirement 7.

Note: Students who take one version of this course may not take a second version of it. To see which specific topic(s) will be offered each term, click on the CRN for each lecture in the Class Search to see the specific description for that class.

Instructor(s): History Faculty

Rationale: This course improves the department's offerings in the field, reflects the research interests of instructors, and responds to student demands.

HIST 206.3 History of China

1/2 (3L) This course introduces Chinese civilization within an historical perspective, from prehistory to the beginning of the 20th century. Using written records, archaeological relics and works of art in order to cover over three thousand years and a vast geographical area. We will focus on several key topics, issues and important historical moments in time. These including, but not limited to: technology (e.g., paper, printing, etc.), governance (so-called Confucians and the Classics), religion (Buddhism, Daoism, Islam, etc.), systems of thought, food, language, daily life, social forms, identity, gender, the state, art, literature, architecture, and historiography. Some of the questions we will ask include: Where can we find connections or discontinuities? How can—and cannot—textual and archaeological sources help us understand people and their daily lives? How have Chinese thinkers, leaders, religious professionals, and ordinary people understood the past and used it to address pressing concerns even today? Part of your task as a student is to pay attention to recurring themes and topics presented in the readings and lectures, and to draw comparisons and ask your own.

Prerequisite(s): 3 credit units HIST at the 100 level; or 30 credit units of University level courses.

Instructor(s): George Keyworth

Rationale: This course improves History offerings on Asia, world wide surveys and primary sources.

HIST 315.3 Indigenous Health History

1/2 (1.5L-1.5S) In this course, we will focus primarily on the multiple physical, mental, and spiritual health risks First Nations, Métis, and Inuit peoples have faced as a direct result of European exploration, missionization, trade, and colonization from 1492 to present day. We will consider Indigenous teachings and practices related to health and wellness both before and after European contact. We will also consider how new disease epidemics, poverty, food insecurity, the delivery (or withholding) of Western-style medical care, and institutionalization in schools and hospitals affected Indigenous peoples' health status over time.

Prerequisite(s): 3 credit units HIST at the 200-level; or 60 credit units of university studies; or by permission of the instructor

Instructor(s): Ashleigh Androsoff

Rationale: This course expands the department's offerings in the history of health and medicine to specifically include Indigenous health. Adding a class in this area is increasingly important as part of the process of Indigenization and reconciliation.

HIST 430.3 Gender and Sexuality in Western Canada

1/2 (3S) In this seminar course, we will consider how social, political, economic, and environmental conditions particular to northwestern North America (territory now known as British Columbia, Alberta, Saskatchewan, and Manitoba) have affected the perception and construction of gender roles and intimate relations in indigenous and settler communities, from the 18th to the 20th century. We will use primary sources in an effort to uncover and understand how Plains and Pacific peoples defined male, female, and genderqueer identities, as well as how they viewed short- and long-term sexual relations. We will also consider recent historiography on this subject in an effort to understand how exploration, trade, colonization, immigration, labour, and social activism have influenced Western Canadian expressions of gender identity and sexuality over time.

Prerequisite(s): 6 credit units of senior-level HIST of which 3 credit units must be 300-level; or permission of the instructor or department.

Note: Students with credit for HIST 498.3 Gender and Sexuality in Western Canada may not take this course for credit.

Instructor(s): Ashleigh Androsoff

Rationale: This course augments current History offerings in two key teaching and research areas: Western Canadian History and Gender and Sexuality History. This addition will allow students to have access to courses in these areas at all levels. This class was successfully taught as a special topics course which had good enrollment.

Mathematics

New course(s):

MATH 176.3 Advanced Calculus I

An introduction to calculus and analytical reasoning. Topics include sequences and series; completeness of real numbers; limits and continuity in a single variable; differentiation and its basic properties; implicit differentiation; L'Hôpital's rule; Newton's method; optimization; and introduction to Taylor series. This course introduces a number of fundamental concepts that will be useful in future courses in mathematics, statistics and other sciences.

Prerequisite(s): Calculus 30 and a score of at least 80% on the Math Placement Test

Note: This course is recommended for students intending to major in mathematics and related disciplines.

Instructor(s): Mathematics faculty

Rationale: Many students in first-year enter the college having taken Calc30. Our current course offerings (MATH 110, MATH 116) are primarily a review of material from Calc30, and they thus limit the engagement of such students with mathematics, possibly discouraging them from further studies. This is evidenced through discussion with current students who were dissatisfied with MATH 110 and MATH 116.

Though Calc30 is not offered at all Saskatchewan high schools, in 2016/17 over two thousand high school students in SK completed the course. Using Calc30 as a prerequisite for this course aligns our department with the approach taken by the College of Engineering, which requires students have Calc30 for admittance to the college. We are willing to accept into MATH 176 any student who can provide evidence of their mastery of material equivalent to that of Calc30. For those students who did not have Calc30 available at their high school, our department is committed to providing an alternate path in to our program, should we adopt MATH 176 as a required course. Further, students who excel in MATH 110 will be accepted in to MATH 177, the course following MATH 176 in sequence.

The creation of this course is part of an effort by the department to strengthen programs in mathematics. Currently, there is a discontinuity between required courses in the second year of our programs and the preparatory material in the first year. This new course will provide students looking towards a degree in mathematics or related disciplines with stronger mathematical foundations that makes better use of their prior knowledge from Calc30. Such courses are standard in mathematics departments across the U15.

MATH 177.3 Advanced Calculus II

A continuation of MATH 176, with an emphasis on integral calculus and analytical reasoning. Topics include the Riemann integral and its basic properties; the Fundamental Theorem of Calculus; techniques and applications of integration; numerical integration; power series and applications. This course introduces a number of fundamental concepts that will be useful in future courses in mathematics, statistics and other sciences.

Prerequisite(s): MATH 110, MATH 123, or MATH 176

Note: This course is recommended for students intending to major in mathematics and related disciplines. MATH 176 is the recommended prerequisite for this class. Students entering with MATH 110 or MATH 123 with a grade of less than 85% should consult a departmental adviser before registering in this course.

Instructor(s): Mathematics faculty

Rationale: See MATH 176 above.

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.

English

Minor course revisions

ENG 226.3 Fantasy and Speculative Fiction

ENG 230.3 Literature for Children

ENG 260.3 Crime and Detective Fiction

Prerequisite change:

Old prerequisite(s) or co-requisite(s): 6 credit units of 100-level English.

New prerequisite(s): 6 credit units of 100-level English.

Rationale: The inclusion of "or co-requisite(s)" was an error. Students must successfully complete 6 credit units of 100-level ENG courses prior to starting these course, as is the case for other 200-level ENG courses.

Regional & Urban Planning

Minor course revisions

PLAN 392.3 Early History of Geographic and Planning Thought

Prerequisite change:

Old prerequisite(s): 24 credit units in GEOG

New prerequisite(s): 24 credit units in Social Sciences and/or Humanities, including at least 3 credit units of 200-level ANTH, ARCH, CMRS, GEOG, HIST, or PLAN; or permission of the instructor.

Rationale: The old prerequisites are more constraining than necessary, as this course addresses a broad scope of the history of geographic thought as it relates to human settlement forms from the Neolithic, the Bronze and Iron Age, through to the Renaissance. The new prerequisites will allow a range of students from the social sciences and humanities to register, with a reasonable expectation that they will be prepared to succeed in this class.

College of Education – April 2018 University Course Challenge

The following curricular changes were approved by the College of Education Faculty Council on Friday, April 6, 2018 and are being submitted here for information:

Contact: Arvelle Van Dyck (arvelle.vandyck@usask.ca)

ECUR 357.3 — 2(3L)

Methods in Secondary Physical Education

For prospective secondary teachers of physical education. The philosophy, objectives, teaching methods, and evaluation of secondary school physical education programs are emphasized. Students are given opportunities to gain experience in planning, implementing and evaluating physical education classes and programs.

Prerequisite(s): 12 credit units ~~in Kinesiology~~ of KIN courses

Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.

College of Graduate and Postdoctoral Studies (CGPS)

The curricular change listed below have been approved by the College of Graduate and Postdoctoral Studies and are submitted to the University Course Challenge.

University Course Challenge – APR 2018

For Approval:

Program Modification:

Master of Science in Marketing

Degree Requirements

Students must maintain continuous registration in the 994 course.

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- TA Success Series, [GPS 989, or equivalent](#)

To complete teaching development requirements as a M.Sc. Marketing student, please complete four of the activities (see below). Once completed, these activities will appear on your Co-Curricular Record. A copy of that record should be sent to the graduate chair to demonstrate completion.

Timeline: All four activities can be completed by the end of September. It is recommended that you complete them during the fall term.

1. Workshops & Reflection

Students attend 7 sessions and then write a reflection for each. Guiding questions for the reflections will be provided (e.g., what were the key ideas/skills from the session, what is one thing that you learned about and will make use of as a TA/educator). Submit each reflection on Blackboard Learn. Workshops available:

- Fall Fortnight for Teaching and Learning
- TA Success Day

A full-day of sessions focused on developing specific skills and knowledge relevant to teaching as a TA including on marking effectively, lesson planning, and facilitating labs, problem-set tutorials and seminars.

2. Practice in grading session

A two-hour hands-on session about developing marking schemes (rubrics) and providing feedback. Attend session and submit reflection on Blackboard Learn.

Two of the following:

A. Practice in Lesson Planning

In this two-hour, hands-on session, you will be able to develop strong learning objectives around which you will build solid lesson plans. The lesson plan template used in this workshop will help you to draw students' interest, determine prior learning, incorporate participatory learning, and select appropriate assessment strategies to measure students' learning. Attend and submit reflection on Blackboard Learn.

Contact: Kelly Clement: Kelly.clement@usask.ca; 306-966-2229

B. Observation of and conversation with an Instructor or experienced TA

Arrange to meet with and observe an instructor or experienced TA who is teaching a lesson/tutorial to discuss their approach and process for teaching. Look for choices in teaching strategies, how they interact with students, his or her assessment strategies, etc. Organize, complete, and submit reflection on Blackboard Learn.

C. Give a guest lecture

Organize a guest lecture in a suitable course. As part of the lecture, request feedback from professor, students, and from a GMCTL educational development specialist. Organize, complete, and submit reflection on Blackboard Learn. Note: GMCTL staff can help with planning the formative feedback forms for your students, or meet with you when planning the session, but does not arrange guest lecture opportunities. This option is recommended if you are interested in teaching or plan to have a role that involves teaching.

- A minimum of 15 credit units including the following:
 - 3 credit units in 800-level statistical or quantitative methods as approved by the department (for example ERES 841.3)
 - 3 credit units in 800-level qualitative methods as approved by the department (for example ERES 845.3)
 - MKT 801.3
 - MKT 802.3
 - MKT 803.3

- A minimum of 3 credit units of electives, as approved by the Program Committee. Possible electives include the following:
 - PSY 807.3
 - PSY 810.3
 - PSY 862.3
 - PSY 802.3
 - MKT 857.3

- MKT 990.0
- MKT 994.0
- thesis defense
- additional courses, if recommended by the student's Advisory Committee
- Students are strongly encouraged to present their research at one of a variety of possible conferences, such as Rupert's Land, ASAC, ACR, and SCP.

Course Modification

EADM 991.3

Educational Leadership ~~Field-Based Applications~~ Capstone Research Project

~~Designed to provide students with an opportunity to participate in field-based research in the area of educational leadership. Students may choose to 1) participate in a three-week field-based educational leadership internship; or 2) undertake research related to educational leadership. Both options require~~

~~the submission of a research paper.~~ This course will provide students with an opportunity to reflect on their learning experience in the graduate program, consolidate their understandings of key concepts and issues discussed in different courses, and demonstrate their skill of inquiry, synthesis, and critique by researching a topic in the area of education leadership.

Prerequisite(s): 27 credit units of course work toward M.Ed. degree including EADM 811, 990, and one of ERES 800, ERES 810, or ERES 820.

For Information:

Course Modifications:

EADM 816.3 — 1(3S)

~~Instructional~~ Leadership for the Enhancement of Teaching and Learning

Focuses on the ~~formal and informal organization of the school~~ role of educational leaders in promoting high quality teaching and learning. The leader's role in goal setting, supervision, evaluation, and staff development will be explored. The leadership styles of principals and vice-principals, as they affect curriculum development, implementation and evaluation, will be studied. Emphasis will be placed on organizational development strategies.

Prerequisite(s): EADM 811.

EADM 825.3 — 1/2(3S)

Educational and Administrative Law

~~Deals with constitutional law as applied to education and language, intentional wrong and defenses, the various aspects of negligence and its defenses, occupier's liability, employer's liability, administrative law, defamation, and human rights. Wherever relevant, a parallel tie-in will be made with statute law. Familiarizes students with practical applications of legal reasoning to commonplace school and postsecondary situations. Includes examination of constitutional law; wrongs (torts), defences, and liability; and administrative decision-making, information sharing, and rights (e.g., youth accommodations, parental, and intellectual property.) Wherever relevant, common, case, and statutory law will be examined in parallel.~~

College of Kinesiology – University Course Challenge, April 2018

The following course revisions were approved by the College of Kinesiology on February 1st, 2018, and are being submitted to University Course Challenge for approval here:

KIN 429.3 — 1/2(2L-2P)

Exercise and Cardiac Rehabilitation

Primarily a practicum course in cardiac rehabilitation. Students will intern within the tri-hospital cardiac rehabilitation program offered through Saskatoon District Health. The major emphasis of this course is the role of exercise in cardiac rehabilitation.

Permission of the Department required.

Prerequisite(s): ~~KIN 381.~~ KIN 427.3

~~**Prerequisite(s) or Corequisite(s):** KIN 382.~~

~~**Note:** PATH 205 and PHSI 346 are recommended. Apply to the academic advisor.~~

Rationale: Since the inception of KIN 429.3 the prerequisites have become outdated. The College recently approved a course that is a more appropriate prerequisite for KIN 429.3: KIN 427.3, entitled “Exercise and Chronic Disease Management.” This course will focus on the practical aspects of providing safe, effective exercise for clinical populations. KIN 429.3 involves working with individuals in clinical populations.

Contact: Keeran Wagner

College of Medicine – University Course Challenge, April 2018

The following new course was approved by the College of Medicine Faculty Council on March 28, 2018 and is now being submitted to University Course Challenge for approval.

New Course Proposal

MEDC 306.50 Saskatchewan Longitudinal Integrated Clerkship (SLIC)

The Saskatchewan Longitudinal Integrated Clerkship (SLIC) allows students to apply their basic knowledge and skills acquired in the first 2 years of medical school in the clinical setting. SLIC students will experience a learning environment that provides comprehensive care of patients over time and meetings the first clerkship year's core objectives across multiple disciplines simultaneously in a one-on-one teaching environment. SLIC students will care for patients in the community, clinic, and hospital setting under the direct supervision of faculty and, depending on the community, residents.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Successful completion of Year Two, M.D. program.

Note: Students with credit for MEDC 307 will not receive credit for this course.

Rationale: This course will be offered as an alternative to MEDC 307.50 Core Clinical Rotations. While students will gain the same skills in both courses, the delivery method and timeline will be different.

The M.D. Program will be adjusted as follows:

Doctor of Medicine (M.D.) (248 credit units)

Requirements

First Year Pre-Clerkship (33 weeks)

- MEDC 100.0(optional)
- MEDC 101.0
- MEDC 111.0
- MEDC 112.3
- MEDC 113.8
- MEDC 114.4
- MEDC 115.18
- MEDC 122.3
- MEDC 123.8
- MEDC 124.4
- MEDC 126.18

Second Year Pre-Clerkship (33 weeks)

- MEDC 200.0(optional)
- MEDC 211.0
- MEDC 212.3
- MEDC 213.8
- MEDC 214.4
- MEDC 216.18
- MEDC 222.3
- MEDC 223.8
- MEDC 224.4

- MEDC 226.18

Third Year Clerkship (Core Rotations) (52 weeks)

- MEDC 307.50 Core Clinical Rotations or MEDC 306.50 Longitudinal Integrated Clerkship
- MEDC 308.16
- MEDC 309.8
- MEDC 311.0

Fourth Year Clerkship (Electives and Capstone Course) (33 weeks)

- MEDC 407.34
- MEDC 409.8

Contact: Sherry Pederson

College of Nursing – Item for Information

Please note that ANTH 398 “Anthropology of Mental Illness” was proposed to be included in the B.S.N. Restricted Electives in the March, 2018 UCC. However, it will not be included in the catalogue. While the topic itself is still eligible to be used toward the electives requirement, it can be offered only twice in five years, per the Special Topics Policy. As a result, it’s not advisable to include in a permanent list of electives. Please note the change in red:

Restricted Electives List

- ~~ANTH 398.3 Anthropology of Mental Illness~~
- COMM 384.3 Workplace Health and Safety
- EFDT 335.3 First Nations & Cross-Cultural Education
- INDG 230.3 Gender in Traditional and Contemporary Indigenous Studies
- INDG 264.3 Aboriginal People and Canadian Politics
- INDG 265.3 Aboriginal peoples and development issues
- PSY 226.3 Individual Processes in Social Psychology
- PSY 230.3 Criminal Psychology
- PSY 246.3 Introduction to Human Neuropsychology
- PSY 253.3 Cognitive Psychology
- RLST 282.3 Religious Perspectives on Death & Dying
- SOC 203.3 Race and Ethnic Relations in Canada
- SOC 415.3 Selected problems in Social Control