



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: January, 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 Education
College of Graduate & Postdoctoral Studies
College of Pharmacy & Nutrition

Approval: Date of circulation: January 16, 2018
 Date of effective approval if no challenge received: January 31, 2018

Next scheduled posting:

The next scheduled posting will be February 14, 2018, with a submission deadline of **February 12, 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.

College of Education – January 2018 University Course Challenge

The following curricular change were approved by the College of Education Faculty Council on January 12, 2018 and are being submitted here for approval:

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

Program Revision

Bachelor of Education (B.Ed.)

To allow INDG 241.3: Weaving Indigenous Science and Western Science as an acceptable requirement for the Teaching Areas 1 and 2 of Science for the Elementary/Middle Years level of the Bachelor of Education Program.

Rationale: Recently, INDG 241.3: Weaving Indigenous Science and Western Science has been approved by the Department of Indigenous Studies, College of Arts and Science. Given the science-related content, it is being proposed to meet three credit units of the Science teaching area requirement for the Elementary/Middle Years level.

Elementary – Teaching Area 1

Science

Note: [PLSC 214.3](#) cannot be used to fulfill this requirement. Also, please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

Choose 18 credit units from the following Science courses:

- [200-Level, 300-Level or 400-Level ACB Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BIOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BMSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHEM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMPT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GEOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MCIM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PLSC Courses](#)
- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [EVSC 380.3](#)
- [EVSC 420.3](#)
- [EVSC 430.3](#)

- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOG 233.3](#)
- [GEOG 235.3](#)
- [GEOG 271.3](#)
- [GEOG 280.3](#)
- [GEOG 322.3](#)
- [GEOG 323.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 335.3](#)
- [GEOG 351.3](#)
- [GEOG 423.3](#)
- [GEOG 490.3](#)
- [GEOE 475.3](#)
- [INDG 241.3](#)
- [NUTR 120.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)
- [PHPY 304.3](#)
- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 401.3](#)
- [PHPY 403.3](#)
- [PHPY 405.3](#)
- [PHPY 432.6](#)
- [TOX 300.3](#)

Elementary – Teaching Area 2

Science

Note: [PLSC 214.3](#) cannot be used to fulfill this requirement. Also, please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

Choose 12 credit units from the following Science courses:

- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BIOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BMSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHEM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMPT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GEOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MCIM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PLSC Courses](#)

- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [EVSC 380.3](#)
- [EVSC 420.3](#)
- [EVSC 430.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOG 233.3](#)
- [GEOG 235.3](#)
- [GEOG 271.3](#)
- [GEOG 280.3](#)
- [GEOG 322.3](#)
- [GEOG 323.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 335.3](#)
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- [GEOG 423.3](#)
- [GEOG 490.3](#)
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- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 401.3](#)
- [PHPY 403.3](#)
- [PHPY 405.3](#)
- [PHPY 432.6](#)
- [TOX 300.3](#)

The following curricular change was approved by the College of Education Faculty Council on January 12, 2018 and the College of Kinesiology Faculty Council on December 8, 2017 and is being submitted here for approval:

Program Revision

Bachelor of Education (B.Ed.)

To use the Direct Entry Teaching Area lists for all B.Ed. Program Routes.

Rationale: For the 2017-2018 academic year, changes to the teaching area requirements for the new direct entry program were approved. In recent discussions with partners from our other B.Ed. program routes (ITEP, Aurora College Teacher Education Program, SUNTEP – Saskatoon, SUNTEP – Prince Albert, Technical Vocational Stream, and Combined Kinesiology/Education), there is agreement to use the Teaching Area lists that are now part of the direct entry program rather than the Sequential Teaching Area Lists that have been used in the past.

Indian Teacher Education Program (ITEP)

Requirements Elementary/Middle Years Program:

Information about the courses that count towards the Elementary/Middle Years Teaching Areas 1 and 2 is available under the "Bachelor of Education (B.Ed.) –~~Sequential~~" program listing in this Catalogue (see Elementary/Middle Years Teaching Areas).

Any references to "~~Sequential Elementary – Teaching Area 1~~" change to "~~Elementary – Teaching Area 1~~".

Any references to "~~Sequential Elementary – Teaching Area 2~~" change to "~~Elementary – Teaching Area 2~~".

Requirements Secondary Program:

Information about the courses that count towards the Secondary Teaching Areas 1 and 2 is available under the "Bachelor of Education (B.Ed.) –~~Sequential~~" program listing in this Catalogue (see Secondary Teaching Areas).

Any references to "~~Sequential Secondary – Teaching Area 1~~" change to "~~Secondary – Teaching Area 1~~".

Any references to "~~Sequential Secondary – Teaching Area 2~~" change to "~~Secondary – Teaching Area 2~~".

Aurora College Teacher Education Program

For additional information, visit the [Indian Teacher Education Program \(ITEP\)](#) page in this Course and Program Catalogue. Information about the courses that count towards the [Elementary/Middle Years Teaching Areas 1 and 2](#) is available under the "Bachelor of Education (B.Ed.) –~~Sequential~~" program listing (see Elementary/Middle Years Teaching Areas).

Any references to "~~Sequential Elementary - Teaching Area 1 courses~~" change to "~~Elementary – Teaching Area 1 courses~~".

Any references to "~~Sequential Elementary - Teaching Area 2 courses~~" change to "~~Elementary – Teaching Area 2 courses~~".

Requirements SUNTEP Prince Albert

...

Choose 3 credit units of Fine Arts:

- Arts Education courses from ~~Sequential~~ Elementary Teaching Areas 1 or 2

...

[Choose 3 credit units of Science:](#)

- Science courses from ~~Sequential~~ Elementary Teaching Areas 1 or 2

Requirements SUNTEP Saskatoon

Information about the courses that count towards the Elementary/Middle Years Teaching Areas 1 and 2 is available under the “Bachelor of Education (B.Ed.) ~~—Sequential~~” program listing in this Catalogue (see Elementary/Middle Years Teaching Areas).

Any references to “~~Sequential Elementary - Teaching Area 1~~” change to “~~Elementary – Teaching Area 1~~”.

Any references to “~~Sequential Elementary - Teaching Area 2~~” change to “~~Elementary – Teaching Area 2~~”

Technical Vocational Stream

Teaching Area 2 (Choose from approved ~~Sequential~~ Secondary Teaching Area 2 Options)

Bachelor of Science Kinesiology/Bachelor of Education Combined Program

Outside Electives – Teaching Area 2 (6 credit units)

For information about what classes may count towards Teaching Area 2, please see the “Bachelor of Education (B.Ed.) ~~—Sequential~~” Program in this Catalogue, go to “Secondary Program Requirements” and then “Secondary – Teaching Area 2 ~~List.~~” It is recommended that students contact an academic advisor in the College of Education for assistance with choosing courses for this teaching area.

Outside Electives - Teaching Area 2 (9 credit units)

For information about what classes may count towards Teaching Area 2, please see the “Bachelor of Education (B.Ed.) ~~—Sequential~~” Program in this Catalogue, go to “Secondary Program Requirements” and then “Secondary – Teaching Area 2 ~~List.~~” It is recommended that students contact an academic advisor in the College of Education for assistance with choosing courses for this teaching area.

The following curricular change was approved by the College of Education Faculty Council on January 12, 2018 and is being submitted here for approval:

Course Revision

That TESL 42: Supervised Practicum be renamed and changed to a credit course called TESL 442.3: Supervised Practicum for English Language Teaching.

Rationale: This course already exists as TESL 42 – Supervised Practicum for TESL as part of the CERTESL Program (Non-Degree Level Certificate in Teaching English as a Second Language). It is formally approved as meeting the practicum requirements for national professional certification at the Standard 1 level, and with the augmentation of an additional observation and teaching hours module, it is also formally approved as meeting the requirements for national professional certification at the Standard 2 level and also the requirements for professional accreditation by TESL Ontario. It is also accepted as part of the 240 academic contact hours of TESL education required for accreditation by TESL Saskatchewan.

Changing the designation of this course to degree credit status reflects its real value and challenge level, and positions CERTESL to recast itself as a Degree-Level Certificate in keeping with the professional and academic needs of students and foreign-trained teachers who are planning to teach the English language in Canada and elsewhere.

TESL ~~42~~ 442.3

Supervised Practicum **for English Language Teaching**

~~This course is designed to provide teacher trainees with the opportunity to apply theory and practice in the field of English as a second language. During the practicum, trainees will observe experienced teachers and discuss classroom applications and needs of various types of students. Students will plan lessons, teach in an observed situation, and receive feedback and guidance on their teaching. It is the student's responsibility to find access to ESL or EFL classrooms to complete this course.~~

~~This course requires students in the field of Teaching English as a Second Language to apply theory and practice in English language classrooms. Students observe experienced teachers, discuss classroom applications in the context of student need, plan lessons, teach under the supervision of a qualified and experienced teacher, and receive feedback and guidance on their teaching. Students also become able to apply principles of inquiry-based investigation and reflective teaching to their developing practice of English language teaching. The student is responsible for finding a qualified teacher and suitable host institution to sponsor the practicum. A host classroom of English language learners that meets descriptors established by the professional body with which the student plans to accredit or certify must be available in order to carry out the requirements.~~

~~**Prerequisite(s):** TESL 21 and (TESL 31 or TESL 34) and one other TESL course; OR, TEFL 11 and TEFL 12 and one other TESL course.~~

Prerequisite(s) or Corequisite(s): ECUR 291.3, ECUR 391.3, TESL 333.3, and one of TESL 32/ TESL 332.3, TESL 36/ TESL 336.3, ECUR 375.3, ECUR 415.3 or ECUR 490.3

Note: Costs in addition to tuition may apply to this course.

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 for approval.

University Course Challenge – JAN 2018

New Courses:

BIOL 875.3: Ecotoxicology Theory and Approaches

This course examines how principles and theories in ecology can better inform ecotoxicology problems at multiple levels of biological organization (individuals to ecosystems). Much of the science of this relatively young discipline has traditionally lacked a conceptual basis and major recent advances are being drawn from ecological theories, models and approaches to strengthen the field. Students will examine current advanced topics and contemporary approaches that add ecological relevance and predictive strength to both field and laboratory ecotoxicology studies.

Instructor: Christy Morrissey, PhD

Prerequisite: Permission of the instructor required.

Rationale: Currently there are no graduate level courses available for students studying in the interdisciplinary field of Ecotoxicology. In particular, graduate students in Toxicology frequently lack the ecological foundations and those with Ecology backgrounds lack experience in fostering the concepts in an applied setting.

Note: Students cannot receive credit for BIOL 475 and BIOL 875.

Approved by CGPS December 6, 2017

VLAC 858.3: Advanced Equine Surgery IV

This is an advanced graduate seminar course for clinical residents and graduate students who need in-depth knowledge of equine surgery. The course is designed to help residents prepare for equine and large animal surgery board examinations administered by the American College of Veterinary Surgery.

Instructors: James Carmalt (MA, VetMB, MVetSc, PhD, FRCVS, DABVP, DAVDC, DACVSMR, DACVS)

David Wilson (DVM, DACVS)

Spencer Barber (DVM, DACVS)

Joe Bracamonte (DVM, DVSc, DACVS, DECVS)

Rationale: This course is the fourth of four courses administered on a rotating basis. The main topic of this class is basic orthopedics and the orthopedic repair of fractures. The additional class is necessary because other classes do not cover the material developed for this class, and because of changes to the WCVM's MSc program and the elongation of our three-year Residency program into a 4-year program.

Approved by CGPS December 6, 2017

GEOG 829.3: Professional Practice in Water Security

This short course emphasizes integrative science and professional practice for NSERC CREA TE for Water Security students.

Instructors: Cherie Westbrook, Ph.D. and Bram Noble, Ph.D.

Prerequisite: Permission of the instructor required.

Rationale: This course is in response to the curriculum outlined in the funded NSERC CREATE for Water Security grant, the goals of which are to: a) Train researchers capable of investigating the nature and causes of rapid social and environmental change in complex and uncertain water systems; b) Train practitioners capable of translating this new science into actionable knowledge for water resources management and land use planning decisions and policies; and c) Provide classroom and field experiences that bring together researchers and practitioners for problem solving and decision-making.

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This problem-based learning course will require that each cohort of CREATE students collaboratively address a practical problem in water security, drawn from real-life challenges facing Canada. The problem will be multi-faceted such that addressing it requires the integration of knowledge among physical, social, and engineering sciences. Collaborating practitioners will provide input to the nature of the problem to be solved each year. The course is thus designed to allow students to acquire: i) systems thinking skills for understanding of competing demands for water; ii) collaboration skills for cross-discipline teamwork; iii) problem-solving skills for complex issues requiring difficult trade-offs; iv) reflexive and adaptive skills through applying context-specific solutions in a hands-on manner; and v) the ability to communicate orally and textually to diverse disciplines and audiences. This core CREATE course is designed to broaden and integrate students' perspectives of the different disciplines that make up the field of water security via peer-to-peer learning and collaboration opportunities. Students will thus learn how knowledge can be co-produced; learning of these skills in a formal manner is current best practice. Approved by CGPS December 6, 2017

ME 847.3: Advanced Design and Control of Fluid Power Circuits

An introduction to the design and control of fluid power circuits. The operation and design of basic components are considered. A methodology to the design of industrial circuits is introduced and applied to industrial applications. Design criteria for open loop applications are introduced.

This class shares some lectures with ME490, with an additional material and a design project to be completed by the student. Additional topics will include dynamic modelling of hydraulic systems and control of hydraulic systems.

Instructor: Travis Wiens, Ph.D.

Prerequisite: ME 215, CE 225, or CHE 210, or permission of the instructor.

Rationale: Fluid power research is an active field in this department, but many incoming students do not have any experience. This course offers an introduction to fluid power circuits, but quickly accelerates into advanced graduate-level content. This allows students who have not had any experience with hydraulic circuits to quickly come up to speed.

The class shares some lectures with ME490, but subtracts the laboratory component and adds additional material (delivered through meetings) on dynamic modelling and automatic control of fluid power circuits. The students also complete an independent research project on a topic related to their thesis research, which is delivered in the form of a conference-style paper and presentation, possibly suitable for publication and should include references to primary sources. The overall work load is equivalent to a typical grad class.

This class has been offered twice as ME898, with good enrollment and high reviews.

Note: Students may not receive credit for ME 490 and ME 847.

Approved by CGPS December 6, 2017

RCM 800.3: Rhetorical Foundations

This course provides an overview of the theories and methods underlying the practice of rhetorical criticism.

Students will use classical and contemporary rhetorical theory to analyse verbal and visual artefacts, examining how rhetor and audience collaborate in acts of identity-building as a means of persuasion.

Instructor: John Moffatt, Ph.D.

Rationale: The course has already run twice as IntD 898, a special topics course, to meet the needs of Masters and Doctoral students in Interdisciplinary Studies whose program includes a rhetorical communication component. Rhetorical Communication is taught by faculty in the Graham School of Professional Development (SoPD), which has no graduate program of its own; SoPD faculty supervise

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graduate students through the Interdisciplinary Studies program, and the earlier special topics course was part of each student's program of study. Under the new designation, the course will continue to be fundamental to graduate projects requiring a solid grounding in rhetorical theory and analysis in an interdisciplinary context. Potentially, the course will be useful to any InterD student, or students in other programs, whose research involves issues of persuasion and public communication. Currently, there are no other graduate-level offerings in rhetorical theory/criticism available at the University of Saskatchewan.
Approved by CGPS December 6, 2017

Course Modifications:

VSAC 851.3 — 1/2(3L)

Inflammation and Repair

This advanced course provides the latest concepts and advances in cell and molecular mechanisms of inflammation and subsequent repair.

Rationale: Course instructor is from VSAC rather than VBMS.

Approved by CGPS January 8, 2018

Deleted: VBMS

MBA 846.3 — 3 weeks (39 hours)

Introduction to Entrepreneurship and Venture Development

This class provides students with the knowledge and evaluation skills needed to add value in the new venture sector of the economy. Students taking this course will study current concepts in entrepreneurship, primarily as it concerns the evaluation of entrepreneurs, their ventures, and the venturing environment.

Prerequisite(s): MBA 803

Rationale: Given the changes to the delivery and content of 992 (from a project course to a business plan), we made minor modifications to the MBA 846 course to provide students a better understanding of business modeling and venture development.

Approved by CGPS January 8, 2018

Deleted: Business Planning

Deleted: Provides concepts and tools to successfully develop and manage all components of a strategic business plan. Students will assess business plans from the viewpoint of entrepreneurial proponents as well as venture capital investors.

Program Modifications:

Master of Water Security (M.W.S.)

Degree Requirements

GPS 960.0

GPS 961.0 if research involves human subjects

GPS 962.0 if research involves animal subjects

total of 30 credit units including the following: ENVS 990.0

ENVS 992.6

ENVS 806.3

ENVS 827.3

ENVS 821.3

GEOG 427.3

JSGS 870.3

A minimum of 6 credit units of restricted electives from a single concentration

Deleted: A minimum of 9 credit units of restricted electives

A minimum 3 credit units chosen in consultation with and with approval from the Program Director.

Deleted: from the chosen concentration, or from another concentration

Concentrations

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Hydrology

CE 415.3
CE 464.3
CE 834.3
CE 840.3
ENVS 805.3
ENVS 813.3
ENVS 823.3
ENVS 824.3
ENVS 825.3
ENVS 826.3
GEOG 827.3
TOX 843.3

Hydrogeology

CE 834.3
CE 850.3
ENVS 813.3
ENVS 826.3
ENVS 805.3
GEOE 375.3
GEOE 412.3
GEOL 413.3
SLSC 821.3

Socio-hydrology

AREC 430.3
CHEP 802.3
ENVS 805.3
ENVS 807.3
ENVS 811.3
ENVS 823.3
ENVS 832.3
JSGS 807.3
JSGS 863.3
PUBH 815.3
RRM 312

Rationale: The list of electives within each area of concentration is relatively small, and some courses are not offered every year. Some electives are taught in conflicting time slots, so students do not have access to all courses in the lists. Additionally, changes in course offerings (such as provided through new faculty or a response to student demand) and delivery (as courses evolve) now make some University courses relevant to the MWS program. These courses were either not known or not available at the time the program was established. Having the additional flexibility to seek out an elective across the University offerings, with consultation of the Program Director, will help us ensure the program is tailored and relevant for each student while maintaining the spirit and intention of the concentrations within the MWS.

Approved by CGPS December 7, 2017

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Veterinary Pathology Graduate Programs

Master of Science (M.Sc.) Veterinary Pathology

A Doctor of Veterinary Medicine (D.V.M.) or equivalent is preferred for the Master of ~~Science~~ Science (M.Sc.) in Veterinary Pathology, but not required.

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
- minimum of 9 credit units plus:
- VTPA 990.0
- ~~VTPA 991.0 [Required if concurrently registered in diagnostic course(s)]~~
- VTPA 994.0

Master of Science (M.Sc.) Veterinary Pathology - Diagnostic Pathology

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
- minimum of 18 credit units plus:
- VTPA 990.0
- ~~VTPA 991.0 [Required if concurrently registered in diagnostic course(s)]~~
- VTPA 994.0

Master of Veterinary Science (M.Vet.Sc.)

Degree Requirements

Students must maintain continuous registration in the 992 course.

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- minimum of 30 credit units plus:
- VTPA 992.0
- VTPA 990.0
- ~~VTPA 991.0~~
- VTPA 980.0
- comprehensive examination

Doctor of Philosophy (Ph.D.) - Direct Entry

Degree Requirements

Students must maintain continuous registration in the 996 course.

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- Ph.D. Qualifying Examination that is at least as rigorous as the defence for a Master's thesis in the program area.
- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- A minimum of 15 credit units at the 800-level, including:
- VTPA 990.0
- ~~VTPA 991.0 [Required if concurrently registered in diagnostic course(s)]~~
- VTPA 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.

Doctor of Philosophy (Ph.D.) - Non-Direct Entry

Degree Requirements

Students must maintain continuous registration in the 996 course.

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- minimum 6 credit units plus:
- VTPA 990.0
- ~~VTPA 991.0 [Required if concurrently registered in diagnostic course(s)]~~
- VTPA 996.0
- **Qualifying exam**
- **Comprehensive exam**

Transfer from M.Sc. to Ph.D.

Degree Requirements

Students must maintain continuous registration in the 996 course.

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- minimum of 15 credit units plus:
- VTPA 990.0
- ~~VTPA 991.0 [Required if concurrently registered in diagnostic course(s)]~~
- VTPA 996.0
- **Comprehensive exam**

Rationale: The course VTPA 991 course had been a requirement for students when/if concurrently enrolled in diagnostic courses. As not all student programs contain diagnostic course requirements, the learning objectives for the VTPA 991.0 course have been amalgamated into the diagnostic courses.

Approved by CGPS December 7, 2017

Computer Science programs

Master of Science (M.Sc.)

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

Admission Requirements

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of 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. **Requirements are as follows:** a minimum TOEFL score of **94 (internet)(equivalent to 600 (paper) or 250 (computer))**, or a minimum IELTS score of 7.0

Deleted: See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (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. **Requirements are as follows:** a minimum TOEFL score of **94 (internet)(equivalent to 600 (paper) or 250 (computer))**, or a minimum IELTS score of 7.0

Deleted: See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

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College of Pharmacy & Nutrition, Submission to January, 2018 University Course Challenge

The following curricular changes were approved by the College of Pharmacy & Nutrition on December 15, 2017 and are being submitted to University Course Challenge for information:

Minor Course Revisions

PHAR 181.1 Introductory Experiential Learning 1 and PHAR 182.1 Introductory Experiential Learning 2 will be amalgamated into a new course called PHAR 188.2, Experiential Learning 1.

PHAR 188.2

Title: Experiential Learning 1

Description: Students will observe and gain pharmacy exposure and experience in various health care settings and practice sites.

Restriction/Prerequisite: Admission to the Pharm.D. program in the College of Pharmacy & Nutrition.

Note: Students with credit for PHAR 181 or 182 will not receive credit for this course.

Rationale: Rather than 2 courses which require a final grade at the end of each term, a single course over the two terms allows greater opportunity for students to work towards achievement of competencies and enhances student learning. This also provides preceptors with additional opportunities to assess student achievement of competencies and also enables a more authentic assessment of the competencies. For a learning centric, student centric, and assessment focused lens, this needs to be a multi-term course.

PHAR 183.1 Service Learning 1 and PHAR 184.1 Service Learning 2 will be amalgamated into a new course called PHAR 189.2, Service Learning.

PHAR 189.2

Title: Service Learning

Description: Students will complete service-learning in a health care setting or community based organization to gain an appreciation of what care means to others. Students will engage in written and verbal reflection of these experiences

Restriction/Prerequisite: Admission to the Pharm.D. program in the College of Pharmacy & Nutrition

Note: Students with credit for PHAR 183 or 184 will not receive credit for this course.

Rationale: Rather than 2 courses which require a final grade at the end of each term, a single course over the two terms allows greater opportunity for students to work towards achievement of competencies and enhances student learning. This also provides preceptors with additional opportunities to assess student achievement of competencies and also enables a more authentic assessment of the competencies. For a learning centric, student centric, and assessment focused lens, this needs to be a multi-term course.

PHAR 281.1 SPEP 4 and PHAR 282.1 SPEP 5 will be amalgamated into a new course called PHAR 288.2, Experiential Learning 2.

PHAR 288.2

Title: Experiential Learning 2

Description: Building on knowledge and skills gained in first year courses and practical experiences, students will continue to obtain pharmacy experience and demonstrate skills in various sites including hospital and community pharmacies, medSask, and MAC. Students will practice self-study and reflection of their experience.

Restriction/Prerequisite: Completion of Year 1 of the Pharm.D. Program.

Note: Students with credit for PHAR 281 or 282 will not receive credit for this course.

Rationale: Rather than 2 courses which require a final grade at the end of each term, a single course over the two terms allows greater opportunity for students to work towards achievement of competencies and enhances student learning. This also provides preceptors with additional opportunities to assess student achievement of competencies and also enables a more authentic assessment of the competencies. For a learning centric, student centric, and assessment focused lens, this needs to be a multi-term course.

PHAR 384.1 SPEP 7 and PHAR 385.1 SPEP 5 will be amalgamated into a new course called PHAR 388.2, Experiential Learning 3.

PHAR 388.2

Title: Experiential Learning 3

Description: Building on knowledge and skills gained in previous courses and practical experiences, students will continue to develop applied pharmacy experiences in various sites including hospital and community pharmacies, medSask, and MAC. Students will practice self-study and reflection of their experience, showing increasing ability to think critically and set goals as they monitor their own performance and progress.

Restriction/Prerequisite: Completion of Year 2 of the Pharm.D. Program.

Note: Students with credit for PHAR 384 or 385 will not receive credit for this course.

Rationale: Rather than 2 courses which require a final grade at the end of each term, a single course over the two terms allows greater opportunity for students to work towards achievement of competencies and enhances student learning. This also provides preceptors with additional opportunities to assess student achievement of competencies and also enables a more authentic assessment of the competencies. For a learning centric, student centric, and assessment focused lens, this needs to be a multi-term course.

The Pharm.D. program will be adjusted as follows:

Doctor of Pharmacy (Pharm.D.) Program (172 credit units)

Admission Requirements: Please visit the explore website for admission requirements.

Program Requirements

Year 1 (49 credit units)

Fall Term

PHAR 190.0

PHAR 121.3

PHAR 122.3

PHAR 153.4

PHAR 110.3

PHAR 162.3

PHAR 170.3

~~PHAR 181.1~~

~~PHAR 183.1~~

PHAR 191.1

Winter Term

PHAR 123.3

PHAR 124.3

PHAR 152.6

PHAR 154.3

PHAR 112.1

PHAR 111.1

PHAR 171.3

~~PHAR 182.1~~

~~PHAR 184.1~~

PHAR 192.1

Fall and Winter Terms

~~PHAR 188.2~~

~~PHAR 189.2~~

Spring and Summer Terms

PHAR 185.4

Year 2 (46 credit units)

Fall Term

- PHAR 290.0
- PHAR 224.3
- PHAR 226.3
- PHAR 253.6
- PHAR 271.3
- PHAR 262.1
- PHAR 272.3
- ~~PHAR 281.1~~
- PHAR 291.1

Winter Term

- PHAR 225.3
- 3 credit units of electives, as approved by the College of Pharmacy & Nutrition
- PHAR 255.6
- PHAR 213.3
- PHAR 263.1
- PHAR 273.3
- ~~PHAR 282.1~~
- PHAR 292.1

Fall and Winter Terms

- **PHAR 288.2**

Spring and Summer Terms

- PHAR 283.4

Year 3 (42 credit units)

Fall Term

- PHAR 390.0
- PHAR 324.3
- PHAR 358.6
- PHAR 314.3
- PHAR 367.1
- PHAR 374.3
- 3 credit units of electives, as approved by the College of Pharmacy & Nutrition

• ~~PHAR 384.1~~

- PHAR 391.1

Winter Term

- PHAR 395.3
- PHAR 359.6
- PHAR 315.3
- PHAR 368.1
- PHAR 375.3
- 3 credit units of electives, as approved by the College of Pharmacy & Nutrition

• ~~PHAR 385.1~~

- PHAR 392.1

Fall and Winter Terms

- PHAR 388.2

Year 4 (35 credit units)

- PHAR 490.0
- PHAR 481.8
- PHAR 482.8
- PHAR 483.8
- PHAR 484.8 or PHAR 485.4 and PHAR 486.4
- PHAR 487.1
- PHAR 488.1
- PHAR 489.1