



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: March, 2019

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 and Bioresources
College of Arts and Science
College of Education
College of Kinesiology
School of Environment and Sustainability

Approval: Date of circulation: March 14, 2019
 Date of effective approval if no challenge received: March 29, 2019

Next scheduled posting:

The next scheduled posting will be April 16, 2019, with a submission deadline of **April 12, 2019**. Urgent items can be posted on request.

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

College of Agriculture and Bioresources, Submission to March 2019 University Course Challenge

The following was approved by the College of Agriculture & Bioresources Undergraduate Affairs Committee in February of 2019, and is being submitted to University Course Challenge for approval:

New Course Proposal

PLSC 260.3 Principles of Plant Protection 2(3L)

The principles of plant protection for pest management of field, forage, and horticultural crops will be examined. The foundations of integrated pest management programs are considered including surveys and identification of insects, plant diseases, and weeds. Students will be introduced to topics including monitoring and forecasting methods; strategies for management of pests; and implementation of pest management approaches. The course emphasizes the integration of different methods for managing insects, plant diseases, and weeds while examining the economic, social and environmental implications of pest control. This course features a laboratory component focussed on the identification of important insects, plant diseases, and weeds.

Prerequisite(s): AGRC 111.3

Rationale: This course serves to ensure that students have a basic understanding of each of the major elements of crop protection. The course provides a foundation for students who would like to enroll in PLSC 335, PLSC 340, PLSC 345, PLSC 350 and PLSC 450 and PLSC 260 would become the prerequisite for these courses.

University Course Challenge – March 2019

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)

Computer Science

New course(s):

CMPT 483.3 Introduction to Computer Security

1 (3L-1P) Computer security is an essential requirement of any software system. This course covers the fundamental principles, mechanisms and models of security. More specifically, the course introduces students to security management, defense, and exploitation techniques including but limited to vulnerability assessment, access control, cryptography, intrusion detection, malicious software. The course assesses current security threats and gives students a hands-on experience with basic security strategies.

Prerequisite(s): CMPT 332.3

Pre- or co-requisites: CMPT 434.3

Instructor(s): Natalia Stakhanova

Rationale: This course fills a gap. Currently there is no course in computer security. This was noted as a deficiency in the program's last accreditation review.

Entrepreneurship

Delete Minor in Entrepreneurship

A new Certificate in Entrepreneurship has been approved (University Council, December 2018), located in the Edwards School of Business, which replaces this program.

Students currently pursuing a Minor in Entrepreneurship will have access to equivalent COMM courses to complete the program, as indicated below. Students will also have the option to transfer to the new certificate program.

The College of Arts and Science and the Edwards School of Business have consulted, and are both in favour of deleting this program. (Alexis Dahl and Vicky Parohl serve as contacts for the respective colleges.)

Minor in Entrepreneurship


Requirements

- [AREC 230.3](#)
- [ENT 210.3](#) or [COMM 204.3](#)
- [ENT 220.3](#) or [COMM 211.3](#)
- [ENT 230.3](#) or [COMM 201.3](#)
- [ENT 300.3](#) or [COMM 203.3](#)
- [ENT 310.3](#) or [COMM 447.3](#)

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

- [ANTH 226.3](#)
- [COMM 304.3](#)

- [COMM 340.3](#)
- [COMM 345.3](#)
- [COMM 346.3](#)
- [CMPT 371.3](#)
- [CMPT 408.3](#)
- [CMPT 470.3](#)
- [DRAM 213.3](#)
- [DRAM 322.3](#)
- [DRAM 323.3](#)
- [DRAM 422.3](#)
- [DRAM 423.3](#)
- [ECON 254.3](#)
- [ECON 256.3](#)
- [ECON 307.3](#)
- [ECON 311.3](#)
- [ECON 354.3](#)
- [ECON 387.3](#)
- [ECON 470.3](#)
- [ENG 496.3](#)
- [GEOG 240.3](#)
- [INDG 265.3](#)
- [PHIL 235.3](#)
- [POLS 329.3](#)
- 3 credit units introductory Mathematics
- 3 credit units introductory Statistics

	UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Entrepreneurship Minor, College of Arts & Science

Effective date of termination: September 2020

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

A new Certificate in Entrepreneurship was approved in December 2018 to replace the Minor in Entrepreneurship in the College of Arts & Science

2. Technical information.

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

Courses offered in the program are AREC 230, ENT 210 (or COMM 204), ENT 220 (or COMM 211), ENT 230 (or COMM 201), ENT 300 (or COMM 203), ENT 310.

There will be no impact on faculty, as Edwards will be adding increased sections of COMM classes for the new Certificate program.

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

Advisors in the College of Arts & Science will continue to advise students on how Certificate classes can be used in their primary program of study. Edwards advisors will provide program support for the new Certificate.

2.3 Courses to be deleted, if any.

ENT 210, ENT 220, ENT 230, ENT 300, ENT 310.

2.4 Number of students presently enrolled.

23

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

	2012/13	2013/14	2014/15	2015/16	2016/17
Graduated	11	2	6	5	6

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?

Students currently pursuing a Minor in Entrepreneurship will have access to COMM equivalents to complete the program (changes indicated in red):

Requirements

AREC 230.3

ENT 210.3 or COMM 204.3

ENT 220.3 or COMM 211.3

ENT 230.3 or COMM 201.3

ENT 300.3 or COMM 203.3

ENT 310.3 or **COMM 447.3**

Students will also have the option to transfer to the new Certificate in Business or Certificate in Entrepreneurship.

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

Edwards will increase the number of COMM courses offered. If anything, the teaching assignments will increase.

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

N/A

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

Yes – deletion of the ENT courses will also impact students pursuing the Minor in Entrepreneurship in the College of Kinesiology. See Report Form for Program Termination for details.

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

The Edwards School of Business has created a new Certificate in Entrepreneurship to replace this program.

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

N/A

- 3.7 Describe any impact on research projects.

N/A

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

N/A

- 3.9 Describe the budgetary implications of this deletion.

N/A

External

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

N/A

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

N/A

Other

- 3.12 Are there any other relevant impacts or considerations?

N/A

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

N/A

Catholic Studies

Course deletion(s):

CTST 105.3 Catholic Studies for Teachers I

CTST 106.3 Catholic Studies for Teachers II

Rationale: These courses have not been taught for several years, and St. Thomas More College has no plans to offer them in the future. These courses were offered as electives in the College of Education for students planning to gain employment with Greater Saskatoon Catholic Schools as Essential Faith Learning credits. Students can instead take CTST 200.3 and one RLST course to satisfy the Essential Faith Learning credits.

Drama

New course(s):

DRAM 474.6 Internship in Professional Theatre

1/2 This internship offers students an opportunity to apply and develop their theatre training through an artistic placement with a professional theatre company. When placements are available, the department facilitates matching students with a host theatre where they will be mentored by theatre professionals while being integrated into the process of mounting a production. Work experience could be assigned in the disciplines of: acting, directing, design (costumes, set, props, lighting), set construction, stage combat, stage management, front-of-house management, scriptwriting or dramaturgy. The experience and progress throughout the engagement will be monitored by the assigned professional mentor and a faculty advisor. Terms are a minimum of 6 weeks. Students will be given the opportunity to apply for internship opportunities as they become available, and placements will be made on the basis of an adjudication/interview.

Prerequisite(s): DRAM 419 or DRAM 421; and permission from the department. Relevant experience in at least one Greystone Theatre production is required.

Note: This course may be taken more than once for credit if the assignment or the host theatre is substantially different. Consult with the department for details. Depending on the location of the host theatre, the student may be required to relocate. The student is responsible for all relocation costs.

Participation in this course is in essence a professional engagement, and withdrawal from the production will create serious consequences for the host company. Students who withdraw from the course after the Deadline for Registration Changes will forfeit any tuition refund. If the host theatre has just cause to release the intern before completion of the placement, the student will receive a failing grade, based on their work to that point. Such students are not eligible for any tuition refund. Students will be required to sign an Intent to Participate form at the start of the course, outlining their responsibilities and what may constitute just cause for dismissal.

Instructor(s): Drama faculty and ASPA instructors

Rationale: Apprenticeship programs offer students an effective path to transition their training from the classroom to a professional practice, and there is significant demand for placements of this kind from professional theatres throughout our province. Our department already facilitates numerous ad hoc placements through Shakespeare on the Saskatchewan (Saskatoon), Dancing Sky Theatre (Meecham), Gordon Tootoosis Nikaniwin Theatre (Saskatoon), La Troupe du Jour (Saskatoon), Rosthern Station Arts Center (Rosthern), Live Five Theatre Company (Saskatoon), Persephone Theatre (Saskatoon), and the Globe Theatre (Regina). By creating this internship course we are formalizing the expectations, support and co-ordination between the department and host theatre. This protects both student and host, while offering the student a transcript credit for their work. Our students benefit from a structured networking opportunity while they hone their skills through mentored guidance, gain exposure in a highly competitive market, and develop relationships that will serve their future employment. The department is currently managing numerous professional alliances and these internships would be a natural extension of our many outreach initiatives. While the primary benefit is to the student, the partnership is symbiotic for the host theatre, and for any of our faculty practicing their artistic discipline within the professional community. In some cases, we already have students working as assistants to their professors in professional environments,

This course will have non-standard contact hours as these hours are the norm for the theatre profession. The internship commitment is based on the typical professional production schedule. While this schedule will vary somewhat depending on the venue, there are industry standards dictated by artist unions regulating workdays, work weeks, work place and safety standards. The internship hours and work place policies are similar to the commitment that interns would have experienced as students in Greystone Theatre productions during their training in the Drama Department. Experience in at least one of these Greystone productions is a prerequisite for eligibility to apply for internship, guaranteeing that the students understand and appreciate the expectation of commitment in time and energy. Students may participate as an intern in this course more than once, as long as the content is notably different from the first experience. Examples of this might be a student taking the course twice, while performing two different functions (e.g.: set designing and stage-managing) with two different theatres; the student performing the same function (e.g.: set designing) twice but in two substantially different theatres; or a

student participating as a designer in one production and a stage manager in another production with the same company. Taking the course more than once would be sequential, not concurrent.

DRAM 477.0 Internship in Professional Theatre

1/2 This internship offers students an opportunity to apply and develop their theatre training through an artistic placement with a professional theatre company. When placements are available, the department facilitates matching students with a host theatre where they will be mentored by theatre professionals while being integrated into the process of mounting a production. Work experience could be assigned in the disciplines of: acting, directing, design (costumes, set, props, lighting), set construction, stage combat, stage management, front-of-house management, scriptwriting or dramaturgy. The experience and progress throughout the engagement will be monitored by the assigned professional mentor and a faculty advisor. Terms are a minimum of 6 weeks. Students will be given the opportunity to apply for internship opportunities as they become available, and placements will be made on the basis of an adjudication/interview.

Prerequisite(s): DRAM 419 or DRAM 421; and permission from the department. Relevant experience in at least one Greystone Theatre production is required.

Note: This course may be taken more than once for credit if the assignment or the host theatre is substantially different. Consult with the department for details. Depending on the location of the host theatre, the student may be required to relocate. The student is responsible for all relocation costs.

Participation in this course is in essence a professional engagement, and withdrawal from the production will create serious consequences for the host company. Students who withdraw from the course after the Deadline for Registration Changes will forfeit any tuition refund. If the host theatre has just cause to release the intern before completion of the placement, the student will receive a failing grade, based on their work to that point. Students will be required to sign an Intent to Participate form at the start of the course, outlining their responsibilities and what may constitute just cause for dismissal.

Instructor(s): Drama faculty and ASPA instructors

Rationale: See DRAM 474 above. The department is creating both a credit and a non-credit option to accommodate unpaid, and paid internships, respectively.

History

New course(s):

HIST 295.3 Japanese History to 1600

1/2 (3L) This course introduces students to the history of Japanese civilization from prehistory to the beginning of the 17th century. Using written records, archaeological relics or objects of material culture and works of art from the Paleolithic period to the beginning of the Edo era in 1603, we will investigate several key topics, issues, and moments in time that significantly affected the lives of the people who lived on the Japanese archipelago. These topics include, technology (metallurgy, wet rice cultivation, paper making), governance (indigenous versus continental East Asian models), religion (Buddhism, Shintō, Christianity), systems of thought, food, language, daily life, social forms, identity, gender, the state, art, literature, architecture, and historiography. Some of the questions include: Where can we find connections or discontinuities? How can—and cannot—textual and archaeological sources help us understand people and their lives? How did Japanese thinkers, leaders, religious professionals, and ordinary people understand the past?

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

Instructor(s): George Keyworth

Rationale: Professor Keyworth joined the Department of History last year and is building up course offerings in areas of his expertise which match the department's needs. History offers regional surveys at the 200-level. Existing courses include surveys of US and Canadian History, African History, and Chinese History all of which are popular with students. We have no doubt that this course will also be popular with students and will build on thematic courses we have about the region in our 100-level offerings.

HIST 296.3 Japanese History from 1600 to Yesterday

1/2 (3L) This course explores the history of Japanese civilization during the early modern and modern periods. Using written records, archaeological relics, objects of material culture and art from roughly 1603 to the present, we will investigate topics including: technology (from swords and guns to cameras, microchips and robots), governance (generals, restoration of the emperor, constitutional monarchy), religion (Buddhism, Shintō, Christianity, and New Religions), systems of thought, food (sushi and western food like tempura), language, daily life, social forms, identity, gender, the state, art, literature, architecture, and historiography. Some questions include: Where can we find connections or discontinuities? How can—and cannot—textual and archaeological sources help us understand people's lives? How have Japanese thinkers, leaders, religious professionals, political leaders, and ordinary people understood the past?

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

Instructor(s): George Keyworth

Rationale: See HIST 295 above.

HIST 341.3 History of Buddhism

1/2 (1.5L-1.5S) This hybrid lecture-seminar class provides students with an historical examination of the peoples, practices, doctrines, and institutions of the Buddhist religion through history, emphasizing socio-cultural dimensions. Topics include: early Buddhism and its evolution in India; cultural contacts and the spread of Buddhism to southeast Asia, central Asia, China, Japan, Korea, Tibet and Mongolia. We will also consider Buddhism in modern Asia and in the west. Class meetings will combine lectures that provide historical and cultural context with discussions—and films—to clarify and interpret the assigned readings. Readings center on primary materials in English translation rather than on secondary scholarship so that students will define Buddhism on their own terms. Several questions guide this class: How has the world been imagined and experienced by Buddhists over time and over different geographies and cultures? What aspects of Buddhism are Westerners eager to see and what are they not interested in?

Prerequisite(s): 3 credit units HIST at the 200 level; or 60 credit units of University level courses; or permission of the instructor.

Instructor(s): George Keyworth

Rationale: See HIST 295 above. This course builds on Dr. Keyworth's (and Dr. David's) courses at the 100 and 200 level to allow students to develop an in-depth knowledge of the region and its themes.

HIST 342.3 History of Religion in China

1/2 (1.5L-1.5S) This hybrid lecture-seminar class offers an introduction to the history of world views characteristic of the popular religious traditions of China and of popular religious concepts and practices including mythology, divination, magic, and communal worship. We will also investigate Chinese institutional religions including Daoism, Confucianism, and Buddhism in terms of how their practitioners have incorporated these and other popular religious concepts and practices into their methods, regulations, and teachings. Features of sacred sites, including foundational and enduring myths, architecture, art and socio-cultural dynamics, and historiography will receive careful consideration in this course. We will explore religion as it has been and continues to be practiced in everyday life for individuals, families, communities, and the state in China and within Chinese communities. Our historical analysis will consider religion and culture not as abstract, monolithic and ahistorical phenomena, but as expressions of the social realm.

Prerequisite(s): 3 credit units HIST at the 200 level; or 60 credit units of University level courses; or permission of the instructor.

Instructor(s): George Keyworth

Rationale: See HIST 295 above. This course builds on Dr. Keyworth's (and Dr. David's) courses at the 100 and 200 level to allow students to develop an in-depth knowledge of the region and its themes.

Indigenous Studies

New course(s):

INDG 321.3 International Indigenous Disaster Risk Reduction

1/2 (3L) This course examines traditional and contemporary approaches to disaster risk reduction (DRR) as practiced by Indigenous communities. Drawing on Indigenous philosophical traditions and adaptations in the face of colonization, topics examined will include: Indigenous interpretations of natural hazards, risk, vulnerability and resilience; the regulation of Indigenous planning and development; the role of Indigenous Knowledge in disaster response and recovery; the participation of Indigenous Peoples in provincial, federal and international disaster management; and the implementation of Indigenous DRR strategies in the 21st Century.

Prerequisite(s): 12 credit units INDG courses

Note: Students with credit for INDG 398.3 International Indigenous Disaster Risk Reduction may not take this course for credit.

Instructor(s): Simon Lambert

Rationale: The department offered this course as INDG 398.3 and now wishes to add it to the list of permanent courses available to be used in the Indigenous Studies major.

Philosophy

Minor program revisions

Bachelor of Arts Honours, Double Honours and Four-year in Philosophy

Add PHIL 216.3 (History of Analytic Philosophy) to the list of courses that can be taken to satisfy the history requirement.

Bachelor of Arts Honours (B.A. Honours)

[A6 Major Requirement \(42 - 54 credit units\)](#)

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

- [PHIL 206.3](#) Early Modern Philosophy
- [PHIL 233.3](#) Ethical Theory
- [PHIL 241.3](#) Introduction to Symbolic Logic I

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

- [PHIL 251.3](#) Philosophy of Science
- [PHIL 281.3](#) Theory of Knowledge
- [PHIL 285.3](#) Persons Minds and Bodies
- [PHIL 292.3](#) Metaphysics Reality Existence and Change

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

- [PHIL 208.3](#) Ancient Philosophy Presocratics to Plato
- [PHIL 209.3](#) Ancient Philosophy Aristotle to Plotinus
- [PHIL 216.3](#) History of Analytic Philosophy
- [PHIL 218.3](#) Existentialism
- [PHIL 314.3](#) Kant
- [PHIL 319.3](#) Topics in Recent Continental Philosophy
- [PHIL 216.3](#)

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Bachelor of Arts Four-year (B.A. Four-year)

A6 Major Requirement (30 credit units)

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

- [PHIL 206.3](#) Early Modern Philosophy
- [PHIL 233.3](#) Ethical Theory
- [PHIL 241.3](#) Introduction to Symbolic Logic I

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

- [PHIL 251.3](#) Philosophy of Science
- [PHIL 281.3](#) Theory of Knowledge
- [PHIL 285.3](#) Persons Minds and Bodies
- [PHIL 292.3](#) Metaphysics Reality Existence and Change

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

- [PHIL 208.3](#) Ancient Philosophy Presocratics to Plato
- [PHIL 209.3](#) Ancient Philosophy Aristotle to Plotinus
- [PHIL 216.3](#) History of Analytic Philosophy
- [PHIL 218.3](#) Existentialism
- [PHIL 314.3](#) Kant
- [PHIL 319.3](#) Topics in Recent Continental Philosophy
- [PHIL 216.3](#)

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Bachelor of Arts Double Honours (B.A. Honours) - Philosophy - Major 1

A6 Major Requirement (30 credit units)

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

- [PHIL 206.3](#) Early Modern Philosophy
- [PHIL 233.3](#) Ethical Theory
- [PHIL 241.3](#) Introduction to Symbolic Logic I

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

- [PHIL 251.3](#) Philosophy of Science
- [PHIL 281.3](#) Theory of Knowledge
- [PHIL 285.3](#) Persons Minds and Bodies
- [PHIL 292.3](#) Metaphysics Reality Existence and Change

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

- [PHIL 208.3](#) Ancient Philosophy Presocratics to Plato
- [PHIL 209.3](#) Ancient Philosophy Aristotle to Plotinus
- [PHIL 216.3](#) History of Analytic Philosophy
- [PHIL 218.3](#) Existentialism
- [PHIL 314.3](#) Kant
- [PHIL 319.3](#) Topics in Recent Continental Philosophy
- [PHIL 216.3](#)

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Rationale: PHIL 216 was introduced recently (taught for the first time in 2018/19) partly in order to expand our history options. However, the needed program change was not also made when the course was introduced. This proposal will correct that situation.

Psychology

Minor course revisions:

PSY 226.3 Intrapersonal Processes in Social Psychology

Prerequisite change:

Old prerequisite(s): PSY 121

New prerequisite(s): PSY 120 or 121

Rationale: It is expected that modification of the prerequisite - from PSY 121, to PSY 121 or PSY 120 - will ensure the greatest amount of flexibility for our students, and enable Psychology to deploy departmental resources in the most efficient manner possible.

Regional and Urban Planning

Minor program revisions

Bachelor of Arts Honours and Four-year in Regional and Urban Planning

Remove INDG 107 as a required course in the Major Requirement (B6).

Bachelor of Arts Honours (B.A. Honours)

Bachelor of Arts Four-year (B.A. Four-year)

B6 Major Requirement (~~60~~ 57 credit units)

- [AREC 432.3](#) Rural Development Theory and Applications or [ECON 347.3](#) Design and Evaluation of Regional Economic Policy or [ECON 348.3](#) Urban Economics
- [ECON 211.3](#) Intermediate Microeconomics
- [GEOG 222.3](#) Introduction to Geomatics
- [GEOG 240.3](#) Sustainable Cities and Regions
- [GEOG 280.3](#) Environmental Geography
- [INCC 210.3](#) Digital Communication and Design Introduction to Methods and Applications or [ART 235.3](#) Digital Imagery or [ART 236.3](#) Digital and Integrated Practice II A
- ~~[INDG 107.3](#) Introduction to Canadian Indigenous Studies~~
- [PLAN 341.3](#) Urban Planning
- [PLAN 342.3](#) Demographic Analysis in Planning
- [PLAN 343.3](#) Legal Issues in Planning
- [PLAN 346.3](#) Introduction to Urban Design
- [PLAN 390.3](#) Research and Field Methods in Planning

- [PLAN 395.3](#) Planning History and Theory
- [PLAN 442.3](#) Regional Planning
- [PLAN 490.3](#) Senior Planning Studio
- [PLAN 495.3](#) Professional Planning Practice
- [POLS 306.3](#) Local Governance and Policy
- [SOC 204.3](#) Rural Sociology or [SOC 206.3](#) Sociology of Communities and Community Development

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

- [COMM 104.3](#) Business Statistics I
- [EPSE 441.3](#) Introductory Statistics in Education
- [GE 210.3](#) Probability and Statistics
- [PLSC 214.3](#) Statistical Methods
- [PSY 233.3](#) Statistical Methods in Behavioural Sciences
- [SOC 225.3](#) An Introduction to Survey Research and Data Analysis in Sociology
- [STAT 242.3](#) Statistical Theory and Methodology
- [STAT 244.3](#) Elementary Statistical Concepts
- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics

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

- [POLS 225.3](#) Canadian Public Administration and Administrative Law
- [POLS 226.3](#) Canadian Public Policy
- [POLS 328.3](#) Public Policy Analysis
- [POLS 425.3](#) Multilevel Governance and Partnerships

B7 Electives Requirement (~~24~~ 27 credit units)

Required Cognate Courses (12 credit units)

No change

Open Electives (~~42~~ 15 credit units)

Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.

If you require further assistance, please contact the Arts and Science Undergraduate Student Office.

Rationale: INDG 107 was originally included in the major requirement as the program committee decided, years ago, that students in this program should take at least one course with Indigenous content/focus. As of 2020-2021 all Arts & Science programs will incorporate the Indigenous Learning Requirement, in which INDG 107 is included. The program committee believes that students will benefit from being able to choose from the list of approved courses for that requirement.

New course(s):

PLAN 360.3 Urban Data Analysis and Visualization

1 (1.5L-1.5P) Several forms of urban data exist that pertain to the residents' demographics and travel behaviours, neighbourhoods urban form and land uses, and cities transportation and infrastructure systems. In this course, students will focus on integrating, analyzing and mapping several types of most common urban datasets, developing their quantitative reasoning and visualization skills, within the scope of the planning profession.

Prerequisite(s): ECON 211.3 and GEOG 222.3

Instructor(s): Ehab Diab

Rationale: Planners are often required to use different approaches to analyze urban development and suggest policies using quantitative data. Currently, the department does not offer any courses focused on preparing students for such a task. The need for this course is evidenced through discussion with current students who indicated that they would like to improve their technical skills, while focusing on using urban and relevant datasets to their field.

This new course will provide students in Regional and Urban Planning or related disciplines with stronger analytical foundations that they can use to analyze the most common urban datasets. They will learn how to produce meaningful (and thoughtful), descriptive statistics, visualize spatial and tabular data, and test simple hypotheses to support the implementation of different urban policies. Such a course is standard in planning departments across Canada.

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 498.3 Special Topics

ENG 499.6 Special Topics

Prerequisite change:

Old prerequisite(s): 6 credit units 100-level English

New prerequisite(s): None

Add note:

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

Add statement on Restrictions:

Restriction(s): Normally open to students in an Honours Program or in the upper years of a four-year B.A. in English

Rationale: Special Topics courses do not have blanket prerequisites as each topic is different and may require more specialized prerequisites. The added note and statement of restrictions provides more information for students on when they are eligible to take these courses.

Regional and Urban Planning

Minor course revisions:

PLAN 446.3 Advanced Urban Design Studio

Add 2 tutorial hours per week.

Rationale: For several years now both students and the instructor have talked about the need to have scheduled time to work through studio course project elements in a tutorial-style setting, to make better progress on the course learning objectives, trouble-shoot technical questions with knowledge components, practice design techniques in a group/team setting assisted by the instructor. This addition of scheduled tutorial time is a way to meet student and instructor needs, as expressed over a period of years. This change was decided upon after consultation with the course instructor, with the Regional and Urban Planning Chair, with the past-Head of Geography and Planning, and was approved formally at a

Regional and Urban Planning Program Committee meeting on October 23, 2018, which included faculty members and RUP student leadership.

Corrections from December 2018 UCC:

Minor program revisions

Bachelor of Science Honours in Biochemistry

Revise C6 Requirement to make BIOC ~~489.6 289.6~~ an option rather than a requirement.

Bachelor of Science Honours (B.Sc. Honours) - Biochemistry

C6 Major Requirement (63 credit units)

- [BMSC 200.3](#)
- [BMSC 210.3](#)
- [BMSC 220.3](#)
- [BMSC 230.3](#)
- [BMSC 240.3](#)
- [PHSI 208.6](#)
- [BIOC 300.3](#)
- [BIOC 310.3](#)
- [BIOC 311.3](#) or [MCIM 391.3](#)
- [BIOC 412.3](#)
- [BIOC 430.3](#) or [BIOC 435.3](#)
- [BIOC 436.3](#)
- ~~BIOC 489.6~~
- [BIOC 490.0](#) (attendance in [BIOC 490.0](#) is required in both term 1 and 2)
- [BINF 200.3](#) or [BINF 210.3](#)
- [CHEM 250.3](#)

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

[CHEM 255.3](#) is recommended

- [200-Level, 300-Level or 400-Level CHEM Courses](#)

Biochemistry Electives (~~6~~ 12 credit units)

Choose ~~3 to~~ **6 to 12 credit units** from the following:

- [BIOC 405.3](#)
- [BIOC 420.3](#)
- [BIOC 430.3](#)
- [BIOC 435.3](#)
- [BIOC 437.3](#)
- [BIOC 489.6](#)

Choose **0 to 6 3 credit units** from the following:

- [ACB 325.3](#)
- [ACB 333.3](#)

- [BINF 300.3](#)
- [BIOL 316.3](#)
- [BIOL 331.3](#)
- [BIOL 420.3](#)
- [CHEM 456.3](#)
- [MCIM 417.3](#)
- [MCIM 321.3](#)
- [MCIM 390.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)

Rationale: Corrections to original submission are highlighted. BIOC 489.6 was removed as a required course, but added to the Biochemistry Electives as an optional course in the major.

MATH 163.3 Introduction to Mathematical Reasoning

Corrected prerequisite: Pre-Calculus 30; or Foundations of Mathematics 30; or Mathematics B30 and C30; ~~or 3 credit units of MATH or STAT.~~

Rationale: No university-level mathematics is expected prior to registration in this course (though students who have taken other MATH courses are still eligible to register in this course).

GEOG 348.3 Introduction to Demography

Corrected prerequisite: 24 credit units in Social Sciences or in Health disciplines, including STAT ~~244 144~~ or equivalent, and at least 3 credit units of 200-level ANTH, ECON, GEOG, HIST, PLAN, SOC; or permission of the instructor.

Rationale: STAT 144 does not exist; this should have read "STAT 244".

College of Education – March 2019 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, March 1, 2019 and are now submitted to the University Course Challenge for approval.

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

Minor course update:

- **To update the prerequisites for EFDT 422.3: Pedagogy of Intersecting Anti-Racist Education to use “Extended Practicum” instead of “Internship” and to include the Alternative Field Experiences Practicum I and II courses (EXPR 423.3 and EXPR 425.12 or EXPR 424.3 or EXPR 425.12) in addition to EXPR 422.15.**

EFDT 422.3: Pedagogy of Intersecting Anti-Racist Education

This course will provide a framework for students to understand the historical and contemporary context of social justice education on Turtle Island. Drawing from scholarship that includes critical race theory, queer theory, feminist theory, and anti-colonial theory, students will examine their own teaching practices, as well as investigate research examples of intersecting anti-racist pedagogy across the disciplines. Students will be required to develop critical anti-racist materials to use in their classroom, with a focus on integrating Indigenous education in their teaching practices. Intersecting anti-racist pedagogy for social change invites students and teachers to actively transform social injustices, not just study them.

Prerequisite(s): Completion of the B.Ed. ~~Extended Practicum Internship~~ (EXPR 422.15 or EXPR 423.3 and EXPR 425.12 or EXPR 424.3 and EXPR 425.12) and one of EFDT 301, EDUC 301, or EFDT 335; or permission of instructor.

Prerequisite(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.

Note: Students with credit for the Special Topics EFDT 498, "Pedagogy Intersecting Anti-Racist Education" will not receive credit for this course.

Minor program revisions:

- **To remove the equivalency of ECUR 307.3: Early Literacy, Prekindergarten to Grade 3 to ECUR 309.3: Introduction to Elementary English Language Arts.**
- **To remove the equivalency of ECUR 308.3: Reading and Writing Development, Prekindergarten to Grade 3 to ECUR 310.3: Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context along with the requirement that students in the Early Years concentration would take both ECUR 308.3 and ECUR 307.3.**
- **To approve the following English Language Arts methods course requirements according to concentration for students in the Early/Middle Years, Sequential Music, Indian Teacher Education Program (ITEP), and Saskatchewan Urban**

Native Teacher Education Program (SUNTEP PA and SUNTEP SK) Bachelor of Education program routes:

- **Early Years Concentration** - ECUR 307.3: Early Literacy, Prekindergarten to Grade 3 and ECUR 308.3: Reading and Writing Development, Prekindergarten to Grade 3.
 - **Middle Years Concentration** - ECUR 309.3: Introduction to Elementary English Language Arts and ECUR 310.3: Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context.
 - **Early/Middle Years Concentration** - ECUR 307.3: Early Literacy, Prekindergarten to Grade 3 and ECUR 308.3: Reading and Writing Development, Prekindergarten to Grade 3
- OR**
 ECUR 309.3: Introduction to Elementary English Language Arts and ECUR 310.3: Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context.

Course and Program Catalogue Entries

Early/Middle Years Program

Year 3 (30 credit units)

- **EDST 321.3** Field Experience Learning in Contexts
- **EDST 322.3** Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- **EFDT 301.3** Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- **EFDT 313.3** Pedagogies of Place Context Based Learning Elementary
- **EPSE 348.3** Assessing Learning in the Classroom

Early Years	Middle Years	Early/Middle Years
ECUR 307.3	ECUR 309.3	ECUR 307.3 or 309.3 and ECUR 308.3 Note: Students cannot receive credit for both ECUR 307 and 309
ECUR 308.3	ECUR 310.3	or ECUR 308.3 or 309.3 and ECUR 310.3 Note: ECUR 307.3 must also be completed.
ECUR 314.3	ECUR 312.3	ECUR 312.3 or ECUR 314.3
ECUR 323.3	ECUR 322.3	ECUR 322.3 or ECUR 323.3

ECUR 383.3	ECUR 382.3	ECUR 382.3 or ECUR 383.3
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ITEP (Early/Middle Years) and SUNTEP – Saskatoon (Early/Middle Years)

Year 2

- [ECUR 307.3](#)* or [ECUR 309.3](#)**

...

Year 3

- [ECUR 308.3](#)* or [ECUR 310.3](#)** ~~(Note: [ECUR 307.3](#) must also be completed.)~~

...

**If ECUR 307.3 is taken, ECUR 308.3 must also be taken.*

***If ECUR 309.3 is taken, ECUR 310.3 must also be taken.*

SUNTEP – Prince Albert (Early/Middle Years)

Year 2

- [ECUR 307.3](#)* Early Literacy Prekindergarten to Grade 3 or [ECUR 309.3](#)** Introduction to Elementary English Language Arts
- [ECUR 308.3](#)* Reading and Writing Development Prekindergarten to Grade 3 or [ECUR 310.3](#)** Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context ~~(Note: [ECUR 307.3](#) Early Literacy Prekindergarten to Grade 3 must also be completed.)~~

**If ECUR 307.3 is taken, ECUR 308.3 must also be taken.*

***If ECUR 309.3 is taken, ECUR 310.3 must also be taken.*

**Bachelor of Education (B.Ed.) – Sequential Music
Early/Middle Years Program**

Year 1 (30 credit units)

- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 313.3](#) Pedagogies of Place Context Based Learning Elementary

Early Years	Middle Years	Early/Middle Years
ECUR 307.3 Early Literacy Prekindergarten to Grade 3	ECUR 309.3 Introduction to Elementary English Language Arts	ECUR 307.3 Early Literacy Prekindergarten to Grade 3 and ECUR 308.3 Reading and Writing Development Prekindergarten to Grade 3 or 309.3 Note: Students cannot receive credit for both ECUR 307 and 309 or ECUR 308.3 Reading and Writing Development Prekindergarten to Grade 3 ECUR 309.3 Introduction to Elementary English Language Arts and or ECUR 310.3 Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context Note: ECUR 307.3 Early Literacy Prekindergarten to Grade 3 must also be completed.
ECUR 308.3 Reading and Writing Development Prekindergarten to Grade 3	ECUR 310.3 Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context	
ECUR 314.3 Mathematics in the Early Years	ECUR 312.3 Methods in Elementary Mathematics	ECUR 312.3 Methods in Elementary Mathematics or 314.3
ECUR 323.3 Science in the Early Years	ECUR 322.3 Methods in Elementary Science	ECUR 322.3 Methods in Elementary Science or 323.3
ECUR 383.3 Social Studies in the Early Years	ECUR 382.3 Methods in Elementary Social Studies	ECUR 382.3 Methods in Elementary Social Studies or 383.3

Choose 3 credit units of Education electives from the following:

- EADM — 100-Level, 200-Level, 300-Level, 400-Level
- ECUR — 100-Level, 200-Level, 300-Level, 400-Level
- EFDT — 100-Level, 200-Level, 300-Level, 400-Level
- EPSE — 100-Level, 200-Level, 300-Level, 400-Level
- ETAD — 100-Level, 200-Level, 300-Level, 400-Level

Minor program revisions:

- **To allow HIST 315.3: Indigenous Health History to meet Indigenous Studies requirements, including the Teaching Areas 1 and 2 of Indigenous Studies, for the Early Years, Middle Years, Early/Middle Years, and Secondary concentrations for all B.Ed. program routes.**
- **To have the following courses listed as acceptable requirements for the “3 credit units of Indigenous Studies” for all Bachelor of Education program routes, including the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP – Saskatoon and PA):**
 - **INDG — 100-Level, 200-Level, 300-Level, 400-Level**
 - **HIST 265.3: Native Newcomer Relations in Canada 1880 to Present**
 - **HIST 315.3: Indigenous Health History**
 - **SOC 341.3: Institutional Racism and Indigenous People**
- **To have the following courses included in the list of acceptable requirements for the Indigenous Studies Teaching Areas 1 and 2 for all Bachelor of Education program routes, including the Indian Teacher Education Program (ITEP), Saskatchewan Urban Native Teacher Education Program (SUNTEP – Saskatoon and PA), and the Combined Bachelor of Science Kinesiology/Bachelor of Education Program:**
 - **INDG — 100-Level, 200-Level, 300-Level, 400-Level**
 - **HIST 264.3: Native Newcomer Relations in Canada to 1880**
 - **HIST 265.3: Native Newcomer Relations in Canada 1880 to Present**
 - **HIST 315.3: Indigenous Health History**
 - **KIN 306.3: Introduction to Indigenous Wellness**
 - **POLS 222.3: Indigenous Governance and Politics**
 - **POLS 322.3: First Nations Management and Administrative Systems**
 - **POLS 323.3: First Nations Policies and Programs**
 - **SOC 219.3: Indigenous Peoples and Justice in Canada**
 - **SOC 319.3: Indigenous People in Urban Areas**
 - **SOC 341.3: Institutional Racism and Indigenous People**
 - **CREE 101.6: Introductory Cree**
 - **CREE 110.3: nehiyawetan Let Us Speak Cree**
 - **ARTH 253.3: Aboriginal Art History I**
 - **ARTH 255.3: Aboriginal Art History II**
 - **ARTH 323.3: European Colonialism in Visual Arts 1880 to 1920**
 - **ARTH 345.3: Saskatchewan Aboriginal Art History**

- **ARTH 355.3: Contemporary Aboriginal Art I**
- **ARTH 455.3: Contemporary Aboriginal Art II**

**Course and Program Catalogue Entries
3 credit units of Indigenous Studies**

Changes for:

- **Early/Middle Years**
- **Secondary**
- **Bachelor of Science Kinesiology/Bachelor of Education Combined Program**
- **Indian Teacher Education Program (ITEP) – Early/Middle Years**

Indigenous Studies

Choose **3 credit units** of Indigenous Studies

Please Note: not required if Indigenous Studies or Social Studies/Social Sciences are Teaching Areas.

- **INDG — 100-Level, 200-Level, 300-Level, 400-Level**
- **HIST 265.3 Native Newcomer Relations in Canada 1880 to Present**
- **HIST 315.3 Indigenous Health History**
- ~~**SOC 203.3 Race and Ethnic Relations in Canada**~~
- ~~**SOC 219.3 Indigenous Peoples and Justice in Canada**~~
- **SOC 341.3 Institutional Racism and Indigenous People**
- ~~**COMM 347.3: Aboriginal Business in Canada**~~ **(remove where listed)**

Changes for:

- **Indian Teacher Education Program (ITEP) – Secondary**
- **SUNTEP – Saskatoon – Early/Middle Years**
- **SUNTEP – Saskatoon – Secondary**
- **Technical Vocational**

Replace the requirement of INDG 107.3 with the following, as outlined here:

~~**INDG 107.3 Introduction to Canadian Indigenous Studies**~~

Choose **3 credit units** of Indigenous Studies

- **INDG — 100-Level, 200-Level, 300-Level, 400-Level**
- **HIST 265.3 Native Newcomer Relations in Canada 1880 to Present**
- **HIST 315.3 Indigenous Health History**
- **SOC 341.3 Institutional Racism and Indigenous People**

Changes for:

- **SUNTEP – PA**

(Note: SUNTEP – PA offers courses for a Teaching Area 1 of Indigenous Studies, thus, the entry is for 6 credit units since the requirement is part of the TA 1.)

Choose 6 credit units of Indigenous Studies:

- **INDG — 100-Level, 200-Level, 300-Level, 400-Level**
- **HIST 265.3: Native Newcomer Relations in Canada 1880 to Present**

- [HIST 315.3: Indigenous Health History](#)
- [SOC 341.3 Institutional Racism and Indigenous People](#)

Course and Program Catalogue Entries Indigenous Studies Teaching Areas 1 and 2

EARLY YEARS

Teaching Area 1

[Indigenous Studies](#)

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- INDG — 100-Level, 200-Level, 300-Level or 400-Level

Choose an additional 12 credit units from the following senior level Indigenous Studies courses

- INDG — 200-Level, 300-Level or 400-Level
- ~~[HIST 263.6](#)~~
- [HIST 264.3](#) Native Newcomer Relations in Canada to 1880
- [HIST 265.3](#) Native Newcomer Relations in Canada 1880 to Present
- [HIST 315.3](#) Indigenous Health History
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 322.3](#) First Nations Management and Administrative Systems
- [POLS 323.3](#) First Nations Policies and Programs
- ~~[SOC 203.3](#) Race and Ethnic Relations in Canada~~
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

Within the above 12 credit units, students may choose up to 6 credit units of the following:

[CREE 101.6](#) Introductory Cree

[CREE 110.3](#) nehiyawetan Let Us Speak Cree

Within the above 12 credit units, students may choose up to 3 credit units of the following:

[ARTH 253.3](#) Aboriginal Art History I

[ARTH 255.3](#) Aboriginal Art History II

[ARTH 323.3](#) European Colonialism in Visual Arts 1880 to 1920

~~[ARTH 358.3](#) Postmodernism in Art~~

~~[ARTH 340.3](#)~~

[ARTH 345.3](#) Saskatchewan Aboriginal Art History

[ARTH 355.3](#) Contemporary Aboriginal Art I

~~[ARTH 418.3](#) Studies in Contemporary Art~~

[ARTH 455.3](#) Contemporary Aboriginal Art II

Teaching Area 2

[Indigenous Studies](#)

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- INDG — 100-Level, 200-Level, 300-Level or 400-Level

Choose an additional 6 credit units from the following senior level Indigenous Studies courses:

- INDG — 200-Level, 300-Level or 400-Level
- ~~HIST 263.6~~
- [HIST 264.3](#) Native Newcomer Relations in Canada to 1880
- [HIST 265.3](#) Native Newcomer Relations in Canada 1880 to Present
- [HIST 315.3: Indigenous Health History](#)
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 322.3](#) First Nations Management and Administrative Systems
- [POLS 323.3](#) First Nations Policies and Programs
- ~~SOC 203.3 Race and Ethnic Relations in Canada~~
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

Students may choose up to 6 credit units of the following:

[CREE 101.6](#) Introductory Cree

[CREE 110.3](#) nehiyawetan Let Us Speak Cree

Students may choose up to 3 credit units of the following:

[ARTH 253.3](#) Aboriginal Art History I

[ARTH 255.3](#) Aboriginal Art History II

[ARTH 323.3](#) European Colonialism in Visual Arts 1880 to 1920

~~[ARTH 358.3](#) Postmodernism in Art~~

~~[ARTH 340.3](#)~~

[ARTH 345.3](#) Saskatchewan Aboriginal Art History

[ARTH 355.3](#) Contemporary Aboriginal Art I

~~[ARTH 418.3](#) Studies in Contemporary Art~~

[ARTH 455.3](#) Contemporary Aboriginal Art II

SECONDARY

Teaching Area 1

Indigenous Studies

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- INDG — 100-Level, 200-Level, 300-Level or 400-Level

Choose an additional 18 credit units from the following Indigenous Studies courses:

- INDG — 100-Level, 200-Level, 300-Level or 400-Level
- ~~HIST 263.6~~
- [HIST 264.3](#) Native Newcomer Relations in Canada to 1880
- [HIST 265.3](#) Native Newcomer Relations in Canada 1880 to Present
- [HIST 315.3: Indigenous Health History](#)
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 322.3](#) First Nations Management and Administrative Systems
- [POLS 323.3](#) First Nations Policies and Programs
- ~~SOC 203.3 Race and Ethnic Relations in Canada~~
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada

- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

Within the 18 credit units, students may choose up to 6 credit units of the following:

[CREE 101.6](#) Introductory Cree

[CREE 110.3](#) nehiyawetan Let Us Speak Cree

Within the 18 credit units, students may choose up to 3 credit units of the following:

[ARTH 253.3](#) Aboriginal Art History I

[ARTH 255.3](#) Aboriginal Art History II

[ARTH 323.3](#) European Colonialism in Visual Arts 1880 to 1920

~~[ARTH 358.3](#) Postmodernism in Art~~

~~[ARTH 340.3](#)~~

[ARTH 345.3](#) Saskatchewan Aboriginal Art History

[ARTH 355.3](#) Contemporary Aboriginal Art I

~~[ARTH 418.3](#) Studies in Contemporary Art~~

[ARTH 455.3](#) Contemporary Aboriginal Art II

Teaching Area 2

Indigenous Studies

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- INDG — 100-Level, 200-Level, 300-Level or 400-Level

Choose an additional 9 credit units from the following Indigenous Studies courses:

- INDG — 200-Level, 300-Level or 400-Level
- ~~[HIST 263.6](#)~~
- [HIST 264.3](#) Native Newcomer Relations in Canada to 1880
- [HIST 265.3](#) Native Newcomer Relations in Canada 1880 to Present
- [HIST 315.3: Indigenous Health History](#)
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 322.3](#) First Nations Management and Administrative Systems
- [POLS 323.3](#) First Nations Policies and Programs
- ~~[SOC 203.3](#) Race and Ethnic Relations in Canada~~
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People

Within the 9 credit units, students may choose up to 6 credit units of the following:

[CREE 101.6](#) Introductory Cree

[CREE 110.3](#) nehiyawetan Let Us Speak Cree

Within the 9 credit units, students may choose up to 3 credit units of the following:

[ARTH 253.3](#) Aboriginal Art History I

[ARTH 255.3](#) Aboriginal Art History II

[ARTH 323.3](#) European Colonialism in Visual Arts 1880 to 1920

~~[ARTH 358.3](#) Postmodernism in Art~~

~~[ARTH 340.3](#)~~

[ARTH 345.3](#) Saskatchewan Aboriginal Art History

[ARTH 355.3](#) Contemporary Aboriginal Art I

~~[ARTH 418.3 Studies in Contemporary Art](#)~~
[ARTH 455.3 Contemporary Aboriginal Art II](#)

College of Kinesiology, University Course Challenge, March 2019 Submission

Deletion of Kinesiology Minor in Entrepreneurship

This Minor in Entrepreneurship is a cross-college minor with the Edwards School of Business.

In December of 2018, University Council approved a new Certificate in Entrepreneurship in the Edwards School of Business. The proposal for the certificate acknowledges the School's plan to proceed with deleting the Cross-College Entrepreneurship Minor in the College of Kinesiology. The newly-approved Certificate in Entrepreneurship effectively replaces the cross-college minor. At its February 28, 2019 Faculty Council meeting, the College of Kinesiology approved the deletion of the Cross-College Minor in Entrepreneurship. As such, the deletion of this minor is now being submitted to University Course Challenge for approval.

Minor in Entrepreneurship

The Minor in Entrepreneurship is available to students in the Bachelor of Science in Kinesiology [B.Sc. (Kin.)] and the Bachelor of Science Kinesiology Honours (B.Sc. (Kin.) Honours) programs. The program consists of the following 18 credit units:

Requirements

- AREC 230.3 Innovation and Entrepreneurship (formerly BPBE 230)
- ENT 210.3 Marketing for Entrepreneurial Ventures
- ENT 220.3 Human Resource Management for Entrepreneurial Organizations
- ENT 230.3 Introduction to Accounting for Entrepreneurs
- ENT 300.3 Introduction to Entrepreneurial Finance
- ENT 310.3 Entrepreneurship and Small Business Management

Contact: Keeran Wagner



Program(s) to be deleted: Entrepreneurship Minor, College of Kinesiology

Effective date of termination: September 2020

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

A new Certificate in Entrepreneurship was approved in December 2018 to replace the Minor in Entrepreneurship in the College of Kinesiology.

2. Technical information.

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

Courses offered in the program are AREC 230, ENT 210, ENT 220, ENT 230, ENT 300, and ENT 310.

There will be no impact on faculty, as Edwards will be adding increased sections of COMM classes for the new Certificate program.

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

Advisors in the College of Kinesiology will continue to advise students on how Certificate classes can be used in their primary program of study. Edwards advisors will provide program support for the new Certificate.

2.3 Courses to be deleted, if any.

ENT 210, ENT 220, ENT 230, ENT 300, ENT 310.

2.4 Number of students presently enrolled.

5

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

Since 2013, 28 Kinesiology students have graduated with a minor in Entrepreneurship.

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?

Students currently pursuing a Minor in Entrepreneurship will have access to COMM equivalents to complete the program (changes indicated in red):

Requirements

AREC 230.3

ENT 210.3 or COMM 204.3

ENT 220.3 or COMM 211.3

ENT 230.3 or COMM 201.3

ENT 300.3 or COMM 203.3

ENT 310.3 or COMM 447.3

Students will also have the option to transfer to the new Certificate in Business or Certificate in Entrepreneurship.

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

Edwards will increase the number of COMM courses offered. If anything, the teaching assignments will increase.

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

N/A

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

Yes – deletion of the ENT courses will also impact students pursuing the Minor in Entrepreneurship in the College of Arts & Science.

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

The Edwards School of Business has developed a Certificate in Entrepreneurship to replace this program.

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

N/A

3.7 Describe any impact on research projects.

N/A

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

N/A

3.9 Describe the budgetary implications of this deletion.

N/A

External

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

N/A

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

N/A

Other

3.12 Are there any other relevant impacts or considerations?

N/A

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

N/A

**School of Environment and Sustainability
University Course Challenge Submission
Changes to Certificate in Sustainability
March 2019**

Overview and Rationale Regarding Proposed Changes:

SENS is proposing to add a number of courses to the Natural Resources and Sustainability Focus in the Certificate. These additions are to accommodate changes, made in Spring 2018, to the Environmental Science, Soil Science and Renewable Resource Management degrees in the College of Agriculture and Bioresources. These changes have had implications on the Certificate as the large number of the students in the certificate come from these degrees. The additions of these 3rd year courses to the Natural Resources and Sustainability Focus Area bring the certificate in line with the alterations in these other degrees, and eliminate difficulties in allowing students to find an achievable way to get the certificate. As this is a certificate that is open to any U of S student our goal is to make it as accessible as possible and to allow any interested student to learn more about sustainability. For these reasons we propose to add the courses listed below.

The proposed changes to the Certificate in Sustainability can be seen below in **red**.

Certificate in Sustainability

Would you like to apply to this program?

[Admission requirements](#)

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

Program Requirements

[Certificate in Sustainability - \(Cert.\) \(21 credit units\)](#)

Required Courses (9 credit units):

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

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

Techniques and Tools for Sustainability

- [ENVE 381.3](#)
- [EVSC 203.3](#)
- [GEOG 290.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [INDG 210.3](#)
- [RRM 323.2](#) and [RRM 201.1](#)
- [SOC 225.3](#)
- [SOC 232.3](#)

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

Please note in each area of focus there are thesis and/or research course options listed. If a student chooses to use one of these courses towards the completion of the certificate it must be demonstrated to the certificate coordinator that the thesis pursued has a focus on sustainability and the theme of the chosen area of focus.

Natural Resources and Sustainability Focus

Elective Courses (9 credit units):

Choose one of:

- [BIOL 228.3](#)
- [ECON 275.3](#)
- [ECON 277.3](#)
- [ENVE 201.3](#)
- [ENVE 212.3](#)
- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [GEOG 280.3](#)
- [PHIL 226.3](#)
- [PHIL 231.3](#)
- [PHIL 236.3](#)
- [PLSC 213.3](#)
- [TOX 200.3](#)

Choose one of:

- [ANBI 375.3](#)
- [AREC 330.3](#)
- [BIOL 373.3](#)
- [CHEM 375.3](#)
- [ECON 376.3](#)
- [EVSC 380.3](#)
- [GEOG 333.3](#)
- [GEOG 351.3](#)

- [PLAN 329.3](#)
- [RRM 312.3](#)
- [SLSC 350.3](#)
- [TOX 301.3](#)

Choose one of:

- [AREC 430.3](#)
- [BIOL 410.3](#)
- [BIOL 412.3](#)
- [BIOL 470.3](#)
- [BIOL 475.3](#)
- [ENVE 432.3](#)
- [EVSC 421.3](#)
- [EVSC 430.3](#)
- [EVSC 492.3](#)
- [EVSC 494.3](#)
- [GEOG 490.3](#)
- [PLSC 413.3](#)
- [PLSC 422.3](#)
- [PLSC 423.3](#)
- [PLSC 425.3](#)
- [PLSC 492.3](#)
- [PLSC 494.6](#)
- [SLSC 492.3](#)
- [SLSC 494.6](#)

Community and Sustainability Focus

Elective Courses (9 credit units):

Choose one of:

- [ANTH 240.3](#)
- [ANTH 244.3](#)
- [ECON 275.3](#)
- [ECON 277.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 280.3](#)
- [HIST 257.3](#)
- [HIST 258.3](#)
- [HIST 263.3](#)
- [HIST 290.3](#)
- [INTS 203.3](#)
- [PHIL 226.3](#)
- [PHIL 231.3](#)

- [PHIL 236.3](#)
- [POLS 226.3](#)
- [RLST 210.3](#)
- [SOC 202.3](#)
- [SOC 204.3](#)
- [SOC 206.3](#)
- [SOC 227.6](#)
- [WGST 210.3](#)

Choose one of:

- [ANTH 329.3](#)
- [ARCH 357.3](#)
- [AREC 330.3](#)
- [GEOG 340.3](#)
- [GEOG 352.3](#)
- [GEOG 364.3](#)
- [GEOG 380.3](#)
- [GEOG 381.3](#)
- [PLAN 342.3](#)
- [PLAN 346.3](#)
- [POLS 326.3](#)
- [POLS 328.3](#)
- [SOC 344.3](#)

Choose one of:

- [ANBI 475.3](#)
- [ANTH 401.3](#)
- [AREC 430.3](#)
- [AREC 432.3](#)
- [CHEP 402.3](#)
- [GEOG 464.3](#)
- [GEOG 491.3](#)
- [HIST 459.3](#)
- [INDG 451.6](#)
- [INTS 400.3](#)
- [PLAN 445.3](#)
- [PLAN 446.3](#)
- [POLS 403.3](#)
- [POLS 422.3](#)
- [SOC 409.3](#)
- [SOC 421.3](#)
- [WGST 411.3](#)

Food Systems and Sustainability Focus

Elective Courses (9 credit units):

Choose one of:

- [AREC 251.3](#)
- [AGRC 211.3](#)
- [PLSC 235.3](#)

Choose one of:

- [ANSC 301.3](#)
- [ANBI 375.3](#)
- [AREC 330.3](#)
- [EVSC 380.3](#)
- [FABS 371.3](#)
- [PLSC 345.3](#)
- [RRM 312.3](#)
- [SLSC 313.3](#)

Choose one of:

- [AREC 432.3](#)
- [AREC 451.3](#)
- [EVSC 492.3](#)
- [EVSC 494.6](#)
- [FABS 401.3](#)
- [FABS 432.3](#)
- [FABS 436.3](#)
- [FABS 450.3](#)
- [FABS 492.3](#)
- [FABS 494.6](#)
- [GEOG 491.3](#)
- [PLSC 401.3](#)
- [PLSC 413.3](#)
- [PLSC 418.3](#)
- [PLSC 422.3](#)
- [PLSC 492.3](#)
- [PLSC 494.6](#)
- [SLSC 492.3](#)
- [SLSC 494.6](#)
- [SOC 402.3](#)

Colleges of Arts & Science and Agriculture & Bioresources

Item for Information

PLSC 214.3 and STAT 244.3

Please note that both colleges have agreed to change the system relationship between PLSC 214.3 and STAT 244.3 from equivalent to mutually exclusive. This means that the student information system will continue to prevent registration in both courses, but that Degree Works will not automatically accept the courses toward program requirements interchangeably.

The rationale for this change is that while the courses are very similar, they are not identical. As a result, they cannot always be applied to programs interchangeably.