



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: May, 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 Arts and Science
College of Education

Approval: Date of circulation: May 16, 2019
 Date of effective approval if no challenge received: May 31, 2019

Next scheduled posting:

The next scheduled posting will be June 13, 2019, with a submission deadline of **June 11, 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.

University Course Challenge – May 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)

Biology

New course(s):

BIOL 321.3 Mathematical Modeling for Biologists

1/2 (3L-3P) Mathematical modeling is the art of mathematically analyzing a real-world problem and, applied to biology, informs both experimental design and outcomes. It is fast becoming a critical component of any biologist's toolbox. This course, relying only on concepts from introductory calculus, will explore and develop a number of mathematical modeling tools in the context of biology, develop mathematical intuition into biological problems, and introduce a sophisticated mathematical software package to enable analysis.

Prerequisite(s): BIOL 120 or BIOL 121; and one of MATH 110, MATH 123, MATH 125 or MATH 164; and completion of 45 cu of university level courses.

Note: Students who have completed BIOL 398 Mathematical Modeling for Biologists may not complete this course for credit.

Instructor(s): James Benson

Rationale: This course provides a concrete example of the importance and utility of mathematical approaches to biological subjects. Dr Benson has offered this course as BIOL 398 Mathematical Modeling for Biologists for each of the past two years. The course has developed some momentum as a 398 course and we anticipate that Biology and ENVB student interest in the course will grow once it is added permanently to the course catalogue. Many of our courses include a quantitative approach to the subject material (e.g. BIOL 301, BIOL 317, BIOL 363). Adding BIOL 321 will provide a specific course option for those students who wish to pursue additional study in quantitative biology. The prerequisites are flexible enough that students in related disciplines would be able to enroll in BIOL 321. However, the requirement of at least 51 cu of prerequisites will ensure that students will have sufficient academic maturity for the course material.

Drama

New course(s):

DRAM 368.3 Movement Fundamentals II (For implementation in 2020-21.)

2 (3P) Further development of the student's body focusing on more abstract concepts to build upon the student's ability to create a fluid, flexible and responsive physical instrument.

Prerequisite(s): DRAM 366

Note: Students with credit for DRAM 367 may not take DRAM 368 for credit.

Instructor(s): Natasha Martina Koechl

Rationale: This course is replacing our current offering of DRAM 367.3 Movement Fundamentals II. Initially, DRAM 367.3 was designed to fit the research interests of the designated Professor. But over the years, the Professor has expanded upon her research to include more "Somatic" methodologies.

DRAM 468.3 Expressive Movement I (For implementation in 2020-21.)

2 (3P) Consolidates the training in Dram 366 and 368 with an emphasis on linking fundamental movement with expressive movement. The course will assist the student in utilizing vocabulary that will help them to develop authentic characterizations in order to support the demands of class projects and performances.

Prerequisite(s): DRAM 368

Note: Students with credit for DRAM 466 may not take DRAM 468 for credit.

Instructor(s): Natasha Martina Koechl

Rationale: This course is replacing the current course offering of DRAM 466 to meet the needs of the current Professor's research interests and expertise.

DRAM 469.3 Expressive Movement II (For implementation in 2020-21.)

2 (3P) More emphasis will be given towards self-creation and ensemble work while continuing to address the student's psycho-physical body.

Prerequisite(s): DRAM 468

Note: Students with credit for DRAM 467 may not take DRAM 469 for credit.

Instructor(s): Natasha Martina Koechl

Rationale: This course will replace DRAM 467 to keep up with Professor's research interests and expertise.

Course deletion(s):

DRAM 367.3 Fundamentals of Movement II

DRAM 466.3 Expressive Movement 1

DRAM 467.3 Expressive Movement 2

These courses will be replaced by DRAM 368, 468 and 469 in 2020-21, respectively. The new courses focus on different areas of movement than the old courses.

Environmental Biology

Minor program revisions

Bachelor of Science Honours and Four-year in Environmental Biology

Revise list in thematic area D in the Major Requirement so that lists are identical in for the Four-year and Honours programs. Resulting list for both programs:

D) In depth knowledge of the phylogeny and field identification of a major plant or animal group

At least one of:

- [BIOL 323.3](#) Plant Systematics and Evolution
- [BIOL 365.3](#) Insect Diversity and Evolution
- [BIOL 436.3](#) Animal Parasitology
- [BIOL 451.3](#) Ichthyology
- [BIOL 455.3](#) Mammal Diversity and Evolution
- [BIOL 458.3](#) Ornithology
- [BIOL 466.3](#) Aquatic Insects

Rationale: This will bring the two Environmental Biology programs into alignment under thematic area D. The programs already align in the other thematic areas. The intention of having the same courses listed for the thematic areas within the C6 major requirements is to allow students to convocate with a BSc Four Year degree should they fall short of the 70% graduation standard for a BSc Honours, or if they do not successfully complete the research courses requirement in the BSc Honours program. If we continue to have different courses listed in thematic area D, we could run into a situation where graduating with a BSc Four Year might be problematic.

Geology

Minor program revisions

Bachelor of Science Honours and Four-year in Geology

Revise Cognate Electives so that CMPT 141.3 can be taken in addition to CMPT 140, and add MATH 164.3.

Required Cognate Courses

Note: Students should be aware that STAT 244 does not meet APEG requirements.

Choose **9 credit units** from the following:

- Any 300- or 400-level STAT course as long as the prerequisites are met. If the student desires to satisfy APEG requirements, only 6 credit units of STAT courses may be taken as part of the required cognate courses.
- Any senior BIOL course as long as the prerequisites are met. If the student desires to satisfy APEG requirements, only 6 credit units of BIOL courses may be taken as part of the required cognate courses.
- Any senior CHEM course as long as the prerequisites are met. If the student desires to satisfy APEG requirements, only 3 credit units of CHEM courses may be taken as part of the required cognate courses.
- Any senior CMPT course as long as the prerequisites are met. If the student desires to satisfy APEG requirements, only 6 credit units of CMPT courses may be taken as part of the required cognate courses.
- Any senior MATH course as long as the prerequisites are met. If the student desires to satisfy APEG requirements, only 3 credit units of MATH courses may be taken as part of the required cognate courses.
- Any senior PHYS course as long as the prerequisites are met. If the student desires to satisfy APEG requirements, only 3 credit units of PHYS courses may be taken as part of the required cognate courses.
- [BIOL 120.3](#) The Nature of Life
- [BIOL 121.3](#) The Diversity of Life
- [BMSC 200.3](#) Biomolecules
- [CMPT 140.3](#) Introduction to Creative Computing or ~~[CMPT 141.3](#) Introduction to Computer Science~~ or [CMPT 113.3](#) Introduction to Computer Science for Engineers or [CMPT 116.3](#) Computing I
- ~~[CMPT 141.3](#) Introduction to Computer Science~~
- [CMPT 145.3](#) Principles of Computer Science or [CMPT 117.3](#) Computing II
- ~~[MATH 164.3](#) Introduction to Linear Algebra~~
- [STAT 241.3](#) Probability Theory
- [STAT 242.3](#) Statistical Theory and Methodology or [STAT 245.3](#) Introduction to Statistical Methods or [STAT 246.3](#) Introduction to Biostatistics or [PLSC 214.3](#) Statistical Methods

Rationale: In general, students may receive credit for both of CMPT 140 and 141. Allowing students to use both in this requirement will provide added flexibility for students. MATH 164 is useful for geoscientists in certain fields, particularly structural geology and geochemistry, and therefore is appropriate to be included in this requirement.

Latin

Minor course revisions

LATN 112.3 Latin for Beginners I

LATN 113.3 Latin for Beginners II

Revise course hours from (5L) to (3L-1.5P).

Rationale: The structural change to 3 lecture hours plus a lab makes this course align better with other language courses on offer at the University of Saskatchewan.

Mathematics

New course(s):

MATH 101.3 Quantitative Reasoning

1/2 (1L-3P) This course will expose students to various aspects of quantitative reasoning, including the use of quantitative arguments to analyze problems, critique arguments, and draw and justify conclusions; the recognition and evaluation of quantitative assumptions; and the detection and interpretation of trends and patterns in quantitative data drawn from real-world sources and case studies. The course will nurture basic skills in numeracy, arithmetic, and estimation. In the process, students will learn to use algebraic and statistical methods to solve problems and understand changing quantities. They will also use visual and technological tools to assist with calculations and analysis. The format of the course involves 1 hour of lecture and 3 hours of lab-based active learning activity per week, emphasizing inquiry and practice. Note: This course may not be taken for credit concurrently with or after any other 100-level MATH course or any course in statistics.

Instructor(s): Gary Au, James Benson, Derek Postnikoff, Steven Rayan, Raj Srinivasan, Stavros Stavrou, as well as other qualified STEM instructors; active learning labs will be staffed by specially-trained TAs.

Rationale: This course is being created to satisfy the new College-wide Quantitative Reasoning requirement. Although a number of 3.0 credit courses have been already approved to meet the QR requirement, we estimate that a large number of incoming students will not necessarily take one of those courses. As such, we are creating a course dedicated to meeting this requirement. The course will incorporate the Quantway platform, developed by the Carnegie Foundation and WestEd, which has achieved measurable success in quantitative reasoning training at colleges and universities.

This course has been designed to meet the College of Arts & Science's Quantitative Reasoning Requirement. Please see

<https://artsandscience.usask.ca/college/curriculumrenewal/#quantitativeasoningreg> for other courses that meet this requirement.

MATH 325.3 Introduction to Optimization

1/2 (3L-1P) This course introduces the fundamentals of mathematical optimization methods, centering around linear programming. Topics include formulating real-life problems (such as production planning, inventory, shortest path and assignment problems) as linear programs, the simplex algorithm, geometry of feasible regions and optimal solutions, duality theory and complementary slackness conditions. Tools relating linear and integer programs such as Gomory cuts and branch-and-bound methods, as well as applications in game theory, will also be discussed.

Prerequisite(s): MATH 163 and one of MATH 164, MATH 264, or MATH 266

Instructor(s): Any regular faculty in Dept. of Math and Stats

Rationale: This course is a part of the department's initiative to diversify and modernize our course offerings. Students will be exposed to both theoretical and computational aspects of linear and integer programming, which are optimization models that are widely used in practice.

MATH 420.3 Topics in Combinatorics

1/2 (3L) This course will cover topics in combinatorics not discussed in other courses. Possible subjects include: algebraic approaches to combinatorics, coding theory, combinatorial optimization, finite geometries, and topics in graph theory.

Prerequisite(s): Permission of the instructor.

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

Instructor(s): Gary Au, Christopher Duffy, Jenna Rajchgot, Steven Rayan, Chris Soteris

Rationale: The department has been proposing several 498 courses per year on standard topics that we can only offer on a rotating basis. It is more sensible to have a battery of selected topics courses which can accommodate these specialized topics on an ongoing basis.

MATH 450.3 Topics in Geometry

1/2 (3L) This course introduces students to topics in modern geometry drawn from algebraic, differential, and/or symplectic geometry. The course may focus on major themes and emerging phenomena such as the minimal model program, noncommutative geometry, and mirror symmetry; or upon individual classes

of interesting geometric spaces, such as algebraic curves and Riemann surfaces, Calabi-Yau manifolds, minimal surfaces, and moduli spaces.

Prerequisite(s): MATH 352 and MATH 379; or permission of the instructor.

Note: This course is highly recommended as an elective for students in Honours Mathematical Physics. 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.

Instructor(s): Any instructor in Mathematics & Statistics with expertise in geometry and/or topology (such as John Martin and Steven Rayan)

Rationale: See MATH 420 above.

MATH 460.3 Topics in Algebra

1/2 (3L) Covers important topics in algebra not discussed in other courses. Possible subjects include: algebraic geometry, commutative algebra, Lie theory, number theory, representation theory.

Prerequisite(s): MATH 361 and MATH 362, or permission of the instructor.

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

Instructor(s): Gary Au, Murray Bremner, Chris Duffy, Cameron Franc, Jenna Rajchgot, Steven Rayan

Rationale: See MATH 420 above.

MATH 470.3 Topics in Analysis

1/2 (3L) This course introduces students to topics of current interest in analysis. The list of possible topics include: distribution theory, random matrix theory, spectral theory, free probability, free Euler hydrodynamics, quantum groups, and recent advances in operator algebras.

Prerequisite(s): Math 371 and Math 379; or permission of the instructor.

Note: This course is highly recommended as an elective for students in Honours Mathematics, Honours Mathematical Physics and other Honours streams. 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.

Instructor(s): Steven Rayan, Ebrahim Samei, Artur Sowa, Jacek Szmigielski, Jiun-Chau Wang

Rationale: See MATH 420 above. Offerings of this course will allow Honours students to be better prepared for graduate school through exposure to emerging topics.

MATH 480.3 Topics in Mathematical Physics

1/2 (3L) This course is intended for students interested in recent developments in mathematical physics. The list of possible topics include: special functions in mathematical physics, representation theory of Lie algebras in the context of the Standard Model; random matrix theory and its applications; topological and quantum materials; and quantum field theory and/or string theory.

Prerequisite(s): MATH 379 and PHYS 383; or permission of the instructor.

Note: Taking at least one iteration of this course is highly recommended for students in Mathematical Physics. Interested Honours students in Mathematics or Physics are encouraged to take this course with permission of the instructor. 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.

Instructor(s): Rotating mathematics faculty interested in mathematical physics, as part of the regular assignment of duties (includes Steven Rayan, Alexey Shevyakov, Artur Sowa, Jacek Szmigielski, and Jiun-Chau Wang)

Rationale: See MATH 420 above. The creation of this course is part of an effort by the department to strengthen its Honours programs in Mathematics as well as in Mathematical Physics. This course will allow us to teach emergent topics in mathematical physics to Honours students nearing graduation, especially those students interested in continuing into graduate schools for whom an early exposure to topics of current interest is indispensable.

Music

Minor course revisions

MUS 120.2 Musicianship

Prerequisite change:

Old prerequisite(s): MUS 101 or passing grade (65%) Music Theory Entrance Examination.

New prerequisite(s): MUS 101 or a minimum grade of 65% on the Music Theory Entrance Examination.

MUS 133 is currently a co-requisite. Change to "Pre- or Co-requisite" to allow students to complete MUS 133 previously or concurrently.

Rationale: This change is related to removing MUS 120 as a co-requisite from MUS 133, to allow qualified, non-Music students to take MUS 133. Music majors will still be strongly encouraged to take the two classes concurrently.

MUS 133.3 Fundamentals of Music Theory I

Prerequisite change:

Old prerequisite(s): MUS 101 or passing grade (65%) Music Theory Entrance Examination.

New prerequisite(s): MUS 101 or a minimum grade of 65% on the Music Theory Entrance Examination.

Remove MUS 120.2 as a co-requisite.

Remove "Permission of the department required." from the Catalogue entry.

Rationale: Qualified students majoring in other subjects are welcome to take this course, and these changes will make it easier for them to do so. Music majors will still be strongly encouraged to take MUS 120 and MUS 133 concurrently.

Political Studies

Minor program revisions

Bachelor of Arts Honours, Double Honours, Four-year and Three-year in Political Studies

Add POLS 222 as a required course, to meet the Indigenous Learning (IL) requirement.

Add requirement to take one of POLS 245.3, 323.3, 328.3, or 422.3 to meet the English Language Writing (ELW) requirement.

Adjust restricted electives/lists to accommodate additions above.

Remove POLS 328 as an alternate to POLS 256.

Add POLS 333 (Theory and Politics of Law) to Ideas and Global Issues list.

Bachelor of Arts Honours (B.A. Honours) - Political Studies

B4 Major Requirement (57 credit units)

Within the 57 credit units required for this requirement, students must take one of POLS 245.3, POLS 323.3, POLS 328.3, and POLS 422.3 to meet the English Language Writing requirement. The course selected may also be used to fulfill requirements below, as appropriate.

- [POLS 204.3](#)
- [POLS 205.3](#)
- [POLS 222.2](#)
- [POLS 236.3](#)
- [POLS 237.3](#)
- [POLS 261.3](#)
- [POLS 262.3](#)
- [POLS 256.3](#) or [POLS 328.3](#)

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

- [POLS 111.3](#)
- [POLS 112.3](#)

- [IS 110.3](#)

Students must consult with the department in the selection of their other courses.

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

- [300-Level POLS Courses](#)

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

- [400-Level POLS Courses](#)

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

Governance and Public Law

- ~~[POLS 222.3](#)~~
- [POLS 225.3](#)
- [POLS 226.3](#)
- [POLS 302.3](#)
- [POLS 303.3](#)
- [POLS 304.3](#)
- [POLS 305.3](#)
- [POLS 306.3](#)
- [POLS 307.3](#)
- [POLS 322.3](#)
- [POLS 323.3](#)
- [POLS 327.3](#)
- [POLS 329.3](#)
- [POLS 403.3](#)
- [POLS 404.3](#)
- [POLS 405.3](#)
- [POLS 422.3](#)
- [POLS 425.3](#)

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

Comparative Politics

- [POLS 221.3](#)
- [POLS 244.3](#)
- [POLS 245.3](#)
- [POLS 249.3](#)
- [POLS 253.3](#)
- [POLS 254.3](#)
- [POLS 326.3](#)
- [POLS 341.3](#)
- [POLS 343.3](#)
- [POLS 446.3](#)

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

Ideas and Global Issues

- [POLS 250.3](#)
- [POLS 251.3](#)
- [POLS 333.3](#)
- [POLS 336.3](#)
- [POLS 337.3](#)
- [POLS 349.3](#)
- [POLS 362.3](#)
- [POLS 364.3](#)
- [POLS 368.3](#)
- [POLS 370.3](#)
- [POLS 372.3](#)
- [POLS 375.3](#)
- [POLS 431.3](#)
- [POLS 460.3](#)
- [POLS 461.3](#)
- [POLS 465.3](#)
- [POLS 471.3](#)

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

B4 Major Requirement (45 credit units)

Within the 45 credit units required for this requirement, students must take one of POLS 245.3, POLS 323.3, POLS 328.3, and POLS 422.3 to meet the English Language Writing requirement. The course selected may also be used to fulfill requirements below, as appropriate.

- [POLS 204.3](#)
- [POLS 205.3](#)
- [POLS 222.3](#)
- [POLS 236.3](#)
- [POLS 237.3](#)
- [POLS 261.3](#)
- [POLS 262.3](#)
- [POLS 256.3](#) or [POLS 328.3](#)

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

- [POLS 111.3](#)
- [POLS 112.3](#)
- [IS 110.3](#)

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

- [300-Level or 400-level POLS Courses](#)

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

- [400-Level POLS Courses](#)

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

Governance and Public Law

- [POLS 222.3](#)
- [POLS 225.3](#)
- [POLS 226.3](#)
- [POLS 302.3](#)
- [POLS 303.3](#)
- [POLS 304.3](#)
- [POLS 305.3](#)
- [POLS 306.3](#)
- [POLS 307.3](#)
- [POLS 322.3](#)
- [POLS 323.3](#)
- [POLS 327.3](#)
- [POLS 329.3](#)
- [POLS 403.3](#)
- [POLS 404.3](#)
- [POLS 405.3](#)
- [POLS 422.3](#)
- [POLS 425.3](#)

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

Comparative Politics

- [POLS 221.3](#)
- [POLS 244.3](#)
- [POLS 245.3](#)
- [POLS 249.3](#)
- [POLS 253.3](#)
- [POLS 254.3](#)
- [POLS 326.3](#)
- [POLS 341.3](#)
- [POLS 343.3](#)
- [POLS 446.3](#)

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

Ideas and Global Issues

- [IS 201.3](#)
- [POLS 250.3](#)
- [POLS 251.3](#)
- [POLS 263.3](#)
- [POLS 333.3](#)
- [POLS 336.3](#)
- [POLS 337.3](#)
- [POLS 349.3](#)
- [POLS 362.3](#)
- [POLS 364.3](#)

- [POLS 368.3](#)
- [POLS 370.3](#)
- [POLS 372.3](#)
- [POLS 375.3](#)
- [POLS 431.3](#)
- [POLS 460.3](#)
- [POLS 461.3](#)
- [POLS 465.3](#)
- [POLS 471.3](#)

Bachelor of Arts Double Honours - Political Studies - Major 1

B4 Major Requirement (36 credit units)

Within the 36 credit units required, students must take one of POLS 245.3, POLS 323.3, POLS 328.3, and POLS 422.3 to meet the English Language Writing requirement. The course selected may also be used to fulfill requirements below, as appropriate.

- [POLS 222.2](#)
- [POLS 256.3](#)

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

- [POLS 111.3](#)
- [POLS 112.3](#)
- [IS 110.3](#)

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

- [POLS 204.3](#)
- [POLS 205.3](#)

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

- [POLS 236.3](#)
- [POLS 237.3](#)

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

- [POLS 261.3](#)
- [POLS 262.3](#)

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

- ~~[POLS 256.3](#)~~
- ~~[POLS 328.3](#)~~

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

- [400-Level POLS Courses](#)

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

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

Bachelor of Arts Double Honours - Political Studies - Major 2

Requirements (36 credit units)

Within the 36 credit units required, students must take one of POLS 245.3, POLS 323.3, POLS 328.3, and POLS 422.3 to meet the English Language Writing requirement. The course selected may also be used to fulfill requirements below, as appropriate.

~~Students who wish to pursue a Double Honours in Political Studies and another subject are required to take:~~

- [POLS 222.2](#)
- [POLS 256.3](#)
- ~~[POLS 256.3 Understanding Political Science Research](#) or [POLS 328.3 Public Policy Analysis](#)~~

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

- [IS 110.3](#) Global Issues
- [POLS 111.3](#) Democratic Citizenship in Canada
- [POLS 112.3](#) Justice and Injustice in Politics and Law

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

- [POLS 204.3](#)
- [POLS 205.3](#)

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

- [POLS 236.3](#)
- [POLS 237.3](#)

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

- [POLS 261.3](#)
- [POLS 262.3](#)

Students must consult with the department in the selection of their other courses.

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

- [POLS — 400-Level](#)

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

- [POLS — 200-Level, 300-Level, 400-Level](#)

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

Bachelor of Arts Three-year (B.A. Three-year) - Political Studies

B4 Major Requirement (30 credit units)

At least 6 credit units must be at the 300-level. Students are advised that a second language is a valuable asset. French, in particular, should be considered by students, especially if they intend to pursue a career in the federal public service.

- [POLS 222.2](#)

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

- [POLS 111.3](#)
- [POLS 112.3](#)
- [IS 110.3](#)

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

- [POLS 204.3](#)
- [POLS 205.3](#)

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

- [POLS 236.3](#)
- [POLS 237.3](#)

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

- [POLS 261.3](#)
- [POLS 262.3](#)

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

- [POLS 245.3](#)
- [POLS 323.3](#)
- [POLS 328.3](#)
- [POLS 422.3](#)

Choose **15 9 credit units** from the following:

~~At least 6 credit units must be at the 300-level. Students are advised that a second language is a valuable asset. French, in particular, should be considered by students, especially if they intend to pursue a career in the federal public service.~~

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

Rationale: Revisions to accommodate the IL and ELW requirements are being made as all A&S programs adopt these new requirements. The department has determined that students are best served by taking POLS 256 (Understanding Political Science Research), rather than POLS 328 (Public Policy Analysis) to develop foundational knowledge in methods. POLS 333 (Theory and Politics of Law) was recently approved and is appropriate to include in the Ideas and Global Issues list.

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.

Biology**Minor course revisions****BIOL 420.3 Molecular Biology of Plants**

Prerequisite change:

Old prerequisite(s): BIOL 121, 222 (formerly 202 or 205) and one of BIOL 226 (formerly BIOL 211) or BIOC 300; and 3 additional credit units of senior BIOL courses; or permission of the instructor.

New prerequisite(s): BIOL 121, one of BIOL 316 or BIOC 300, and one of BIOL 325, BIOL 331 or BIOL 345. BIOL 301 is strongly recommended.

New course description: A study of the molecular biology of plants: nuclear and plastid genomes, coordination of expression between nuclear and plastid genomes, transposable elements, biotic and abiotic stress, hormonal effects on gene expression, plant transformation, and biotechnology applications of plant molecular biology.

Rationale: The course description is updated to reflect more current topics for the course. The prerequisite changes will allow the course to be taught at a more in-depth level appropriate for a 400-level course. It will specifically target more senior students than is currently the case, and who then will be better prepared for an advanced course such as this. Note that BIOL 120, 222 and 226 will be built into the prerequisites for BIOL 316 and the 300 level plant courses.

College of Education – May 2019 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, May 10, 2019 and are now submitted to the University Course Challenge for approval.

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

New courses:

- The creation of five new Early Years courses to be implemented in September 2019:
 - **ECUR 483.3: Trends and Issues in the Early Years (3L)**
In this course, we will examine philosophical, theoretical, and pedagogical perspectives that underpin historical and contemporary constructivist approaches in the field of Early Childhood Education, Prekindergarten to Grade 3. With this background, we will explore locally-based, provincial, national, and global trends and issues. We will enhance our ability as early years professionals to critically interrogate our knowledge, beliefs, and assumptions about a topic and develop an articulate rationale for our position. We will strengthen our facility to impact early childhood education in intentional and responsive ways. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.
Restriction(s): Restricted to students in the College of Education, or with special permission by the Department Head of Curriculum Studies.
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.
 - **ECUR 484.3: The “Play Development” Relationship: Curricular Commonplaces in the Early Years (3L)**
The early years are a precious time, full of wonder, curiosity, and rapid growth and development. To honour this unique time in children’s lives, we will explore the relevance and importance of play, imagination, and creativity to early childhood development, situated within the curricular commonplaces of child, teacher, curriculum and pedagogy, and milieus. As we deepen our understanding of the “play-development” relationship unfolding in children, birth to age eight, we will examine how the principles of early learning underpin children’s holistic development. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.
Restriction(s): Restricted to students in the College of Education, or with special permission by the Department Head of Curriculum Studies.
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.

○ **ECUR 485.3: Parent Engagement in the Early Years (3L)**

In this course, we will use Schwab's conceptualization of the curricular commonplaces of child, teacher, milieu, and curriculum to explore the value of relationships within an early childhood context. Through interrogating our images of child, parent, and teacher, we will make conscious our beliefs and assumptions about all as capable learners and teachers. We will explore practices that facilitate reciprocal interactions on and off the school landscape, and within community contexts. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and linguistic and cultural diversity.

Restriction(s): Restricted to students in the College of Education, or with special permission by the Department Head of Curriculum Studies.

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.

○ **ECUR 486.3: Early Years Pedagogy: Principles and Practices (3L)**

In this course, our exploration of inquiry and play-based pedagogy, Prekindergarten to Grade 3, will be situated in the four Saskatchewan Ministry of Education principles of early learning: children as competent and capable, stimulating and dynamic environments, strong positive relationships, and holistic learning. We will examine these early years pedagogical approaches through philosophical and theoretical lenses, as well as through considerations of the enactment of inquiry and play in practice.

In addressing developmentally appropriate curricular contexts and learning environments, we will explore intelligent materials, rhythms and interactions of children, role of the educator, teacher/parent knowledge, allocation of time, and the complex interplay of these variables. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.

Restriction(s): Restricted to students in the College of Education, or with special permission by the Department Head of Curriculum Studies.

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.

○ **ECUR 487.3: Authentic Assessment Practices: Teaching and Learning in the Early Years (3L)**

In this course, you will enhance your professional assessment literacy by critically examining authentic assessment practices for the purposes of teaching and learning in early childhood settings. Together we will explore assumptions, biases, and beliefs influencing assessment selection with awareness and attention to pedagogies for teaching and learning, and societal values and discourses.

Using an inquiry process, you will learn about pedagogical documentation through your own engagement with it. Self-selected learning communities will inquire into a topic relevant to authentic assessment literacy and teaching and learning in the early years, investigate current literature and practices, discuss implications for student and program planning, and reflect on and make visible your learning journey. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.

Restriction(s): Restricted to students in the College of Education, or with special permission by the Department Head of Curriculum Studies.

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.

Minor course and program updates for the Saskatchewan Urban Native Teacher Education Program – Prince Albert (SUNTEP - PA):

- For ECUR 371.3: Developing Writing Abilities to be used as a requirement for the English Language Arts Teaching Area for Education students enrolled in the Saskatchewan Urban Native Teacher Education Program – Prince Albert (SUNTEP – PA) program route. It may not be used to replace some or all of six credit units of 100-level English (ENG).
- The changes to the SUNTEP – PA program route include the 48/72 credit-unit split to be more aligned with the current direct entry Bachelor of Education program. These changes maintain all certification requirements, will include some of the new Education courses, and will have more space for additional Métis programming. The revised Saskatchewan Urban Native Teacher Education – Prince Albert (SUNTEP – PA) program route requirements will be effective 2020-2021. The changes include:
 - addition of the first year Education Learning Communities: EDLC 101.0 and 102.0.
 - addition of EDST 213.0: Student Teaching in Rural and First Nations Schools in the first year.
 - inclusion of EPSE 348.3: Assessing Learning in the Classroom.
 - ECUR 371.3: Developing Writing Abilities as part of the English Language Arts Teaching Area.
 - EFDT 421.3: Experiencing and Examining Metis and First Nations Traditions and World Views as part of the Indigenous Studies Teaching Area.

SUNTEP Prince Albert – B.Ed. Early/Middle Years (120 credit units):

Note: Indigenous Studies is Teaching Area 1 and English Language Arts is Teaching Area 2.

Year 1 (30 24 credit units)

Non-Credit Support Courses:

- [ENG 99.0](#)

- [MATH 99.0](#)

Education Learning Communities:

- [EDLC 101.0](#) Education Learning Community On Campus
- [EDLC 102.0](#) Education Learning Community in Our City

Required Courses:

- [EFDT 101.3](#) Introduction to Education
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [EDST 213.0](#) Student Teaching in Rural and First Nations Schools

Choose 3 credit units of junior-level English:

- [ENG — 100-Level](#)

Choose 3 credit units of Fine Arts:

- Arts Education courses from [Early/Middle Years Teaching Areas 1 or 2](#)

Choose 3 credit units of electives:

- Open Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)

Choose 6 credit units of Indigenous Studies:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose 3 credit units of senior level Indigenous Studies:

- [EFDT 421.3](#) Experiencing and Examining Metis and First Nations Traditions and World Views
- [INDG — 200-Level, 300-Level, 400-Level](#)

Choose 3 credit units of Kinesiology:

- [KIN 121.3](#) Functional Basis of Physical Activity
- [KIN 122.3](#) Social Behavioral Foundations of Physical Activity
- [KIN 146.3](#) Physical Activity and School Aged Children and Youth

Choose 3 credit units of Mathematics or Statistics:

- [ECUR 311.3](#) Methods in K to 9 Mathematics I
- [MATH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [STAT — 100-Level, 200-Level, 300-Level, 400-Level](#)

Spring Session (after Year 1) (6 credit units)

Choose 3 credit units of senior level Indigenous Studies:

- [EFDT 421.3](#) Experiencing and Examining Metis and First Nations Traditions and World Views
- [INDG — 200-Level, 300-Level, 400-Level](#)

Choose 3 credit units of Kinesiology:

- [KIN 121.3](#) Functional Basis of Physical Activity
- [KIN 122.3](#) Social Behavioral Foundations of Physical Activity
- [KIN 146.3](#) Physical Activity and School Aged Children and Youth

Year 2 (36 27 credit units)

Required Education Courses:

- [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.~~)
- [ECUR 316.3](#) Methods in K to 9 Mathematics II
- [ECUR 322.3](#) Methods in Elementary Science or [ECUR 323.3](#) Science in the Early Years
- [EDST 321.3](#) Field Experience Learning in Contexts

Choose 3 credit units from the following:

- [EIND 380.3](#) Incorporating Cultural Arts of Indian Metis and Inuit People into School Programs
- [EART 303.3](#) Methods in Elementary Visual Art or [EART 304.3](#) Arts Education in the Early Years
- [ECUR 352.3](#) Methods in Elementary Physical Education or ~~[EART 353.3](#)~~ [ECUR 353.3: Physical Education in the Early Years](#)
- [ECUR 450.3](#) Elementary Health Methods or [ECUR 451.3](#) Health in the Early Years

Choose 3 credit units of junior level English:

- [ENG — 100-Level](#)

Choose 3 credit units of Science:

- ~~Science courses from [Early/Middle Years Teaching Areas 1 or 2](#)~~

Choose 6 credit units senior level Indigenous Studies courses:

- [EFDT 421.3](#) Experiencing and Examining Metis and First Nations Traditions and World Views
- [INDG — 200-Level, 300-Level, 400-Level](#)

Choose 6 credit units of electives:

- ~~Open Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)~~

Spring Session (after Year 2) (6 credit units)

Choose 3 credit units of Science:

- Science courses from Early/Middle Years Teaching Areas 1 or 2

Choose 3 credit units of electives:

- ~~Open Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)~~

Year 3 (30 credit units)

Required Courses:

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [ECUR 382.3](#) Methods in Elementary Social Studies or [ECUR 383.3](#) Social Studies in the Early Years
- [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
- [EPSE 390.3](#) Exceptional Learners

~~Choose 3 credit units senior level Indigenous Studies courses:~~

- ~~[EFDT 421.3](#) Experiencing and Examining Metis and First Nations Traditions and World Views~~
- ~~[INDG — 200-Level, 300-Level, 400-Level](#)~~

Choose 6 credit units of senior level English:

- [ENG — 200-Level, 300-Level, 400-Level](#)
- [ECUR 371.3: Developing Writing Abilities](#)

Choose 3 credit units of electives:

- ~~Open Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)~~

Choose 6 credit units 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](#)

Year 4 (24 27 credit units)

Term 1

Extended Practicum

- [EXPR 422.15](#) Professional Extended Practicum
OR
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools
OR
- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Term 2

- [EPSE 390.3](#) Exceptional Learners
- [EFDT 422.3](#): Pedagogy of Intersecting Anti-Racist Education

Choose 3 credit units senior level Indigenous Studies courses:

- [EFDT 421.3](#) Experiencing and Examining Metis and First Nations Traditions and World Views
- [INDG — 200-Level, 300-Level, 400-Level](#)

Choose 3 credit units 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](#)

Choose 6 credit units of electives:

- ~~Open Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)~~

Minor course and program updates for the Saskatchewan Urban Native Teacher Education Program – Saskatoon (SUNTEP - Saskatoon):

- To allow HIST 193.3: History Matters: Topics in Canadian History with the focus of Turtle Island: A History of North America's Ancient Civilizations as an acceptable requirement for the Indigenous Studies Teaching Area for the SUNTEP Saskatoon program, Secondary route.
- To approve the re-numbering of ECUR 435.3: Michif Language Learning and Epistemology to ECUR 235.3: Michif Language Learning and Epistemology.
- The changes to the SUNTEP – Saskatoon program routes include the 48/72 credit-unit split to be more aligned with the current direct entry Bachelor of Education program. These changes maintain all certification requirements, will include some of the new Education courses, and will have more space for additional Métis programming. The revised Saskatchewan Urban Native Teacher Education – Saskatoon (SUNTEP – SK) program route requirements for Early/Middle Years and Secondary levels will be effective 2020-2021. The changes include the:
 - addition of the Education Learning Communities in both first and second years: EDLC 101.0, 102.0, 201.0 and 202.0.
 - addition of EFDT 265.3 Foundations for First Nations Metis and Inuit Teaching and Learning or ECUR 265.3 Teaching for Reconciliation in the K to 12 Curricula.
 - addition of EPSE 348.3 Assessing Learning in the Classroom.
 - placement of EFDT 313.3 Pedagogies of Place Context Based Learning Elementary (or EFDT 315.3 Pedagogies of Place Context Based Learning Secondary) in third year instead of first year.
 - inclusion of HIST 193.3: History Matters Topics in Canadian History with the topic Turtle Island: A History of North America's Ancient Civilizations as a requirement for the Indigenous Studies Teaching Area (applicable to Secondary level).
 - addition of EIND 380.3 Incorporating Cultural Arts of Indian, Métis, and Inuit People into School Programs as one of the options for the Elementary Methods Elective.

SUNTEP Saskatoon – B.Ed. Early/Middle Years (120 credit units):

Indigenous Studies and Social Sciences/Social Studies are typically the Teaching Area 1 options offered by SUNTEP Saskatoon.

Year 1 (~~30~~ 27 credit units)

Non-Credit Support Courses:

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

Education Learning Communities:

- [EDLC 101.0](#) Education Learning Community On Campus
- [EDLC 102.0](#) Education Learning Community in Our City

Required Courses:

- [EFDT 101.3](#) Introduction to Education
- ~~[EFDT 313.3](#) Pedagogies of Place-Context Based Learning Elementary~~
- [EFDT 265.3](#) Foundations for First Nations Metis and Inuit Teaching and Learning or [ECUR 265.3](#) Teaching for Reconciliation in the K to 12 Curricula
- [ECUR 235.3: Michif Language Learning and Epistemology](#)
- [INDG 107.3](#) Introduction to Canadian Indigenous Studies

Choose 6 credit units of junior-level English*:

- [ENG — 100-Level](#)

**Only 3 credit units of junior-level English are required if Modern Languages is Teaching Area 2.*

Choose 3 credit units of Fine Arts:

- Arts Education courses from [Early/Middle Years Teaching Areas 1 or 2](#)

Choose 3 credit units of Social Sciences/Social Studies:

- Social Sciences/Social Studies courses from [Early/Middle Years Teaching Areas 1 or 2](#)

Choose 3 credit units of Kinesiology:

- [KIN 121.3](#) Functional Basis of Physical Activity
- [KIN 122.3](#) Social Behavioral Foundations of Physical Activity
- [KIN 146.3](#) Physical Activity and School Aged Children and Youth

~~Choose 6 credit units of electives:~~

- ~~Open Electives 100-400 level (must be compiled using 3 or 6 credit unit courses)~~

Spring Term (after Year 1) (3 credit units)

Choose 3 credit units 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](#)

Year 2 (30 credit units)

Education Learning Communities:

- [EDLC 201.0](#) Education Learning Community Discovering Saskatchewan
- [EDLC 202.0](#) Education Learning Community Global Community

Required Courses:

- [ECUR 307.3](#) Early Literacy Prekindergarten to Grade 3 or [ECUR 309.3](#) Introduction to Elementary English Language Arts
- [ECUR 316.3](#) Methods in K to 9 Mathematics II
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [INDG 280.6](#) Metis History in Western Canada

Choose 3 credit units of Natural Science:

- Science courses from [Early/Middle Years Teaching Areas 1 or 2](#)

Choose 3 credit units of Mathematics or Statistics:

~~6 credit units of [Early/Middle Years – Teaching Area 1](#)*~~

- [ECUR 311.3](#) Methods in K to 9 Mathematics I
- [MATH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [STAT — 100-Level, 200-Level, 300-Level, 400-Level](#)

Choose 6 credit units from the following:

- [Early/Middle Years - Teaching Area 1](#)*

* Substitute with open electives if Teaching Areas are complete.

Spring Term (after Year 2) (3 credit units)

- [EDST 321.3](#) Field Experience Learning in Contexts

Year 3 (30 credit units)

Required Courses:

- [EFDT 313.3](#) Pedagogies of Place Context Based Learning Elementary

- [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.~~)
- [ECUR 382.3](#) Methods in Elementary Social Studies or [ECUR 383.3](#) Social Studies in the Early Years
- [ECUR 322.3](#) Methods in Elementary Science or [ECUR 323.3](#) Science in the Early Years
- [EPSE 348.3](#) Assessing Learning in the Classroom

Choose 3 credit units from the following:

- [EIND 380.3](#) Incorporating Cultural Arts of Indian Metis and Inuit People into School Programs
- [EART 303.3](#) Methods in Elementary Visual Art or [EART 304.3](#) Arts Education in the Early Years
- [ECUR 352.3](#) Methods in Elementary Physical Education or ~~[EART 353.3](#)~~ [ECUR 353.3: Physical Education in the Early Years](#)
- [ECUR 450.3](#) Elementary Health Methods or [ECUR 451.3](#) Health in the Early Years

Choose 3 credit units from the following:

- ~~6~~ 3 credit units of [Early/Middle Years - Teaching Area 1](#)*

Choose 9 credit units from the following:

- ~~12~~ 9 credit units of [Early/Middle Years - Teaching Area 2](#)*

*Substitute with open electives if Teaching Areas are complete.

Spring Term (after Year 3) (3 credit units)

- ~~[ECUR 322.3](#) Methods in Elementary Science~~
- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing

Year 4 (24 credit units)

Extended Practicum

- [EXPR 422.15](#) Professional Extended Practicum
OR
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings AND [EXPR 425.12](#) Alternative Field Experiences Practicum II

Saskatchewan Schools

OR

- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [EFDT 435.3](#) Critical Perspectives in Educational Thought and Values
- [EPSE 390.3](#) Exceptional Learners

SUNTEP Saskatoon – B.Ed. Secondary (120 credit units):

Students must complete 24 credit units of Teaching Area 1. Indigenous Studies and Social Sciences/Social Studies are typically the Teaching Area 1 options offered by SUNTEP Saskatoon.

Students must complete 15 credit units of Teaching Area 2.

Year 1 (30 27 credit units)

Non-Credit Support Courses:

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

Education Learning Communities:

- [EDLC 101.0](#) Education Learning Community On Campus
- [EDLC 102.0](#) Education Learning Community in Our City

Required Courses:

- [EFDT 101.3](#) Introduction to Education
- ~~[EFDT 313.3](#) Pedagogies of Place-Context Based Learning Elementary or [EFDT 315.3](#) Pedagogies of Place-Context Based Learning Secondary~~
- [EFDT 265.3](#) Foundations for First Nations Metis and Inuit Teaching and Learning or [ECUR 265.3](#) Teaching for Reconciliation in the K to 12 Curricula
- [ECUR 235.3](#): Michif Language Learning and Epistemology
- [INDG 107.3](#) Introduction to Canadian Indigenous Studies

Choose 3 credit units 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](#)~~

Choose 6 credit units of junior-level English:

- [ENG — 100-Level](#)

Choose 6 3 credit units from the following:

- [Secondary - Teaching Area 1](#)* (100-level)
- [HIST 193.3](#): History Matters Topics in Canadian History*

**SUNTEP – Saskatoon Secondary students who have chosen Indigenous Studies as their Teaching Area 1 may use HIST 193.3 with the topic Turtle Island: A History of North America’s Ancient Civilizations towards the Indigenous Studies Teaching Area.*

Choose 3 credit units from the following:

- [Secondary - Teaching Area 2*](#) (100-level)

Choose 3 credit units from the following:

- Open Elective 100-400 level (Open Electives must be compiled using 3 or 6 credit units courses.)

Spring Term (after Year 1) (3 credit units)

Choose 3 credit units 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](#)

Year 2 (30 credit units)

Education Learning Communities:

- [EDLC 201.0](#) Education Learning Community Discovering Saskatchewan
- [EDLC 202.0](#) Education Learning Community Global Community

Required Courses:

- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [INDG 280.6](#) Metis History in Western Canada

Choose 3 credit units 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](#)

Choose 3 credit units of Education methods courses (Teaching Area 1 or Teaching Area 2 methods) from the following:

- [EART 331.3](#) Methods in Secondary Visual Art
- [ECUR 318.3](#) Methods in Secondary Mathematics
- [ECUR 326.3](#) Methods for Teaching Science in Secondary School
- [ECUR 349.3](#) Methods in Middle Years and Secondary Drama
- [ECUR 357.3](#) Methods in Secondary Physical Education (Teaching Area 1 only; B.Sc. Kinesiology graduates only)
- [ECUR 362.3](#) Introduction to Principles and Practices of Second Language Teaching
- [ECUR 379.3](#) Introductory Methods in Secondary English Language Arts
- [ECUR 386.3](#) Methods in Secondary Social Studies

Choose 6 credit units from the following:

- [Secondary - Teaching Area 1](#)* (200-level, 300-level, or 400-level)

Choose 6 credit units from the following:

- [Secondary - Teaching Area 2](#)* (200-level, 300-level, or 400-level)

**If Teaching Area requirements are fulfilled, then replace requirement with an External Elective, as approved by the college.*

Choose 3 credit units from the following:

- ~~Open Elective 100-400 level (Open Electives must be compiled using 3 or 6 credit units courses.)~~

Spring Term (after Year 2) (3 credit units)

- [EDST 321.3](#) Field Experience Learning in Contexts

Year 3 (30 credit units)

Required Courses:

- [EFDT 313.3](#) Pedagogies of Place Context Based Learning Elementary or [EFDT 315.3](#) Pedagogies of Place Context Based Learning Secondary
- [ECUR 320.3](#) Literacy Across the Secondary Curriculum
- [ECUR 325.3](#) Relational Curriculum Making in the Secondary Context
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [EPSE 348.3](#) Assessing Learning in the Classroom

Choose 3 credit units of Education methods courses (Teaching Area 1 or Teaching Area 2 methods) from the following:

- [EART 331.3](#) Methods in Secondary Visual Art
- [ECUR 318.3](#) Methods in Secondary Mathematics
- [ECUR 326.3](#) Methods for Teaching Science in Secondary School
- [ECUR 349.3](#) Methods in Middle Years and Secondary Drama
- [ECUR 357.3](#) Methods in Secondary Physical Education (Teaching Area 1 only; B.Sc. Kinesiology graduates only)
- [ECUR 362.3](#) Introduction to Principles and Practices of Second Language Teaching
- [ECUR 379.3](#) Introductory Methods in Secondary English Language Arts
- [ECUR 386.3](#) Methods in Secondary Social Studies

Choose 3 credit units 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](#)

Choose 12 6 credit units from the following:

- [Secondary - Teaching Area 1](#)* (200-level, 300-level, or 400-level)

Choose 6 credit units from the following:

- [Secondary - Teaching Area 2](#)* (200-level, 300-level, or 400-level)

*If Teaching Area requirements are fulfilled, then replace requirement with an External Elective, as approved by the college.

Spring Term (after Year 3) (3 credit units)

- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing

Year 4 (24 credit units)

Extended Practicum

- [EXPR 422.15](#) Professional Extended Practicum
OR
- [EXPR 423.3](#) Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools
OR
- [EXPR 424.3](#) Alternative Field Experiences Practicum I International Opportunities **AND** [EXPR 425.12](#) Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [EFDT 435.3](#) Critical Perspectives in Educational Thought and Values
- [EPSE 390.3](#) Exceptional Learners

*If Teaching Area requirements are fulfilled, then replace requirement with an External Elective, as approved by the college.

-Open Elective 100-400 level (Open Electives must be compiled using 3 or 6 credit units courses.)