



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: March, 2020

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
College of Nursing

Approval: Date of circulation: March 16, 2020
 Date of effective approval if no challenge received: March 31, 2020

Next scheduled posting:

The next scheduled posting will be April 16, 2020, with a submission deadline **April 14, 2020**. 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 2020 University Course Challenge

The following curricular revisions were approved by the College of Agriculture & Bioresources Undergraduate Affairs Committee on March 3, 2020, and are being proposed here for approval:

Changes to Biotechnology Minor Requirements

Biotechnology Minor

Requirements

Category A

Choose 6 credit units from the following:

~~COMM 345.3 Business and Public Policy (prerequisites required)~~

~~COMM 346.3 Technology Commercialization (prerequisites required)~~

AREC 230.3 Innovation and Entrepreneurship

AREC 251.3 Introduction to Agricultural Policy

PHIL 140.3 Critical Thinking

PHIL 236.3 Ethics and Technology

Category B

Choose 6 credit units from the following:

ANBI 470.3 Applied Animal Biotechnology

ANBI 471.3 Animal Microbiomes and Health

BIOC 436.3 Advanced Molecular Biology

BIOL 316.3 Molecular Genetics of Eukaryotes

BIOL 420.3 Molecular Biology of Plants

~~BMIS 340.3 Introductory Molecular Biology~~

BMSC 230.3 Metabolism

FABS 325.3 Food Microbiology and Safety

FABS 334.3 Industrial Microbiology

FABS 362.3 Functional Foods and Nutraceuticals

FABS 371.3 Food Biotechnology

FABS 450.3 Anaerobic and Rumen Microbiology

FABS 474.3 Food Enzymology

PLSC 408.3 Global Plant Genetic Resources

PLSC 416.3 Applied Plant Biotechnology

SLSC 444.3 Soil Ecology

Electives

Choose 6 additional credit units from Category A or B

Rationale: These revisions reflect current course offerings and provide AgBio students more options to meet the minor requirements

Changes to Course Prerequisites

[AREC 251.3: Introduction to Agricultural Policy](#)

Government policy affects our lives on a daily basis, from the patenting of genes and plants to the labeling of genetically modified foods. Increasingly, government policy is affecting agriculture, farming and food. Current topics for discussion include chemical use, food security and sustainability.

Weekly hours: 3 Lecture hours

Prerequisite(s): Successful completion of ~~30~~ 27 credit units of university-level courses, including ECON 111.3, or permission of the instructor.

Note: Students with credit for BPBE 76 or BPBE 251 will not receive credit for this course.

[AREC 254.3: Agribusiness Taxation](#)

Provides an introduction to federal and provincial income tax as it relates to the agriculture sector. The course stresses the terms, concepts and fundamental principles of income taxation. While tax form preparation will be reviewed, tax concepts, compliance issues and tax planning will be emphasized. The course is designed to expose students to tax laws and how they affect individual decisions and how the taxpayer is/can be integrated with different business organization structures that may be utilized in the agriculture industry.

Weekly hours: 3 Lecture hours

Prerequisite(s): Successful completion of ~~30~~ 27 credit units of university-level courses or permission of the instructor.

Note: Students with credit for BPBE 254 may not take this course for credit

[AREC 361.3: Intermediate Statistics and Decision Making](#)

Focuses on analysis of agricultural management and marketing issues using statistical methods. Topics include: data collection, estimation, and test of hypotheses in regression analysis; use of binary variables and non-linear regression. Elementary econometrics is also introduced.

Weekly hours: 3 Lecture hours and 3 Practicum/Lab hours

Prerequisite(s): PLSC 214 or STAT 245.

Note: Students with credit for AGECE 361 or BPBE 361 cannot take this course for credit.

Rationale: These changes to prerequisites reflect the preparation necessary for students to succeed in these courses.

For Information

Changes to Course Title and Description

ANSC 440.3: Poultry Production ~~and Aquaculture~~

Review of poultry production systems with emphasis on breeding, housing and environmental control, feeding, disease prevention, and processing of meat and eggs. Lectures will integrate scientific principles with production techniques, relate management and nutrition to problems in and the economics of industrial production and highlight current issues. Laboratories will include tours of selected poultry facilities as well as projects in artificial incubation and hatching, management techniques for poultry and judging egg quality. ~~Similar, but less extensive coverage, will be provided for Aquaculture production systems.~~

Rationale: The title change reflects changes to the course content. Since aquaculture is no longer covered in this course, it has been removed from the title and course description.

University Course Challenge – March 2020

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)

Astronomy

Minor course revisions

ASTR 113.3 Descriptive Introduction to Stellar Astronomy

New course title: **Introduction to Stellar Astronomy**

Short title: Intro to Stellar Astronomy

Prerequisite change:

Old prerequisite(s): PHYS 115 or GE 124

New prerequisite(s): Physics 30 or PHYS 90; and (Mathematics B30 and C30; or Foundations of Mathematics 30; or Pre-Calculus 30).

New course attribute: QRRQ (Quantitative Reasoning Requirement)

Rationale: PHYS 115 is an excessive prerequisite for ASTR 113. The required gravitational dynamics theory in the course is already covered in ASTR 113 lectures, and PHYS 115 presents an unnecessary hurdle to students wishing to study astronomy. Over the past three years teaching the course, students have regularly been given prerequisite waivers if they possess the prerequisites for PHYS 115 (i.e. grade 12 math and physics, or a similar university science class with weekly assignments/labs), and this has proven to be sufficient prerequisite for students to be successful in the course. Therefore, the proposed new prerequisite is the same as the current prerequisite for PHYS 115.

The word "Descriptive" in the course title may give students an incorrect first impression about the nature of this course. In addition to covering descriptive aspects of stellar astronomy, the course also covers quantitative aspects through assignments, labs, tutorials, and a first-year research experience.

With this prerequisite change, this course became eligible to be considered for inclusion in the Quantitative Reasoning Requirements list, and has been deemed to meet the criteria. This class will be added to this list for all programs which include the full list.

Chemistry

New course(s):

CHEM 479.3 Polymer Chemistry

1/2 (3L) This course explores the field of polymer chemistry. Synthetic methods for polymer preparation will be discussed, including condensation, radical, ionic, and ring-opening approaches. The solid-state structure, phase behavior, and mechanical properties of polymers will be covered, as well as current topics of interest in the literature.

Prerequisite(s): CHEM 242 and CHEM 255

Instructor(s): Timothy Kelly

Rationale: Polymers are ubiquitous in our daily life and are found in everything from tire rubber to cereal box liners. As a result, polymer chemistry is a chemical sub-discipline with enormous industrial significance. This course aims to give students the basic theoretical background needed to understand the synthesis and physical properties of these important materials. Many (if not most) chemistry departments in Canada offer a similar course (e.g., CHEM 406 at UBC, or CHM426H1 at UofT), which serves as an introduction to this specialized area of study. Right now our 4th year CHEM electives are mostly an assortment of Special / Selected Topics courses, which makes it difficult for students to develop a plan for their upper years of study. This course would provide more breadth and consistency to our 4th year CHEM offerings. It is envisaged that the course would be offered on alternating years.

Drama

New course(s):

DRAM 114.3 Introduction to Drama as Education

1/2 (3P) Direct experience of theatre arts and crafts. Designed to encourage the individual's creative impulse. Dramatic activities for teachers at all levels are explored and students move toward an understanding of drama as education.

Note: Not accepted in a drama major except with written permission of the Head of the department. Students with credit for DRAM 104.6 may not take this course for credit.

Instructor(s): Raymon Montalbetti

Rationale: This course is meant to replace DRAM 104.6, a service course currently taught by the Department of Drama for the College of Education/Saskatchewan Urban Native Teacher Education Program (SUNTEP). While the material remains relevant to Teacher Training, the 6 c.u. format of the course no longer suits recent curriculum changes in both the College of Education and SUNTEP. SUNTEP also wants more flexibility in assigning 3 c.u. of the existing 6 c.u. to other subjects than Drama. Dram 114 condenses the essential elements of DRAM 104.6 into a single 3 c.u. course that can be taken on its own, combined with other courses in Education, or combined more easily with other 3 c.u. 100 level courses in Drama.

Equivalent to DRAM 104.6. (Only replaces 3 credit units of total program requirements.)

Course deletion(s):

DRAM 104.6 Introduction to Theatre

Rationale: DRAM 104.6 is a service course currently taught by the Department of Drama for the College of Education/Saskatchewan Urban Native Teacher Education Program (SUNTEP). While the material remains relevant to Teacher Training, the 6 c.u. format of the course no longer suits recent curriculum changes in both the College of Education and SUNTEP. SUNTEP also wants more flexibility in assigning 3 c.u. of the existing 6 c.u. to other subjects than Drama.

History

New course(s):

HIST 237.3 History of Infectious Diseases and Vaccines

1/2 (3L) This course introduces students to the history of infectious disease and the various attempts to manage disease outbreaks over time. It uses interdisciplinary perspectives to engage students in a research-intensive course about disease management, science communication, ethical considerations, and above all, historical thinking about health and public policy. The course is jointly taught by faculty in History and in Biochemistry, Microbiology, and Immunology. Grounding this course in historical approaches, History instructors lead students through a history of infection disease in Canada and in the Global South to illustrate the different kinds of ethical and resource-based concerns that have shaped disease narratives over time. Faculty from BMI provide scientific information about infectious diseases and vaccines, and we jointly provide material about science communication and how public information about diseases has changed over time.

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

Instructor(s): Simonne Horwitz, Erika Dyck, Scott Napper

Rationale: History of Medicine is one of the key areas of research and teaching in the Department of History and we were looking to build our 200 level offerings in the field. The course reflects the research interests of a number of faculty and responds to student demand both in history but also in the new Health Sciences program for which this will be a suggested course. We are also creating this course in response to the Collages call for Departments and Collages to work together in interdisciplinary ways in the education of well rounded students.

HIST 239.3 The Age of Revolutions in the Atlantic World

1/2 (3L) This course examines three of the Atlantic World's influential revolutions – the American, French, and Haitian Revolution. Students will examine both intellectual traditions and on the ground realities, from the emergence of Lockean liberalism, the rights of man, and republicanism to the violence and the

horrors war, slavery, and revolutionary terror. In doing so we will begin to unpack deeply entrenched national myths and develop a deeper understanding of the lasting legacies of the Age of Revolutions in the Atlantic World.

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

Instructor(s): Robert Englebert

Rationale: This course will improve the department's offerings in the field, reflects the research area of the instructor, and responds to student demands.

HIST 321.3 Fascisms in History

1/2 (1.5L-1.5S) Was Italian Fascism reactionary or revolutionary? Was it a coherent ideology? Mussolini's Fascists were the "original" totalitarians, and they inspired many other dictatorships. But did the Italians resist Fascism? Or did they embrace it? The class will ask if we can talk about consensus under Mussolini. How was everyday life under Fascism? And what about other Fascisms? Was it a phenomenon limited to the interwar period? What about its memorialization and its representations? Is Fascism returning to the political stage? This class will engage with all these issues and we will try to find answers. This class consciously left out National Socialism, as the goal is to think about all those other Fascist and Fascist-like systems, parties, and groups which are often put aside and ignored. This course will talk about the Nazis during our conversations, but non-Nazi movements will be the center of our study.

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

Instructor(s): Alessio Ponzio

Rationale: This course will improve the department's offerings in the field, reflects the research area of the instructor, and responds to student demands.

HIST 366.3 Indigenous Womens Life Stories in Early North America

1/2 (1.5L-1.5S) A focus on life stories can shed "light far beyond the individual" and allows the historian to make connections to broader historical change (Salvatore, 2004). As one of the oldest forms of historical practice, biography serves many purposes in society such as to construct and validate ethical and social practices as well as commemorate key players. More recently, biography has been recognized as an important decolonizing methodology, with scholars attempting to highlight marginalized actors who have been obscured and/or erased from colonial narratives. This course reflects this trend and will study the life (her)stories of Indigenous women who have shaped Early North America. Critical analysis will include research based in both primary and secondary sources. The course consists of one three-hour class per week, divided into two parts. The first half the class will consist of a lecture, while the second half will be a seminar discussion based on weekly readings.

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

Instructor(s): Kathryn Labelle

Rationale: This course will improve the department's offerings in the field, reflects the research area of the instructor, and responds to student demands.

HIST 367.3 Early Indigenous North American Diasporas

1/2 (1.5L-1.5S) This course looks at early North American history (1600-1900) through the prism of diasporas. Many groups of Indigenous North Americans have experienced both voluntary and forced dispersal from their homeland. This process of migration and settlement has resulted in the creation of new localized communities who simultaneously align themselves culturally, politically and economically within a continental diaspora network. Beyond an introduction to migration and diaspora history, this course will highlight several case studies such as: the Wendat, the Shawnee, the Cherokee, the Odawa, and the Métis. Seminar discussions will draw on themes of colonialism, transnationalism, historic trauma, spirituality, identity and women's experiences. The course consists of one three-hour class per week, divided into two parts. The first half the class will consist of a lecture, while the second half will be a seminar discussion based on weekly readings.

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

Instructor(s): Kathryn Labelle

Rationale: This course will improve the department's offerings in the field, reflects the research area of the instructor, and responds to student demands.

HIST 420.3 Modern European Queer History

1/2 (3S) This course explores construction, expressions, and politics of queer sexual desire in modern Europe. The course examines the ways in which sexuality has become central to questions of identity in modern European societies. The readings for the course will be drawn from sexological texts, political writings, and recent scholarship produced by both historians and theorists of sexuality. We will also watch some movies central to the themes of this class. This course will not only offer a chronological history of modern 'queer Europe', but it will also interrogate the meanings of the term 'queer' and explore what queer historical practices look like, or should look like. We will not only trace the history of those individuals who would claim to occupy various categories of identity, but we will also explore how those identity categories have been brought into existence.

Prerequisite(s): 3 credit units HIST courses at the 200-level or above; and 3 credit units of HIST courses at the 300-level or above; or permission of the department.

Instructor(s): Alessio Ponzio

Rationale: This course will improve the department's offerings in the field, reflects the research area of the instructor, and responds to student demands.

HIST 432.3 Early North American Ethnohistories

1/2 (3S) Ethnohistory includes scholars that conduct research in ways that reflect the protocols and philosophical outlooks of Indigenous communities. Keith Carlson and John Lutz have developed this further, arguing that the "main manifestation of our discipline is Indigenous participation, creation, permission and direction in research on [with] Indigenous communities." This course explores both the historical context in which ethnohistory emerged, as well as the ways in which it has changed over time from 1900 to the present. The course consists of one three-hour seminar a week. Class discussion is based on class readings and assignments, as well as guest speakers when appropriate.

Prerequisite(s): 3 credit units HIST courses at the 200-level or above; and 3 credit units of HIST courses at the 300-level or above; or permission of the department.

Instructor(s): Kathryn Labelle

Rationale: This course will improve the department's offerings in the field, reflects the research area of the instructor, and responds to student demands.

Regional and Urban Planning

Minor program revisions

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

The B4 Major Requirement will change to include a new required Planning Internship component for RUP majors. This is accomplished by RUP majors completing either PLAN 410.3 or PLAN 411.0 (see new course proposals included for February 2020 Challenge). Since INDG 107.3 was recently removed from our B6 Major Requirement to account for the new B1 College Requirement, Indigenous Learning, the introduction of the required Planning Internship component results in either no change to total credit units in the B4 Major Requirement, or a decrease of 3 credit units, depending on which course students take to fulfill the requirement. A flow-on effect of this change to the B4 section is that the B5 Electives Requirement will change from 15 credit units to 15 or 12 credit units, depending on which course students take to fulfill the internship requirement in the B4 section.

[Bachelor of Arts Honours \(B.A. Honours\) - Regional and Urban Planning](#)

B4 Major Requirement (57 - 60 credit units)

- AREC 432.3 Rural Development Theory and Applications or ECON 347.3 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
- PLAN 341.3 Urban Planning
- PLAN 343.3 Legal Issues in Planning
- PLAN 346.3 Introduction to Urban Design
- PLAN 360.3 Urban Data Analysis and Visualization
- PLAN 390.3 Research and Field Methods in Planning
- PLAN 395.3 Planning History and Theory
- **PLAN 410.3 Planning Internship or PLAN 411.0 Planning Work Placement**
- 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:

- ART 230.3 Video Art and Sound I
- ART 231.3 Animation and Digital Space I
- ART 235.3 Digital Imagery
- ART 236.3 Digital and Integrated Practice II

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

B5 Electives Requirement (12 - 15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year 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.

[Bachelor of Arts Four-year \(B.A. Four-year\) - Regional and Urban Planning](#)

B4 Major Requirement (57 - 60 credit units)

- AREC 432.3 Rural Development Theory and Applications or ECON 347.3 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
- PLAN 341.3 Urban Planning
- PLAN 343.3 Legal Issues in Planning
- PLAN 346.3 Introduction to Urban Design
- PLAN 360.3 Urban Data Analysis and Visualization
- PLAN 390.3 Research and Field Methods in Planning
- PLAN 395.3 Planning History and Theory
- **PLAN 410.3 Planning Internship or PLAN 411.0 Planning Work Placement**
- 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:

- ART 230.3 Video Art and Sound I
- ART 231.3 Animation and Digital Space I
- ART 235.3 Digital Imagery
- ART 236.3 Digital and Integrated Practice II

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
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B5 Electives Requirement (12 - 15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year 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: The Regional and Urban Planning (RUP) Program sits in a very strong position vis-a-vis its national comparator programs, but for one notable weakness. Its internship strategy, carried out through the PLAN 413.0 Practicum in Planning, is decades old and has fallen behind in its effectiveness when compared to what the standard has become in accredited planning programs in Canada. Identifying this problem, the RUP Program with support from the Department of Geography and Planning received funding in 2018 from the (Arts & Science) Dean's Priority Fund to develop a new internship strategy. Work began in early 2019, assisted by an administrative staff person hired for that purpose. A review of internship strategies used in accredited professional planning programs across Canada was undertaken. Discussions occurred with organizations that have provided practicum placements in the past for our students, and with organizations that would be likely future internship hosts. A review of internship approaches taken by other units at USask was also done. Consultations with the RUP Program Committee members, Head of the Department of Geography and Planning, members of the Saskatchewan Professional Planners Institute Executive Council, and with the Arts & Science Interdisciplinary Programs Coordinator and Director of the Programs Office occurred. A new RUP internship strategy was endorsed by the RUP Program Committee and then by the Department of Geography and Planning faculty in Spring 2019. The new PLAN 410.3 and PLAN 411.0 syllabi were approved at the Department of Geography and Planning faculty meeting on January 10, 2020 and their addition to the B4 Major Requirement confirmed. This will mark a significant improvement to our students' experiential learning and professional development opportunities, positioning them to transition with greater confidence and competence into their careers after university, and to match or exceed the preparation of planning graduates from other universities.

The department is confident in being able to find sufficient placements. We looked at the numbers of placements we typically get for the current PLAN 413.0, going back some time, and the number of students that are typically in the fourth year and who would need to take the new PLAN 410.3, and the numbers work out. Add to this that we have also now permitted, and will encourage, students to be active in searching for their own placements (whereas now they are all found by us) and that we have expanded the type of acceptable placement to planning-related (whereas currently the supervisor must be a registered professional planner, a limiting factor) workplaces, this will further ease the burden of finding placements. We will still work hard on the behalf of students to find good placements for them as well, but we have added new ways to expand the initiative-taking by students as well. The addition of PLAN 411.0 is also projected to distribute demand, given that many of our students get good paid student planning jobs in the (mostly) summertime. The net result of all the proposed changes above is that it may actually be easier upon implementation than it is now with PLAN 413.0. As core planning faculty we also discussed how we would trouble-shoot rare instances where a student finds themselves without a good fit for a placement. In our search of comparable internships at other university planning programs, what can be done is that a student can be assigned planning research work under the supervision of a faculty member, or RUP professional associate.

New course(s):

PLAN 410.3 Planning Internship

1/2 (6P-.3S) Students undertake 80 hours/term (roughly six hours/week) of unpaid work at a company or organization undertaking planning or planning-related work. The internship will occur in a workplace environment, with location details determined in consultation between the workplace internship supervisor, course coordinator, and student. Students will have the opportunity to learn about professional, intellectual, organizational, and other practical issues that occur in a planning or planning-related work environment, and consider how their university studies in planning relate and bring value to that environment. A reflective journal, participation in three seminars, and presentation at end of the term

are required, in addition to deliverables agreed upon at the start of the internship between the workplace internship supervisor, course coordinator, and student, if applicable. Student grades are determined by the course coordinator, with structured input from the workplace internship supervisor.

Prerequisite(s): Three of PLAN 341, PLAN 343, PLAN 346, PLAN 360, or PLAN 390; restricted to fourth year students in Regional and Urban Planning; permission of Department.

Note: At the discretion of the course coordinator, priority may be given to students who have not completed, or are not currently enrolled in, PLAN 411, depending on availability of internship opportunities.

Instructor(s): Ryan Walker

Rationale: See program revision above.

PLAN 411.0 Planning Work Placement

SP/SU (30P) Students gain applied work experience at a company or organization undertaking planning or planning-related work for a minimum of 420 hours of *paid employment* over 3-12 months, after having reached third or fourth year standing in the Regional and Urban Planning major. Students are responsible for securing their own placement, though it must be approved by the course coordinator as suitable planning or planning-related work for enrolment in PLAN 411.0. Typically, work placements are full-time during the Spring/Summer (May-August), during the months when students are not enrolled full-time in course-work on campus. However, flexibility is applied in order to allow for part-time work over a longer duration. The Planning Work Placement gives students the opportunity to learn about professional, intellectual, organizational, and other practical issues that occur in a planning or planning-related work environment under the supervision of a suitable employer.

Prerequisite(s): 60 credit units at the University; and permission of the Department. Restricted to students in Regional and Urban Planning.

Note: There is no tuition cost for PLAN 411.0. This is a Pass/Fail course, with little involvement, except basic administration, by USask personnel. The Pass/Fail grade is assigned by the course coordinator based on the submission of a 1-2 page final report – signed and dated by the workplace supervisor and student – at the end of the placement indicating: 1) The number of work placement hours and months during which they were completed; 2) a synopsis of work placement activities and reflections on their relationship with planning knowledge gained in the classroom, and the students professional development. Students must enroll in PLAN 411.0 as early in the work placement as possible, subject to applicable term deadlines for registration. If completion of the placement does not coincide neatly with the end of the term of registration, an 'In Progress' notation will be assigned until the course coordinator receives the signed final report.

Instructor(s): Ryan Walker

Rationale: See program revision above.

Course deletion(s):

PLAN 413.0 Practicum in Planning

Rationale: The introduction of an enhanced 'required' internship component (see above) replaces the need for PLAN 413.0.

Physics

Course deletion(s):

PHYS 155.3 Introduction to Electricity and Magnetism

This course will be replaced in the new first year Engineering program by PHYS 156. (Implementation date for this change is given as September 2021, but should either PHYS 156 not be approved, or the revised first year Engineering program not be approved, this course deletion will be reversed/delayed so that PHYS 155 remains available for students following the current Engineering program.)

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 information.

Art History

Minor course revisions

ARTH 251.3 Intermediate Printmaking

Prerequisite change:

Old prerequisite(s): ART 151.3 and Art 152.3 or ART 113.6

New prerequisite(s): ART 151.3 or Art 152.3 or ART 113.6

Rationale: The proposed prerequisite change will provide appropriate academic preparation which is necessary for the Intermediate Printmaking course ART 251.3. This change will simplify prerequisite requirements for entry into ART 251.3 by requiring that enrolled students must have successfully completed one or more Introductory Printmaking courses ART 151.2 or ART 152.2 or ART 113.6.

Hydrology

Minor course revisions

GEOG 120.3 Introduction to Global Environmental Systems

Change to course hours:

Old course hours: 3L-2P

New course hours: 3L-1P

Rationale: The 1 hour practicum component of GEOG 120 has been used in practice for several years. This proposed change is simply to match practice with the information provided in the course catalogue.

Indigenous Studies

Minor course revisions

INDG 107.3 Introduction to Canadian Indigenous Studies

Change in course hours:

Old course hours: 3L-1S

New course hours: 3L

Rationale: The seminars have become more of weekly Q&A sessions rather than discussions on weekly readings as there is less time in class for Q&A because class size is so huge and students often too shy to ask questions. Rather than have seminars, Teaching Assistants will be hired to hold weekly office hours to assist students with questions concerning course materials and assignments.

Regional and Urban Planning

Minor course revisions

PLAN 445.3 Planning with Indigenous Communities

Prerequisite change:

Old prerequisite(s): 60 credit units at the University and one of PLAN 329, PLAN 341, PLAN 342, GEOG 352, NRTH 332, or INDG 210.

New prerequisite(s): GEOG 240; or 60 credit units at the University.

Rationale: When this course was first introduced years ago, it was envisioned as a capstone course for a then existing major in Community Planning and Native Studies. That major was deleted some time ago. This prerequisite change takes into account the goal of the course now within the Regional and Urban Planning program and an option within the B1 College Requirement for Indigenous Learning, which is to have students with sufficient academic maturity further their understanding of community planning- and planning-related work with Indigenous communities.

College of Education – March 2020 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, March 6, 2020 and are now submitted to the University Course Challenge for approval.

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

Revised Program Requirements:

The College of Arts and Science now offers HIST 195.3: History Matters Indigenous Perspectives on Canadian History as a topics/shell course that contains Indigenous and Canadian content. The College of Education has reviewed the course syllabus and wishes to include this course in the list of acceptable requirements for the Indigenous Studies Teaching Area list under the “senior-level” requirements.

Early/Middle Years

Indigenous Studies – Teaching Area 1

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, 400-Level](#)

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

- [INDG — 200-Level, 300-Level, 400-Level](#)
- **HIST 195.3 History Matters Indigenous Perspectives on Canadian History**
- HIST 264.3
- HIST 265.3
- [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

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 345.3](#) Saskatchewan Aboriginal Art History
- [ARTH 355.3](#) Contemporary Aboriginal Art I
- [ARTH 455.3](#) Contemporary Aboriginal Art II

Early/Middle Years

Indigenous Studies – Teaching Area 2

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, 400-Level](#)

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

- [INDG — 200-Level, 300-Level, 400-Level](#)
- [HIST 195.3 History Matters Indigenous Perspectives on Canadian History](#)
- HIST 264.3
- HIST 265.3
- [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

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 345.3](#) Saskatchewan Aboriginal Art History
- [ARTH 355.3](#) Contemporary Aboriginal Art I
- [ARTH 455.3](#) Contemporary Aboriginal Art II

Secondary

Indigenous Studies – Teaching Area 1

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, 400-Level](#)

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

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HIST 195.3 History Matters Indigenous Perspectives on Canadian History](#)
- HIST 264.3
- HIST 265.3
- [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

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 345.3](#) Saskatchewan Aboriginal Art History
- [ARTH 355.3](#) Contemporary Aboriginal Art I
- [ARTH 455.3](#) Contemporary Aboriginal Art II

Secondary

Indigenous Studies – Teaching Area 2

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, 400-Level](#)

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

- [INDG — 200-Level, 300-Level, 400-Level](#)
- [HIST 195.3 History Matters Indigenous Perspectives on Canadian History](#)
- HIST 264.3
- HIST 265.3
- [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

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 345.3](#) Saskatchewan Aboriginal Art History
- [ARTH 355.3](#) Contemporary Aboriginal Art I
- [ARTH 455.3](#) Contemporary Aboriginal Art II

Course prerequisite:

The majority of B.Ed. program routes require students to complete several field experiences including EDST 321.3: Field Experience Learning in Contexts and EDST 322.3: Field Experience Relational Curriculum Making in Practice, Planning, Adapting and Assessing. For those program routes that require both EDST 321.3 and EDST 322.3, students must complete EDST 321.3 before enrolling in EDST 322.3 due to the progression of lesson planning and scaffolding of concepts.

To require EDST 321.3: Field Experience Learning in Contexts as the prerequisite for EDST 322.3: Field Experience Relational Curriculum Making in Practice, Planning, Adapting and Assessing.*

*Permission to enrol in EDST 322.3 without EDST 321.3 will be given to students enrolled in B.Ed. program routes who do not require EDST 321.3, specifically the Sequential Music and the Combined Kinesiology/Education (2020-2021) program routes.

EDST 322.3: Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing Teacher candidates will engage in weekly school-based experiences where they will engage with learners, peers and partner teachers in practice to more deeply understand curriculum making, languages of knowing, socio-culturally responsive pedagogies and implications in planning and assessment.

Prerequisite(s): EDST 321.3

Note: Students in the Sequential Music and B.Sc. Kinesiology/B.Ed. Combined Program routes are permitted to have this prerequisite waived (as necessitated by the program requirements at time of admission).

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

Note: Students with credit for EDUC 322 will not receive credit for this course.

Change of Name for Teaching Areas (Major and Minor) and Revision of Program Requirements:

With the recent development of the Language Teacher Education Program (LTEP) that includes Cree and French Teaching Areas, the following changes were made to align the other B.Ed. program routes with the LTEP nomenclature and requirements:

- In those cases where students are required to take all Cree courses or all French courses to meet the Teaching Area requirements, change the Teaching Area title from “Modern Languages” to “Cree” or “French,” as appropriate.
- In the singular case where students are permitted to take courses from one or more languages (i.e., Cree, French, German, Russian, Spanish, and Ukrainian) to meet the Teaching Area requirements, change the Teaching Area title from “Modern Languages” to “Languages.”
- To add three Education courses to meet the requirements of the Cree Teaching Area. These additional courses have already been approved for the LTEP route and will allow for the standardization of the Teaching Area requirements for the Cree Teaching Areas for the Early/Middle Years and Secondary levels of all B.Ed. program routes.

Early/Middle Years - Teaching Area 1

Modern Languages

Cree

Any 100-level language course taken after the first six credits of language course(s) will be counted as a senior course. ~~Please choose all French courses or all Cree courses for the 18 credit units.~~

Choose 6 credit units from the following junior level Cree ~~or French~~ courses:

- CREE — 100-Level
- ~~FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)~~
- ~~FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)~~

Choose 12 credit units from the following senior level Cree ~~or French~~ courses:

- CREE — 100-Level, 200-Level, 300-Level or 400-Level
- EIND 220.6: Advanced Oral and Written Cree
- ECUR 428.3: Introduction to Master Apprentice Program
- ECUR 429.3: Root Word Method of nêhiyawêwin
- ~~FREN — 200-Level, 300-Level or 400-Level~~

French

Any 100-level language course taken after the first six credits of language course(s) will be counted as a senior course.

Choose 6 credit units from the following French courses:

- FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)
- FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)

Choose 12 credit units from the following senior level French courses:

- FREN — 200-Level, 300-Level or 400-Level

Early/Middle Years - Teaching Area 2

Modern Languages

Any 100-level language course taken after the first six credits of language course(s) will be counted as a senior course.

Choose 12 credit units from the following Language courses:

- CREE — 100-Level, 200-Level, 300-Level or 400-Level
- EIND 220.6: Advanced Oral and Written Cree
- ECUR 428.3: Introduction to Master Apprentice Program
- ECUR 429.3: Root Word Method of nêhiyawêwin
- FREN — 100-Level, 200-Level, 300-Level or 400-Level
- GERM — 100-Level, 200-Level, 300-Level or 400-Level
- RUSS — 100-Level, 200-Level, 300-Level or 400-Level
- SPAN — 100-Level, 200-Level, 300-Level or 400-Level
- UKR — 100-Level, 200-Level, 300-Level or 400-Level

Secondary - Teaching Area 1

Modern Languages

Cree

~~Must choose 24 credit units of Cree or French.~~

Choose 6 credit units from the following junior level Cree ~~or French~~ courses:

- CREE — 100-Level
- ~~FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)~~
- ~~FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)~~

Choose 18 credit units from the following senior level Cree ~~or French~~ courses:

- CREE — 100-Level, 200-Level, 300-Level or 400-Level
- EIND 220.6: Advanced Oral and Written Cree
- ECUR 428.3: Introduction to Master Apprentices Program
- ECUR 429.3: Root Word Method of nêhiyawêwin
- ~~FREN — 200-Level, 300-Level or 400-Level~~

French

Choose 6 credit units from the following French courses:

- FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)
- FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)

Choose 18 credit units from the following senior level French courses:

- FREN — 200-Level, 300-Level or 400-Level

Secondary - Teaching Area 2

Modern Languages

Cree

Must choose 15 credit units of Cree or French.

Choose 6 credit units from the following junior level Cree ~~or French~~ courses:

- CREE — 100-Level
- ~~FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)~~
- ~~FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)~~

Choose 9 credit units from the following senior level Cree ~~or French~~ courses:

- CREE — 100-Level, 200-Level, 300-Level or 400-Level
- EIND 220.6: Advanced Oral and Written Cree
- ECUR 428.3: Introduction to Master Apprentices Program
- ECUR 429.3: Root Word Method of nêhiyawêwin
- ~~FREN — 200-Level, 300-Level or 400-Level~~

French

Choose 6 credit units from the following French courses:

- [FREN 122.3](#) Intermediate French I and [FREN 125.3](#) Intermediate French II (or approved equivalents)
- [FREN 212.3](#) Advanced French I and [FREN 218.3](#) Advanced French II (applies to Bilingual/Immersion students)

Choose 9 credit units from the following senior level French courses:

- FREN — 200-Level, 300-Level or 400-Level

College of Kinesiology – March, 2020 University Course Challenge

The following curricular changes have been approved by the College of Kinesiology and are being submitted to University Course Challenge for approval:

Minor Program Revisions - Exercise and Sport Studies - Bachelor of Science in Kinesiology [B.Sc.(Kin.)]

The following changes in red are being proposed for the Outside Elective in Biological Science

Year 1 (30 credit units)

.....

Year 2 (30 credit units)

.....

Year 3 (33 credit units)

.....

Year 4 (33 credit units)

- **KIN 432.3** Ethics and Values in Sport and Physical Activity

Note: Up to 6 credit units may be from the KINA elective listing, within the entire 24 credit units of KIN electives.

Choose 12 credit units from the following:

- **KIN 223.3** Contemporary Health Issues
- **KIN 232.3** Physical Activity in Society
- **KIN 233.3** History of Sport and Physical Education in Canada
- **KIN 240.3** Pedagogy in Physical Activity Setting I Theory
- **KIN 250.3** How the Body Moves II
- **KIN 255.3** Program Planning and Design for Leisure and Sport
- **KIN 320.3** Physical Growth and Development of Children
- **KIN 321.3** Prevention and Care of Sports Recreational and School Injuries
- **KIN 330.3** Exercise Psychology
- **KIN 334.3** Theory of Coaching
- **KIN 341.3** Pedagogy in Physical Activity Setting II Practice
- **KIN 381.3** Adult Fitness and Exercise Management I
- **KIN 382.3** Adult Fitness and Exercise Management II
- **KIN 421.6** Athlete Health Practicum
- **KIN 423.3** Adapted Physical Activity
- **KIN 424.3** Aging and Activity
- **KIN 425.3** Physiology of Exercise
- **KIN 426.3** Cardiovascular Exercise Pathophysiology
- **KIN 428.3** Nutrition Drugs and Physical Activity
- **KIN 429.3** Exercise and Cardiac Rehabilitation
- **KIN 430.3** Psychological and Behaviour Change Aspects of Physical Activity and Health Interventions

- [KIN 431.3](#) Mental Training for Sport and Physical Activity
- [KIN 434.3](#) Coaching Practicum
- [KIN 442.3](#) Biomechanics II
- [KIN 451.3](#) Community Service Learning in a School Setting
- [KIN 463.3](#) Exercise Teach Analyze Correct
- [KIN 471.6](#) Administration Practicum
- [KIN 481.6](#) Advanced Adult Fitness and Exercise Management Practicum
- [KIN 498.3](#) Special Topics
- [KIN 499.6](#) Special Topics

Choose 3 credit units from the outside elective requirement:

Students are required to accumulate at least 18 credit units overall in a subject area other than kinesiology, of which 12 credit units must be above 100-level courses. Please see the outside elective lists below for choices.

Unrestricted Electives

Choose 15 credit units of unrestricted electives

Outside Elective Requirement (18 credit units overall)

Students are required to accumulate at least 18 credit units overall in a subject area other than kinesiology, of which 12 credit units must be above 100-level courses.

1. Biological Sciences:

9 credit units from the following:*

- [ACB 221.3](#) Gross Anatomy
- [BIOL 120.3](#) The Nature of Life
- [BIOL 224.3](#) Animal Body Systems

~~3 credit units from the following:~~

- ~~[PHPY 302.3](#) Human Physiology Transport Systems~~

~~6-9~~ credit units from the following:

- [BIOL — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [BMSC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CHEM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HSC 350.3](#) Fundamental Neuroscience

- [PATH 205.3](#) Survey of Pathology
- [BMSC 207.3](#)
- [BMSC 208.3](#)
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [PHYS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [TOX 200.3](#) Poisons and Pollutants

*Note: If a student chooses BIOL as their Outside Area, the additional 9 cu will come from students taking [BIOL 120.3](#) The Nature of Life; [BIOL 224.3](#) Animal Body Systems; [ACB 221.3](#) Gross Anatomy from Outside Required Year 1 Courses which are all required. Students will take an extra 9 cu of Unrestricted Electives in its place.

2. Biology:

.....

3. English:

.....

4. Mathematics:

.....

Rationale: When the College of Kinesiology implemented Degree Works, PHPY classes were developed. Since the implementation of Degree Works, students went from taking the PHPY classes to taking PHSI 208.6 and will now use BMSC 207 and BMSC 208. We are updating our Biological Science Outside Elective Requirement to include the PHSI 208.6 (which many of our students have done already) and TOX 200.3. Degree Works will now know where to slot these classes rather than the Manager Undergraduate Student Academic Services having to input exceptions on a student's file.

New Course Proposals:

KIN 310.3 Rhythm and Dance Movement Fundamentals 1/2 (3L)

This course is an introduction to dance, rhythm, and movement fundamentals. It incorporates basic movement techniques designed to give the students an understanding of body alignment, body balance, and control of center, and will focus on aesthetic, expressive, and rhythmical dimensions of movement and the foundations of dance. The course will include looking at dance in society, dance on stage, and dance in education.

Prerequisite: KIN 121 and KIN 122; or KIN 146

Note: Students with credit for KINA 210.2 cannot take KIN 310.3 for credit.

Rationale for introducing this course. Dance is a part of both the ARTS EDUCATION and PHYSICAL EDUCATION curricula in all schools in Saskatchewan from K-Grade 12. As of now, besides our KINAC 210.2 activity class, there are no other academic dance classes offered in the ungraduated programs of either Education or Kinesiology. Without proper training and understanding of the discipline of dance and its' place in the education system, and in society in general, teachers and educators will be reluctant to provide these learning opportunities for their students because they may be intimidated by dance movement.

KIN 311.3 Acquatics 1/2 (1.5L-1.5P)

Includes practical and theoretical work related to movement in the water. Practical aspects include Swim Strokes, Skills and Water Safety, Resuscitation and First-Aid training. CPR-C is required.

Prerequisite: KIN 121, and KIN 122; OR KIN 146, along with Level 8/Ranger Patrol or demonstrated equivalent distance swimming (150 meters).

Note: Students with credit for KINA 211.2 cannot take KIN 311.3 for credit

Rationale for introducing this course. Adjustment of the current activity courses from a 2 CU to 3 CU.

KIN 325.3 Combatives 1/2 (3L)

This course will offer students the opportunity to increase their understanding of the coaching aspects and physical requirements of combative sports, with specific emphasis within the sport of wrestling. The course will center on expanding one's understanding of coaching; combining elements of coaching theory and science, technical skill development, and practical applications of the sport of wrestling.

Prerequisite: KIN 121 & KIN 122 OR KIN 146

Note: Students with credit for KINA 238.2 cannot take KIN 325.3 for credit

Rationale for introducing this course. The College of Kinesiology is in the process of moving away from the 2 credit KINA courses. Not only does the new 3 credit Combatives course align

better with college program requirements, it also allows for an enhanced theoretical foundation in wrestling (including an Indigenous component within history of combatives), experiential learning, and an opportunity for students to obtain credit for the NCCP Wrestling Technical Intro to Comp A and B. Ideally (dependent on scheduling) lesson plan delivery would be provided to local elementary or high school students which would enable enhanced community engagement.

KIN 422.3 Motor control of neurological conditions 1/2 (3L)

This course will focus on one or more neurological conditions and the associated motor control including Parkinson's disease, spinal cord injury, multiple sclerosis, and stroke. Students will learn about the neuroanatomical and motor control changes associated with each neurological condition. Working in small groups, students will connect with community members to gain an expert, lived-experience account of how the condition affects movement in daily life. Students will focus on one or more aspects of the neurological condition identified in a meeting with the community member. Students will review current research-based evidence and alternative knowledge sources to support understanding and movement-based rehabilitation of that condition centered on the topic chosen with the community member. Students will learn to critique knowledge from a western and non-western perspective. Student groups will return to the community member with a summary of their knowledge gathered throughout the course in a format chosen by the community member. Student groups will also present their experiences and findings to their classmates in a presentation and written report.

Prerequisite: KIN 322

Rationale for introducing this course. Undergraduate students in Kinesiology have limited exposure to motor control content in the upper year courses. This course provides more advanced knowledge related to movement-based neurological conditions to understand the motor control challenges stemming from different neurological injuries/diseases. Students benefit from the opportunity to participate in experiential and person-centred learning, and to develop skills to support future professional practice when working in a health and movement-related field.

Course Revision – KIN 321.3:

Kin 321.3 Course Change Proposal for UPC (Submitted by Ainsley Oliver & Jessica Pawlik, Huskie Health)

1) Course Title Change: **Acute Sport Injury Care and Prevention**

Rationale: The current course name 'Prevention and Care of Sports Recreational and School Injuries' does not accurately reflect the course content in which is being taught. We propose that the name should be shorter and more concise to reflect the emphasis on all who are involved in sport.

2) Course Description: **This course introduces students to common athletic injuries and focuses on the development of skills necessary to implement prevention strategies and provide acute injury care. Emphasis is placed on athlete safety, appropriate treatment strategies, and determining timelines for return to sport.**

Rationale: The current course description, 'Acquaints the student with the common types of athletic injuries that are encountered in Canadian athletic competitions, the methods for their prevention, the methods of treatment and the rehabilitative procedures that can be safely employed by the physical educator in order to enable the athlete to return to competition with maximum safety' provides a long winded description of the course content. Our new proposal aims to outline the goals and objectives concisely in order to allow the reader to determine their interest and enrollment in the course.

3) Proposed Course Time: **11:30-12:50 Tuesday and Thursday**

Rationale: With Huskie Health instructing the course, physiotherapists are now available during daytime hours and there is the opportunity to offer lab experiences during regularly scheduled class time. A daytime offering will facilitate the opportunity for students to have greater mentorship with the Huskie Health team and might allow for a future increase in course capacity.

4) Course and Lab Integration:

Rationale: The new vision for this course is to create a more dynamic and integrative learning environment. Labs and lectures can be integrated during class time to provide students an opportunity to apply new knowledge and concepts immediately after they have been taught the content material. Two physiotherapists would be required for the lab experiences offered within the course (with one being the instructor of the course, and the other providing support equivalent to the level of the current lab professional instructional support); however, by offering lab experiences during class time, there would no longer be the need for a regular undergraduate student TA. Eliminating a late afternoon/early evening lab will also likely make the course more attractive to students (enrolments for 2019-2020 are 30/60 seats in Fall 2019, and 46/60 seats in Winter 2020).

5) Prerequisite Change: Retain KIN 121 and KIN 122, but remove ACB 221

Rationale: The course content will include basic anatomy structures in order for students to have a greater understanding of sport pathologies. By eliminating ACB 221 students may be interested in taking this course earlier in their degree program and may also open a greater opportunity to take the course for students from other colleges, such as education, arts and science, pre-medical candidates, or individuals with interest or jobs in the sport health field. A basic anatomy introduction will be included in the lectures.

College of Nursing – March 2020 University Course Challenge

The following curricular revisions were approved by the College of Nursing Undergraduate Education Committee and are now submitted to University Course Challenge for review and approval:

1) Allow KIN 223.3 Contemporary Health Issues as an *open elective* in the Pre-Professional Year of the Bachelor of Science in Nursing (B.S.N.) program. (See below)

Rationale: It was agreed that KIN 223.3 is a good introductory course that is currently not allowed for use as an open elective. The content taught in the course will not be covered anywhere else in the curriculum at the same level.

2) Remove KIN 223.3 Contemporary Health Issues as an acceptable *restricted elective* in the B.S.N. Program and PD B.S.N. Option. (See below)

The above proposed changes are as follows in red:

Bachelor of Science in Nursing (B.S.N.) (133 credit units)

Pre-Professional Year 1 (30 credit units)

.....

Register for the following courses (or their equivalents) (21 credit units):

- **BIOL 120.3** The Nature of Life
- **CHEM 112.3** General Chemistry I Structure Bonding and Properties of Materials
- **NUTR 120.3** Basic Nutrition* (pre-existing Nutrition credit must have been obtained within the past 10 years)
- **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology

- **3 credit units of English, as follows:**
 - **ENG 110.6** Literature and Composition
 - **ENG 111.3** Literature and Composition Reading Poetry
 - **ENG 112.3** Literature and Composition Reading Drama
 - **ENG 113.3** Literature and Composition Reading Narrative
 - **ENG 114.3** Literature and Composition Reading Culture
 - **ENG 120.3** Introduction to Creative Writing

- **3 credit units of Statistics:**
 - **STAT 244.3** Elementary Statistical Concepts, or equivalent, as follows:
 - **STAT 242.3** Statistical Theory and Methodology
 - **STAT 245.3** Introduction to Statistical Methods
 - **STAT 246.3** Introduction to Biostatistics
 - **PLSC 214.3** Statistical Methods
 - **COMM 104.3** Business Statistics I

- [PSY 233.3](#) Statistical Methods in Behavioural Sciences
- [SOC 225.3](#) An Introduction to Survey Research and Data Analysis in Sociology
- [GE 210.3](#) Probability and Statistics
- **3 credit units of Indigenous Studies, as follows:**
 - [INDG 100- 400 level](#), or
 - University of the Arctic Courses BCS 321.3 or BCS 322.3

Social Science Requirement (3 credit units)

Social Sciences include any 100-400 level of the following:

- [ANTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ARCH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECON — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [LING — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [POLS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [PSY — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [SOC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [WGST — 100-Level, 200-Level, 300-Level, 400-Level](#)

Students are encouraged to choose a social science in an area of interest to them.

Electives (6 credit units)

Electives provide students with choice to customize their program. Students are encouraged to take courses that interest them in areas that meet the open elective credit requirements. Some suggested elective courses include: Kinesiology, Women's and Gender Studies, Anatomy, Medical Terminology, and Interdisciplinary Studies:

- [CLAS 103.3](#) Medical Terminology
- [INTS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [KIN — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [WGST — 100-Level, 200-Level, 300-Level, 400-Level](#)

Please note: Any course for which the University of Saskatchewan gives credit is acceptable except [HSC 120.3](#) Personal Health and Lifestyles or [HLTH 100.3](#) Health Concepts for Elementary and Middle Years ~~and [KIN 223.3](#) Contemporary Health Issues~~. Kinesiology activity courses (KINA) are not acceptable. Students taking electives from the University of Regina should note that most courses offered through the Schools of Human Justice and Social Work are NOT granted credit by the University of Saskatchewan and are NOT acceptable as open electives. KHS 470.3 is not acceptable. If you have already taken one of these University of Regina courses

or if you have any questions about whether or not a course is acceptable, particularly for Kinesiology and Health Sciences courses, please consult a college advisor.

Students will be considered for admission with one deficiency in either three credit units of a Social Science, Nutrition, Statistics or Indigenous Studies. A grade of 50% will be assigned to this deficient course for purposes of calculating an admission average. Deficiencies must be cleared by December 31st of the year the student is admitted to the program.

Nursing Year 2 (37 credit units)

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Nursing Year 3 (36 credit units)

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Nursing Year 4 (30 credit units)

- [**NURS 422.3**](#) Issues in Leadership and Management Transformative Practice in Health Care Organizations
- [**NURS 430.3**](#) Community Health Nursing Building Partnerships
- [**NURS 431.6**](#) Community Nursing Practice*
- [**NURS 440.3**](#) Interprofessional Perspectives Health Systems and Policy Development within a Global Context
- [**NURS 441.3**](#) Transitioning to Professional Practice
- [**NURS 450.9**](#) Practice Integration*

Restricted elective (3 credit units). Students will choose one of the eligible electives from the Restricted Electives List below, or other courses with approval from the College of Nursing. Students must complete the Restricted Elective at the same time or before [**NURS 431.6**](#) Community Nursing Practice and [**NURS 450.9**](#) Practice Integration.

*Students are expected to have at least one clinical experience outside of the city in which they study.

Restricted Electives List (Please note that the changes in red are being proposed for both the B.S.N. and PD B.S.N. restricted electives list)

To receive credit for a restricted elective, the course must have been completed within the last 6 years from the date of admission to the program. A grade of 60% will be required to receive credit from courses taken outside the College of Nursing.

University of Saskatchewan Courses:

- **AGMD 800.3 Public Health and the Agricultural Rural Ecosystem**
- **ARCH 472.3 Paleopathology**
- **CHEP 403.3 Global Health II**
- **COMM 384.3 Workplace Health and Safety**
- **EFDT 301.3 Educator Identity in Context: Anti Oppressive and Ethical Beginnings**
- **EFDT 435.3 Critical Perspectives of Educational Thought and Values**
- EFDT 335.3 Intro First Nations and Cross Cultural Education
- **ENVS 401.3 Sustainability in Action**
- **EPSE 302.3 Contexts of Learning and Development**
- **INDG 230.3 Gender in Traditional and Contemporary Indigenous Societies**
- **INDG 264.3 Aboriginal People and Canadian Politics**
- **INDG 265.3 Aboriginal People and Development**
- ~~**KIN 223.3 Contemporary Health Issues**~~
- **KIN 232.3 Physical Activity in Society**
- **KIN 423.3 Adapted Physical Activity**
- **KIN 424.3 Aging and Activity**
- **KIN 426.3 Cardiovascular Exercise Pathophysiology**
- **NURS 478.3 Rural Nursing**
- **NURS 486.3 Forensic Nursing in Secure Environments**
- **NUTR 310.3 Food, Culture and Human Nutrition**
- **PHIL 224.3 Philosophy of Sexuality**
- **PHIL 231.3 Moral Problems**
- **PHIL 234.3 Biomedical Ethics**
- **PHIL 293.3 Philosophy of Death**
- **POLS 222.3 Indigenous Governance and Politics**
- **POLS 262.3 Global Governance**
- **PSY 207.3 Psychology of Death and Dying**
- **PSY 213.3 Child Development**
- **PSY 214.3 Adolescent Development**
- **PSY 216.3 Psychology of Aging**
- **PSY 222.3 Personality**
- **PSY 223.3 Abnormal Psychology**
- **PSY 226.3 Social Psychology**
- **PSY 227.3 Human Sexuality**
- **PSY 230.3 Criminal Behaviour**
- **PSY 246.3 Introduction to Human Neuropsychology**
- **PSY 253.3 Introduction to Cognitive Psychology**
- **PSY 260.3 Health Psychology**
- **RLST 282.3 Religious Perspectives on Death and Dying**
- **SOC 203.3 Race and Ethnic Relations in Canada**
- **SOC 204.3 Rural Sociology**
- **SOC 205.3 Comparative Race and Ethnic Relations**

- [SOC 214.3 Social Control](#)
- [SOC 227.6 Critical Issues in Canadian Society](#)
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 235.3](#) Sociology of Aging
- [SOC 238.3](#) Sociology of Health Illness and Health Care
- [SOC 242.3](#) Introduction to Sociology of Womens Studies
- [SOC 415.3](#) Selected Problems in Social Control
- [TOX 402.3 Systemic Toxicology](#)
- [WGST 201.3](#) Images of Gender and Sexuality in Popular Culture
- [WGST 210.3](#) Gendered Perspectives on Current Events

Athabasca University:

- NURS 322
- PHIL 335 (transfers to [PHIL 234.3](#) Biomedical Ethics at U of S)
- [SOCI 331 Environmental Influences on Development and Aging Across the Life Course](#)

Saskatchewan Polytechnic:

- [LEAD 180 Leadership and Group Dynamics](#)
- [NURS 010 Pain Management for Nursing Professionals](#)

University of Regina:

- KHS 325
- KIN 110 (transfers to [KIN 232.3](#) Physical Activity in Society at U of S)
- PHIL 273 (transfers to [PHIL 234.3](#) Biomedical Ethics at U of S)
- PSYC 230 (transfers as PSY Senior at U of S)
- PSYC 310 (transfers to [PSY 213.3](#) Child Development at U of S)
- PSYC 311 (transfers to [PSY 214.3](#) Adolescent Development at U of S)
- PSYC 321
- PSYC 333 (transfers to [PSY 223.3](#) Abnormal Psychology at U of S)
- SOC 208 (transfers as SOC Senior at U of S)
- SOC 211 (transfers to [SOC 205.3](#) Comparative Race and Ethnic Relations at U of S)
- SOC 212 (transfers to [SOC 242.3](#) Introduction to Sociology of Womens Studies at U of S)
- SOC 217 (transfers to [SOC 204.3](#) Rural Sociology at U of S)
- SOC 222 (transfers to [SOC 238.3](#) Sociology of Health Illness and Health Care at U of S)
- SOC 325 Science and Technology
- [PSYC 356 Human Neuropsychology](#)
- [WGST 200 Feminist Theories and Knowledge](#)