



## Academic Programs Committee of Council

### University Course Challenge

**Scheduled posting: April, 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 Arts and Science  
College of Education  
College of Graduate and Postdoctoral Studies

**Approval:**      Date of circulation: April 16, 2020  
                            Date of effective approval if no challenge received: May 1, 2020

**Next scheduled posting:**

The next scheduled posting will be May 15, 2020, with a submission deadline **May 13, 2020**. Urgent items can be posted on request.

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

## **University Course Challenge – April 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](mailto:alexis.dahl@usask.ca))

### **Classics**

#### **New course(s):**

##### **CLAS 431.3 Problems in Medical Terminology**

1/2 (3S) This seminar course provides an opportunity for senior undergraduates to apply their expertise in Medical Terminology to preliminary work on a wide variety of research projects in the largely unexplored field of medical miscommunication. The information and skills learned in this course will enable students to take an interdisciplinary approach to an emerging and complex set of problems which medical professionals themselves are not currently being trained to deal with. To this end, the course requires each student to do a research project on a specific problem arising from a paradox inherent in contemporary Western medicine: while knowledge of traditional medical terminology is still required for medical professionals (in fact, its use is ever-expanding), it is now being used by a third and even fourth generation of people who don't understand the word-parts and principles on which this terminology is based. More pragmatically, the course will prepare students to take a lead in dealing with this new and poorly understood category of potential medical error: those which arise from failures of accurate communication between health care professionals, failures with potentially serious consequences to health care in general, and to patients in particular.

Prerequisite(s): CLAS 203 and 75 credit units of university courses; or permission of the instructor

Instructor(s): Lewis Styles

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

### **History**

#### **New course(s):**

##### **HIST 219.3 Witches Heretics and Stargazers The Age of the Reformation**

1/2 (3L) Western Christendom, once unified under a single church, was fractured permanently in the sixteenth century giving rise to religious wars and the widespread action against heresy. In the same period, the earth centred model of the universe was demonstrated to be false and new scientific epistemologies emerged. Seemingly in contradiction to these scientific developments, this was also the main period of witch trials. While Europe remained profoundly misogynist and hetero-normative, we also find startling cases of feminist ideas, radical gender expression, and queer sexualities. Focussing on original texts, this course explores the relationship of tradition and dissent, rebellion and authority in this tumultuous period.

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

Instructor(s): Frank Klaassen

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

##### **HIST 314.3 Intensive Historical Community Engaged Research Methods Workshop**

SP/SU The course will take shape around intensive workshops organized into modules representing distinct aspects of the issues listed above. Students will attend discussions, engage in workshop related events and do assigned readings. Some days classes will be broken up by visits to specific sites in Saskatoon and elsewhere. Students will be expected to read for each class, engage in discussions, work effectively in methods workshops, and prepare a proposal for a community-engaged research project. A sub-set of the students taking HIST 314.3 each year will be subsequently employed through the Collaboratorium to conduct historical community-engaged research. For these students, research project

proposals will necessarily be explored with the project partners in mind. For other students, the project proposals will be developed in close consultation with the course supervisor and instructors of modules. Prerequisite(s): 3 credit units 200-level HIST courses, or 60 credit units of university studies, or by permission of the instructor

Instructor(s): Jim Handy, Sarah Nickel, Cheryl Troupe, Andrew Watson, Ben Hoy, Elizabeth Scott

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

### **HIST 316.3 History of the Métis in Twentieth Century Prairie Canada**

1/2 (1.5L-1.5S) This lecture/seminar course provides a comparative analysis of the diversity of Métis communities across the Canadian Prairies in the Twentieth Century. It is organized around historical social, cultural, and economic themes. It includes examination of concepts of resistance, resilience, mobility, dispossession, displacement and relocation as they relate to Métis experience. A significant focus of this course is a critical review of Indigenous narratives of life on the "road allowance" as presented through Métis stories and personal reminiscences as they complement existing historical scholarship.

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

Instructor(s): Cheryl Troupe

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

## **Indigenous Governance and Politics**

### **Minor program revisions**

#### **Degree-level Certificate in Indigenous Governance and Politics**

Add LAW 232.3, 308.3, 422.3, 436.3, 453.3, and 480.3 and COMM 347.3 as optional courses.

### **Requirements (15 credit units)**

#### **Complete the following 6 credit units:**

- [INDG 107.3](#) Introduction to Canadian Indigenous Studies
- [POLS 222.3](#) Indigenous Governance and Politics

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

- [GEOG 352.3](#) Contemporary Issues of the Circumpolar World
- HIST 265.3
- [HIST 266.3](#) History Wars Issues in Native Newcomer Relations
- [HIST 310.3](#) Beavers Booze and Bully Boys Fur Trade Wars in North America
- [INDG 220.3](#) Aboriginal Rights and the Courts
- [INDG 256.3](#) A Critical Survey of the History of Indigenous Child Welfare in Canada
- [INDG 264.3](#) Aboriginal People and Canadian Politics
- [INDG 265.3](#) Aboriginal People and Development
- [INDG 362.3](#) Aboriginal People and Northern Development
- [INDG 410.3](#) Aboriginal Self Determination Through Mitho Pimachesowin Ability to Make a Good Living
- [PLAN 445.3](#) Planning with Indigenous Communities
- [POLS 221.3](#) Global Indigenous Politics
- [POLS 322.3](#) First Nations Management and Administrative Systems
- [POLS 323.3](#) First Nations Policies and Programs
- [POLS 422.3](#) First Nations Governance

- [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

**Note:** Only students who have been admitted to the College of Law may use the following courses toward the 9 credit units of restricted elective courses, above. Students who have never been admitted to the College of Law will not receive credit for these courses toward this certificate, nor for other Arts & Science programs.

- LAW 232.3: Kwayeskastasowin Setting Things Right
- LAW 308.3: Global Indigenous Rights and Resource Development
- LAW 422.3: Indigenous Legal Processes
- LAW 436.3: Aboriginal Law
- LAW 453.3: Aboriginal Law and Policy in Canada
- LAW 480.3: Indigenous Peoples in International and Comparative Law

**Note:** Only students admitted to the Edwards School of Business may use the following course toward the 9 credit units of restricted elective courses, above. Students who have never been admitted to the Edwards School of Business will not receive credit for these courses toward this certificate, nor for other Arts & Science programs.

- COMM 347.3 - Aboriginal Business in Canada

Rationale: These additional courses will provide a greater breadth of course choice to those students wishing to complete the Indigenous Governance and Politics Certificate with their degree across multiple disciplines.

## **International Studies**

### **Minor program revisions**

#### **Bachelor of Arts Honours and Four-year in International Studies**

Add INDG 321.3 and POLS 263.3 to the B4 Major Requirement list.

#### **Bachelor of Arts (B.A. Honours) - International Studies**

#### **B4 Major Requirement (57 credit units)**

- [ECON 254.3](#) International Trading System
- [GEOG 208.3](#) World Regional Development
- [HIST 292.3](#) The Menace of Progress I Enlightenment Colonialism Dispossession
- [HIST 293.3](#) The Menace of Progress II The Promise and Failure of Development
- [IS 211.3](#) Introduction to International Studies Development
- [IS 212.3](#) International Studies and Conflict
- [IS 401.3](#) International Cooperation and Conflict
- [IS 402.3](#) International Development
- [POLS 256.3](#) Understanding Political Science Research or [SOC 232.3](#) Methods of Social Research
- [POLS 261.3](#) Global Politics
- [POLS 262.3](#) Global Governance

Choose **24 credit units** from the following:

At least 6 credit units must be at the 400-level or above.

- [ANTH 227.3](#) Cultures of Central and Eastern Europe
- [ANTH 231.3](#) Cross Cultural Perspectives on Health and Illness
- [ANTH 235.3](#) Anthropological Approaches to Ethnicity and Ethnic Groups
- [ANTH 244.3](#) Political Ecology Anthropology and Global Environmental Issues
- [ANTH 310.3](#) Anthropology of Gender
- [ANTH 329.3](#) Environmental Anthropology
- [ANTH 332.3](#) Anthropology of Contagion and Infectious Disease Critical Gender and Race Perspectives
- [ANTH 339.3](#) Cultural Change, Globalization and Development
- [ANTH 405.3](#) Anthropology of Disaster and Disruption
- [ECON 221.3](#) Women and the Economy
- [ECON 256.3](#) International Monetary System
- [ECON 270.3](#) Development in Non Industrialized Countries
- [ECON 272.3](#)
- [ECON 314.3](#) Development Economics
- [GEOG 340.3](#)
- [GEOG 352.3](#) Contemporary Issues of the Circumpolar World
- [HIST 210.3](#)
- [HIST 234.3](#) Europe from 1870 to 1939 War Politics and Culture in Modern Mass Society
- [HIST 235.3](#) Europe since 1939 From the Second World War to the Creation of the European Union and Beyond
- [HIST 267.3](#) African History From Hominids to 1900
- [HIST 268.3](#) African History 1900 until Yesterday
- [HIST 277.3](#) Resistance and Dispossession Latin America in the 19th Century
- [HIST 278.3](#) 20th Century Latin America From Revolution to Repression Neo Liberalism to Indigenous Resurgence
- [HIST 279.3](#) The Middle East in the 20th Century
- [HIST 303.3](#)
- [HIST 308.6](#) Rome Building and Living in the Ancient City
- [HIST 370.3](#) Violence Smuggling and Vice Borderlands and the Gaps of Power
- [HIST 388.3](#) Mass Killing and Genocide in the Twentieth Century
- [HIST 389.3](#) The Israeli Palestinian Conflict
- [HIST 445.3](#) British Cities Empire and Global Environmental Change
- [HIST 471.6](#) United States in the Nuclear Age
- [HIST 472.3](#) The United States and the Middle East
- [HIST 478.3](#) United States and the Vietnam Wars
- [HIST 487.3](#)
- [HIST 488.3](#) Topics in History of Development
- [INDG 321.3](#) International Indigenous Disaster Risk Reduction
- [INDG 366.3](#) Indigenous Peoples and Nation States
- [POLS 221.3](#) Global Indigenous Politics
- [POLS 244.3](#) Governance and Development in the Global South
- [POLS 245.3](#) Topics in the Politics of Developing Countries
- [POLS 253.3](#) Conquest and Revolution in Latin America
- [POLS 254.3](#) Democratization and Development in Latin America
- [POLS 263.3](#) The Politics of International Law
- [POLS 341.3](#) Asian Government and Politics
- [POLS 362.3](#) Global Political Economy
- [POLS 364.3](#) International Terrorism

- [POLS 370.3](#) War and Diplomacy in the International System
- [POLS 372.3](#) Peacebuilding and Political Reconciliation
- [POLS 375.3](#) Canadian Foreign Policy in the Global Era
- [POLS 446.3](#) Development Challenges and Prospects
- [POLS 460.3](#) Ethics and Global Politics
- [POLS 461.3](#) Topics in Global Politics
- [POLS 465.3](#) Nationalism
- [POLS 471.3](#) Globalization and Challenges
- [RLST 233.3](#) Peoples and Cultures of South Asia
- [SOC 204.3](#) Rural Sociology
- [SOC 205.3](#) Comparative Race and Ethnic Relations
- [SOC 260.3](#) Social Change and Global Solidarity
- [SOC 305.3](#) Ethnic Stratification
- [SOC 344.3](#) Sociology of Women Gender and Development
- [SOC 360.3](#) Globalization and Social Justice
- [SOC 409.3](#) Sociology of Development
- [WGST 411.3](#) Situated Transnational Feminisms
- One of [PSY 379.3](#) Washington Center Topics in Psychology or [SOC 379.3](#) Washington Center Topics in Sociology or [ECON 379.3](#) Washington Center Topics in Economics or [GEOG 379.3](#) Washington Center Topics in Geography or [POLS 379.3](#) Washington Center Topics in Political Studies or [ANTH 379.3](#) Washington Center Topics in Anthropology
- One of [POLS 383.3](#) Career Internship or [POLS 384.3](#) Aboriginal Administrative Internship or [ECON 387.3](#) Economics Career Internship or [SOSC 320.6](#) Washington Center Internship or [POLS 482.6](#) Saskatchewan Legislative Internship

#### [Bachelor of Arts \(B.A. Four-year\) - International Studies](#)

#### **B4 Major Requirement (54 credit units)**

- [ECON 254.3](#) International Trading System
- [GEOG 208.3](#) World Regional Development
- [HIST 292.3](#) The Menace of Progress I Enlightenment Colonialism Dispossession
- [HIST 293.3](#) The Menace of Progress II The Promise and Failure of Development
- [IS 211.3](#) Introduction to International Studies Development
- [IS 212.3](#) International Studies and Conflict
- [IS 401.3](#) International Cooperation and Conflict
- [IS 402.3](#) International Development
- [POLS 256.3](#) Understanding Political Science Research or [SOC 232.3](#) Methods of Social Research
- [POLS 261.3](#) Global Politics
- [POLS 262.3](#) Global Governance

Choose **21 credit units** from the following:

At least 6 credit units must be at the 300-level or above.

- [ANTH 227.3](#) Cultures of Central and Eastern Europe
- [ANTH 231.3](#) Cross Cultural Perspectives on Health and Illness
- [ANTH 235.3](#) Anthropological Approaches to Ethnicity and Ethnic Groups
- [ANTH 244.3](#) Political Ecology Anthropology and Global Environmental Issues
- [ANTH 310.3](#) Anthropology of Gender
- [ANTH 329.3](#) Environmental Anthropology

- [ANTH 332.3](#) Anthropology of Contagion and Infectious Disease Critical Gender and Race Perspectives
- [ANTH 339.3](#) Cultural Change, Globalization and Development
- [ANTH 405.3](#) Anthropology of Disaster and Disruption
- [ECON 221.3](#) Women and the Economy
- [ECON 256.3](#) International Monetary System
- [ECON 270.3](#) Development in Non Industrialized Countries
- [ECON 272.3](#)
- [ECON 314.3](#) Development Economics
- [GEOG 340.3](#)
- [GEOG 352.3](#) Contemporary Issues of the Circumpolar World
- [HIST 210.3](#)
- [HIST 234.3](#) Europe from 1870 to 1939 War Politics and Culture in Modern Mass Society
- [HIST 235.3](#) Europe since 1939 From the Second World War to the Creation of the European Union and Beyond
- [HIST 267.3](#) African History From Hominids to 1900
- [HIST 268.3](#) African History 1900 until Yesterday
- [HIST 277.3](#) Resistance and Dispossession Latin America in the 19th Century
- [HIST 278.3](#) 20th Century Latin America From Revolution to Repression Neo Liberalism to Indigenous Resurgence
- [HIST 279.3](#) The Middle East in the 20th Century
- [HIST 303.3](#)
- [HIST 308.6](#) Rome Building and Living in the Ancient City
- [HIST 370.3](#) Violence Smuggling and Vice Borderlands and the Gaps of Power
- [HIST 388.3](#) Mass Killing and Genocide in the Twentieth Century
- [HIST 389.3](#) The Israeli Palestinian Conflict
- [HIST 445.3](#) British Cities Empire and Global Environmental Change
- [HIST 471.6](#) United States in the Nuclear Age
- [HIST 472.3](#) The United States and the Middle East
- [HIST 478.3](#) United States and the Vietnam Wars
- [HIST 487.3](#)
- [HIST 488.3](#) Topics in History of Development
- [INDG 321.3](#) International Indigenous Disaster Risk Reduction
- [INDG 366.3](#) Indigenous Peoples and Nation States
- [POLS 221.3](#) Global Indigenous Politics
- [POLS 244.3](#) Governance and Development in the Global South
- [POLS 245.3](#) Topics in the Politics of Developing Countries
- [POLS 253.3](#) Conquest and Revolution in Latin America
- [POLS 254.3](#) Democratization and Development in Latin America
- [POLS 263.3](#) The Politics of International Law
- [POLS 341.3](#) Asian Government and Politics
- [POLS 362.3](#) Global Political Economy
- [POLS 364.3](#) International Terrorism
- [POLS 370.3](#) War and Diplomacy in the International System
- [POLS 372.3](#) Peacebuilding and Political Reconciliation
- [POLS 375.3](#) Canadian Foreign Policy in the Global Era
- [POLS 446.3](#) Development Challenges and Prospects
- [POLS 460.3](#) Ethics and Global Politics
- [POLS 461.3](#) Topics in Global Politics
- [POLS 465.3](#) Nationalism
- [POLS 471.3](#) Globalization and Challenges
- [RLST 233.3](#) Peoples and Cultures of South Asia
- [SOC 204.3](#) Rural Sociology



- [SOC 205.3](#) Comparative Race and Ethnic Relations
- [SOC 260.3](#) Social Change and Global Solidarity
- [SOC 305.3](#) Ethnic Stratification
- [SOC 344.3](#) Sociology of Women Gender and Development
- [SOC 360.3](#) Globalization and Social Justice
- [SOC 409.3](#) Sociology of Development
- [WGST 411.3](#) Situated Transnational Feminisms
- One of [PSY 379.3](#) Washington Center Topics in Psychology or [SOC 379.3](#) Washington Center Topics in Sociology or [ECON 379.3](#) Washington Center Topics in Economics or [GEOG 379.3](#) Washington Center Topics in Geography or [POLS 379.3](#) Washington Center Topics in Political Studies or [ANTH 379.3](#) Washington Center Topics in Anthropology
- One of [POLS 383.3](#) Career Internship or [POLS 384.3](#) Aboriginal Administrative Internship or [ECON 387.3](#) Economics Career Internship or [SOSC 320.6](#) Washington Center Internship or [POLS 482.6](#) Saskatchewan Legislative Internship

Rationale: INDG 321 and POLS 263 include an international focus in both content and assessments, thus meeting the requirements of the B4 major requirements area. They also meet the program goals of International Studies (as approved by the International Studies Program Committee in 2017). INDG 321 integrates indigenous content courses in the IS program which is critical in keeping pace with new research in International Studies and supports indigenization goals in the College of Arts and Science. POLS 263 expands courses available to IS majors in their major requirements area, and provides instruction on a major area of international studies - international law.

## **Mathematics**

### **Minor course revisions**

#### **MATH 102.3 Precalculus Mathematics**

Prerequisite change:

Old prerequisite(s): Mathematics A30 and B30; or Workplace and Apprenticeship Mathematics 30; or Foundations of Mathematics 30; or Pre-Calculus 30.

New prerequisite(s): Workplace & Apprenticeship Mathematics 20, Foundations of Mathematics 20, or Pre-Calculus 20, or equivalent background in mathematics

Change to Note:

Old note: This course may be taken for credit after MATH 101 or MATH 150. This course may not be taken for credit concurrently with or after any other 100-level MATH course. This course may be used as an alternative prerequisite for MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176 (clears deficiencies in high school 30-level mathematics courses). Students who score below 60% on the Math Placement Test (<http://math.usask.ca/placement>) are advised to take MATH 102 to review their basic precalculus skills. MATH 102 may not be included in the courses required in C4 for Applied Mathematics, Mathematical Physics, Mathematics or Statistics. In Arts & Science programs, this course may be used only in the Quantitative Requirement (if listed for that program) or the Electives Requirement.

New note: This course may not be taken for credit concurrently with or after MATH 104, 110, 121, 125, or 176. MATH 102 may not be included in the courses required in C4 or C6 for Applied Mathematics, Mathematical Physics, Mathematics or Statistics. In Arts & Science programs, this course may be used only in the Quantitative Requirement (if listed for that program) or Electives Requirement.

Rationale: This change reflects the reality of expected background for students in this course. This change is being made following a request from the Edwards School of Business to admit students that have requisite content knowledge but do not technically fulfill the stated pre-requisites. Students may now have credit for both MATH102 and MATH104, as the content of MATH104 follows that of MATH102.

#### **MATH 104.3 Elementary Calculus**

Prerequisite change:

Old prerequisite(s): Mathematics B30 or Foundations of Mathematics 30 or Pre-Calculus 30.

New prerequisite(s): Foundations of Mathematics 30, Pre-Calculus 30, or MATH102



Change to Note:

Old note: Students with credit for MATH 101 may not take this course for credit. Students with credit for MATH 104 may subsequently receive credit for MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students with credit for MATH 110, MATH 121, MATH 123, MATH 125, MATH 176 may not subsequently receive credit for MATH 104. Students may not register for MATH 104 concurrently with any of MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. This course may not be included in the courses required in C4 or C6 for Applied Mathematics, Mathematical Physics, Mathematics or Statistics. Students are allowed to have credit for only one of MATH 102 and 104; students who take MATH 102 and then take MATH 104 will lose credit for MATH 102. This course may be used as an alternate prerequisite for MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176 (clears deficiencies in high school 30-level mathematics courses). Students who score below 60% on the Math Placement Test (<http://math.usask.ca/placement>) are advised to take MATH 102 to review their basic precalculus skills. Students with credit for one of MATH 101, MATH 104, MATH 110, MATH 176, or STAT 103 may subsequently take MATH 100 for half credit only. Students with credit for MATH 100 may subsequently take one of MATH 104, MATH 110, MATH 176, or STAT 103 for credit.

New note: As of 2020-2021 students can have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125 or MATH 176. Students who attempted MATH 104 in 2019-2020 or earlier may have credit for both MATH 104 and one of MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. This course may not be included in the courses required in C4 or C6 for Applied Mathematics, Mathematical Physics, Mathematics or Statistics.

Rationale: Due to departmental policy change, student may only have credit for one first-year calculus course. As such, MATH104 may no longer be used as a prerequisite for other first-year calculus courses. MATH 102 is added as a pre-requisite as the content is similar to that of Pre-Calculus 30.

### **MATH 110.3 Calculus I**

Prerequisite change:

Old prerequisite(s): Pre-Calculus 30 and a 60% score in the Math Placement Test; or Mathematics B30 and C30 and a 60% score in the Math Placement Test; or MATH 102 or MATH 104.

New prerequisite(s): Pre-Calculus 30 or MATH 102

Change to Note:

Old note: Students who do not have credit for MATH 102 must complete the Math Placement Test (<http://math.usask.ca/placement>) with a test score of 60% or higher in order to register in MATH 110. Students are encouraged to write the test at least 6 weeks prior to the start of the term to help ensure that space will be available in the class. Students who score below 60% on the Math Placement Test will not be allowed to register in MATH 110 in the upcoming term; such students are encouraged to register for MATH 102 to improve their basic precalculus skills. Students may have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students with credit for MATH 100 may subsequently take one of MATH 104, MATH 110, MATH 176, or STAT 103 for credit.

New note: Students can have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students without credit for MATH 102 are strongly recommended to take the Math Placement Test to assess their readiness for MATH 110. Students who score below 60% on the Math Placement Test should take MATH 102 before taking MATH 110. More information is available at <http://math.usask.ca/placement>

Rationale: Due to policy change, students may only have credit for one first-year calculus course. As such, MATH 104 may no longer be used as a prerequisite for other first-year calculus courses.

As of September 2020, the Math Placement Test will move to be voluntary and not proctored. This is a response to concerns surrounding efficacy, student access/fairness and untenable administrative workload. This is the first step in fully re-designing the MPT to be a suite of self-assessment tools to help students determine their level of preparedness for first-year courses in mathematics and statistics.

### **MATH 121.3 Mathematical Analysis for Business and Economics**

Prerequisite change:

Old prerequisite(s): Mathematics B30 and C30; or Foundations of Mathematics 30 or Pre-Calculus 30 (Pre-Calculus 30 preferred); or MATH 102 or MATH 104.

New prerequisite(s): Foundations of Mathematics 30 or Pre-Calculus 30 (Pre-Calculus 30 preferred); or MATH 102

Change to Note:

Old note: Students may have credit for only one of MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Arts & Science students needing 6 credit units of 100-level calculus should take MATH 110 followed by MATH 116. Students who score below 60% on the Math Placement Test

(<http://math.usask.ca/placement>) are advised to take MATH 102 to review their basic precalculus skills.

New note: Students can have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students without credit for MATH 102 are strongly recommended to take the Math Placement Test to assess their readiness for MATH 121. Students who score below 60% on the Math Placement Test should take MATH 102 before taking MATH 121. More information is available at <http://math.usask.ca/placement>.

Rationale: See MATH 110.

### **MATH 123.3 Calculus I for Engineers**

Prerequisite change:

Old prerequisite(s): Mathematics A30, B30 and C30; or Pre-Calculus 30; or MATH 102 or MATH 104.

New prerequisite(s): Pre-Calculus 30 or MATH 102

Change to Note:

Old note: Students may have credit for only one of MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students who score below 60% on the Math Placement Test

(<http://math.usask.ca/placement>) are advised to take MATH 102 to review their basic precalculus skills.

New note: Students can have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students without credit for MATH 102 are strongly recommended to take the Math Placement Test to assess their readiness for MATH 123. Students who score below 60% on the Math Placement Test should take MATH 102 before taking MATH 123. More information is available at <http://math.usask.ca/placement>.

Rationale: See MATH 110.

### **MATH 125.3 Mathematics for the Life Sciences**

Prerequisite change:

Old prerequisite(s): Mathematics A30, B30 and C30; or Pre-Calculus 30; or MATH 102 or MATH 104.

New prerequisite(s): Pre-Calculus 30 or MATH 102

Change to Note:

Old note: Students may receive credit for only one of MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176. Students with credit for MATH 115 may not take this course for credit. Arts & Science students needing 6 credit units of 100-level calculus should take MATH 110 followed by MATH 116. This course is restricted to students Majoring in Biology; Biology & Biotechnology; Anatomy & Cell Biology; Biochemistry; Biochemistry & Biotechnology; Biotechnology, Microbiology & Immunology; Environment & Society; Environmental Biology; Microbiology & Immunology; Physiology & Pharmacology; Toxicology; or Pharmacy. Students who score below 60% on the Math Placement Test (<http://math.usask.ca/placement>) are advised to take MATH 102 to review their basic precalculus skills.

New note: This course is restricted to students majoring in Biochemistry, Microbiology and Immunology; Biology; Biomedical Foundations; Biomedical Neuroscience; Cellular, Physiological, and Pharmacological Sciences; Environment & Society; Environmental Biology; Health Studies; Toxicology; or Pharmacy. Students can have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125, or MATH 176.

Rationale: See MATH 110.

### **MATH 176.3 Advanced Calculus I**

Prerequisite change:

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

New prerequisite(s): Calculus 30

Change to Note:

Old note: This course is recommended for students intending to major in mathematics and related disciplines. Students with credit for MATH 110, MATH 123, or MATH 125 may not receive credit for this course.

New note: This course is recommended for students intending to major in mathematics and related disciplines. Students can have credit for only one of MATH 104, MATH 110, MATH 121, MATH 123, MATH 125 or MATH 176.

Rationale: See MATH 110. The MPT has proven not to be an appropriate tool to assess readiness for MATH 176.

### **MATH 258.3 Euclidean Geometry**

Prerequisite change:

Old prerequisite(s): One of MATH 100, MATH 104 (formerly MATH 101), MATH 110, MATH 121, MATH 123, MATH 125, MATH 176, or STAT 103.

New prerequisite(s): MATH 163

Change to Note:

Old note: Basic introduction to high school geometry recommended. May not be included in the courses required in C4 or C6 for Honours programs in Applied Mathematics, Mathematical Physics, Mathematics or Statistics.

New note: May not be included in the courses required in C4 or C6 for Honours programs in Applied Mathematics, Mathematical Physics, Mathematics or Statistics.

Rationale: MATH258 is our department's first course in geometry. Other than fulfilling a second-year math requirement, this course is not a direct pre-requisite for any other courses in the college. At present this course is primarily populated by education students.

In recent history this course has functioned for education students as an introduction to proof-based mathematics. The current pre-requisites are designed to ensure that students have at least some experience with mathematics before taking the course. Unfortunately openness of the pre-requisites result in a classroom where there are vast differences between the experience and knowledge of the students. This limits both the depth and breadth of content that is covered in the course.

The introduction of MATH163 presents for us an opportunity to improve our delivery in MATH258. For education students, MATH163 will soon play the role that MATH363 has historically played: an introduction to basic mathematical notation, motivation behind proof, and development of mathematical communication. Changing the pre-requisite for MATH258 to require only MATH163 will allow MATH258 to better cover fundamental topics in geometry. It will ensure less time is taken in the classroom discussing broader points about mathematical communication and more time is spent on mathematical content.

### **MATH 276.3 Vector Calculus**

Prerequisite change:

Old prerequisite(s): MATH 110 or MATH 121 or MATH 123 or MATH 125 or MATH 176; and MATH 164

New prerequisite(s): MATH 116 or MATH 124 or MATH 177; and MATH 164

Rationale: Having only differential calculus (110, 176, etc.) as a prerequisite alongside linear algebra (164) was instituted last year in order to open the course to more students, especially from computer science (where they may not enroll in integral calculus). There have been no problems from the point of view of 276 itself. However, it has created problems for 277, as there have been an inordinate number of students with 276 but not integral calculus (116, 177, etc.) wanting to take 277 and asking for overrides. Integral calculus is essential for 277.

## **Regional and Urban Planning**

### **Minor program revision**

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

Remove "GEOG 235 is recommended" from the Breath Requirement (B2); delete the existing "Senior Course Requirements" section of the Cognate Requirement (B3) and replace it, in the Major Requirement (B4) with a requirement to take one of PLAN 329.3, 441.3, 445.3, or 446.3; add POLS 328.3 as an alternate to POLS 306 in B4; revise list of POLS courses in B4 to add POLS 222.3 and remove POLS 328.3; and remove Note 3.

## **Bachelor of Arts Honours (B.A. Honours) - Regional and Urban Planning**

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

### **B2 Breadth Requirement (18 credit units)**

Choose **9 credit units** from the following areas, with a minimum of 3 credit units from each:

[Humanities](#)

[Languages](#)

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

[Science](#)

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

~~GEOG 235 is RECOMMENDED~~

[Fine Arts](#)

[Humanities](#)

[Languages](#)

[Science](#)

[Courses with No Program Type](#)

### **B3 Cognate Requirement (24 9 credit units)**

Junior course requirements:

- [ECON 111.3](#) Introductory Microeconomics
- [POLS 111.3](#) Democratic Citizenship in Canada (see Note 1 below)
- [SOC 111.3](#) Foundations in Sociology Society Structure Process or [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life (see Note 2 below)

Senior course requirements (~~42~~ **3 credit units**):

~~Students must complete one of the following streams of concentration:~~

#### ~~Communities~~

- ~~[PLAN 441.3](#) Challenges in Urban Development~~

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

- ~~[CE 329.3](#) Transportation Engineering (see Note 3 below)~~
- ~~[CE 467.3](#) Transportation Engineering II (see Note 3 below)~~
- ~~[GEOG 348.3](#) Introduction to Demography~~
- ~~[INTS 201.3](#) Dynamics of Community Involvement~~
- ~~[PLAN 350.3](#) Transportation Planning and Geography~~
- ~~[PLSC 235.3](#) Urban Agriculture~~
- ~~[SOC 202.3](#) Environmental Sociology~~
- ~~[SOC 203.3](#) Race and Ethnic Relations in Canada~~
- ~~[SOC 206.3](#) Sociology of Communities and Community Development~~
- ~~[SOC 214.3](#) Social Control~~
- ~~[SOC 309.3](#) Theories of Social Change~~
- ~~[SOC 321.3](#) Sociology of Religion~~

- ~~[SOC 402.3 Sociology of Agriculture and Food](#)~~
- ~~[SOC 409.3 Sociology of Development](#)~~

## **Design**

- ~~[PLAN 446.3 Advanced Urban Design Studio](#)~~

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

- ~~[ART 111.6 Painting I Foundation](#)~~
- ~~[ART 112.6 Drawing I Foundation](#)~~
- ~~[ART 136.3 Digital and Integrated Practice I Foundation](#)~~
- ~~[ART 141.3 Sculpture I Foundation](#)~~
- ~~[ART 151.3 Introductory Printmaking I](#)~~
- ~~[ART 152.3 Introductory Printmaking II](#)~~
- ~~[ART 161.3 Foundation in Photography I](#)~~
- ~~[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 A](#)~~
- ~~[ART 330.3 Video Art and Sound II](#)~~
- ~~[ART 331.3 Animation and Digital Space II](#)~~
- ~~[INTS 111.3 Design and Society](#)~~

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

- ~~[ARTH 253.3 Aboriginal Art History I](#)~~
- ~~[ARTH 255.3 Aboriginal Art History II](#)~~
- ~~[ARTH 257.3 Introduction to Canadian Art and Architecture II](#)~~
- ~~[ARTH 260.3 History and Theory of European Architecture 1400 to 1700](#)~~
- ~~[ARTH 306.3 Medieval Art and Architecture](#)~~
- ~~[ARTH 325.3 Early 20th Century Studies in Art and Architecture 1918 to 1940](#)~~
- ~~[ARTH 329.3 Imagining the City](#)~~
- ~~[GLAS 240.3 Ancient Art and Architecture I Bronze Age to Classical Greece](#)~~
- ~~[GLAS 242.3 Ancient Art and Architecture II Graeco-Roman World](#)~~

## **Environment**

- ~~[PLAN 329.3 Integrated Water Resource Planning](#)~~

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

- ~~[ECON 275.3 Economics of Natural Resources](#)~~
- ~~[ECON 277.3 Economics of the Environment](#)~~
- ~~[ENVE 381.3 Sustainability and Environmental Assessment](#)~~
- ~~[ENVS 201.3 Foundations of Sustainability](#)~~
- ~~[GEOG 235.3 Earth Processes and Natural Hazards A Canadian Perspective](#)~~
- ~~[GEOG 322.3 Introduction to Geographic Information Systems](#)~~
- ~~[GEOG 385.3 Analysis of Environmental Management and Policy Making](#)~~
- ~~[GEOG 386.3 Environmental Impact Assessment](#)~~
- ~~[GEOG 420.3 Cartography and Professional Communication](#)~~
- ~~[PLSC 235.3 Urban Agriculture](#)~~

- [RRM 312.3](#) Natural Resource Management and Indigenous Peoples
- [SOC 202.3](#) Environmental Sociology

### **Indigenous and Northern**

- [PLAN 445.3](#) Planning with Indigenous Communities

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

- [GEOG 150.3](#) Introduction to the Circumpolar World
- [INDG 210.3](#) Indigenous Ways of Knowing
- [INDG 212.3](#) Nehiyaw Tapsinowin Cree Cultural Histories
- [INDG 214.3](#) Saulteaux Cultural Expressions
- [INDG 215.3](#) Metis Political and Poetic Writing
- [INDG 220.3](#) Aboriginal Rights and the Courts
- [INDG 221.3](#) Indigenous Food Sovereignty
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- [INDG 255.3](#) Cultural Survival of Aboriginal Family
- [INDG 256.3](#) A Critical Survey of the History of Indigenous Child Welfare in Canada
- [INDG 261.3](#) Aboriginal Intellectual and Cultural Traditions in Western Canada
- [INDG 262.3](#) Aboriginal Narratives of Historical Memory
- [INDG 264.3](#) Aboriginal People and Canadian Politics
- [INDG 265.3](#) Aboriginal People and Development
- [INDG 273.3](#) North American Indigenous Gangs A Comparison of Canada and the United States
- [INDG 281.3](#) First Nations History in Western Canada
- [INDG 331.3](#) Colonialism and Decolonization
- [INDG 340.3](#) Theory and Aboriginal Societies
- [INDG 351.3](#) Indigenous Oral Histories Research
- [INDG 373.3](#) Indigenous Masculinities in the Global Context
- [INDG 410.3](#) Aboriginal Self-Determination Through Mitho Pimachesowin Ability to Make a Good Living
- [INDG 430.3](#) Issues in Cultural Preservation
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 322.3](#) First Nations Management and Administrative Systems
- [POLS 323.3](#) First Nations Policies and Programs
- [POLS 422.3](#) First Nations Governance
- [RRM 312.3](#) Natural Resource Management and Indigenous Peoples

### **Planning Touchstones**

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

- [PLAN 329.3](#) Integrated Water Resource Planning
- [PLAN 441.3](#) Challenges in Urban Development
- [PLAN 445.3](#) Planning with Indigenous Communities
- [PLAN 446.3](#) Advanced Urban Design Studio

### **B4 Major Requirement (57-60 60-63 credit units)**

- [AREC 432.3](#) Rural Development Theory and Applications 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 or [POLS 328.3](#) Public Policy Analysis
- [SOC 204.3](#) Rural Sociology or [SOC 206.3](#) Sociology of Communities and Community Development

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

- [PLAN 329.3](#) Integrated Water Resource Planning
- [PLAN 441.3](#) Challenges in Urban Development
- [PLAN 445.3](#) Planning with Indigenous Communities
- [PLAN 446.3](#) Advanced Urban Design Studio

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 A

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 222.3](#) Indigenous Governance and Politics
- [POLS 225.3](#) Canadian Public Administration and Administrative Law
- [POLS 226.3](#) Canadian Public Policy
- [POLS 326.3](#) Comparative Public Policy
- [POLS 328.3](#) Public Policy Analysis
- [POLS 425.3](#) Multilevel Governance and Partnerships



## **B5 Electives Requirement (12-15 21-24 credit units)**

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

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

### **Notes for Bachelor of Arts Four-year and Honours for Regional and Urban Planning**

1. Students who have declared Regional and Urban Planning as their major require only POLS 111 as a prerequisite for senior POLS classes listed in Regional and Urban Planning major requirements. Students taking other senior POLS classes - not listed in section B6 - will require the normal prerequisite(s). Students are responsible for approaching the Department of Political Studies for a prerequisite waiver.
2. Students who have declared Regional and Urban Planning as their major require only one of either SOC 111 or SOC 112 (not both) to be eligible for a prerequisite waiver to register in the 200-level SOC classes listed in the Regional and Urban Planning major requirements. Students taking other senior SOC classes - not listed in section B6 - will require the normal prerequisite(s). Students are responsible for approaching the Department of Sociology for a prerequisite waiver for either SOC 111 or SOC 112.
3. ~~Students who have declared Regional and Urban Planning as their major and who wish to take CE 329 or CE 467 as part of their B7 electives requirements should contact the Chair of the Regional and Urban Planning program. Through an agreement with the Department of Civil and Geological Engineering, the pre-requisites listed in the Course and Program Catalogue for these two courses do not apply to Regional and Urban Planning students. Alternate pre-requisites have been designated instead.~~

#### **Rationale:**

Reason for change to B2: This recommendation to complete GEOG 235 is a carry-over from past iterations of the program requirements and made sense at one point in time for some reason. It is odd now, though, and our removal of it constitutes house-keeping at this time. There is no defensible reason to steer students toward this particular course when our goal with B2 to allow them to achieve 'breadth'. We steer them sufficiently later on in B3 and B4.

Reasons for changes to B3: We have removed the Streams of Concentration (Communities, Design, Environment, Indigenous and Northern, Planning Touchstones), and the long lists of course choices for each, from the B3 section and put them instead into an informal advising document which will be used by faculty for academic advising purposes and posted in the appropriate location for students to access it on the Department and Program website. Instead we are asking students to take 3 credit units, in B4, that take them into one of these areas of sub-disciplinary cognate focus (PLAN 329, 441, 445, or 446). Students can work with faculty advisors and/or the regularly updated 'living document' of courses under each elective cluster to refine their concentration on one of these areas if they choose to. But this will no longer be a requirement to graduate. This change is being made to alleviate the pressure that students have been facing in past years to complete an elective stream as part of the degree requirements, something that employers, students, and faculty have noted is of limited value anyway upon graduation. By making this change we also provide students with freedom to undertake minors or certificates that interest them as complementary components to their degree programs, or simply to complete the RUP degree requirements in a timely manner while exploring their interests through personal electives.

Reasons for changes to B4: The Department of Political Studies used to offer POLS 306 annually. It no longer makes that commitment, as noted in the course catalogue entry for POLS 306 and the frequency

of delivery over the past couple of years. This created an academic advising and degree completion challenge for faculty/undergraduate advisors and students respectively. A principle we use in the Regional and Urban Planning major requirements (B4) is that when a course is listed as exclusively required, there must be a commitment to offer it annually. When there is not a commitment to offer it annually, there must be an alternative(s), i.e., an 'or'. After several months of corresponding and discussing this issue with the Head of Political Studies and with the faculty member who teaches POLS 306, we agreed that this exclusive requirement would change to a choice of one among two courses (POLS 306 or 328) that offer knowledge and skill outcomes sufficiently comparable as to be appropriate for our purposes, with either 306 or 328 being offered in any given academic year. In the process of discussing this change we also agreed that it would be valuable to expand the number of course options offered in the Choose 3 credit units from POLS section of B4, adding POLS 222 and 326, while at the same time removing POLS 328 from that field of options to place it instead as an alternative to POLS 306. Taken together, these two sets of changes ensure that we are providing choice to students while also ensuring that whichever 6 credit units of POLS courses they choose will give them the knowledge and skills components we require for the major.

Note 3 regarding alternate prerequisites for Civil Engineering courses is no longer necessary in the program catalogue because those CE courses are now removed from the B3 section and are including now instead in the informal advising document. The relationship with Civil Engineering still holds, though it is unnecessary and would be confounding to note it in the program catalogue.

## **Sociology**

### **New course(s):**

#### **SOC 410.3 Sociology Undergraduate Thesis**

2 (3S) This course is designed to develop a student's capacity for research. Under the supervision of a faculty member, students will design, develop and conduct a specific sociological research project. Students will complete Tri-Council Ethics training (TCPS2: CORE), when necessary, produce an ethics application for the University of Saskatchewan Research Ethics Board (REB), develop a data collection tool, conduct original research, and finally, produce a thesis equivalent to the length and scope of an academic journal article. This course is offered at the discretion of the department and supervisor.

Prerequisite(s): 6 credit units senior SOC including SOC 332 (or its equivalent within another closely related discipline) and admission to the Honours program in Sociology (or a related discipline); or by special permission from the instructor.

Note: Students with credit for SOC 498.3 Undergraduate Thesis may not take this course for credit.

Instructor(s): Scott Thompson

Rationale: This course is designed to develop a student's capacity for research. Under the supervision of a faculty member, students will design, develop and conduct a specific sociological research project. Students will complete Tri-Council Ethics training (TCPS2: CORE), when necessary, produce an ethics application for the University of Saskatchewan Research Ethics Board (REB), develop a data collection tool, conduct original research, and finally, produce a thesis equivalent to the length and scope of an academic journal article.

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**Correction from March UCC** – subject is ART, not ARTH

### **Minor course revisions**

#### **ART 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.

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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.

### **Mathematics**

#### **MATH 450.3 Topics in Geometry**

Prerequisite change:

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

New prerequisite(s): Permission of the instructor.

Rationale: More than half of the students in the current offering did not have the MATH 352 + 379 prerequisites but nonetheless made compelling cases for admission into the course, thus leading to a large number of overrides. Given this reality, as well as the fact that the course will have variability from offering to offering, it makes sense to simply permit students to enroll as per their academic history and maturity viewed in regards to the themes of whatever the current offering of MATH 450 may be.

### **Political Studies**

#### **Minor Course Revisions**

**POLS 204.3 Canadian Political Institutions**

**POLS 205.3 Canadian Politics and Society**

**POLS 221.3 Global Indigenous Politics**

**POLS 225.3 Canadian Public Administration and Administrative Law**

**POLS 226.3 Canadian Public Policy**

**POLS 236.3 History of Political Theory**

**POLS 237.3 Modern Political Theory**

**POLS 244.3 Governance and Development in the Global South**

**POLS 245.3 Topics in the Politics of Developing Countries**

**POLS 249.3 American Government and Politics**

**POLS 250.3 Understanding the State in a Global Era**

**POLS 251.3 Social Movements and Change**

**POLS 253.3 Conquest and Revolution in Latin America**

**POLS 254.3 Democratization and Development in Latin America**

**POLS 256.3 Understanding Political Science Research**

**POLS 261.3 Global Politics**

**POLS 262.3 Global Governance**

**POLS 263.3 The Politics of International Law**

Prerequisite change:

Old prerequisite(s): Any two of IS 110, POLS 111, POLS 112; or 18 credit units at the university level including at least 3 credit units of ANTH, ENG, HIST, INDG, IS, POLS, RLST, SOC, or WGST.

New prerequisite(s): Any two of IS 110, POLS 111, POLS 112; or 18 credit units at the university level.

Rationale: The existing prerequisite is unnecessarily prohibitive to students and students and faculty in other departments have complained about the singling out of courses from some units. The department does not feel that the specified 3 credit units are necessary for success in our 200 level classes.

While it is possible that some students will enter the class with no previous university-level essay writing, these students will not be disadvantaged. The department has adopted a graduated approach to writing development that recommends two to three shorter writing assignments at the 200 level, rather than full essays. Students without previous university-level essay writing have multiple opportunities for success. Further, our instructors regularly devote class time to providing students with guidance on written assignments and encourage students to make use of the University Writing Center.

### **POLS 245.3 Topics in the Politics of Developing Countries**

New course title: **Politics of Africa**

New course description: This course provides an introduction to African politics by exploring a broad range of issues from both historical and contemporary perspectives. This includes an examination of the legacy of colonialism, the post-colonial state, nationalism and authoritarian rule, democratization, ethnic politics, political violence, post-conflict peace-building, and Africa's political and economic relations with the international community. While the course provides a survey of important themes related to African politics, it also draws upon the wider theoretical literature from political studies to ground the analyses in broader debates within the discipline.

## **College of Graduate and Postdoctoral Studies, April 2020 University Course Challenge Proposal**

The following changes have been approved by the College of Graduate and Postdoctoral Studies and are now being submitted for approval:

### New Course Proposals

#### **CHEM 879.3 Advanced Polymer Chemistry**

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.

Instructor: Tim Kelly, PhD

Note: CHEM 879 is mutually exclusive with CHEM 479. Students shall not receive credit for both.

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. The course would serve graduate students whose research involves either the synthesis or the application of polymers, giving them the theoretical background required to excel in their field of research.

Approved by CGPS February 28, 2020

#### **ENVS 840.3: Renewable Energy and Energy Transitions**

This course provides an introduction to global energy transitions and the role of renewable energy. The course includes an examination of socio-technical transition theory and its alternatives, the value proposition of renewable energy, comparative social science methodology, and case studies drawn from Canada, Alaska, Scandinavia, and remote and Indigenous communities.

Instructor: Greg Poelzer, PhD

Rationale: Energy security is an area of interest for faculty and students within the School of Environment and Sustainability. A new program in the area of Energy Security is in development, and this course will be a requirement in the new program.

#### **EDFT 858.3: Democracy and Education in the Neoliberal Era**

This course examines neoliberalism, the economic paradigm that has dominated economics in Canada and across much of the world since the 1980s. The main objectives of neoliberalism are to entrench unregulated capitalism in society, and to commodify as much of the commons as possible, including education, healthcare, and the environment. At the same time, it attempts to weaken potential obstacles such as a growing anti-colonization movement and democracy

itself. The course examines the effects of neoliberalism on our democracy and education systems, and particularly focuses on the mainstream media as a hegemonic device in the service of neoliberalism.

Instructor: Paul Orłowski, PhD

Rationale: Neoliberalism is having deleterious effects on numerous aspects of civil society, such as democracy and education. Corporate media outlets have corporate interests, and therefore they have an obfuscating role in discourse and debates around issues of vital importance to the public. Consequently, it has become incumbent upon educators to deconstruct neoliberal discourses in general, and the role of the mainstream media in particular, in order to foster an informed, engaged, and active citizenry able to challenge these threats to civil society. This kind of citizen will also strengthen democracy itself.

Note: This course is a companion course to EFDT 857 - Neoliberalism and the Environment.

### **FREN 860.3: Maghrebi Culture through Literature and Film**

This course is designed to offer students an insight into the culture of the Maghreb, through the study of some of its most prominent literary figures and film directors. This course will also provide students with important historical information regarding Algeria, Tunisia and Morocco.

Instructor: Romain Chareyron, PhD

Rationale: The intention with the creation of this course is to provide graduate students with a larger array of courses, as this course would be the first one to offer students the possibility to study works from the Maghreb. The department currently offers an undergraduate course on the topic of Maghrebi culture, but no graduate course. This course will offer graduate students the possibility to gain an in-depth knowledge of the main historical events that shaped Maghrebi countries over time, with a particular focus on French colonialism and the movements for independence in these countries. Students will also have the opportunity to study texts from some of the most prominent Maghrebi writers, as well as discuss the works of some of the most prominent Maghrebi directors. Students will be exposed to cultures and themes they have little knowledge of, which will greatly enrich their appreciation for Francophone culture.

### **FREN 861.3: The Other France: Contemporary French Cinema and Society**

This course is designed to introduce students to the connections between cinema and society. We will more particularly observe how cinema has been documenting some of the major societal events that have shaped contemporary French society since the 1990s.

Instructor: Romain Chareyron, PhD

Rationale: The intention with the creation of this course is to provide graduate students with a larger array of courses in our department. The department currently offers an undergraduate course on this topic, but no graduate course. With this course, students will gain an in-depth knowledge on some of the most significant films released within the past thirty years and whose narrative offers to reflect on or criticize some major cultural, social and/or political issues in French society. Studying a specific trend of filmmaking - namely cinema engage - will allow students to discuss filmmakers who have turned to cinema in order to criticize, denounce or shine a light on specific issues or idiosyncrasies of French society. Students will thus observe

how cinema has been instrumental in tackling topics such as the healthcare system, education, rural communities, immigration, racism, or sexuality.

Approved by CGPS April 3, 2020

### Minor Program Modification

#### **Studio Art - MFA**

##### **Degree Requirements**

Students must maintain continuous registration in ART 995

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

Students must complete a minimum total of 18 credit units, including the following:

- 6 credit units of electives (at the 800-level, or approved senior-level undergraduate courses)
- ~~ART 830.6~~
- ART 831.3: Critical Issues in Contemporary Art and Culture A
- ART 832.3: Critical Issues in Contemporary Art and Culture B

- ART 990.0
- ART 995.0 M.F.A. exhibition, including exhibition support paper

6 credit units from the following:

- ART 838.3
- ART 839.3
- ART 841.3
- ART 842.3
- ART 851.3
- ART 852.3
- ART 861.6
- ART 871.3
- ART 872.3
- ART 881.3
- ART 882.3

Splitting a 6 credit unit class to two 3 credit unit classes:

ART 830.6 becomes ART 831.3 and ART 832.3

##### **ART 831.3: Critical Issues in Contemporary Art and Culture A**

This course explores critical issues relevant to the increasingly hybrid range of contemporary art practices, including the expanding realm of exhibition sites and modes; the public role of art and artists; and the dynamics, subcultures, and economic and political realities that make up the contemporary art world.

Instructor: Joan Borsa, MA, MEd



Rationale: Deleting the multi-term ART 830.6 course to deliver single term courses based on administrative efficiencies suggested by the Registrar's Office.

Note: Students with credit for ART 430 or ART 830 may not take this course for credit.

**ART 832.3: Critical Issues in Contemporary Art and Culture B**

This course ~~follow up on ART 831~~ explores critical Issues relevant to the increasingly hybrid range of contemporary art practices, including the expanding realm of exhibition sites and modes; the public role of art and artists; and the dynamics, subcultures, and economic and political realities that make up the contemporary art world.

Instructor: Joan Borsa, MA, MEd

Rationale: Deleting the multi-term ART 830.6 course to deliver single term courses based on administrative efficiencies suggested by the Registrar's Office.

Note: Students with credit for ART 430 or ART 830 may not take this course for credit.

**~~ART 830.6: Critical Issues in Contemporary Art and Culture~~**

~~This seminar will deal with key issues in contemporary art. Primary sources, as well as subsequent interpretations and current literature all pertaining to modern art, post-modern and the most recent cutting edge art, will serve as source material for topics selected by individual students for investigation. Faculty and students will participate through ongoing presentations, discussions~~

Minor course updates

Edits to ART 838 through ART 873 are noted here for information:

**ART 838.3: ~~Extended Media~~Digital and Integrated Practice A**

Continued research and exploration in collaborative and interdisciplinary approaches to contemporary art making. Projects will include alternative practices such as video, performance, installation, projection, and book works. Reading and discussion of related texts will accompany production of artworks. Ambitious and critical synthesis of concepts and media are expected at the graduate level.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

**Prerequisite(s):** B.F.A. degree.

**ART 839.3: ~~Extended Media~~Digital and Integrated Practice B**

This course ~~continues following up on ART 838~~ with research and exploration in collaborative and interdisciplinary approaches to contemporary art making. Projects will include alternative practices such as video, performance, installation, projection, and book works. Reading and discussion of related texts will accompany production of artworks. Ambitious and critical synthesis of concepts and media are expected at the graduate level.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

**Prerequisite(s):** B.F.A. degree.

**ART 841.3: Sculpture A**

Research and continued identification of the concepts, materials, and means of sculpture and related work will be explored. Methods of construction (casting, carving, building, assembling, etc.) and presentation, both traditional and experimental approaches will be encouraged. This includes wide exploration of materials and combinations such as metals, wood, fabric, cement, and found objects. Ambitious and critical synthesis of materials, processes and concepts is expected at the graduate level.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

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

### **ART 842.3: Sculpture B**

Continuing from ART 842, rResearch and continued identification of the concepts, materials, and means of sculpture and related work will be explored. Methods of construction (casting, carving, building, assembling, etc.) and presentation, both traditional and experimental approaches will be encouraged. This includes wide exploration of materials and combinations such as metals, wood, fabric, cement, and found objects. Ambitious and critical synthesis of materials, processes and concepts is expected at the graduate level.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

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

### **ART 851.3: Printmaking A**

Studio work and exploration of the conceptual, expressive and technical means of four major print methods will be offered: Etching, Lithography, Relief Print and Serigraphy. Related photographic methods will be demonstrated. Thorough familiarity with the craft of the traditional print methods, as well as experimentation will be encouraged.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

**Prerequisite(s):** B.F.A. degree.

**Note:** Costs in addition to tuition will apply to this course.

### **ART 852.3: Printmaking B**

Continuing from ART 851, Sstudio work and exploration of the conceptual, expressive and technical means of four major print methods will be offered: Etching, Lithography, Relief Print and Serigraphy. Related photographic methods will be demonstrated. Thorough familiarity with the craft of the traditional print methods, as well as experimentation will be encouraged.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

**Prerequisite(s):** B.F.A. degree.

**Note:** Costs in addition to tuition will apply to this course.

### **ART 872.3: Painting A**

Continual identification of concepts and methods as they relate to the expression, structure, media, and skills of painting. Students may experiment with any or all painting media and work from a choice of subject matter. Emphasis is on students' artistic growth and development.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

### **ART 873.3: Painting B**

Following up on ART 872, Continual identification of concepts and methods as they relate to the expression, structure, media, and skills of painting. Students may experiment with any or all painting media and work from a choice of subject matter. Emphasis is on students' artistic growth and development.

**Weekly hours:** 1 Lecture hours and 2 Seminar/Discussion hours

Rationale: Housekeeping – minor changes to align with the student registration system changes, and distinguish course labels.

### **Psychology – Applied Social Psychology – MA**

Students must maintain continuous registration in the 994 course.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

A minimum of ~~21~~15 credit units, including the following:

- PSY 805.3
- ~~PSY 807.3~~
- PSY 810.3
- PSY 811.3
- ~~PSY 832.3~~
- PSY 862.3
- PSY 900.0 (Research Seminar)
- PSY 902.0 (Practicum)
- PSY 903.0 (Internship)
- PSY 994.0 (Thesis)
- a minimum 3 credit units of electives

### **Psychology – Applied Social Psychology – PhD**

Students must maintain continuous registration in the 996 course.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

A minimum of ~~15~~9 credit units, including the following:

- One of PSY 807, PSY 809, or PSY 812
- 6~~9~~ credit units Advanced Seminar/Elective
- ~~PSY 864.3~~
- ~~PSY 865.3~~
- PSY 900.0 (Research Seminar)
- ~~PSY 902.0 (Practicum)~~
- PSY 902.0 Practicum or PSY 901.0 (Individual Research)
- ~~PSY 903.0 (Internship)~~
- PSY 996.0 (Dissertation)

- comprehensive Examination

Rationale:

- To remove PSY 807 (Multivariate Stats) as a required course at the MA level and move it to the PhD level as one of the options for the required courses. Note that students at the MA level could take it as an elective. There is also a growing demand for qualitative methods/analysis courses, but MA students could also take a qualitative course (PSY 809) as an elective.
- To remove PSY 832 (Social Psychology Seminar) at the MA level. One seminar in Applied Social Psychology (PSY 862) was deemed sufficient. It was noted that PSY 862 incorporates elements of theory, research, and intervention and thus is more comprehensive
- PSY 810 (Research Methods) was deemed essential to the curriculum, however it was noted that we have been relying on sessional instructors. Overlap with PSY 865 was noted. The decision was made to keep PSY 810 at the MA level. Valery will be the primary instructor for PSY 810 course and will integrate elements of PSY 865 into the course. It was suggested to make the following changes to the Course calendar regarding this course. ***PSY810.3: Research Design and Methods for Applied Social Psychological Research***  
*Advanced coverage of research design and methods (survey, interview techniques, observation, etc.) that are used in applied social psychological research*
- To remove PSY 865 (Applied Research Designs) from the PhD curriculum and replace it with PSY 812 as one of the options for the required courses. It was noted that there is overlap between the higher-level elements of PSY 865 and PSY 812 (Historical and Philosophical Foundations of Psychology).
- To remove PSY 864 (Issues in Applied Social Psychology) from the curriculum but keep it on the books. It is desirable for faculty to be able to teach a seminar in their areas of specialization, requiring this seminar might not be warranted. Faculty could also teach a special topics course if there is demand in a certain topic area.
- As the required course at the PhD level, students may take PSY 812 Historical and philosophical foundations of psychology, PSY 807 Multivariate statistics, or PSY 809 Qualitative methods. Ph.D. students who do not have a sufficient background in social psychology will be strongly recommended to take PSY 862 as one of the electives.
- The revised program will require Ph.D. students to take either PSY 901 (field placement) or PSY 902 (directed research). If students need more practical experience, they may arrange more field placements with the help of their supervisor.

Approved by CGPS April 6, 2020

\*For information\*

Course Modification

CHEP 801.3: Epidemiology II

This course is intended to build upon the foundational knowledge gained in CHEP 800 (Epidemiology) and CHEP 805 (Biostatistics). Topics include: causation, bias, multivariable modelling, critical appraisal, study design, and “new” techniques in epidemiology (machine

learning, predictive modelling and others). Methods of instruction will feature lecture, small group exercises, interactive outbreak case studies/discussion and lab sessions. Focus will be on application of epidemiological skills in order to conduct independent research.

Prerequisite(s): CHEP 800 or PUBH 800; or equivalent and ~~3 credit units in statistics~~ CHEP 805 or PUBH 805.

### **KIN 807.3: Research Methods in Kinesiology**

Intended to provide students with an introduction to research methods and design in Kinesiology research. Content of the class includes basic principles of both quantitative and qualitative research methods. Emphasis will be placed on developing skills necessary for an effective research proposal.

**Weekly hours:** 3 Lecture hours

**Prerequisite(s):** STAT 245, PLSC 214, PSY 233 or an alternate undergraduate course in statistics, and KIN 380 or an alternate undergraduate course in research methods.

~~Students enrolled in the M.Sc. or Ph.D. in Kinesiology must have completed an undergraduate course in statistics. Students not enrolled in the M.Sc. or Ph.D. in Kinesiology must receive permission of the department before registering in this course.~~

## College of Education – April 2020 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, April 3, 2020 and are now submitted to the University Course Challenge for approval.

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

### **Revised Program Requirements:**

- To revise the Mathematics Teaching Areas 1 and 2 to include MATH 163.3: Introduction to Mathematical Reasoning as a senior-level course option as outlined below for the following Early/Middle Years Program Route.

#### **Early/Middle Years – Teaching Area 1 Mathematics**

**Choose 6 credit units from the following junior level Mathematics or Statistics courses:**

- [MATH — 100-Level](#)
- [STAT — 100-Level](#)

**Choose 12 credit units from the following **senior-level** Mathematics or Statistics courses:**

- [MATH — 200-Level, 300-Level, 400-Level](#)
- [STAT — 200-Level, 300-Level, 400-Level](#)
- [ECON 306.3](#) Quantitative Methods in Economics II
- [ECON 450.3](#) Strategic Choice
- [GEOG 302.3](#) Quantitative Methods in Geography
- **[MATH 163.3](#) Introduction to Mathematical Reasoning**
- [MATH 164.3](#) Introduction to Linear Algebra
- [PLSC 214.3](#) Statistical Methods
- [PSY 233.3](#) Statistical Methods in Behavioural Sciences
- [PSY 234.3](#) Statistical Methods in Behavioural Sciences
- [SOC 225.3](#) An Introduction to Survey Research and Data Analysis in Sociology
- [SOC 325.3](#) Applied Quantitative Research in Sociology

#### **Early/Middle Years – Teaching Area 2 Mathematics**

**Choose 6 credit units from the following junior level Mathematics or Statistics courses:**

- [MATH — 100-Level](#)
- [STAT — 100-Level](#)

**Choose 6 credit units from the following **senior-level** Mathematics or Statistics courses:**

- [MATH — 200-Level, 300-Level, 400-Level](#)
- [STAT — 200-Level, 300-Level, 400-Level](#)
- [ECON 306.3](#) Quantitative Methods in Economics II
- [ECON 450.3](#) Strategic Choice
- [GEOG 302.3](#) Quantitative Methods in Geography

- [MATH 163.3 Introduction to Mathematical Reasoning](#)
  - [MATH 164.3](#) Introduction to Linear Algebra
  - [PLSC 214.3](#) Statistical Methods
  - [PSY 233.3](#) Statistical Methods in Behavioural Sciences
  - [PSY 234.3](#) Statistical Methods in Behavioural Sciences
  - [SOC 225.3](#) An Introduction to Survey Research and Data Analysis in Sociology
  - [SOC 325.3](#) Applied Quantitative Research in Sociology
- 
- To require teacher candidates in the Early/Middle Years level with Teaching Areas of Cree, French and Languages to complete ECUR 362.3: Principles and Practices of Second Language Learning instead of three credit units of Education electives. B.Ed. program routes impacted by this change include:
    - Early/Middle Years Program Route
    - Sequential Music – Early Middle Years Program Route
  
  - To require teacher candidates in the Early/Middle Years level with Teaching Areas of Cree, French, and Languages to complete ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners instead of EADM/ECUR/EFDT/EPSE 411.3: Inquiry Project and Community Learning Field Experience (and EMUS 490.3: Seminar in Music Education for the Sequential Music program route). B.Ed. program routes impacted by this change include:
    - Early/Middle Years Program Route
    - Sequential Music – Early Middle Years Program Route
  
  - To require teacher candidates in the Secondary level with Teaching Areas of Cree and French to complete ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners instead of three credit units of Education electives. B.Ed. program routes impacted by this change include:
    - Secondary Program Route
    - Sequential Music – Secondary Program Route
  
  - To require teacher candidates in the B. Ed. Technical Vocational Stream Teaching Area 2 of Cree and French to complete ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners instead of EADM/ECUR/EFDT/EPSE 411.3: Inquiry Project and Community Learning Field Experience.

## **Early/Middle Years**

### **Year 4 (30 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
- [EPSE 390.3](#) Exceptional Learners

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

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience

**If your Teaching Area 1 or 2 is Cree, French or Languages, ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners must be taken instead of EADM/ECUR/EFDT/EPSE 411.3.**

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

#### Early Years

[EART 304.3](#) Arts Education in the Early Years

[ECUR 353.3](#) Physical Education in the Early Years

[ECUR 451.3](#) Health in the Early Years

#### Middle Years

[EART 303.3](#) Methods in Elementary Visual Art

[ECUR 352.3](#) Methods in Elementary Physical Education

[ECUR 450.3](#) Elementary Health Methods

#### Early/Middle Years

[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 [ECUR 353.3](#) Physical Education in the Early Years

[ECUR 450.3](#) Elementary Health Methods or [ECUR 451.3](#) Health in the Early Years

### Education Electives

Choose **3 credit units** of Education electives from the following:

- [EADM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EFDT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EPSE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ETAD — 100-Level, 200-Level, 300-Level, 400-Level](#)

**If your Teaching Area 1 or 2 is Cree, French or Languages, ECUR 362.3: Principles and Practices of Second Language Learning must be taken instead of 3 credit units of Education electives.**

## Secondary

### Year 4 (30 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

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

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience

## Education Electives

Choose **9 credit units** of Education electives from the following:

- [EADM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EFDT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EPSE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ETAD — 100-Level, 200-Level, 300-Level, 400-Level](#)

**If your Teaching Area 1 or 2 is Cree or French, ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners must be taken instead of 3 credit units of Education electives.**

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

Year 1 (30 credit units)

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

### Early Years

[ECUR 307.3](#) Early Literacy  
Prekindergarten to Grade 3

### Middle Years

[ECUR 309.3](#) Introduction to  
Elementary English Language Arts

### Early/Middle Years

[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

[ECUR 310.3](#) Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context

**Note: Students cannot receive credit for both ECUR 307 and 309**

[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 314.3](#) Mathematics in the Early Years

[ECUR 312.3](#) Methods in Elementary Mathematics

[ECUR 312.3](#) Methods in Elementary Mathematics or [ECUR 314.3](#) Mathematics in the Early Years

[ECUR 323.3](#) Science in the Early Years

[ECUR 322.3](#) Methods in Elementary Science

[ECUR 322.3](#) Methods in Elementary Science or [ECUR 323.3](#) Science in the Early Years

[ECUR 383.3](#) Social Studies in the Early Years

[ECUR 382.3](#) Methods in Elementary Social Studies

[ECUR 382.3](#) Methods in Elementary Social Studies or [ECUR 383.3](#) Social Studies in the Early Years

**Choose 3 credit units of Education electives from the following:**

- [EADM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EFDT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EPSE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ETAD — 100-Level, 200-Level, 300-Level, 400-Level](#)

**If your Teaching Area 2 is Cree, French or Languages, ECUR 362.3: Principles and Practices of Second Language Learning must be taken instead of 3 credit units of Education electives.**

## Year 2 (30 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
- [EPSE 348.3](#) Essentials of Assessing Student Learning
- [EPSE 390.3](#) Exceptional Learners

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

### Early Years

[EART 304.3](#) Arts Education in the Early Years

[ECUR 353.3](#) Physical Education in the Early Years

[ECUR 451.3](#) Health in the Early Years

### Middle Years

[EART 303.3](#) Methods in Elementary Visual Art

[ECUR 352.3](#) Methods in Elementary Physical Education

[ECUR 450.3](#) Elementary Health Methods

### Early/Middle Years

[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 [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 the following:

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience
- [EMUS 490.3](#) Seminar in Music Education

**If your Teaching Area 2 is Cree, French or Languages, ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners must be taken instead of EADM/ECUR/EFDT/EPSE 411.3 or EMUS 490.3.**

## Bachelor of Education (B.Ed.) – Sequential Music - Secondary Program

### Year 2 (30 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
- [EPSE 348.3](#) Essentials of Assessing Student Learning

### Choose 3 credit units of the following:

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience
- [EMUS 490.3](#) Seminar in Music Education

### Choose 6 credit units of Education electives from the following:

- [EADM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECUR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EFDT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EPSE — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ETAD — 100-Level, 200-Level, 300-Level, 400-Level](#)

**If your Teaching Area 2 is Cree or French, ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners must be taken instead of 3 credit units of Education electives.**

## Technical Vocational Stream

**Year 4 - 30 credit units**

### Education Courses:

- [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
- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [EPSE 348.3](#) Essentials of Assessing Student Learning
- [EPSE 390.3](#) Exceptional Learners

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

- [EADM 411.3](#) Inquiry Project and Community Learning Field Experience
- [ECUR 411.3](#) Inquiry Project and Community Learning Field Experience
- [EFDT 411.3](#) Inquiry Project and Community Learning Field Experience
- [EPSE 411.3](#) Inquiry Project and Community Learning Field Experience

**If your Teaching Area 2 is Cree or French, ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners must be taken instead EADM/ECUR/EFDT/EPSE 411.3.**

### 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