



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: June 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
College of Kinesiology

Approval: Date of circulation: June 15, 2020
Date of effective approval if no challenge received: June 30, 2020

Next scheduled posting:

The next scheduled posting will be August 17, 2020, with a submission deadline **August 13, 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 Arts and Science, University Course Challenge – June 2020

Contact: Alexis Dahl (alexis.dahl@usask.ca)

Correction from April UCC – MATH 102 prerequisite revision

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.

Corrected new prerequisite(s): Workplace & Apprenticeship Mathematics ~~29~~ 30, Foundations of Mathematics ~~29~~ 30, or Pre-Calculus 20, or equivalent background in mathematics

College of Education – June 2020 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, June 12, 2020 and are now submitted to the University Course Challenge for approval.

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

All Bachelor of Education (B.Ed.) Routes – Program Revisions, Course Title Change, Course Deletion

To propose that *EFDT 313.3 Pedagogies of Place Context Based Learning* will replace *EFDT 315.3* in ALL B.Ed. program routes where EFDT 315.3 is required. Course changes are as follows:

Course Deletion:

EFDT 315.3: Pedagogies of Place Context Based Learning Secondary

This course considers pedagogical, planning, and assessment choices in relation to place and Indigenous contexts, the specific knowledges and situations of learners, subject learning and relational curriculum-making, social and ecological justice, and Indigenous education priorities. Holistic, experiential, and Indigenous inquiry-based pedagogical methodologies will be examined and experienced. This course addresses integrated methods content in language arts, science, social sciences, and mathematics, and appropriate adaptation, assessment, and evaluation.

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 315, EDUC 313, or EFDT 313 will not receive credit for this course.

Title Change (for information):

EFDT 313.3: ~~Pedagogies of Place Context Based Learning Elementary~~ Pedagogies of Place Context Based Learning

This course considers pedagogical, planning, and assessment choices in relation to place and Indigenous contexts, the specific knowledges and situations of learners, subject learning and relational curriculum-making, social and ecological justice, and Indigenous education priorities. Holistic, experiential, and Indigenous inquiry-based pedagogical methodologies will be examined and experienced. This course addresses integrated methods content in language arts, science, social sciences, and mathematics, and appropriate adaptation, assessment, and evaluation.

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 313, EDUC 315, or EFDT 315 will not receive credit for this course.

Revised Program Requirements - Saskatchewan Urban Native Teacher Education Program (SUNTEP) – Prince Albert

- To delete EFDT 422.3: Pedagogy of Intersecting Anti-Racist Education as a program requirement, with the effect of opening up 3 credit units of space for an Education elective for the B.Ed. - SUNTEP – PA program route.

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

Year 1 (24 credit units)

Non-Credit Support Courses:

- ENG 99.0
- MATH 99.0

Education Learning Communities:

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

Required Courses:

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

Choose 3 credit units of junior-level English:

- [ENG — 100-Level](#)

Choose 3 credit units of Fine Arts:

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

Choose 3 credit units of electives:

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

Choose 6 credit units of Indigenous Studies:

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- HIST 265.3
- [HIST 315.3](#) Indigenous Health History
- [SOC 341.3](#) Institutional Racism and Indigenous People

Choose 3 credit units of Mathematics or Statistics:

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

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

Choose 3 credit units of senior level Indigenous Studies:

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

Choose 3 credit units of Kinesiology:

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

Year 2 (27 credit units)

Required Education Courses:

- [ECUR 307.3](#) Early Literacy Prekindergarten to Grade 3* or [ECUR 309.3](#) Introduction to Elementary English Language Arts**
- [ECUR 308.3](#) Reading and Writing Development Prekindergarten to Grade 3* or [ECUR 310.3](#) Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context**
- [ECUR 316.3](#) Methods in K to 9 Mathematics II
- ~~[ECUR 322.3](#) Methods in Elementary Science or [ECUR 323.3](#) Science in the Early Years~~
- [EDST 321.3](#) Field Experience Learning in Contexts
- [EPSE 348.3](#) Essentials of Assessing Student Learning

Choose 3 credit units from the following:

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

Choose 3 credit units of junior level English:

- [ENG — 100-Level](#)

Choose 6 credit units senior level Indigenous Studies courses:

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

**If [ECUR 307.3](#) Early Literacy Prekindergarten to Grade 3 Early Literacy Prekindergarten to Grade 3 is taken, [ECUR 308.3](#) Reading and Writing Development Prekindergarten to Grade 3 Reading and Writing Development Prekindergarten to Grade 3 must also be taken.*

***If [ECUR 309.3](#) Introduction to Elementary English Language Arts Introduction to Elementary English Language Arts is taken, [ECUR 310.3](#) Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context must also be taken.*

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

Choose 3 credit units of Science:

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

Choose 3 credit units of electives:

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

Year 3 (30 credit units)

Required Courses:

- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [ECUR 322.3](#) Methods in Elementary Science or [ECUR 323.3](#) Science in the Early Years
- [ECUR 382.3](#) Methods in Elementary Social Studies or [ECUR 383.3](#) Social Studies in the Early Years
- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 313.3](#) Pedagogies of Place Context Based Learning Elementary
- ~~[EPSE 348.3](#) Essentials of Assessing Student Learning~~

Choose 6 credit units of senior level English:

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

Choose 6 credit units from the following:

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

Year 4 (27 credit units)

Term 1

Extended Practicum

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

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

Term 2

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

Choose 3 credit units senior level Indigenous Studies courses:

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

Choose 3-6 credit units from the following:

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

Revised Program Requirements - Technical Vocational Stream

- To require EDST 213.0: Student Teaching in Rural and First Nations Schools for the Technical Vocational Stream of the Bachelor of Education program.

Year 1 - 30 credit units

- Journey Person Certificate (The Journey Person Certificate is equivalent to 30 credit units of the Technical Vocational Degree and is the Teaching Area 1).

Please note: the following list of acceptable Saskatchewan Journeyperson's Certificates: Agricultural Mechanic, Automotive Service Technician, Carpentry, Commercial Cook, Electrician, Electronics (formerly Radio and Television Repair), Hairstylist, Heavy Duty Equipment Mechanic, Industrial Mechanic (Millwright), Ironworker, Machinist, Plumbing, and Welding. Among acceptable Diplomas in Technology or the Applied Arts are: Civil Technology, Drafting Technology, Electrical Technology, Electronics Technology, and Mechanical and Architectural Technology.

Year 2 - 30 credit units

- [EFDT 101.3](#) Introduction to Education
- [ECUR 165.3](#) Introduction to Teaching in Secondary Schools

Choose 3 credit units of Indigenous Studies:

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

- [HIST 265.3](#)
- [HIST 315.3](#) Indigenous Health History
- [SOC 341.3](#) Institutional Racism and Indigenous People

Choose 6 credit units of junior-level English:

- [ENG-100-Level](#)

Choose 15 credit units from the following:

- Teaching Area 2 (choose from the approved [Teaching Area 2](#) options)

Spring Term (after Year 2)

- [EDST 213.0](#) Student Teaching in Rural and First Nations Schools

Year 3 - 30 credit units

- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning
- [ECUR 320.3](#) Literacy Across the Secondary Curriculum
- [ECUR 325.3](#) Relational Curriculum Making in the Secondary Context
- [ECUR 340.3](#) Introduction to Teaching Practical and Applied Arts
- [ECUR 341.3](#) Curriculum and Evaluation in Practical and Applied Arts
- [EDST 321.3](#) Field Experience Learning in Contexts
- [EDST 322.3](#) Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 315.3](#) Pedagogies of Place Context Based Learning Secondary

Choose 3 credit units of Teaching Area 2 methods from the following:

- [EART 331.3](#) Methods in Secondary Visual Art
- [ECUR 318.3](#) Methods in Secondary Mathematics
- [ECUR 326.3](#) Methods for Teaching Science in Secondary School
- [ECUR 349.3](#) Methods in Middle Years and Secondary Drama
- [ECUR 362.3](#) Introduction to Principles and Practices of Second Language Teaching
- [ECUR 379.3](#) Introductory Methods in Secondary English Language Arts
- [ECUR 386.3](#) Methods in Secondary Social Studies

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

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

Pre- or Co-requisite Change - EADM/EPSE/ECUR/EFDT 411.3

- To change the pre- or co-requisites of the EADM/EPSE/ECUR/EFDT 411.3: Inquiry Project and Community Learning Field Experience course to be ECUR 309/310 or ECUR 307/308 or ECUR 320/325 instead of EDST 322.3: Field Experience Relational Curriculum Making in Practice, Planning, Adapting and Assessing.

EADM/ECUR/EFDT/EPSE 411.3: Inquiry Project and Community Learning Field Experience

Students will develop an independent or interdependent inquiry project connected with their on-campus and field study experiences. Students will be facilitated in developing understanding approaches to inquiring appropriate to questions they wish to address and will be encouraged to organize an inter-professional community-learning field experience through which they will develop positive attitudes toward community partnerships in education and develop skills related to community engagement and community-based learning.

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

Prerequisite(s) or Corequisite(s): ~~EDST 322.3~~; (ECUR 307.3/ECUR 308.3) or (ECUR 309.3/ECUR 310.3) or (ECUR 320.3/ECUR 325.3).

Note: Students with credit for EDUC 411, EFDT 411, ECUR 411, or EPSE 411 will not receive credit for this course.

College of Graduate and Postdoctoral Studies, University Course Challenge – June 2020

Approved by CGPS June 5, 2020

New Course Proposals

EFDT 869.3: Queer Land-Based Pedagogy and Praxis

Philosophical and pedagogical praxis of queering Indigenous land-based education. Students examine non-binary views of humans and natural world, Indigenous gender continuums and sexual diversity, and how they relate to pedagogical practice. Examines and disrupts essentialism in nature based education, by incorporating inclusive and non-binary land-based education in educational practice.

Instructor: Alex Wilson, PhD

Rationale: Misconceptions due to colonialism must be explored.

ENVS 810.1: Standpoint, Reflexivity, and Power in Sustainability Problem-Solving

Students will increase their capacity for collaboration by enhancing their ability to recognize root causes of conflicts and stuck places. Beginning with themselves, students sharpen their skills in identifying differences in assumptions, world views, standpoints and knowledge hierarchies, recognizing how these affect thinking, actions, values, and judgments.

Possible Instructors: M.J. Barrett, Maureen Reed, Lori Bradford, Graham Strickert, Markus Brinkmann

Rationale: Never more than ever has there been as much recognition that diverse individual, cultural and disciplinary perspectives are needed to address complex sustainability problems. In the midst of this desire, it is critical to listen to the voices that are unlike ones own, and to be able to understand and perceive when each of our standpoints may be overshadowing our capacity to see, understand, and engage with others' perspectives. This course helps students identify potentially invisible perspectives, biases, privileges and framings of sustainability problems which risk perpetuating conflict, or ineffective framing, problem identification and achieving solutions to sustainability problems.

ENVS 818.1: Introduction to Sustainability

This course explains the evolution of sustainability, including the United Nations Sustainable Development Goals, and introduces students to threshold concepts relevant to the science and practice of sustainability.

Instructor: Maureen Reed, PhD

Rationale: A foundational course that will become mandatory for some programming in SENS.

ENVS 834.2: The Art and Practice of Negotiations

Negotiations and consultations are central to managing relations among the multiple actors in sustainable development initiatives including Indigenous and non-Indigenous governments and organizations; non-governmental organizations; and the private sector. This course introduces students to key issues in consultation and negotiations and offers practice through a negotiation simulation exercise.

Instructor: TBD; CGPS approval may be required for sessional instruction

Rationale: Industry/sector demand for a course of this nature mindful of northern and indigenous communities.

ENVS 842.3: Community Economic Analysis and Renewable Energy

This course introduces basic principles of community economic analysis and methods of measuring social and economic impact of renewable energy projects in Northern, remote and Indigenous communities.

Instructor: TBD

Rationale: Course will be essential for professionals working on energy security or community energy projects, as identified by extensive consultation.

ENVS 851.2: Design Thinking for Sustainability

Design thinking harnesses insights from users of a service or product to prototype innovative solutions. Students will be introduced to products and services that moved through design thinking spaces of *inspiration, ideation, and implementation* while studying how design thinking has fostered new products and services that are sustainably regenerative.

Instructor: Graham Strickert, PhD

Rationale: This course is proposed to be a required element in a new degree program under development, and it can serve as a valuable elective to other SENS grad students.

ENVS 853.3: Regenerative Sustainability

Drawing from diverse traditions, this course examines the conceptual, practical and political challenges of transformative change embedded in current approaches to sustainability. It also introduces students to concepts and strategies of individual and collective action that might move society towards regenerative models of sustainability.

Instructor: Graham Strickert, PhD

Rationale: This course is proposed to be a required element in a new degree program under development, and it can serve as a valuable elective to other SENS grad students.

ENVS 884.1: Fundamentals of Environmental Policy and Law

This intensive, one-credit-unit graduate-level course is an introduction to the fundamental concepts of environmental law and policy in the Anthropocene.

Instructor: Jason MacLean, LLB

Rationale: Whereas traditional understandings of environmental law emerged in the late-1960s and early-1970s during the relatively-stable Holocene epoch, human activity is now the prime driver of physical and biological changes in the Earth system. Human activities now alter weather patterns, climate, land surfaces, the cryosphere (the frozen parts of the Earth), the deep ocean, and even evolutionary processes. In this new Anthropocene epoch, we urgently need to creatively rethink traditional understandings and practices of environmental law, policy, and governance..

Course Modifications

ENVS 805.3: ~~Data Analysis and Management~~ Data-driven Sustainability Solutions

Environmental data management is complex because of its volume, qualitative and quantitative forms, and temporal and spatial characteristics. This course introduces students to statistical, qualitative, and visual methods of problem solving and data reduction and representation and describes methods for managing large and complex data sets.

Rationale: We are currently proposing revisions to our Master's of Sustainable Environmental Management Program. This title change more accurately reflects the course content and learning objectives of the course as well as fits with the revised focus of the MSEM program.

For Information - Correction to ART 872/873 Editorial Changes, April 2020 University Course Challenge

Editorial changes to ART 872 and 873 were noted in the April 2020 UCC; however, ART 873.3 doesn't exist. Instead, editorial changes were made to ART 871 and 872, as noted. This simply fixes a minor typo.

ART 871.3 ~~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 872.3 ~~ART 873.3~~: Painting B

Following up on ART ~~871 872~~, 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

College of Kinesiology – University Course Challenge Submission, June 2020

The changes noted below in red were approved in March 2020 through University Course Challenge. Since that time, some editorial and approval changes have been identified as necessary. These changes are noted below in yellow.

March 2020 UCC

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

Four-Year and Honours programs

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

Commented [WS1]: Correction to March UCC to include the motion for both programs. Noted here for information.

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](#)
- [NEUR 350.3](#) ~~[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

Commented [WS2]: HSC 350 relabeled NEUR 350, October 23, 2019 APC –noted here for information.

Commented [WS3]: These are included in the BMSC 100-400-Level above. The change is proposed for approval.

*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:

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3. English:

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4. Mathematics:

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