



Academic Programs Committee of Council

University Course Challenge

Scheduled posting: October 2021

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
Edwards School of Business
College of Kinesiology
College of Medicine
College of Nursing

Approval: Date of circulation: October 15, 2021
 Date of effective approval if no challenge received: November 1, 2021

Next scheduled posting:

The next scheduled posting will be November 15, 2021, with a submission deadline of **November 10, 2021**. 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 Governance Office.

University Course Challenge – October 2021

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)

Archaeology

Minor program revisions

Bachelor of Science Honours in Archaeology

Remove ARCH 462 as a required course and add 3 credit units to the restricted electives in the Major Requirement.

C4 Major Requirement (54 credit units)

- [ARCH 361.6](#) Archaeological Field Methods
- ~~[ARCH 462.3](#) Contemporary Archaeological Theory~~

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

- [ANTH 111.3](#) One World Many Peoples Introduction to Cultural Anthropology
- [ARCH 112.3](#) The Human Journey Introduction to Archaeology and Biological Anthropology
- [ARCH 116.3](#) Introduction to Near Eastern and Classical Archaeology

Choose **39 42 credit units** from the following:

At least 15 credit units must be at the 300-level or higher.

- [ACB 310.3](#) Basic Human Anatomy
- [ARCH 250.3](#) Introduction to Archaeological Science
- [ARCH 251.3](#) Introduction to Archaeological Interpretation
- [ARCH 270.3](#) Human Evolution
- ...
- [BIOL 324.3](#) Plants and Human Affairs
- [GEOG 235.3](#) Earth Processes and Natural Hazards A Canadian Perspective
- [GEOL 245.3](#) Introduction to Sedimentary Rocks (formerly GEOL 243)
- [GEOL 247.3](#) Palaeontology (formerly GEOL 246)

Rationale: Not only is ARCH 462.3 no longer being offered (or being offered regularly as part of a faculty member's regular slate of courses), but our discipline has changed wherein archaeological theory is embedded within other senior level archaeology courses that students are already taking. In addition, ARCH 462.3 was never required for the 4-year BSc degree, only the BSc Honours. For students interested in taking a course specifically focusing on contemporary issues and theory in archaeology and anthropology (archaeology being a sub-discipline of anthropology), our new ANTH 400.3 course is available for them, as an elective.

Archaeology and Anthropology

Course deletion(s):

ANTH 233.3 Anthropological Perspectives on Contemporary Ukraine

ANTH 236.3 Ethnicity in Action Ukrainian Canadian Experience

ANTH 354.3 Ritual Spaces in Ukrainian Culture

Rationale: These deletions have been agreed to by the heads of Archaeology and Anthropology and STM's Department of Religion and Culture. These courses will be replaced by UKR courses (see below).

Art History and Studio Art

New course(s):

ARTH 350.3 Historical Media Research and Practice

1 Lecture hour; 3 Practicum hours

A theoretical and practical course which explores the historical context of various art media through readings as well as hands-on studio projects. Students will gain experience researching and using older and sometimes forgotten techniques to develop an understanding of the larger theoretical frameworks that impacted art media over time. Specific media and emphasis will vary depending on the expertise of the instructor and might include photography, printmaking, sculpture or painting.

Prerequisite(s): By permission of the department

Note(s): ART 350 and ARTH 350 are cross-listed course offerings. Art History and Studio Art majors will receive studio art credit for ART 350, and Art History credit for ARTH 350. Students may not take both versions at the same time. Costs in addition to tuition may apply to this course. Students may take this course more than once for credit, provided the topics covered in each offering differ substantially. In such cases, students must consult the Department to ensure that the topics covered are different.

Instructor(s): Susan Shantz, Jennifer Crane, Sandra Herron, Jacob Semko

Rationale: This course exists as ART350.3 and has been in place for over a decade. The Catalogue entry for ART 350 (currently) states that "This course can be used towards either studio or art history requirements in Art degree programs" and students have used recent offering for either studio or art history credit by informing the instructor and College as to how to count this course in their Degree Works program. This is an inefficient and often confusing process which we are seeking to clarify by creating a distinct ARTH version of the same course so students can select either the studio or art history version when they register.

Minor course revisions

ART 350.3 Hands on Practice of Historical Media

Change to Note:

Old Note: This course can be used toward either studio or art history requirements in Art degree programs. Costs in addition to tuition may apply to this course. Students may take this course more than once for credit, provided the topics covered in each offering differ substantially. In such cases, students must consult the Department to ensure that the topics covered are different.

New Note: ART 350 and ARTH 350 are cross-listed course offerings. Art History and Studio Art majors will receive studio art credit for ART 350, and Art History credit for ARTH 350. Students may not take both versions at the same time. Costs in addition to tuition may apply to this course. Students may take this course more than once for credit, provided the topics covered in each offering differ substantially. In such cases, students must consult the Department to ensure that the topics covered are different.

Rationale: See ARTH 350 above.

Biochemistry, Microbiology and Immunology

Minor program revisions

Bachelor of Science (Biomedical Science) Honours and Four-year in Biochemistry, Microbiology and Immunology

Bioinformatics has revised/re-labeled the courses BINF 200.3, BINF 210.3 and BINF 300.3. Our program will need to replace BINF 200.3 with a reference to BINF 351.3, replace the reference to BINF 210.3 to BINF 151.3 and replace the reference to BINF 300.3 with CMPT 451.3.

Bachelor of Science (Biomedical Science) Honours [B.Sc. (BMSC) Honours] - Biochemistry, Microbiology and Immunology

M5 Major Requirement (42 credit units)

- **BMIS 340.3** Introductory Molecular Biology
- **BMIS 400.0** Seminar in Biochemistry Microbiology and Immunology
- **BMSC 320.3** Nucleic Acids From Central Dogma to Human Disease

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

- BMIS 310.3
- BMIS 390.3

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

- ~~**BINF 200.3** Introduction to Bioinformatics~~
- ~~**BINF 210.3** Introduction to Bioinformatics Applications~~
- **BINF 151.3** Computing in the Biological Sciences
- **BINF 351.3** Introduction to Bioinformatics

Choose **15 credit units** from the following including at least 9 credit units at the 400-level:

- **BMIS 308.3** An Introduction to Microbial Pathogens
- BMIS 321.3
- **BMIS 380.3** Team Based Experimental Microbiology
- BMIS 405.3
- BMIS 412.3
- BMIS 417.3
- BMIS 423.3
- BMIS 425.3
- BMIS 430.3
- BMIS 435.3
- BMIS 436.3
- BMIS 487.3
- **BMIS 489.6** Research Project in Biochemistry Microbiology and Immunology

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

- **ACB 325.3** Advanced Cell Biology
- ~~**BINF 300.3** Algorithms in Bioinformatics~~
- **BIOL 226.3** Genes to Genomics
- **BIOL 316.3** Molecular Genetics of Eukaryotes

- [BIOL 331.3](#) Plant Physiology
- [BIOL 420.3](#) Molecular Biology of Plants
- [BIOL 436.3](#) Animal Parasitology
- [CHEM 456.3](#) Natural Products
- [CMPT 451.3](#) Algorithms in Bioinformatics
- [FABS 325.3](#) Food Microbiology and Safety
- [FABS 334.3](#) Industrial Microbiology
- FABS 430.3
- FABS 450.3
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level

Bachelor of Science (Biomedical Science) Four-year [B.Sc. (BMSC) Four-year] - Biochemistry, Microbiology and Immunology

M5 Major Requirement (36 credit units)

- [BMIS 340.3](#) Introductory Molecular Biology
- [BMIS 400.0](#) Seminar in Biochemistry Microbiology and Immunology
- [BMSC 320.3](#) Nucleic Acids From Central Dogma to Human Disease

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

- BMIS 310.3
- BMIS 390.3

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

- ~~[BINF 200.3](#) Introduction to Bioinformatics~~
- ~~[BINF 210.3](#) Introduction to Bioinformatics Applications~~
- [BINF 151.3](#) Computing in the Biological Sciences
- [BINF 351.3](#) Introduction to Bioinformatics

Choose **15 credit units** from the following including at least 9 credit units at the 400-level:

- [BMIS 308.3](#) An Introduction to Microbial Pathogens
- BMIS 321.3
- [BMIS 380.3](#) Team Based Experimental Microbiology
- BMIS 405.3
- BMIS 412.3
- BMIS 417.3
- BMIS 423.3
- BMIS 425.3
- BMIS 430.3
- BMIS 435.3
- BMIS 436.3
- BMIS 487.3
- [BMIS 489.6](#) Research Project in Biochemistry Microbiology and Immunology

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

- **ACB 325.3** Advanced Cell Biology
- ~~**BINF 300.3** Algorithms in Bioinformatics~~
- **BIOL 226.3** Genes to Genomics
- **BIOL 316.3** Molecular Genetics of Eukaryotes
- **BIOL 331.3** Plant Physiology
- **BIOL 420.3** Molecular Biology of Plants
- **BIOL 436.3** Animal Parasitology
- **CHEM 456.3** Natural Products
- **CMPT 451.3** Algorithms in Bioinformatics
- **FABS 325.3** Food Microbiology and Safety
- **FABS 334.3** Industrial Microbiology
- FABS 430.3
- FABS 450.3
- **NEUR 301.3** Fundamental Neuroscience Intercellular Communication
- **PHPY 302.3** Human Physiology Transport Systems
- **PHPY 303.3** Human Physiology Reproduction Growth and Energy Homeostasis
- Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level

Rationale: The Bioinformatics course revisions were approved as part of the new program in Applied Computing, and the changes will be implemented in May 2022.

Computer Science

Course deletion(s):

CMPT 117 Computing II

Rationale: This course was used by students in Engineering, but has been replaced in the new Engineering First Year Curriculum. The department has no plans to offer it again.

CMPT 275 Organizational Information Systems

Rationale: This course has not been offered for many years and the department has no plans to offer it again.

English

Minor course revisions

ENG 365.6 Creative Writing Workshop

Change to course hours:

Old hours: 2 lecture hours

New hours: 3 lecture hours

Rationale: A two hour lecture at the third year level is out of line with all our other courses, including the analogous course ENG 366.3 (Advanced Creative Writing Fiction) and inadequate for the level of material and instruction that is involved in a course of this nature.

Environment and Society

Minor course revisions

GEOG 491.3 Honours Thesis in Environment and Planning

Prerequisite change:

Prerequisite change:

Old prerequisite:

Prerequisite(s): PLAN 390.3; and one of GEOG 340.3, GEOG 364.3, GEOG 379.3, GEOG 381.3, GEOG 385.3, GEOG 386.3, GEOG 464.3, PLAN 329.3, PLAN 341.3, PLAN 343.3, PLAN 346.3, PLAN 350.3, PLAN 441.3, PLAN 445.3, PLAN 446.3

Prerequisite(s) or Corequisite(s): GEOG 302.3.

New prerequisite:

Prerequisite(s): One of GEOG 340.3, GEOG 364.3, GEOG 379.3, GEOG 381.3, GEOG 385.3, GEOG 386.3, GEOG 464.3, PLAN 329.3, PLAN 341.3, PLAN 343.3, PLAN 346.3, PLAN 350.3, PLAN 390.3, PLAN 441.3, PLAN 445.3, PLAN 446.3.

Prerequisite(s) or Corequisite(s): GEOG 302.3

Rationale: PLAN 390.3 moves from a required prerequisite to an optional prerequisite. This change fixes an error to the previous minor change to this course. GEOG 491.3 is a required course in the Honours Environment and Society major program. However, PLAN 390.3 is restricted to Regional and Urban Planning majors. This change removes this error while maintaining the range of prerequisite and corequisite courses available. GEOG 491.3 remains an optional course for Regional and Urban Planning students.

French

New course(s):

FREN 160.3 Stardom in French Cinema

Web-based Class

This class is designed to offer students an introduction to the field of “star studies” by focusing on some of the most prominent actors and actresses in the history of French cinema. Through the range of films and texts selected for the class, students will get familiar with some of the most prominent films in the history of French cinema. They will also develop an appreciation for the aesthetic qualities of the medium, as they will be asked to approach film from a narrative and visual perspective in order to discuss and analyze the specificities and most salient features of stardom in a French context.

Note: Though this class is taught in English, some previous experience studying French will be helpful, but is not necessary for success in this course. Students with high-level French may choose to complete their assignments in French.

Instructor(s): Romain Chareyron

Rationale: To strengthen course offerings in the field of French and francophone cinema and to diversify and increase the number of online course offerings. This course will be used toward meeting Humanities requirements, but not Language requirements (either those courses taught in English or those in a language other than English).

FREN 260.3 Portraying Queer Identities in French Cinema and Television

3 Lecture hours

With this course, students will be introduced to some of the most prominent themes and issues connected to the representation of LGBTQ2SA+ individuals in French cinema as well as on television. This course is not intended as a historical survey of the evolution of the representation of LGBTQ2SA+ individuals, as the works studied span the period from the 1990s’ to the present time. The focus of this course is to introduce students to the various meanings of ‘queer’ by showcasing some prominent contemporary films/made for TV movies and directors while observing how the various representations offered are tied to the concept of “sexual citizenship” in a French context. Through the readings selected for this course, students will gain awareness of some of the specificities and idiosyncrasies of French culture and French Republicanism when it comes to the recognition of gender and sexual diversity.

Prerequisite(s): FREN 106.3, FREN 122.3, FREN 125.3, FREN 212.3, WGST 112.3, or permission of the instructor.

Note: Though this class is taught in English, some previous experience studying French will be helpful, but is not necessary for success in this course. Students with credit for French 30 will be granted a prerequisite override to register in this course – please contact the Department of Languages, Literatures, and Cultural Studies. Students pursuing a degree or Minor in French are offered the possibility to complete their assignments in French.

Instructor(s): Romain Chareyron

Rationale: This course will broaden the department's existing offerings in the field of French and Francophone cinema.

Minor course revisions

FREN 251.3 French Civilization from the Middle Ages Through the 19th Century

FREN 258.3 French for Business

Prerequisite change:

Old prerequisite: FREN 125.3 or permission of the department.

New prerequisite: FREN 125.3 or FREN 212.3 or permission of the Department

Rationale: Students entering University from a French immersion program move directly to FREN 212, therefore this course must be listed as an alternate pre-requisite to FREN 125. This corrects an error that was made after FREN 128 was deleted and replaced by FREN 212. Changes were made for the majority of courses, except for a couple of them, which is why we are now requesting this pre-requisite change. Changing the pre-requisite will eliminate the need to enter these overrides, as the registration system does not check pre-requisites for course which list high school courses.

FREN 417.3 Topics in Seventeenth Century French Literature

FREN 419.3 Topics in 19th Century French Literature

FREN 420.3 Topics in 20th Century French Literature

FREN 443.3 Topics in French Canadian Novel

Change to restriction:

Old restriction: Permission of the Department is required.

New restriction: None.

Rationale: The department does not require students to receive permission to register in these courses. Any qualified student is accepted.

Interdisciplinary Studies

Minor course revisions

INTS 103.3 Writing for Academic Success

Change to Note:

Old Note: Students are encouraged to take this course in their first year to maximize the opportunity to increase success in later courses. However, it may be taken to fulfill elective requirements at any time.

This course may not be used to fulfill Humanities requirements in any program.

New Note: Students are encouraged to take this course in their first year to maximize the opportunity to increase success in later courses. However, it may be taken to fulfill elective requirements at any time.

This course may be used only to fulfill Elective requirements in any program.. In such cases, students must consult the Department to ensure that the topics covered are different.

Change to course attribute: Remove Humanities (HUM) attribute and add Arts and Science No Program Type (ARNP) attribute.

Rationale: As this course cannot be used to fulfill Humanities requirements in programs, there are concerns that the Humanities program type designation for INTS 103 is confusing for students. We want to make it clearer to students that it can only be used for Elective requirements.

Music

New course(s):

MUAP 212.1 Symphony Orchestra

This non auditioned ensemble offers an opportunity for U of S students to rehearse and perform symphonic orchestral music. Community members too are welcome to participate. Repertoire will be drawn from the long tradition within the symphony orchestra genre with contemporary works being rehearsed and performed where possible. This ensemble meets in the evening once per week and normally performs one concert at the end of each semester.

Note: This course is considered an "A" ensemble. This course may be repeated four times for credit. Participants normally use their own musical instrument(s) in music ensemble rehearsals and concerts however the U of S Department of Music does have a number of specialty instruments that can be rented out to ensemble participants. Please contact music.department@usask.ca for more details on instrument use or rental.

Instructor(s): Shah Dasikov

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

Minor course revisions

MUS 115.3 Introduction to Music Education

Change subject code: **EMUS 115.3**

Change to Note:

Old Note: Students with credit for MUS 298.3 Introduction to Music Education may not take this course for credit. This course is open to music and non-music majors with permission of the department.

New Note: Students with credit for MUS 115 or MUS 298.3 Introduction to Music Education may not take this course for credit. This course is open to music and non-music majors with permission of the department.

Rationale: This course provides an introduction to the foundational components of music education: covering basic philosophies, perspectives, and current issues in teaching and learning contexts. Given this focus, this course is better placed under the EMUS subject code.

MUS 120.2 Musicianship I

MUS 121.2 Musicianship II

MUS 220.2 Musicianship III

MUS 221.2 Musicianship IV

Change to course hours:

Old hours: 3 Practicum/Lab hours

New hours: 2 Practicum/Lab hours

Rationale: It has always been the case that 2 hours per week are scheduled for these 2 credit unit courses, and this change will ensure that the Catalogue matches this practice.

Palaeobiology

Minor program revisions

Bachelor of Science Honours and Four-year in Palaeobiology

Add PBIO 488.3 to Category D in the Major Requirement.

[Bachelor of Science Honours \(B.Sc. Honours\) - Palaeobiology](#)

[Bachelor of Science Four-year \(B.Sc. Four-year\) - Palaeobiology](#)

C4 Major Requirement (66 credit units)

Junior course requirements:

...

Senior course requirements:

- [BIOL 222.3](#) The Living Plant
- [BIOL 224.3](#) Animal Body Systems or [P BIO 230.3](#) On the Origin and Life of Animals
- [GEOL 206.3](#) Earth Systems
- [GEOL 245.3](#) Introduction to Sedimentary Rocks
- [GEOL 247.3](#) Palaeontology

Choose 33 credit units to be selected from Categories A, B, C, and D, such that at least 18 credit units are chosen at the 300-400 level, of which at least 12 credit units must be at the 400-level. Students must complete a minimum of 6 credit units from each of Categories A, B, and C.

Category A

...

Category B

...

Category C

...

Category D

- [GEOL 490.3](#) Geological Sciences Research
- [GEOL 492.6](#) Geological Sciences Research
- [P BIO 488.3](#) Palaeobiology Research
- [P BIO 489.6](#)

Rationale: P BIO 488.3 was offered in previous years but was deleted through the moribund process. The course was not offered largely due to a misunderstanding in the way academic requirements for professional registration as a geoscientist are handled following graduation. After confirming that this course is eligible for consideration for professional registration, we would like to reinstate this course unchanged from what it was previously (although with an updated syllabus).

New course(s):

P BIO 488.3 Palaeobiology Research

A field or laboratory research project conducted under the supervision of a faculty member. A written report will be submitted to the supervisor in the form of an honours thesis. The student will then present to an examining committee an oral account of the research.

Prerequisite(s): Open to Palaeobiology students, normally in their fourth year of studies. Permission of the Chair of the Palaeobiology Administrative Committee required.

Instructor(s): Any faculty members whose research is in palaeobiology.

Rationale: This proposal recreates the P BIO 488.3 research course that was deleted due to the moribund courses policy. The course was not offered in the past due to confusion around requirements for professional registration as a geoscientist following completion of their studies, and students were instead being directed to the equivalent course in Geological Sciences (GEOL 490.3). We have recently confirmed that a P BIO-labelled course, with the appropriate content, will be accepted as well.

The course will be offered one-on-one, with students working on their own independent research project under a faculty supervisor that would function as an instructor. As such, it would not require any additional resources to offer it from either the Palaeobiology program itself or the departments from which potential supervisors are a part of. If an instructor did not feel that they had the time to dedicate to a research project, they could simply decline to take a student for that term.

This version of P BIO 488 is equivalent to the previous version.

Physics

Minor course revisions

EP 228.3 Computer Tools for Engineering Physics

Prerequisite change:

Old prerequisite:

Prerequisite(s): CMPT 116; and (GE 125 or PHYS 117 or PHYS 125).

Prerequisite(s) or Corequisite(s): MATH 224 or MATH 226 or MATH 238.

New prerequisite:

Prerequisite(s): CMPT 116 or CMPT 145 or CMPT 146; and GE 125 or GE 123 or PHYS 117 or PHYS 125.

Prerequisite(s) or Corequisite(s): MATH 224 or MATH 226 or MATH 238.

Rationale: CMPT 116 is being deleted. CMPT 145 is the new course for Arts & Science students, and CMPT 146 is the new course for Engineering students. GE 124 has been replaced by GE 123 in the new Engineering First Year Program.

EP 413.3 Instrument and Design

Prerequisite change:

Old prerequisite: EE 321 or EP 313; and CMPT 116.

New prerequisite: EE 321; and CMPT 116 or CMPT 146.

Rationale: CMPT 116 will be replaced by CMPT 146 in the Engineering First Year Program.

EP 313 was replaced by EE 321 for the 2016-17 Catalogue Year.

Psychology

New course(s):

PSY 311.3 Environmental Psychology Humans and Nature

3 Lecture hours

Environmental psychology explores the interplay between people and their environment. It seeks to understand how environments impact us, how we can leverage that knowledge to our advantage, and how we might improve our relationship to the world around us. Students will learn about the interrelationships between ourselves and the environments in which we live, love, and work, with a focus on both theory and practical application. Specific topics addressed include: the history and scope of environmental psychology; theories of environment and behaviour; designing built environments for human wellbeing; people's relationship with animals and the natural environment; ecotherapies and animal therapies as emerging treatment paradigms; and behavioural change in relation to contemporary global environmental issues and issues of sustainability.

Prerequisite(s): 12 credit units of 200-level psychology; and PSY 235 or HLST 210

Instructor(s): Jan M Gelech

Rationale: This course is being created to introduce students to an influential and quickly-growing subfield in psychology, promote appreciation for the interpenetration of human psychology and built/natural worlds, promote the burgeoning field of animal- and eco-therapies, and meet demand for courses that speak to the psychology of environmental degradation/sustainability.

Ukrainian Studies

New course(s):

UKR 233.3 From the Forge SocioCultural Perspectives on Contemporary Ukraine

SP/SU

This course explores the effects of post-Soviet transition in today's Ukraine on the lives, identities and practices of its people. The emphasis is placed on how ethnography - a key research tool - helps to account for the changes that Ukrainian society has undergone since the late 1980s.

Prerequisite(s): 18 credit units at the university level including 3 credit units from Humanities or Social Sciences

Note: Students with credit for ANTH 233 Anthropological Perspectives on Contemporary Ukraine may not take this course for credit.

Instructor(s): Nadya Fotv-Oneschuk

Rationale: This course is replacing ANTH 233 (see course deletion above). The old and new courses will not be equivalent, but students may not have credit for both. UKR 233 will be taught in the Summer Session in Ukraine program, run by STM.

UKR 236.3 Ethnicity In Action The Ukrainian Canadian Experience

3 Seminar hours

This course introduces students to the Ukrainian Canadian culture and ethnicity from the perspective of ethnic and diaspora studies. Examining the cultural practices and heritage of Ukrainians in Canada, we will look at Ukrainian Canadian community development and the early settlers' spiritual and material culture. We will discuss major social and cultural changes in the community life of Ukrainian Canadians as they were taking place throughout the last century, and place those in broader historical context. To deal with the questions of cultural vitality, and continuity and change, we will look at Ukrainian Canadian folklore and 'high' art as cultural practice and analyze the relationship between the cultural heritage, cultural practice, and ethnic identity of Ukrainians in Canada. Given recent historical developments, we will pay special attention this year to the relationship between diaspora and homeland and discuss the foundations of their connections and disconnections.

Prerequisite(s): 18 credit units at the university level including 3 credit units from Humanities or Social Sciences

Note: Students with credit for ANTH 236 Ethnicity in Action Ukrainian Canadian Experience may not take this course for credit.

Instructor(s): Nadya Fotv-Oneschuk

Rationale: This course is replacing ANTH 236 (see course deletion above). The old and new courses will not be equivalent, but students may not have credit for both.

UKR 354.3 Lenses of Belief Ritual Spaces in Ukrainian Culture

3 Seminar hours

This undergraduate course offers an exploration of Ukrainian culture through the prism of ritual analysis. In this course, through the examination of scholarly approaches taken up by folklorists and ethnographers to the study of ritual, we will investigate several sites of Ukrainian traditional and post-traditional culture in order to understand complex processes of cultural continuity and cultural change. What is the ritual and how can ritual analysis help us to enter the domain of Ukrainian culture? Is ritual only about traditional Ukrainian weddings, Christmas and Easter celebrations, or can such events as Taras Shevchenko's reburial, the Orange and Euromaidan Revolutions of 2004 and 2013, and recent political events in Ukraine be studied similarly, as well? And why ritual? How can ritual account for the dynamic nature of ethnic or nation building processes? What can it teach us about ourselves, our history, our culture? These and other questions will be addressed in class.

Prerequisite(s): A 200-level course in UKR, or permission of the department

Note: Students with credit for ANTH 354 Ritual Spaces in Ukrainian Culture may not take this course for credit.

Instructor(s): Nadya Fotv-Oneschuk

Rationale: This course is replacing ANTH 354 (see course deletion above). The old and new courses will not be equivalent, but students may not have credit for both.

Items for Information

Physics

Minor course revisions

ASTR 411 Gravitation and Cosmology

Prerequisite change:

Old prerequisite:

Prerequisite(s): PHYS 252.3

Prerequisite(s) or Corequisite(s): MATH 331.3

New prerequisite:

Prerequisite(s): PHYS 252

Prerequisite(s) or Corequisite(s): MATH 331.3 or MATH 339.3

Rationale: The proposed revision is in accordance with the recent removal of MATH 331 as the prerequisite for MATH 339. Now MATH 331 and MATH 339 are independent of each other and the prerequisites for MATH 339 are one of the three combinations of second-year courses; MATH 223 and MATH 224; or MATH 225 and MATH 226; or MATH 238 and MATH 276. Physics students can take any one of these three combinations in their second year, depending on their course schedule. Either one of MATH 331 or MATH 339 provide Physics students with knowledge and skills for solving differential equations that are necessary for ASTR 411.

PHYS 356.3 Intermediate Electromagnetism

Prerequisite change:

Old prerequisite: MATH 331.3

New prerequisite: MATH 331.3 or MATH 339.3

Rationale: See ASTR 411 above. Either one of MATH 331 or MATH 339 provide Physics students with knowledge and skills for solving differential equations that are necessary for PHYS 356.

PHYS 402.3 Techniques of Theoretical Physics

Prerequisite change:

Old prerequisite: PHYS 383; PHYS 356; MATH 331, MATH 339 and MATH 379

New prerequisite: PHYS 356; PHYS 383; and MATH 379

Rationale: MATH 331 and 339 no longer need to be listed, as they are the prerequisites for PHYS 356 (and 331 is a prerequisite for PHYS 383).

Psychology

Minor course revisions

PSY 315.3 Advanced Development I Social and Emotional

Prerequisite change:

Old prerequisite: 12 credit units of 200-level Psychology including PSY 233, and PSY 235 or HLST 210, and one of PSY 213, 214, or 216.

New prerequisite: PSY 213, 214, or 216; and PSY 233; and PSY 235 (or HLST 210); and 3 credit units of 200-level PSY courses.

Remove restriction: Permission of the department required.

Rationale: The prerequisite has been reworded for clarity. The department feels that the prerequisite checking process incorporated into the registration system is adequate and therefore permissions no longer need to be granted manually.

PSY 316.3 Advanced Development II Social and Emotional Research

PSY 318.3 Cognitive Development II Research

PSY 324.3 Research in Qualitative Study of Lives and Social Practices

PSY 326.3 Advanced Social Psychology II

PSY 348.3 Research in Human Neuropsychology

PSY 423.3 Disability Discourses and Social Practices

PSY 448.3 Advanced Seminar in Neuroscience

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 317.3 Cognitive Development I

Prerequisite change:

Old prerequisite: 12 credit units of 200-level Psychology including PSY 233; and PSY 235 or HLST 210; and one of PSY 213, 214, or 216.

New prerequisite: PSY 233; PSY 235 (or HLST 210; PSY 253; and 3 credit units 200-level PSY courses.

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 323.3 Qualitative Study of Lives and Social Practices

Prerequisite change:

Old prerequisite: PSY 233.3; and PSY 235.3 or HLST 210.3; and 3 credit units from Group 1; and an additional 9 credit units of 200-level Psychology.

New prerequisite: PSY 233.3; and PSY 235.3 (or HLST 210.3); and 3 credit units from PSY 207.3, PSY 213.3, PSY 214.3, PSY 216.3, PSY 222.3, PSY 223.3, PSY 224.3, PSY 225.3, PSY 226.3, PSY 227.3, PSY 230.3, PSY 231.3, PSY 236.3, PSY 257.3, PSY 260.3 or PSY 261.3; and 9 credit units of 200-level PSY courses.

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 325.3 Investigating Social Psychology Phenomena I

Prerequisite change:

Old prerequisite: 12 credit units of 200-level psychology, including PSY 233; and PSY 235 or HLST 210; and one of PSY 225 or 226.

New prerequisite: PSY 225 or 226; and PSY 233; and PSY 235 (or HLST 210); and 3 credit units of 200-level PSY courses.

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 347.3 Advanced Human Neuropsychology

Prerequisite change:

Old prerequisite: 12 credit units of 200-level psychology, including PSY 233, and (PSY 235 or HLST 210), and one of PSY 242 or 246.

New prerequisite: PSY 242.3 or PSY 246.3; and PSY 233.3; and PSY 235.3 (or HLST 210.3); and 3 credit units of 200-level PSY courses.

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 355.3 Research in Advanced Cognitive Science

Prerequisite change:

Old prerequisite: 12 credit units of 200-level psychology, including PSY 233, and (PSY 235 or HLST 210), and one of PSY 252, 253, 255, or 256.

New prerequisite: PSY 252.3, PSY 253.3, PSY 255.3 or PSY 256.3; and PSY 233.3; and PSY 235.3 (or HLST 210.3); and 3 credit units of 200-level PSY courses.

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 356.3 Advanced Cognitive Science II Research Projects

Prerequisite change:

Old prerequisite: PSY 233, 234, 235, and PSY 355.

New prerequisite: PSY 234.3 and PSY 355.3

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 410.3 Madness Mayhem and Mania An Exploration of Mental Illness in Movies

Prerequisite change:

Old prerequisite: PSY 222 or 223; and 6 credit units of 300-level PSY classes; and permission of the department.

New prerequisite: PSY 222 or PSY 223; and 6 credit units of 300-level PSY classes

Rationale: See PSY 315.

PSY 418.3 Advanced Seminar in Developmental Psychology

Prerequisite change:

Old prerequisite: 6 credit units from PSY 213, 214, 216, 315, 317.

New prerequisite: 6 credit units from PSY 213, PSY 214, PSY 216, PSY 315, PSY 317.

Remove restriction: Permission of the department required.

Rationale: See PSY 315.

PSY 425.3 Advanced Seminar in Group Dynamics and Intergroup Relations

Prerequisite change:

Old prerequisite: One of PSY 225 or 226; AND one of PSY 315, 317, 323 or 325.

New prerequisite: PSY 225.3; and PSY 226.3 or PSY 325.3.

Remove restriction: Permission of the department required.

Add Note: Students with credit for PSY 225 or PSY 226; and one of PSY 315, 317, 323, or 325 will be eligible to receive an override to register in PSY 425 in 2022-23.

Rationale: See PSY 315. PSY 215, 317, and 323 are not social psychology courses and, thus, do not provide students with the background needed to perform at an optimal level in PSY 425. Students need to have two courses in social psychology to be properly prepared. (Students who met the previous prerequisites will be given an override to register in the course in 2022-23, as they would have planned their courses according to what is currently listed, and should not experience delays as a result.)

PSY 426.3 Advanced Seminar in Intrapersonal and Interpersonal Processes

Prerequisite change:

Old prerequisite: PSY 226 and one of 225, 323 or 325.

New prerequisite: PSY 225 or PSY 226; and PSY 325.

Remove restriction: Permission of the department required.

Add Note: Students with credit for PSY 226 ; and one of PSY 225, 317, 323, or 325 will be eligible to receive an override to register in PSY 426 in 2022-23.

Rationale: See PSY 315 and PSY 425.

PSY 456.3 Advanced Seminar in Cognitive Science

Prerequisite change:

Old prerequisite: 6 credit units from PSY 252, 253, 255, 256, 353, 355.

New prerequisite: 6 credit units from PSY 253, 317, 355

Remove restriction: Permission of the department required.

Change to Note:

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

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

Students with credit for two of PSY 252, 253, 255, 256, 353, and 355 will be eligible to receive an override to register in PSY 456 in 2022-23.

Rationale: See PSY 315. PSY 353 is no longer offered. Students need to have two courses focussing on cognitive science to be properly prepared for this course.

The following items were approved at the October 13 2021 Faculty Council Meeting and are now submitted to the University Course Challenge for approval.

Contact: Vicky Parohl (parohl@edwards.usask.ca)

BACHELOR OF COMMERCE

Minor Program Revisions (all majors)

Update list of courses not allowed for credit in the B.Comm. program (list appears in years 1 and 2 of the catalogue description) to align with current course offerings.

NOTE: the following courses CANNOT be used in the B.Comm. program.

- ~~PSY 101.3~~
- ~~AGRC 290.3~~
- ~~AGRC 291.3~~
- ~~AREC 320.3~~
- AREC 495.3 Agribusiness Venture Management
- MATH 101.3 Quantitative Reasoning
- MATH 150.3 Mathematics for Early and Middle Years Teachers

Rationale: The changes proposed in this item involve updating the list of courses in the course and program catalogue to reflect current course offerings; courses that are no longer offered will be removed from the published list. No new courses are being added to the list.

ACADEMIC POLICIES

Second Degree Programs – Law and Commerce

Update calendar description for Law and Commerce Second Degree Program to explicitly acknowledge that the clinical law practicum, the clinical law seminar, and moot law courses will not be accepted to fulfill elective requirements.

Law and Commerce

The combined B.Comm./J.D. program allows a student to obtain both the Commerce and Law degrees in six years rather than the seven years needed to complete the degrees separately. The Edwards School of Business will exempt B.Comm. students from up to 30 credit units of electives. Combined program students will replace the following classes with approved second-year LAW classes:

- 6 credit units any level non-COMM elective
- COMM 304 Introduction to Business Law
- Free Elective – any level non-COMM or 300 or higher COMM
- Up to 18 credit units Free SR elective (where majors allow)

Students pursuing the Management Major will replace 6 credit units of Management electives with approved second-year LAW classes.

Specific course exemptions may vary according to major. Students should consult an Undergraduate Programs advisor for details.

LAW 491.3 Clinical Law Seminar, LAW 492.12 Clinical Law Practicum, LAW 482.3 Criminal intensive Seminar, LAW 484.12 Criminal Intensive Practicum cannot be used toward B.Comm. requirements; students pursuing this option will complete their B.Comm. degree after third year Law. Moot law courses will not be accepted to fulfil elective requirements.

A student would initially apply to the Edwards School of Business and spend three years completing the core and major classes. Once a student has gained admission into the College of Law, they complete the regular three year program. A student would be eligible to obtain their B.Comm. degree after successful completion of two years in Law.

NOTE: Following the program set out for three years in the Edwards School of Business does not guarantee entrance into Law as this college has high admission standards. If a student is not admitted to Law, they would spend their fourth year in the Edwards School of Business and graduate with a B.Comm. degree.

College of Kinesiology, University Course Challenge October 2021

The following curricular revision was approved by the College of Kinesiology and is now being submitted to University Course Challenge for approval:

KIN 422.3: Motor Control of Neurological Conditions

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

Weekly hours: 3 Lecture hours

Prerequisite(s): KIN 322.3 [or NEUR 350.3 or NEUR 334.3](#)

Rationale: To propose a change in the pre-requisites for KIN 422: Motor Control of Neurological Conditions from "KIN 322.3" to "KIN 322.3 or NEUR 350.3 or NEUR 334.3".

The Biomedical Neuroscience program is a new undergraduate program offered by the College of Arts and Sciences to provide focused neuroscience education. The College of Kinesiology was approached about including appropriate Kinesiology courses as electives in the Biomedical Neuroscience program. After some discussion, KIN 422 was considered a good fit as an elective for the program. In order for any students in the Biomedical Neuroscience program to be allowed to enroll, they need the approved pre-requisites (currently KIN 322 is the only pre-requisite for KIN 422). After reviewing the syllabi and discussing with Landon Baillie, I feel that NEUR 334 (Introductory neuroanatomy) and NEUR 350 (Fundamental Neuroscience) would be good alternative pre-requisites for KIN 422. I feel there would be benefit for students in both the Biomedical Neuroscience and Kinesiology undergraduate programs. Notably the largest benefit would be an additional elective for 4th year students in the Biomedical Neuroscience program with Kinesiology student benefitting from the opportunity to learn and work with students in another program.

NEUR 350 is a systems neuroscience course covering a variety of topics including 4-5 hours on motor control and the basal ganglia. NEUR 334 is an introductory neuroanatomy course introducing the basic structure and function of the different subdivisions of the CNS, motor systems, the basal ganglia, and ascending and descending CNS pathways relevant for motor control. I believe either course to be sufficient pre-requisites for KIN 422.

College of Medicine - University Course Challenge, October 2021

The following program and course revisions to the Doctor of Medicine (M.D.) have been approved by the College of Medicine and are being submitted to University Course Challenge for approval:

Doctor of Medicine (M.D.) Program Revisions

The M.D. program is undergoing a curriculum renewal. While overall program content, completion time, and tuition/fees will remain the same, some shifting of course content will occur. As a result, new courses are proposed for Years 1 and 2. Students who entered the M.D. program before 2022-23 will complete that program; courses from that program will be closed as those students complete. No course equivalents are being proposed. Students who enter the M.D. in 2022-23 and after will complete the following program and courses, pending this University Course Challenge approval:

Doctor of Medicine (248 credit units)

First Year Pre-Clerkship (33 weeks) (66 credit units)

Term 1

- ~~MEDC 100.0 (optional)~~
- ~~MEDC 101.0 Basic Life Support for Health Care Providers~~
- MEDC 111.0 Success in Medical School I Success in Medical School I
- ~~MEDC 112.3 Medicine and Society I Medicine and Society I~~
- ~~MEDC 113.8 Clinical Skills I Clinical Skills I~~
- ~~MEDC 114.4 Clinical Integration I Clinical Integration I~~
- ~~MEDC 115.18 Principles of Medical Science Principles of Medical Science~~
- ~~MEDC 122.3 Medicine and Society II Medicine and Society II~~
- ~~MEDC 123.8 Clinical Skills II Clinical Skills II~~
- ~~MEDC 124.4 Clinical Integration II Clinical Integration II~~
- ~~MEDC 126.18 Foundations of Clinical Medicine I Foundations of Clinical Medicine I~~
- MEDC 132.3 Medicine and Society I
- MEDC 133.9 Clinical Skills I
- MEDC 136.21 Foundations of Clinical Medicine I

Term 2

- MEDC 142.3 Medicine and Society II
- MEDC 143.9 Clinical Skills II
- MEDC 146.21 Foundations of Clinical Medicine II

Second Year Pre-Clerkship (33 weeks) (66 credit units)

Term 1

- ~~MEDC 200.0~~ Extra-Curricular Medical Experience II Extra-Curricular Medical Experience II (optional)

- [MEDC 211.0](#) Success in Medical School II Success in Medical School II
- ~~[MEDC 212.3](#) Medicine and Society III Medicine and Society III~~
- ~~[MEDC 213.8](#) Clinical Skills III~~
- ~~[MEDC 214.4](#) Clinical Integration III Clinical Integration III~~
- ~~[MEDC 216.18](#) Foundations of Clinical Medicine II Foundations of Clinical Medicine II~~
- ~~[MEDC 222.3](#) Medicine and Society IV Medicine and Society IV~~
- ~~[MEDC 223.8](#) Clinical Skills IV Clinical Skills IV~~
- ~~[MEDC 224.4](#) Clinical Integration IV Clinical Integration IV~~
- ~~[MEDC 226.18](#) Foundations of Clinical Medicine III Foundations of Clinical Medicine III~~
- [MEDC 232.3](#) Medicine and Society III
- [MEDC 233.9](#) Clinical Skills III
- [MEDC 236.21](#) Foundations of Clinical Medicine III

Term 2

- [MEDC 242.3](#) Medicine and Society IV
- [MEDC 243.9](#) Clinical Skills IV
- [MEDC 246.21](#) Foundations of Clinical Medicine IV

Third Year Clerkship (Core Rotations) (46 weeks) (66 credit units)

- [MEDC 307.50](#) Core Clinical Rotations Core Clinical Rotations or [MEDC 306.50](#) Saskatchewan Longitudinal Integrated Clerkship SLIC Saskatchewan Longitudinal Integrated Clerkship SLIC
- [MEDC 308.16](#) Selected Topics in Medicine Selected Topics in Medicine
- [MEDC 311.0](#) Success in Medical School Clerkship III Success in Medical School Clerkship III

Fourth Year Clerkship (Electives and Capstone Course) (33 weeks) (50 credit units)

- [MEDC 407.34](#) Elective Clinical Rotations Elective Clinical Rotations
- [MEDC 408.8](#) Selective Clinical Rotations Selective Clinical Rotations
- [MEDC 409.8](#) Preparation for Residency Preparation for Residency

Optional Fifth Year Clerkship (33 weeks)(30 credit units)

The following is a clerkship extension course, offered both terms. It allows students the option of participating in an additional year of undergraduate medical training.

- [MEDC 505.15](#) Clerkship Extension Course Clerkship Extension Course

New Course Proposals

MEDC 132.3 — 1(1L-1S-1P) Medicine and Society I

Through classroom and community-based learning experiences, this Introduction to Health Care in Canada will allow students to learn how to determine and meet the diverse health needs of specific and significant populations in Saskatchewan and Canada. These populations may be determined by chronological age, gender, geography, ethnic and cultural background, culturally safe and modified care, and other criteria.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1).

MEDC 133.9 — (7S or CL) Clinical Skills I

Designed to assist the student in developing fundamental clinical skills upon which they will build throughout their professional lives. Interviewing, communication skills, Interprofessional Education, basic physical examination skills, and foundations of clinical reasoning are the focus of the course. The development of effective and caring relationships with patients is fundamental to the success of this course and all future clinical experiences.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1).

MEDC 136.21 Foundations of Clinical Medicine I

This course is first in a series of four Foundations of Clinical Medicine courses and includes three curricular components: 1. An introductory module [encompassing major biomedical science themes and sections on principles of health promotion as well as health information literacy skill development], 2. A longitudinal case-based learning module and 3. Biological systems based clinical modules. Through these curricular components students will begin to learn to apply knowledge and skills towards care of people with common and/or urgent medical conditions

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1).

MEDC 142.3 — 2(1L-1S-1P) Medicine and Society II

Through classroom and community-based learning experiences, this course will focus on population and preventative health care that will allow students to further refine their ability to determine and meet the diverse health needs of specific and significant populations in Saskatchewan and Canada. Students will further explore the determinants of health and learn more about disease prevention, public health principles, and environmental and occupational hazards.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): MEDC 132.3.

MEDC 143.9 — 7S or CL Clinical Skills II

Learning in Clinical Skills II will enable students to improve their basic clinical skills, including patient-centered communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including differential diagnosis and management planning as well as interprofessional collaboration skills.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 133.9

MEDC 146.21 Foundations of Clinical Medicine II

This course is the second of four Foundations of Clinical Medicine courses and includes two components: 1. Biological systems based clinical medicine modules and 2. A longitudinal case-based learning module. Building on their cumulative learning in this course series, students will learn to apply knowledge and skills towards care of people with common and or urgent medical conditions.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 136.21

MEDC 232.3 1 (1L-1S-1P) Medicine and Society III

Through classroom and community-based learning experiences, this course will focus on Canada's Health Care System that will allow students to learn about the health care system in Canada, strategies for Health Care reform, key medical organizations and their role in health care.

Restriction(s): Restricted to students enrolled in the College of Medicine; in appropriate year of study only.

Restriction(s): M.D. program only; in appropriate year of study only

Prerequisite(s): MEDC 142.3

MEDC 233.9 — 7S or CL

Clinical Skills III

Learning in Clinical Skills III will enable students to further refine their clinical skills, including patient-centered communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including differential diagnosis and management planning as well as interprofessional collaboration skills.

Restriction(s): M.D. program only; in appropriate year of study only

Prerequisite(s): MEDC 143.9

MEDC 236.21 Foundations of Clinical Medicine III

This course is the third of four Foundations of Clinical Medicine courses and includes two components: 1. Biological systems based clinical medicine modules and 2. A longitudinal case-based learning module.

Building on their cumulative learning in this course series, students will learn to apply knowledge and skills towards care of people with common and or urgent medical conditions.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 146.21

MEDC 242.3 — 2(1L-1S-1P) Medicine and Society IV

Through classroom and community-based learning experiences, this course will focus on Physician Leadership that will allow students to develop skills related health care leadership and management teams, quality improvement, IPPC skills, patient advocacy and lifelong learning skills.

Restriction(s): Restricted to students enrolled in the College of Medicine; in appropriate year of study only.

Restriction(s): M.D. program only; in appropriate year of study only

Prerequisite(s): MEDC 232.3.

MEDC 243.9 — 7S or CL Clinical Skills IV

Learning in Clinical Skills IV will enable students to further refine their clinical skills, including patient-centered communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including differential diagnosis and management planning as well as interprofessional collaboration skills.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 233.9

MEDC 246.21 Foundations of Clinical Medicine IV

This course is the fourth of four Foundations of Clinical Medicine courses and includes two components: 1. Biological systems based clinical medicine modules and 2. A longitudinal case-based learning module. Building on their cumulative learning in this course series, students will learn to apply knowledge and skills towards care of people with common and or urgent medical conditions.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 236.21

Course Deletions

As students complete the old program, the following courses will be deleted:

MEDC 101.0: Basic Life Support for Health Care Providers

Provides a basic level of knowledge and skill in first aid and basic cardiac life support.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1)

MEDC 112.3: Medicine and Society I

Through classroom and community-based learning experiences, this Introduction to Health Care in Canada will allow students to learn how to determine and meet the diverse health needs of specific and significant populations in Saskatchewan and Canada. These populations may be determined by chronological age, gender, geography, ethnic and cultural background, culturally safe and modified care, and other criteria.

Weekly hours: 1 Lecture hours and 1 Seminar/Discussion hours and 1 Practicum/Lab hours

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1).

MEDC 113.8: Clinical Skills I

Designed to assist the student in developing fundamental clinical skills upon which they will build throughout their professional lives. Interviewing, communication skills, basic physical examination skills, and foundations of clinical reasoning are the focus of the course. The development of effective and caring relationships with patients is fundamental to the success of this course and all future clinical experiences.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1).

MEDC 114.4: Clinical Integration I

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from courses offered during the first term of the program focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical informatics will be emphasized.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term1)

MEDC 115.18: Principles of Medical Science

Provides basic concepts related to biomedical sciences to include: Introduction to Homeostasis, Anatomy & Histology, & Physiology; the Cell, Genetics & Neoplasia; Nutrition; and Pharmacology, Therapeutics & Toxicology. It will provide the requisite scientific knowledge framework for the Clinical Foundations of Medicine Course.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): Admission to M.D. program (Year 1, Term 1).

Note: Students with credit for DENT 291 will not receive credit for this course.

MEDC 122.3: Medicine and Society II

Through classroom and community-based learning experiences, this course will focus on population and preventative health care that will allow students to further refine their ability to determine and meet the diverse health needs of specific and significant populations in Saskatchewan and Canada. Students will further explore the determinants of health and learn more about disease prevention, public health principles, and environmental and occupational hazards.

Weekly hours: 1 Lecture hours and 1 Seminar/Discussion hours and 1 Practicum/Lab hours

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): MEDC 112.3.

MEDC 123.8: Clinical Skills II

Learning in Clinical Skills II will enable students to improve their basic clinical skills, including patient-centered communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including differential diagnosis and management planning. The course will include the following modules: Focused Interview and Physical Examination (FIPE), Discipline Specific Patient Encounters (DSPE), Clinical Scenarios and Simulations (CS), and Advanced Communication I (AC 1). The DSPE will focus on Emergency Medicine, Internal Medicine, Pediatrics, Surgery, and Family Medicine.

MEDC 124.4 — Clinical Integration II

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from courses offered during the first term of the program focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical informatics will be emphasized.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): MEDC 114.4

MEDC 126.18: Foundations of Clinical Medicine I

This course is an integration of four of the eleven human body systems: Hematology; Respiratory; Cardiovascular; and Gastrointestinal. Students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions.

Restriction(s): Restricted to students enrolled in the College of Medicine.

Prerequisite(s): MEDC 115.18

MEDC 200.0: Extra Curricular Medical Experience II

This non-credit course will provide opportunities for self-directed clinical experiences focused on helping medical students consolidate and integrate their learning throughout their second year of study.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): Completion of Year One, M.D. program.

MEDC 212.3: Medicine and Society III

Through classroom and community-based learning experiences, this course will focus on Canada's Health Care System that will allow students to learn about the health care system in Canada and evaluate proposals for Health Care reform, key medical organizations and their role in health care, and the challenges faced by new immigrants and refugees. Emphasis on integrative medicine will be maintained.

Weekly hours: 1 Lecture hours and 1 Seminar/Discussion hours and 1 Practicum/Lab hours

Restriction(s): Restricted to students enrolled in the College of Medicine; in appropriate year of study only.

Prerequisite(s): MEDC 122.3.

MEDC 213.8 — 7S or CL

Clinical Skills III

Learning in Clinical Skills III will enable students to further refine their clinical skills, including patient-centered communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including differential diagnosis and management planning. The course will include the following modules: Focused Interview and Physical Examination (FIPE), Discipline Specific Patient Encounters (DSPE), Clinical Scenarios and Simulations (CS), and Advanced Communication 2 (AC 2). The DSPE will focus on Neurology, Physical Medicine and Rehabilitation, Pediatrics, Ophthalmology, Orthopedics, Geriatrics and Nephrology/Urology.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 123.8

MEDC 214.4: Clinical Integration III

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from courses offered during the first term of the program focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical informatics will be emphasized.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 124.4

MEDC 216.18: Foundations of Clinical Medicine II

This course is an integration of four of the eleven human body systems modules running over Terms 2, 3, and 4. The three modules explored in this course include: Neurology, Musculoskeletal, and

Nephrology/Urology. Students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 115.18

MEDC 222.3: Medicine and Society IV

Through classroom and community-based learning experiences, this course will focus on Physician Leadership that will allow students to develop skills related health care leadership and management teams, quality improvement, IPPC skills, patient advocacy and lifelong learning skills.

Weekly hours: 1 Lecture hours and 1 Seminar/Discussion hours and 1 Practicum/Lab hours

Restriction(s): Restricted to students enrolled in the College of Medicine; in appropriate year of study only.

Prerequisite(s): MEDC 212.3.

MEDC 223.8: Clinical Skills IV

Learning in Clinical Skills IV will enable students to further refine their clinical skills and to become increasingly proficient at establishing rational differential diagnoses and developing appropriate patient-centered management plans. The course will include the following modules: Focused Interview and Physical Examination (FIPE), Discipline Specific Patient Encounters (DSPE), Clinical Scenarios and Simulations (CS), and Advanced Communication 2 (AC 2). The DSPE will focus on Obstetrics and Gynecology, Endocrinology, Pediatrics, Psychiatry, and Dermatology. When appropriate and possible, sessions will be organized around content students are learning in other courses.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 213.8

MEDC 224.4: Clinical Integration IV

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from courses offered during the first term of the program focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical informatics will be emphasized.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 214.4

MEDC 226.18: Foundations of Clinical Medicine III

This course is an integration of four of the eleven human body systems modules running over Terms 2, 3, and 4. The four modules explored in this course include: Endocrine, Reproductive, Mental Health, and Dermatological. Students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to generate reasonable differential

diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

Restriction(s): M.D. program only; in appropriate year of study only.

Prerequisite(s): MEDC 115.18

Rationale & process used to determine change:

The Curriculum Renewal Working Group (CRWG) terms of reference were approved by Curriculum Committee in August of 2020. A goal has been to start to implement recommendations from this curriculum renewal process for the Fall of 2022. The membership of the CRWG was representative of students and faculty from distributed sites and areas of interest/expertise. The CRWG has also been supported by specialists from within the UGME team as well as from the Gwenna Moss Centre

The initial task of the working group was to undertake a widespread consultation process of various stakeholders. In this effort, individually designed surveys, focus groups, and over 80 individual interviews have taken place. Data from these various sources were collated and underwent consensus coding by four faculty/staff members, for alignment with the nine principles of curriculum renewal as outlined in the CRWG terms of reference and listed below.

a. engage a 'whole person' first (person-centered) perspective as an evolution from the 'patient-centered' perspective.

b. improvement of streamlining/organization of teaching and curriculum content supporting an undifferentiated or generalist approach to student progression

c. increasing opportunities for active learning and student engagement within the learning process

d. supporting inclusion of key or essential medical and biomedical content to promote clinical competency development.

e. Social accountability in curriculum and curriculum delivery

f. Ensuring incorporation of cultural safety and anti-racism skillset development curriculum.

g. embedding early and ongoing clinical exposure/experiences as supported by adult learning theory and fundamental to undergraduate medical education

h. supporting a competency-based teaching and assessment approach within undergraduate education.

i. incorporation of opportunities for enhanced and creative curriculum delivery methodologies/ technologies.

Triangulation of data was further supported by inclusion of course review reports from our peer-review quality assurance process undertaken by the Curriculum Quality Review Subcommittee, as well as by inclusion of the last two iterations of course evaluations from students.

Individual themes arising from data relating to each of the nine curriculum renewal principles were represented in tables. Recommendations arising from each of these categories range from high-level change impacting program description, to mid-level impacting sequencing or organization within courses, to lower-level change impacting for example curriculum delivery for specific components. There was recognition that higher level modifications may require prioritization to meet College and University level process deadlines for change. Midlevel and lower-level changes will require detailed implementation planning in ideally focused sub-groups

High-Level Change:

Based on high frequency/impact data arising from multiple sources and relating to multiple curriculum renewal principles (b, c, d and h).

- Identified value of enhanced integration to support application of basic science learning in adjacency to clinical learning and cases/practice.
- Identified weakness in clinical reasoning/clinical logic/ critical thinking relating to patient care, particularly in construction of DDx and management plans.
- Identified weakness in critical appraisal skills and medical literature resource utilization.

1. Supporting Curricular Integration:

Breaking down silos and integrating basic science curricular content with the current clinical science content. This would be accomplished through integrating the current content of the Principles of Biomedical Sciences course throughout the three terms of the Foundations of Clinical Sciences I-III Courses and redistributing the systems-based modules throughout the four terms. An initial module at the beginning of the Year 1 Term 1 course would be dedicated to introductory biomedical sciences content which does not lend itself to specific alignment with a particular biological system.

- Action:** Re-name Principles of Biomedical Sciences and Foundations of Clinical Medicine I-III courses to: Foundations of Clinical Medicine I-IV.
- Action:** Adapt and integrate content throughout the 11 systems modules and redistribute throughout the four courses, considering alignment with clinical skills co-curriculum. (Note that some systems modules are less physical examination focused and may be prioritized for alignment with CS I.)
- Action:** Identify content which would be best placed within an introductory module rather than distributed to a systems-based module.

2. Supporting Clinical Reasoning Skill Development:

Merging Case-Based-Learning sessions from Foundations of Clinical Medicine modules and from the Clinical Integration I-IV courses to create a distinct longitudinal clinical reasoning module within the Foundations courses. This would have the effect of bringing into alignment the sometimes disparate and siloed approaches from the various case materials and support a unified and concentrated approach throughout the Pre-Clerkship towards focused and successful development of clinical reasoning/clinical logic skills. Incorporation of the competency and milestone-based approach to clinical reasoning for this longitudinal module would be ideal.

- a) **Action:** Create a unified longitudinal clinical reasoning module within the Foundations course. Time for this module to be derived from each of the existing systems modules cases and also from the Clinical Integration case-based sessions (clinical reasoning cases). Each term should have a clinical reasoning faculty lead and faculty from each of the systems modules for that term will participate in the team undertaking development and delivery of the case-based learning sessions. Generalists should be represented in the case material development and team. It may be advantageous to have an overall clinical reasoning faculty lead. These case-based learning sessions should advance and spiral over the four Pre-Clerkship terms to support increasing mastery of skill development. The structure of these sessions should also support accreditation element 6.3 requirements for self-directed learning and ideally provide opportunity for incorporation of vertical themes. [The ethics module cases from Clinical Integration I-IV could also be incorporated in this integrated case-based learning or alternatively could be transferred to the Medicine and Society I-IV courses.]
- b) **Action:** Remove the Clinical Integration courses from program requirements and re-allocate the credit units for clinical integration to the Foundations courses so there is no loss of credit units for students for each term of the UGME program.
- c) **Action:** Modify the promotions requirements for students which would be impacted by the removal of the Clinical Integration courses.
- d) **Action:** Other components of the current Clinical Integration courses include:
 - i) inter-professional education (IPBLs/SITE 4-6 hours/term) which would be transferred **en bloc** to the term specific Clinical Skills courses and would ideally retain a competency and milestone-based approach for UGME students.
 - ii) information literacy (see below re: critical appraisal curriculum)
- e) **Action:** Map vertical themes to incorporate within case-based learning materials throughout the Pre-Clerkship longitudinal clinical reasoning module.

3. Supporting Development of Critical Appraisal/Information Literacy Skills:

This element is particularly timely as MCC objectives are expanding to include an explicit objective relating to health information literacy. Our existing information

literacy and critical appraisal sessions are not currently structured in a way which perhaps optimally supports student learning across this continuum. The information literacy sessions are housed within the Clinical Integration courses, the research and basic critical appraisal sessions are housed within the Medicine and Society courses and the relatively few opportunities for application in Pre-Clerkship are housed within the Foundations of Clinical Medicine courses. We propose a short module within the early Year 1 Term 1 Foundations course for an information literacy/critical appraisal module which amalgamates the Clinical Integration and Medicine and Society sessions. The early framing of this skillset will support the use of critical appraisal and information literacy skills throughout the rest of the program and particularly throughout the case-based curriculum referenced in point 2 above. The introduction or reinforcement of this skill will allow students to meet the first and second requirements of accreditation element 6.3 defined self-directed learning (identify, analyze, and synthesize information relevant to their learning needs and assess the credibility of information sources) as they work through their case-based learning materials and throughout their program.

- a) **Action:** Extract information literacy curriculum from Clinical Integration I-IV, along with Research and critical appraisal curriculum from Medicine and Society I-IV to create a comprehensive health information literacy module early in Year 1 Term 1 in the newly named Foundations I course. The health information literacy module should ideally be competency based.
- b) **Action:** The clinical reasoning curricular team will incorporate opportunities for practice and assessment relating to health information literacy throughout the four terms in the newly created longitudinal clinical reasoning module case materials within Foundations I-IV.

College of Nursing – University Course Challenge, October 2021

The College has approved the following additions (in red) to the restricted electives lists in the B.S.N. and P.D.B.S.N. programs. They are now being submitted to University Course Challenge for approval as follows:

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

Pre-Professional Year 1 (30 credit units)

Nursing Year 2 (37 credit units)

Nursing Year 3 (36 credit units)

Nursing Year 4 (30 credit units)

- NURS 422.3
- NURS 430.3
- NURS 431.6*
- NURS 440.3
- NURS 441.3
- NURS 450.9*

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

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

Restricted Electives List

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

University of Saskatchewan:

AGMD 800.3 Public Health and Agricultural Rural Ecosystem PHARE

ARCH 472.3 Palaeopathology

CHEP 402.3: Global Health and Local Communities Issues and Approaches

CHEP 403.3 Global Health II

COMM 306.3: Ethics and Strategic Decision Making

COMM 384.3 Workplace Health and Safety

EFDT 301.3 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings

EFDT 435.3 Critical Perspectives in Educational Thought and Values

EFDT 335.3

ENVS 401.3 Sustainability in Action

EPSE 302.3 Situated Learners Contexts of Learning and Development

INDG 230.3 Gender in Traditional and Contemporary Indigenous Societies

INDG 264.3 Aboriginal People and Canadian Politics
INDG 265.3 Aboriginal People and Development
KIN 232.3 Physical Activity in Society
KIN 423.3 Adapted Physical Activity
KIN 424.3 Aging and Activity
KIN 426.3 Cardiovascular Exercise Pathophysiology
NURS 478.3 Rural Nursing
NURS 486.3 Forensic Nursing in Secure Environments
NUTR 310.3 Food Culture and Human Nutrition
PHIL 224.3 Philosophy of Sexuality
PHIL 231.3 Moral Problems
PHIL 234.3 Biomedical Ethics
PHIL 293.3 Philosophy of Death
POLS 222.3 Indigenous Governance and Politics
POLS 262.3 Global Governance
PSY 207.3 Psychology of Death and Dying
PSY 213.3 Child Development
PSY 214.3 Adolescent Development
PSY 216.3 Psychology of Aging
PSY 222.3 Personality
PSY 223.3 Abnormal Psychology
PSY 226.3 Social Psychology
PSY 227.3 Human Sexuality
PSY 230.3 Criminal Behaviour
PSY 246.3 Introduction to Human Neuropsychology
PSY 253.3 Introduction to Cognitive Psychology
PSY 260.3 Health Psychology
RLST 282.3 Religious Perspectives on Death and Dying
SOC 203.3 Race and Ethnic Relations in Canada
SOC 204.3 Rural Sociology
SOC 205.3 Comparative Race and Ethnic Relations
SOC 214.3 Social Control
SOC 227.6 Critical Issues in Canadian Society
SOC 219.3 Indigenous Peoples and Justice in Canada
SOC 235.3 Sociology of Aging
SOC 238.3 Sociology of Health Illness and Health Care
SOC 242.3 Introduction to Sociology of Womens Studies
SOC 415.3 Selected Problems in Social Control
TOX 402.3 Systemic Toxicology
WGST 201.3 Images of Gender and Sexuality in Popular Culture
WGST 210.3 Gendered Perspectives on Current Events
[Athabasca University:](#)
[Saskatchewan Polytechnic:](#)
[University of Regina:](#)

Post-Degree Bachelor of Science in Nursing (PDBSN) Option (94 credit units)

Year 1 (52 credit units)

Year 2 (42 credit units)

University of Saskatchewan:

AGMD 800.3 Public Health and Agricultural Rural Ecosystem PHARE

ARCH 472.3 Palaeopathology

CHEP 402.3: Global Health and Local Communities Issues and Approaches

CHEP 403.3 Global Health II

COMM 306.3: Ethics and Strategic Decision Making

COMM 384.3 Workplace Health and Safety

EFDT 301.3 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings

EFDT 435.3 Critical Perspectives in Educational Thought and Values

EFDT 335.3

ENVS 401.3 Sustainability in Action

EPSE 302.3 Situated Learners Contexts of Learning and Development

INDG 230.3 Gender in Traditional and Contemporary Indigenous Societies

INDG 264.3 Aboriginal People and Canadian Politics

INDG 265.3 Aboriginal People and Development

KIN 232.3 Physical Activity in Society

KIN 423.3 Adapted Physical Activity

KIN 424.3 Aging and Activity

KIN 426.3 Cardiovascular Exercise Pathophysiology

NURS 478.3 Rural Nursing

NURS 486.3 Forensic Nursing in Secure Environments

NUTR 310.3 Food Culture and Human Nutrition

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PHIL 234.3 Biomedical Ethics

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PSY 216.3 Psychology of Aging

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PSY 223.3 Abnormal Psychology

PSY 226.3 Social Psychology

PSY 227.3 Human Sexuality

PSY 230.3 Criminal Behaviour

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PSY 253.3 Introduction to Cognitive Psychology

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[Athabasca University:](#)
[Saskatchewan Polytechnic:](#)
[University of Regina:](#)

Rationale:

A restricted nursing elective is a course that supports student learning in areas directly related to a future career in nursing. Students can request other courses (not on the list) be considered for approval as a restricted nursing elective provided they meet the foundational criteria. Courses are approved by two faculty members before they are added to the list.