Academic Programs Committee of Council

University Course Challenge

Scheduled posting: **June 2026**

Date of circulation: **June 16, 2026**

Date approval is effective if no challenge received: **June 30, 2026**

Curricular and program changes approved by University Course Challenge include additions and deletions of courses, lower levels of study and program options; straightforward program changes; and curricular changes which affect other colleges.

Included are submissions for information and approval from the following colleges and schools:

College of Arts and Science
College of Graduate and Postdoctoral Studies

The next scheduled posting will be **August 17, 2026** with a submission deadline of **August 13, 2026**. Urgent items can be posted on request.

Please direct challenges to both of the following: seanine.warrington@usask.ca in the Registrar's Office and danielle.rudulier@usask.ca in the Governance Office.

University Course Challenge – June 2026

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)

Item for Information – Correction from December 2025

Mathematics

Minor course revision
MATH 224.3 Calculus IV for Engineers
Prerequisite change:
Current prerequisite: MATH 223.3 (taken).
Proposed prerequisite: MATH 223.3 (taken) or MATH 276.3.

University Course Challenge – June 2026

The curricular revisions listed below were approved through the Graduate Programs Committee of the College of Graduate and Postdoctoral Studies and are now submitted to the University Course Challenge for approval.

Contact: Chelsea Smith, CGPS Academic Affairs and Governance Specialist (chelsea.smith@usask.ca or gradprograms.academicaffairs@usask.ca)

COMMUNITY HEALTH AND EPIDEMIOLOGY
New courses:

CHEP 835.3 Applied Mixed Methods for Health Systems Research
Course Description: Graduate students in the health sciences, community health, and epidemiology will learn to use R, a statistical software frequently used in health sciences research. This course provides an overview on data entry, data management and manipulation, and visualization using R and also covers basic statistical applications, including linear regression, and logistic regression. To demonstrate proficiency, students will be given a dataset with steps to follow and analyze based on the learning outcomes. This class is expected to help students build capacity with R and the research process. They can begin to consider how to use R to apply their biostatistics knowledge to their graduate thesis or other research..
Weekly hours: L1-2P
Permission required: By instructor
Restrictions: Open for CHEP students and all graduate level health science students
Prerequisite(s): A graduate level methodology course
Rationale: Faculty recognized a gap in training for Applied Mixed Methods in Health Research. CHEP 835 was piloted as an 898 in 2025 and 2026 Winter terms.

CHEP 845.1 R Software for Health Research
Course Description: This course considers mixed-methods in the context of health systems research. Health system research (HSR) can include hospital, clinic, community-based and population-level studies that help inform improvements in healthcare processes or explain why health outcomes or disparities occur. The goal is for students to acquire knowledge of the broad theoretical underpinnings of mixed-methods research and then apply this understanding to data sources, study designs and analyses. This course will provide students the skills to plan, collect, analyze and integrate different types of data to engage in descriptive, evaluative, quality-improvement, and implementation-science HSR.
Permission required: By instructor
Restrictions: Dept: Community Health and Epidemiology
Prerequisite(s): An upper-level undergraduate statistics course.
Note(s): Students who have received credit for PLSC 835 cannot take this course for credit.
Rationale: The Community and Population Health Science (CPHS) MSc program revised its delivery for fall 2023 with an option to select a one credit unit course to meet minimum program requirements (approved by University Council effective 31 December 2022). This course has been developed in partnership with the Clinical Research Support Unit (CRSU) as a skills-based elective to meet this requirement. It has already been offered twice as an 898.

EDUCATION
New Courses:

ERES 811.3 Research Using Relational Methodologies and Methods
Course Description: This course introduces research using relational methodologies and methods. Students will explore examples of Indigenous and Western methodologies, examining the nature and implications of researcher-participant relationships, researcher responsibilities, cultural and political dimensions of research, the role of time in the research process, the 4 Rs (respect, relevance, reciprocity, and responsibility), and the influence of validity and ethics. By connecting the strengths of Indigenous research and relational Western research, students will perform a thematic analysis and metaphoric framing to holistic data with attention to implications for community, health, wellbeing, education, and capacity building.
Permission required: College of Education Graduate Chair or Associate Dean of Research
Restrictions: Open to students in the College of Education
Rationale: This course is attentive to relationality as a research ontology, which is important because relational research (e.g., Indigenous research) requires additional time and foreground particular research responsibilities that students need to be familiar with. Students will also learn about data sovereignty and how it was motivated by Canada's colonial history in Indigenous research contexts.

FOOD AND BIOPRODUCT SCIENCES
New courses:

FDSC 815.3 Advanced Food Chemistry
Course Description: An advanced Food Science course that focuses on major chemical components of foods and the chemical and biochemical reactions that can impact these components during food processing and storage. Topics include water, carbohydrates, lipids, proteins, emulsions/emulsifiers, food additives and colourants. The relationship between the food ingredient interactions and the physicochemical properties of foods will be addressed.
Research papers on food chemistry from peer-reviewed journals are also critically reviewed and discussed.
Weekly hours: 3L-1T
Permission required: Permission of instructor
Restrictions: CGPS Graduate Course: Open to APMC, FDSC and FABS PGD students
Note(s): Students who have received credit for FABS 315 cannot take this advanced graduate course for credit.
Rationale: Advanced Food Chemistry is introduced to provide graduate students with a deeper, mechanism-based understanding of the chemical components of foods and the complex reactions that influence food quality during processing and storage. The course strengthens students' ability to interpret ingredient behaviour, evaluate research literature, and apply structure–function principles to real-world food systems. Through advanced food chemistry topics, critical discussions of peer-reviewed papers, and a comprehensive term paper, the course develops the scientific reasoning, research literacy, and analytical skills necessary for graduate students and for contributing to innovation in food chemistry. The course will be an optional course for graduate students enrolled in either the FABS postgraduate diploma program or the Food Science or Applied Microbiology thesis-based graduate programs.

FDSC 856.3 Advanced Laboratory Techniques in Food and Bioproduct Sciences
Course Description: This advanced laboratory techniques course provides graduate students with both theory (lecture) and laboratory practice on diverse analytical techniques associated with food and bioproduct chemistry and compositional analysis. Major topics of the lectures include various food compositional analysis, physical property and ingredient functionality testing. Both traditional approaches and advanced analytical technologies will be covered. For the lab portion, hands-on training and practice of fundamental food analysis skills will be conducted. Students will learn various official food compositional analysis approaches, and will apply them to real-world food product analysis during the lab session. A one-time in-class experiment design will be conducted to evaluate students' knowledge and understanding of the analytical methods learned during the semester. A term paper on advanced food analysis technology from peer-reviewed journals will be assigned and critically evaluated.
Permission required: Permission of instructor
Restrictions: CGPS Graduate Course: Open to APMC, FDSC and FABS PGD students
Prerequisite(s): Undergraduate courses for Food Chemistry and Food Analysis.
Note(s): Students who have received credit for FABS 456 cannot take this advanced graduate course for credit.
Rationale: To provide graduate students with the opportunity to learn the fundamentals with undergraduate students while also gaining exposure to advanced topics. This course will prepare graduate students for success during the program in the Department of Food and Bioproduct Sciences. This proposed course will not only cover the fundamental theories, but also introduce advanced instrumental techniques in food analysis, and encourage graduate students on critical evaluation of related modern technologies. Throughout this course, graduate students will be trained on scientific writing, experiment/project planning, and problem-solving skills.

SCHOOL OF ENVIRONMENT AND SUSTAINABILITY

Course changes (cross-listing):

ENVS 813.3: Numerical Modelling for Environmental Scientists and Engineers

Note: Students with credit for ENVS 413 will not receive credit for this course.

VETERINARY PATHOLOGY

Degree requirement changes:

Rationale: VTPA 991.0 Seminar in Veterinary Pathology was included in the degree requirements in error; the content of the class was absorbed into other diagnostic courses a few years ago and is no longer an active class.

Veterinary Pathology - Master of Science (M.Sc.) - Project-based
Degree Requirements
Students must maintain continuous registration in the 992 course.

- **GPS 960.0** Introduction to Ethics and Integrity
- **GPS 961.0** Ethics and Integrity in Human Research
- **GPS 962.0** Ethics and Integrity in Animal Research
- **VTPA 990.0** Seminar
- ~~**VTPA 991.0**~~

- **VTPA 992.0** Research – Project
- A minimum of 24 credit units of course work at the 800-level
- **VTPA 980.0** Clinical Practice

FOR INFORMATION

NURSING
NURS 831.3: Therapeutic Foundations for Nurse Practitioner Practice
Current – Prerequisite(s): NURS 830.3
Proposed – Prerequisite(s) or Corequisite(s): NURS 830.3

NURS 834.3: Advanced Health Assessment & Diagnostic Reasoning I
Current Prerequisite(s) or Corequisite(s): NURS 831.3; NURS 832.3; and NURS 833.3.
Proposed Prerequisite(s) or Corequisite(s): NURS 831.3 and NURS 832.3

NURS 836.3: Transition to Nurse Practitioner Clinical Practice
Current Prerequisite(s): NURS 833.3; NURS 830.3
Proposed Prerequisite(s): NURS 830.3
Proposed Prerequisite(s) or Corequisite(s): NURS 833.3

EDUCATION
Educational Psychology & Special Education
Course catalogue updates:

SCP 812.3 Cognitive-Affective Bases of Behaviour: Understanding, Assessing, and Supporting Cognitive and Affective Development
Current Title: Cognitive-Affective Bases of Behaviour: Understanding, Assessing, and Supporting Cognitive and Affective Development
Proposed Title: Psychological Assessment
Current Course Description: Focuses on an in-depth and critical study of cognitive and affective processes, and the acquisition of assessment skills as they relate to both understanding and assessing cognitive and affective processes, psychopathology, wellness, and developing culturally appropriate assessments in partnership with Indigenous communities
Proposed Course Description: Focuses on an in-depth and critical study of psychological assessment, emphasizing acquisition of skills for evaluating academic, cognitive, attention, executive, social, behavioural, psychological and cultural functioning. Key components include case conceptualization, integration of assessment information for reports, debrief meetings, and intervention planning focused on analysis of risk and protective factors, promoting wellness and resilience. Analysis and information about the individual in various contexts, and the development of culturally appropriate assessments in partnership with Indigenous communities will also be emphasized to ensure respect for cultural identity, language, and traditions.

SCP 813.3 Cognitive-Affective Bases of Behaviour: Understanding, Assessing, and Supporting Learning and Language Development
Current Title: Cognitive-Affective Bases of Behaviour: Understanding, Assessing, and Supporting Learning and Language Development
Proposed Title: Cognitive Bases of Behaviour
Current Course Description: Focuses on providing students basic knowledge of language and literacy development and advanced assessment knowledge related to academic achievement and psychological processes hindering or enhancing academic performance. Emphasis will be placed on early identification, formal/informal/dynamic assessments, intervention design, understanding the impact of colonization, and developing and/or using culturally appropriate assessments. (Word Count: 50)
Proposed Course Description: This course examines contemporary research in cognitive psychology, including the domains of perception, attention, memory, problem solving, and language. It also explores the application of cognitive psychology principles in everyday life and critically considers the role of cognitive psychology in shaping historical and contemporary understandings of human thought and behaviour. The course includes critical engagement with Canadian Indigenous perspectives, including First Nations, Métis, and Inuit ways of knowing, to examine how cultural frameworks shape understandings of cognition and knowledge.

SCP 814.3 Individual Interventions
Current Title: Individual Interventions
Proposed Title: Counselling Psychology: Theories, Approaches, and Skills
Current Course Description: Explores human change theories and the application of corresponding interventions within the practice of school and counselling psychology.
Proposed Course Description: Explores counselling theories and approaches to understand and apply them to the practice of school and counselling psychology. Risk and protective factors within a resilience model and how to build on the individual's strengths in counselling are covered. Foundational skills in counselling for establishing a therapeutic alliance and facilitating change with clients through observation, practice, reflection are emphasized, along with developing culturally appropriate and responsive counselling approaches for diverse populations, particularly through respectful collaboration and partnership with Indigenous communities.

SCP 816.3 Social Bases of Behaviour: Group Interventions in Schools and Communities
Current Title: Social Bases of Behaviour: Group Interventions in Schools and Communities
Proposed Title: Social Bases of Behaviour
Current Course Description: Provides students with understanding of group, community, and cultural dynamics/processes and competencies to facilitate counselling and psychoeducational groups in varied environments (i.e., community, schools, etc.). Particular attention will be paid on how to co-facilitate cross-cultural knowledge with participants from differing cultural groups (e.g., Indigenous Elders, parents, school communities).
Proposed Course Description: This course explores fundamental theories in social psychology, focusing on the application and examination of major theories within real-world social contexts. Students will critically examine the influence of culture in shaping social beliefs, attitudes, and value systems through a research-oriented lens, with specific attention to Canadian Indigenous perspectives and experiences within the Canadian context.