



The following Motions and Documents were considered by the GFC Programs Committee by e-vote Thursday, May 20, 2021:

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Agenda Title: **Course and Minor Program Changes**

- Arts
- Augustana
- Education
- Kinesiology, Sport, and Recreation
- Nursing
- Saint-Jean
- Science

**CARRIED MOTION:**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course and minor program change submissions from the Faculties of Arts, Augustana, Education, Kinesiology, Sport, and Recreation, Nursing, Saint-Jean, and Science.

FINAL Item 1

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FINAL Item No. 1

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	Course and Minor Program Changes <ul style="list-style-type: none"> <li>- Arts</li> <li>- Augustana</li> <li>- Education</li> <li>- Kinesiology, Sport, and Recreation</li> <li>- Nursing</li> <li>- Saint-Jean</li> <li>- Science</li> </ul>
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty Councils
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC PC

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve course and minor program changes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	All routine course and minor program changes that do not involve or affect other Faculties or units and do not form part of a proposal for a new program or a substantive program change are approved regularly by the GFC Programs Committee in an omnibus motion.  See individual item for Faculty Council approval information.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<b><u>Those who are actively participating:</u></b> <ul style="list-style-type: none"> <li>• Vice-Provost (Programs) and Chair, GFC Academic Standards Committee</li> <li>• Faculty Councils</li> <li>• Representatives of the Office of the Registrar</li> </ul>
	<b><u>Those who have been consulted:</u></b> <ul style="list-style-type: none"> <li>• Undergraduate Program Support Team</li> </ul>
	<b><u>Those who have been informed:</u></b> <ul style="list-style-type: none"> <li>• Items have been posted on the University Governance website for information</li> </ul>
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC E-vote May 20, 2021

**Strategic Alignment**

Item No. 1

Alignment with <i>For the Public Good</i>	Objective 21
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference

Attachments

1. Arts
2. Augustana
3. Education
4. Kinesiology, Sport, and Recreation
5. Nursing
6. Saint-Jean
7. Science

*Prepared by:* Heather Richholt, Assistant Secretary to GFC, [heather.richholt@ualberta.ca](mailto:heather.richholt@ualberta.ca)

This package contains: [Undergraduate - Courses](#)

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Faculty approval path and dates:

AAC Date: 01/27/21	AEC Date: 03/04/21	AFC Date: N/A
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Page	Department or Unit	What is Changing
2	English and Film Studies	FS 202
3	Modern Languages and Cultural Studies	FREN 433
4	Modern Languages and Cultural Studies	SPAN 300, 306

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **English and Film Studies**

Change: **Course**



**Rationale:** This change reduces the prerequisites for FS 202 Film History II from two courses (FS 100 and FS 201) to just FS 100. We currently require students to take FS 201 (fall term only) and FS 202 (winter term only) sequentially. This sequencing, however, prohibits students from moving freely through the program. For example, a student completing FS 100 in the fall term cannot enroll in the winter offering of FS 202, unless they took FS 201 as an FS 100 corequisite). Thus, they currently are required to wait until the following year to enroll. In short, this change requested by the Film Studies program committee allows students to take courses in the order that works best for them while leaving program requirements unchanged.

We request that this change becomes effective for September 2021.

[https://calendar.ualberta.ca/content.php?filter%5B27%5D=FS&filter%5B29%5D=&filter%5Bcourse\\_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur\\_cat\\_oid=33&expand=&navoid=10000&search\\_database=Filter&filter%5Bexact\\_match%5D=1#acalog\\_template\\_course\\_filter](https://calendar.ualberta.ca/content.php?filter%5B27%5D=FS&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter)

**Calendar Copy:**

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p><b>FS 202 - Introduction to Film History II</b></p> <p>★ 3 (fi 6) (either term, 3-0-2.5) A survey of world cinema from 1950 to present, with emphasis on major historical developments and important individual films. Prerequisite: FS 100. <u>Prerequisite or corequisite: FS 201</u>. Not to be taken by students with credit in FS 200.</p>	<p><b>FS 202 - Introduction to Film History II</b></p> <p>★ 3 (fi 6) (either term, 3-0-2.5) A survey of world cinema from 1950 to present, with emphasis on major historical developments and important individual films. Prerequisite: FS 100. Not to be taken by students with credit in FS 200.</p>

Department Contact: Dr. Liz Czach	Chair's Advisory Council Consultation Date: November 19, 2020
Film Studies Coordinator: Dr. Liz Czach	Signature: 
Chair or Designate: Dr. Cecily Devereux, Department Chair	Signature: 

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Modern Languages and Cultural Studies**

Change: **Course**

**Rationale:**

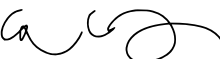
Currently for the La Rochelle program the students take two courses: FREN 333 - French Cultural Moments and FREN 499 – Special Topics.

The program has longevity now, with robust enrollments since 1998, so it is time for this course to be stand alone and not a special topic. This change will be advantageous for administrative purposes and would also align with departmental practice in terms of courses taught abroad having their own number.

New Course

**Calendar Copy:**

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>FREN 433 La Rochelle Project</u>  <u>★ 3 (fi 6) (either term, 3-0-0)</u>  <u>An experiential study of La Rochelle, its people and history. Prerequisite: FREN 299 or consent of Department.</u></p>

Department Contact: <b>Natalie Van Deusen</b>	Department Council Approval Date: December 10, 2020
Chair or Designate: Alla Nedashkivska	Signature: 

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Modern Languages and Cultural Studies**

Change: **Course**


**Rationale:**

The proposed change brings SPAN 300 and SPAN 306 in line with the other SPAN language courses (111, 112, 211, 212) where the number of lecture hours has been reduced from 5 to 3 and the difference is made up by lab hours done independently online. This change also complies with the request from the Faculty of Arts that MLCS reduce its overall teaching plan. The following people were consulted: Dr. Xavier Gutiérrez, Spanish Language Program Coordinator; Dr. Yvonne Lam, Spanish Academic Advisor as well as an instructor of SPAN 300; Delma Gil Wilson, instructor of SPAN 300 and 306; and the MLCS Curriculum Committee.

[https://calendar.ualberta.ca/search\\_advanced.php?cur\\_cat\\_oid=33&ecpage=1&cpage=1&ppage=1&pcpage=1&spage=1&tpage=1&search\\_database=Search&filter%5Bkeyword%5D=SPAN&filter%5Bexact\\_match%5D=1&filter%5B3%5D=1&filter%5B31%5D=1&filter%5B1%5D=1&filter%5B28%5D=1&filter%5B30%5D=1](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&ecpage=1&cpage=1&ppage=1&pcpage=1&spage=1&tpage=1&search_database=Search&filter%5Bkeyword%5D=SPAN&filter%5Bexact_match%5D=1&filter%5B3%5D=1&filter%5B31%5D=1&filter%5B1%5D=1&filter%5B28%5D=1&filter%5B30%5D=1)

**Calendar Copy:**

Current: <del>Strike through and highlight</del> deletions	Proposed: <u>Underline and highlight</u> additions
<p>SPAN 300 - Advanced Spanish ★ 3 (fi 6) (either term, <del>4-0-0</del>) A high-intermediate to advanced-level course intended to improve overall proficiency in spoken and written Spanish. Emphasis on intercultural communicative competence. Prerequisite: SPAN 212 or consent of Department. Note: Not to be taken by students with advanced standing equivalent or near native ability or with credit in SPAN 306.</p> <p>SPAN 306 - Spanish for Heritage Speakers ★ 3 (fi 6) (either term, <del>4-0-0</del>) Intended for speakers with an advanced level of oral proficiency, but no previous formal study of Spanish. Focus is on topics such as grammar and sentence structure, spelling and punctuation, interference between English and Spanish, and colloquial versus formal usages with the objective of improving skills in oral and written communication. Prerequisite: consent of Department. Note: Not to be taken by students with credit in SPAN 300.</p>	<p>SPAN 300 - Advanced Spanish ★ 3 (fi 6) (either term, <u>3-0-1</u>) A high-intermediate to advanced-level course intended to improve overall proficiency in spoken and written Spanish. Emphasis on intercultural communicative competence. Prerequisite: SPAN 212 or consent of Department. Note: Not to be taken by students with advanced standing equivalent or near native ability or with credit in SPAN 306.</p> <p>SPAN 306 - Spanish for Heritage Speakers ★ 3 (fi 6) (either term, <u>3-0-1</u>) Intended for speakers with an advanced level of oral proficiency, but no previous formal study of Spanish. Focus is on topics such as grammar and sentence structure, spelling and punctuation, interference between English and Spanish, and colloquial versus formal usages with the objective of improving skills in oral and written communication. Prerequisite: consent of Department. Note: Not to be taken by students with credit in SPAN 300.</p>

Department Contact: <b>Natalie Van Deusen</b>	Department Council Approval Date: December 10, 2020
Chair or Designate: Alla Nedashkivska	Signature: 

**Augustana Faculty  
Course Changes  
For **Early Implementation** in Fall 2021**

Current	Proposed
<p><b>New</b></p>	<p><b>AUDRA 260 – Dramaturgy</b> ★ 3 (fi 6) (variable, 0-3S-0) An introduction to dramaturgical analysis. Students will engage in structural and literary analyses of plays drawn from both the classic canon and modern Canadian plays (with reference to historical context, script development and production histories), investigating their literary substance and gaining a practical understanding of dramatic techniques such as structure, character, dialogue, image and plot. Visitors will include dramaturges and directors, and the class may work on a new script-in-progress with a Canadian playwright. Prerequisite: Second year standing.</p>
<p><b>AUENG 318 – Creative Writing Memoir</b> ★ 3 (fi 6) (variable, 1.5-0-0) Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir. Students will also take part in an intensive workshop process. Prerequisite: AUENG 215.</p>	<p><b>Delete</b></p>
<p><b>New</b></p>	<p><b>AUENG 218 - Creative Writing Memoir</b> ★ 3 (fi 6) (variable, 1.5-0-0) Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir, through an intensive workshop process. Prerequisite: AUENG 215 or AUENG102.</p>
<p><b>AUPSY 313 – Advanced Research Design</b> ★ 3 (fi 6) (either term, 3-0-0) In this course, students will continue to build upon their existing knowledge of quantitative research design. Some topics include: The role of theory in psychological research, critical thinking, advanced topics in quantitative design, including the analysis of variance. Prerequisites: AUPSY 213.</p>	<p><b>Delete</b></p>
<p><b>AUSOC 103 - Introducing Sociology: Institutions and Insight</b> ★ 3 (fi 6)(either, 3-0-0) Introduction to sociology focusing on the relation between social</p>	<p>AUSOC 103 - Introducing Sociology: Institutions and Insight ★ 3 (fi 6)(either, 3-0-0) Introduction to sociology focusing on the relation between social</p>



<p>institutions and everyday life. Through an examination of institutions like law, family, education, politics, religion, and economy, the course develops an understanding of themes such as changes in family organization, the relation between delinquency and power, and the relation between religion and economy.  <b>Prerequisite: AUSOC 101 or 105.</b></p>	<p>institutions and everyday life. Through an examination of institutions like law, family, education, politics, religion, and economy, the course develops an understanding of themes such as changes in family organization, the relation between delinquency and power, and the relation between religion and economy.</p>
<p><b>New</b></p>	<p><b>AUSTA 217 Applied statistics: Quantitative analysis in the social sciences</b>  ★3 (fi 6) (either term, 2-0-1) Students will learn to apply their existing knowledge of quantitative research design. Topics include choosing appropriate tests, setting up a dataset for analysis, and interpreting the results of the analysis. The course will also examine successful written, visual, and oral presentation of results.  Prerequisites: AUSTA 153</p>
<p><b>New</b></p>	<p><b>AUSTA 313 - Advanced Research Design</b>  ★ 3 (fi 6) (either term, 3 - 0 -0) In this course, students will continue to build upon their existing knowledge of quantitative research design and data analysis. Some topics include: The role of theory in psychological research, an introduction to qualitative methods and analysis, literature reviews and advanced quantitative design.  Prerequisites: AUSTA 217. Note: Credit may be obtained for only one of AUPSY 313 (2021) and AUSTA 313.</p>

Changes approved by Augustana Faculty Council, October 2, 2020; March 12, 2021; April 9, 2021

**Augustana Faculty  
Program Changes  
For **Early Implementation** in Fall 2021**

<b>Current</b>	<b>Proposed</b>
<p><b>Law, Crime and Justice Studies Program Requirements [Augustana] Requirements</b></p> <ul style="list-style-type: none"> <li>• AUCRI 160 - Introduction to Crime, Correction, and Community</li> <li>• AUCRI 225 - Criminology: A Canadian Perspective</li> <li>• <del>AUHIS 480 - The Historian's Craft: Historiography</del></li> <li>• AIDS 100 - The World in Progress: Inquiry in the Social Sciences</li> <li>• AUPHI 260 - Ethics</li> <li>• AUPSY 103 - Introduction to Psychology</li> <li>• AUSOC 101 - Introducing Sociology: Principles and Practice</li> <li>• AUSOC 232 - Theoretic Developments in Sociology I</li> <li>• AUSOC 236 - Research Design and Qualitative Methods</li> <li>• <del>AUSTA 213 - Statistical Methods</del></li> </ul> <p><b>Additional Requirements</b></p> <p><b>★3 in Gender from:</b></p> <ul style="list-style-type: none"> <li>• AUHIS 271 - The History of Women in Canadian Society</li> <li>• AIDS 230 - Introduction to Gender and Women's Studies</li> <li>• AUPOL 355 - Gender, Law, and Politics</li> <li>• AUSOC 275 - Sex, Gender, and Society</li> <li>• AUSOC 377 - Theoretical Approaches to Gender</li> </ul> <p><b>★3 in Indigenous Studies from:</b></p> <ul style="list-style-type: none"> <li>• AUHIS 369 - History of Canada's Aboriginal Peoples</li> <li>• AUIND 101 - Introduction to Indigenous Studies</li> </ul>	<p><b>Law, Crime and Justice Studies Program Requirements [Augustana] Requirements</b></p> <ul style="list-style-type: none"> <li>• AUCRI 160 - Introduction to Crime, Correction, and Community</li> <li>• AUCRI 225 - Criminology: A Canadian Perspective</li> <li>• AIDS 100 - The World in Progress: Inquiry in the Social Sciences</li> <li>• AUPHI 260 – Ethics <b>OR</b> <u>AUREL 257 – Modern Ethics</u></li> <li>• AUPSY 103 - Introduction to Psychology</li> <li>• AUSOC 101 - Introducing Sociology: Principles and Practice</li> <li>• AUSOC 232 - Theoretic Developments in Sociology I</li> <li>• AUSOC 236 - Research Design and Qualitative Methods</li> <li>• <u>AUSSC 400 – Selected Topics in the Social Sciences</u></li> <li>• <u>AUSTA 153 – Introductory Applied Statistics</u></li> </ul> <p><b>Additional Requirements</b></p> <p><b>★3 in Gender from:</b></p> <ul style="list-style-type: none"> <li>• AUHIS 271 - The History of Women in Canadian Society</li> <li>• AIDS 230 - Introduction to Gender and Women's Studies</li> <li>• AUPOL 355 - Gender, Law, and Politics</li> <li>• AUSOC 275 - Sex, Gender, and Society</li> <li>• AUSOC 377 - Theoretical Approaches to Gender</li> </ul> <p><b>★3 in Indigenous Studies from:</b></p> <ul style="list-style-type: none"> <li>• AUHIS 369 - History of Canada's Aboriginal Peoples</li> <li>• AUIND 101 - Introduction to Indigenous Studies</li> </ul>

- AUIND 201 - Introduction to Indigenous Studies
- AUIND 399 - Theories in Indigenous Studies
- AUIND 499 - Theories in Indigenous Studies

**★6 in a Modern Language other than English**

**★3 in Fine Arts**

**★24 in two of the following areas of specialization, with ★12 in each specialization (see Notes below):**

**Crime, Deviance and Social Control:**

- AUCRI 200 - Young Offenders and the Law
- AUCRI 224 - Studies in Deviant Behaviour
- AUCRI 327 - Crimes of the Powerful
- AUSOC 222 - Canadian Social Issues
- ~~AUSOC 339 - Fieldwork Methodology~~

**Law, History and Justice:**

- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 271 - The History of Women in Canadian Society
- AUHIS 360 - Selected Topics in Canadian History
- AUHIS 467 - The Collaborative Research Seminar: Selected Topics in Canadian History

**Politics, Society and Justice:**

- AUIND 201 - Introduction to Indigenous Studies
- AUIND 399 - Theories in Indigenous Studies
- AUIND 499 - Theories in Indigenous Studies

**★3 in a Modern Language other than English**

**★3 in Fine Arts**

**★24 in two of the following areas of specialization, with ★12 in each specialization (see Notes below):**

**Crime, Deviance and Social Control:**

- AUCRI 200 - Young Offenders and the Law
- AUCRI 224 - Studies in Deviant Behaviour
- AUCRI 327 - Crimes of the Powerful
- AUCRI 353 - Law and Politics
- AUIDS 330 - Selected Topics in Law, Crime, and Justice
- AUSOC 222 - Canadian Social Issues
- ~~AUSOC 339 - Fieldwork Methodology~~

**Law, History and Justice:**

- AUHIS 121 - Topics in Global History
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 271 - The History of Women in Canadian Society
- AUHIS 360 - Selected Topics in Canadian History
- AUHIS 467 - The Collaborative Research Seminar: Selected Topics in Canadian History
- AUIDS 330 - Selected Topics in Law, Crime, and Justice
- AUREL 212 - Introduction to the Hebrew Bible OR AUREL 250 - Theories of Religion

**Politics, Society and Justice:**

- AUPOL 329 - Popular Culture, Law and Politics
- AUPOL 355 - Gender, Law, and Politics
- AUPSY 338 - Intimate Relationships and Human Sexuality
- AUSOC 222 - Canadian Social Issues
- ~~AUSOC 263~~
- AUSOC 393 - Political Sociology

**Profiling and Personality:**

- AUPSY 220 - Personality
- AUPSY 240 - Social Psychology
- AUPSY 256 - Developmental Psychology
- AUPSY 346 - Community Psychology
- AUPSY 488 - Forensic Psychology

**Notes:**

1. Courses may only count towards one of the specializations.
2. Courses in the specializations may overlap with the general major requirements, but students must complete a minimum of ★60 in the Law, Crime and Justice major.
3. Some courses in the specializations may require prerequisites. Students should take this into consideration when planning their degree.

- AUCRI 353 – Law and Politics
- AUENG 271 – American Law, Literature and Justice
- AUIDS 330 – Selected Topics in Law, Crime, and Justice
- AUPOL 329 - Popular Culture, Law and Politics
- AUPOL 355 - Gender, Law, and Politics
- AUPSY 338 - Intimate Relationships and Human Sexuality
- AUSOC 222 - Canadian Social Issues
- AUSOC 262 – Mass Communication and Contemporary Society
- AUSOC 393 - Political Sociology

**Profiling and Personality:**

- AUIDS 330 – Selected Topics in Law, Crime, and Justice
- AUPSY 220 - Personality
- AUPSY 240 - Social Psychology
- AUPSY 256 - Developmental Psychology
- AUPSY 346 - Community Psychology
- AUPSY 488 - Forensic Psychology

**Notes:**

1. Courses may only count towards one of the specializations.
2. Courses in the specializations may overlap with the general major requirements, but students must complete a minimum of ★60 in the Law, Crime and Justice major.
3. Some courses in the specializations may require prerequisites. Students should take this into consideration when planning their degree.
4. Students are encouraged to consider taking one of AUART 225 – Photography: History and Theory, r AUDRA 144 Improvisation I: Introduction, or AUDRA 250 Applied Improvisation to fulfil the fine arts requirement.
5. AUSSC 330 may be included in the streams based on the topic and determined on a case by case basis.

**Major in Physical Education (BA)  
[Augustana]  
Requirements**

**★27 Core:**

- AUPED 112 - Structural Human Anatomy
- AUPED 160 - Sociocultural Aspects of Sport and Physical Activity
- AUPED 215 - Introduction to Human Physiology I
- AUPED 293 - Introduction to Research in Physical Education
- AUPED 314 - Exercise Physiology
- AUPED 393 - Tests and Measurements in Physical Education
- AUPED 462 - Issues in Physical Education
- AUPSY 103 - Introduction to Psychology
- AUSTA 153 - Introductory Applied Statistics

**★6 in**

- AUPAC (Physical Activity Courses)

**★9 in Historical and Cultural Perspectives from:**

- AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives
- AUHIS 312 - The Modern Olympic Games
- AUHIS 368 - History of Sport in Canada
- AUIDS 302 - Exploring Body Issues

**Major in Physical Education (BA)  
[Augustana]  
Requirements**

**★27 Core:**

- AUPED 112 - Structural Human Anatomy
- AUPED 160 - Sociocultural Aspects of Sport and Physical Activity
- AUPED 215 - Introduction to Human Physiology I
- AUPED 293 - Introduction to Research in Physical Education
- AUPED 314 - Exercise Physiology
- AUPED 393 - Tests and Measurements in Physical Education
- AUPED 462 - Issues in Physical Education
- AUPSY 103 - Introduction to Psychology
- AUSTA 153 - Introductory Applied Statistics

**★6 in**

- ★3 AUPAC (Physical Activity Courses)
- ★3 AUPAC (Physical Activity Courses)  
or any 1 of:
  - AUPED 184 – Introduction to Outdoor Education - Snowshoeing
  - AUPED 281 – Exploration of the Canadian North
  - AUPED 283 – Introduction to Outdoor Education - Backpacking
  - AUPED 284 – Introduction to Outdoor Education - Canoeing
  - AUPED 286 – Outdoor Education and Leadership
  - AUPED 387 – Arctic Canoe Expeditions - Planning
  - AUPED 388 – Arctic Canoe Expeditions - Expedition

**★9 in Historical and Cultural Perspectives from:**

- AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives
- AUHIS 312 - The Modern Olympic Games
- AUHIS 368 - History of Sport in Canada
- AUIDS 302 - Exploring Body Issues

<ul style="list-style-type: none"> <li>• AUMGT 360 - Hockey: Culture and Commerce</li> <li>• AUPED 266 - Gender in Sport and Physical Activity</li> <li>• AUPED 469 - Sport and Canadian Popular Culture</li> </ul> <p><b>★9 in Scientific and Performance Perspectives from:</b></p> <ul style="list-style-type: none"> <li>• AUPED 216 - Introduction to Human Physiology II</li> <li>• AUPED 220 - Human Growth and Development</li> <li>• AUPED 222 - Introduction to Movement Activities of Youth (Ages 5 - 12)</li> <li>• AUPED 232 - Introduction to Biomechanics</li> <li>• AUPED 251 - Prevention and Care of Athletic Injuries</li> <li>• AUPED 261 - Psychology of Sport</li> <li>• AUPED 275 - Introduction to Coaching Studies</li> <li>• AUPED 317 - Exercise in Special Populations</li> <li>• AUPED 343 - Training Methodologies and Athletic Performance</li> <li>• AUPED 344 - Introduction to Human Nutrition</li> <li>• AUPED 375</li> <li>• AUPED 414 - Advanced Exercise and Occupational Physiology</li> </ul> <p>{...no additional changes...}</p>	<ul style="list-style-type: none"> <li>• AUMGT 360 - Hockey: Culture and Commerce</li> <li>• AUPED 266 - Gender in Sport and Physical Activity</li> <li>• AUPED 469 - Sport and Canadian Popular Culture</li> </ul> <p><b>★9 in Scientific and Performance Perspectives from:</b></p> <ul style="list-style-type: none"> <li>• <u>AUPED 184 – Introduction to Outdoor Education - Snowshoeing</u></li> <li>• AUPED 216 - Introduction to Human Physiology II</li> <li>• AUPED 220 - Human Growth and Development</li> <li>• AUPED 222 - Introduction to Movement Activities of Youth (Ages 5 - 12)</li> <li>• AUPED 232 - Introduction to Biomechanics</li> <li>• AUPED 251 - Prevention and Care of Athletic Injuries</li> <li>• AUPED 261 - Psychology of Sport</li> <li>• AUPED 275 - Introduction to Coaching Studies</li> <li>• <u>AUPED 281 – Exploration of the Canadian North</u></li> <li>• <u>AUPED 283 – Introduction to Outdoor Education - Backpacking</u></li> <li>• <u>AUPED 284 – Introduction to Outdoor Education - Canoeing</u></li> <li>• <u>AUPED 286 – Outdoor Education and Leadership</u></li> <li>• AUPED 317 - Exercise in Special Populations</li> <li>• AUPED 343 - Training Methodologies and Athletic Performance</li> <li>• AUPED 344 - Introduction to Human Nutrition</li> <li>• AUPED 375</li> <li>• <u>AUPED 387 – Arctic Canoe Expeditions - Planning</u></li> <li>• <u>AUPED 388 – Arctic Canoe Expeditions - Expedition</u></li> <li>• AUPED 414 - Advanced Exercise and Occupational Physiology</li> </ul> <p><u>{...no additional changes...}</u></p>
<p><b>BA Major in Sustainability Studies [Augustana]</b></p>	<p><b>BA Major in Sustainability Studies [Augustana]</b></p>

## Requirements

### ★18 Disciplinary Foundations

- AUECO 101 - Introduction to Microeconomics
- AUECO 102 - Introduction to Macroeconomics
- AUENV 120 - Human Activities and the Natural Environment
- AUENV 220 - Applications in Sustainability
- AUSOC 232 - Theoretic Developments in Sociology I

#### ★3 from:

- AUSOC 103 - Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology

### ★6 Foundations and Capstone:

- AUIDS 250 - Foundations of Sustainability
- AUIDS 450 - Sustainability Studies Capstone

### ★6 Research Methods and Communications:

#### ★3 from:

- AUSTA 153 - Introductory Applied Statistics
- AUSTA 215 - Statistical Methods for the Natural Sciences

#### ★3 from:

- AUCHE 211 - Communicating Chemistry
- ~~AUDRA 123 - Introduction to Oral Communication~~
- ~~AUDRA 144 - Introduction to the Dramatic Process~~
- AUENV 327 - Environmental Education and Heritage Interpretation
- AUIND 370 - Oral History
- AUIND 470 - Oral History
- AUSOC 236 - Research Design and Qualitative Methods

### ★24 Sustainability Pathways

## Requirements

### ★18 Disciplinary Foundations

- AUECO 101 - Introduction to Microeconomics
- AUECO 102 - Introduction to Macroeconomics
- AUENV 120 - Human Activities and the Natural Environment
- AUENV 220 - Applications in Sustainability
- AUSOC 232 - Theoretic Developments in Sociology I

#### ★3 from:

- AUSOC 103 - Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology

### ★6 Foundations and Capstone:

- AUIDS 250 - Foundations of Sustainability
- AUIDS 450 - Sustainability Studies Capstone

### ★6 Research Methods and Communications:

#### ★3 from:

- AUSTA 153 - Introductory Applied Statistics
- AUSTA 215 - Statistical Methods for the Natural Sciences

#### ★3 from:

- AUCHE 211 - Communicating Chemistry
- AUDRA 250 – Applied Improvisation
- AUENV 327 - Environmental Education and Heritage Interpretation
- AUIND 370 - Oral History
- AUIND 470 - Oral History
- AUSOC 236 - Research Design and Qualitative Methods

### ★24 Sustainability Pathways

(students will complete ★12 from a chosen Primary Pathway and ★6 from each of their Secondary Pathways):

**Economic Pathway:**

- AUECO 203 - Intermediate Microeconomic Analysis I
- AUECO 251 - History of Canadian Economic Development
- AUECO 257 - The International Economy in Historical Perspective I
- AUECO 258 - The International Economy in Historical Perspective II
- AUECO 341 - Environmental Economics
- AUECO 346 - Agricultural Economics
- AUECO 360 - International Economics
- AUECO 363 - International Finance
- AUECO 364 - Development Economics

**Environmental Pathway:**

- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 230 - Geomorphology
- AUENV 231 - Climatology
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 320 - Parks and Wilderness
- AUENV 324 - Resource and Environmental Management
- AUENV 420 - Parks and Wilderness
- AUENV 421 - Environmental Science: History and Impacts

**Social Pathway:**

- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUIND 201 - Introduction to Indigenous Studies
- AUPOL 328 - Environmental Politics
- AUSOC 218 - Sociology of Global and Development Issues
- AUSOC 222 - Canadian Social Issues
- AUSOC 233 - Theoretic Developments in Sociology II
- AUSOC 263

(students will complete ★12 from a chosen Primary Pathway and ★6 from each of their Secondary Pathways):

**Economic Pathway:**

- AUECO 203 - Intermediate Microeconomic Analysis I
- AUECO 251 - History of Canadian Economic Development
- AUECO 257 - The International Economy in Historical Perspective I
- AUECO 258 - The International Economy in Historical Perspective II
- AUECO 341 - Environmental Economics
- AUECO 346 - Agricultural Economics
- AUECO 360 - International Economics
- AUECO 363 - International Finance
- AUECO 364 - Development Economics

**Environmental Pathway:**

- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 230 - Geomorphology
- AUENV 231 - Climatology
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 320 - Parks and Wilderness
- AUENV 324 - Resource and Environmental Management
- AUENV 420 - Parks and Wilderness
- AUENV 421 - Environmental Science: History and Impacts

**Social Pathway:**

- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUIND 201 - Introduction to Indigenous Studies
- AUPOL 328 - Environmental Politics
- AUSOC 218 - Sociology of Global and Development Issues
- AUSOC 222 - Canadian Social Issues
- AUSOC 233 - Theoretic Developments in Sociology II
- AUSOC 263 – The Social Theory of Community



- AUSOC 275 - Sex, Gender, and Society
- AUSOC 341 - Sociology of Food
- AUSOC 358 - Environmental Sociology
- AUSOC 377 - Theoretical Approaches to Gender
- AUSOC 391 - Social Change from Development to
- Globalization

**★6 Experience and Engagement from:**

- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 100 - An Introduction to Community Engagement
- ~~AUCSL 300~~
- AUCSL 350 - Selected Topics in Community Service-Learning
- AUCSL 360 - Community Service-Learning Practicum (based on approved project)
- AUCSL 361 - Community Service-Learning Practicum (based on approved project)
- AUECO 254 - India Tour
- AUECO 356 - China Tour: Experiencing Development and Change
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUGDS 223 - Development Studies Practicum (Cuba Program)
- ~~AUGEO 343 - Expedition in the Canadian North~~
- AUIDS 286 - Selected Topics in Place-Based Studies
- AUIDS 292 - Integrative Studies (Cuba)
- AUIDS 382
- AUIDS 387 - Topics in Place-Based Learning
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 281 - Explorations of the Canadian North
- AUPED 283 - Introduction to Outdoor Education - Backpacking
- AUPED 284 - Introduction to Outdoor Education - Canoeing
- AUPED 286 - Outdoor Education and Leadership

- AUSOC 275 - Sex, Gender, and Society
- AUSOC 341 - Sociology of Food
- AUSOC 358 - Environmental Sociology
- AUSOC 377 - Theoretical Approaches to Gender
- AUSOC 391 - Social Change from Development to
- Globalization

**★6 Experience and Engagement from:**

- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 100 - An Introduction to Community Engagement
- AUCSL 350 - Selected Topics in Community Service-Learning
- AUCSL 360 - Community Service-Learning Practicum (based on approved project)
- AUCSL 361 - Community Service-Learning Practicum (based on approved project)
- AUECO 254 - India Tour
- AUECO 356 - China Tour: Experiencing Development and Change
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUGDS 223 - Development Studies Practicum (Cuba Program)
- AUIDS 286 - Selected Topics in Place-Based Studies
- AUIDS 292 - Integrative Studies (Cuba)
- AUIDS 382
- AUIDS 387 - Topics in Place-Based Learning
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 281 - Explorations of the Canadian North
- AUPED 283 - Introduction to Outdoor Education - Backpacking
- AUPED 284 - Introduction to Outdoor Education - Canoeing
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition
- AUPOL 239 - Cuban Government and Politics

- AUPED 388 - Arctic Canoe Expedition
- AUPOL 239 - Cuban Government and Politics
- AUSOC 279 - Women in Contemporary Cuba

### Additional Requirements

#### ★9 in Fine Arts and Humanities:

##### ★3 Fine Arts from:

- AUART 223 - Canadian Art
- AUART 231 - Drawing I: A Basic Toolkit
- ~~AUART 260 - Selected Topics in Art History~~
- ~~AUART 262 - Selected Topics in Art History~~
- AUART 271 - Painting I: A Basic Toolkit (Oil)
- ~~AUART 366~~
- AUIND 240 - Introduction to Indigenous Cultural Production
- AUMUS 170 - Tuning In: An Introduction to Music

##### ★3 Humanities from:

- ~~AUART 365~~
- AUENG 206 - Native Children's Literature
- AUENG 207
- AUENG 306 - Indigenous Children's Literature & Theory
- AUENG 307
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENV 345 - Religion and Ecology
- AUENV 355 - Philosophy, Technology, and the Environment
- AUENV 368 - Ecofeminist Theory and Women's Writing
- AUPHI 260 - Ethics
- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPHI 390 - Indigenous Thought: First Nations Thought and Knowledge
- AUREL 263 - Spirituality and Globalization
- AUREL 345 - Religion and Ecology

- AUSOC 279 - Women in Contemporary Cuba

### Additional Requirements

#### ★9 in Fine Arts and Humanities:

##### ★3 Fine Arts from:

- AUART 223 - Canadian Art
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 271 - Painting I: A Basic Toolkit (Oil)
- ~~AUART 289 - Studies in Visual Culture, Art & Environment~~
- AUIND 240 - Introduction to Indigenous Cultural Production
- AUMUS 170 - Tuning In: An Introduction to Music

##### ★3 Humanities from:

- AUENG 206 - Native Children's Literature
- AUENG 207
- ~~AUENG 280 - Early Canadian Literature~~
- AUENG 306 - Indigenous Children's Literature & Theory
- AUENG 307
- AUENG 368 - Ecofeminist Theory & Women's Writing
- ~~AUENG 380 - Early Canadian Literature~~
- AUENV 345 - Religion and Ecology
- AUENV 355 - Philosophy, Technology, and the Environment
- AUENV 368 - Ecofeminist Theory and Women's Writing
- AUPHI 260 - Ethics
- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPHI 390 - Indigenous Thought: First Nations Thought and Knowledge
- AUREL 263 - Spirituality and Globalization
- AUREL 345 - Religion and Ecology
- ~~AUREL 365 - Storied Landscapes~~
- ~~AUSCA 231 - Scandinavian Culture and Civilization~~

<ul style="list-style-type: none"> <li>Any Modern Language course (AUFRE, AUGER, AUSCA, AUSPA) to a maximum of ★3</li> </ul> <p><b>★3 Additional from</b> Fine Arts or Humanities from the above categories</p>	<ul style="list-style-type: none"> <li>Any Modern Language course (AUFRE, AUGER, AUSCA, AUSPA) to a maximum of ★3</li> </ul> <p><b>★3 Additional from</b> Fine Arts or Humanities from the above categories</p>
<p><b>BSc Major in Environmental Science [Augustana]</b></p> <p><b>Requirements</b></p> <p><b>★12 in Environmental Science Core:</b></p> <ul style="list-style-type: none"> <li>AUENV 120 - Human Activities and the Natural Environment</li> <li>AUENV 234 - Research and Field Skills in Environmental Science</li> <li>AUENV 324 - Resource and Environmental Management</li> <li>AUENV 421 - Environmental Science: History and Impacts</li> </ul> <p><b>★12 in Biology:</b></p> <ul style="list-style-type: none"> <li>AUBIO 111 - Functional Biology</li> <li>AUBIO 212 - Evolution and Biodiversity</li> <li>AUBIO 253 - Ecological Interactions</li> <li>AUSCI 115 - Scientific Inquiry in Biological Sciences</li> </ul> <p><b>★12 in Chemistry:</b></p> <ul style="list-style-type: none"> <li>AUCHE 111 - General Chemistry I</li> <li>AUCHE 212 - General Chemistry II</li> <li>AUSCI 125 - General Chemistry Lab I</li> </ul> <p><b>★3 from:</b></p> <ul style="list-style-type: none"> <li>AUCHE 220 - Analysis I</li> <li>AUCHE 341 - Introduction to Environmental Chemistry</li> </ul> <p><b>★6 from Environmental Foundations:</b></p> <ul style="list-style-type: none"> <li>AUENV 230 - Geomorphology</li> <li>AUENV 231 - Climatology</li> <li>AUENV 233 - Soil Science and Soil Resources</li> <li>AUENV 252 - Wildlife Diversity of Alberta</li> </ul>	<p><b>BSc Major in Environmental Science [Augustana]</b></p> <p><b>Requirements</b></p> <p><b>★12 in Environmental Science Core:</b></p> <ul style="list-style-type: none"> <li>AUENV 120 - Human Activities and the Natural Environment</li> <li>AUENV 234 - Research and Field Skills in Environmental Science</li> <li>AUENV 324 - Resource and Environmental Management</li> <li>AUENV 421 - Environmental Science: History and Impacts</li> </ul> <p><b>★12 in Biology:</b></p> <ul style="list-style-type: none"> <li>AUBIO 111 - Functional Biology</li> <li>AUBIO 212 - Evolution and Biodiversity</li> <li>AUBIO 253 - Ecological Interactions</li> <li>AUSCI 115 - Scientific Inquiry in Biological Sciences</li> </ul> <p><b>★12 in Chemistry:</b></p> <ul style="list-style-type: none"> <li>AUCHE 111 - General Chemistry I</li> <li>AUCHE 212 - General Chemistry II</li> <li>AUSCI 125 - General Chemistry Lab I</li> </ul> <p><b>★3 from:</b></p> <ul style="list-style-type: none"> <li>AUCHE 220 - Analysis I</li> <li>AUCHE 341 - Introduction to Environmental Chemistry</li> </ul> <p><b>★6 from Environmental Foundations:</b></p> <ul style="list-style-type: none"> <li>AUENV 230 - Geomorphology</li> <li>AUENV 231 - Climatology</li> <li>AUENV 233 - Soil Science and Soil Resources</li> <li>AUENV 252 - Wildlife Diversity of Alberta</li> </ul>

**★6 from Environmental Social Sciences:**

- AUENV 327 - Environmental Education and Heritage Interpretation
- AUENV 341 - Environmental Economics
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPOL 328 - Environmental Politics
- AUPSY 344 - Environmental Psychology
- AUSOC 358 - Environmental Sociology

**★9 from Applied Environmental Studies:**

- AUBIO 315 - Advanced Biological Analysis
- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 - Biogeography
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving
- AUECO 449 - Economic Methods of Project Evaluation
- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 301 - Directed Studies
- AUENV 302 - Directed Reading
- AUENV 320 - Parks and Wilderness
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 335 - Wildlife Ecology and Management
- AUENV 351 - Biogeography
- AUENV 354 - Freshwater Ecology and Management
- AUENV 401 - Directed Studies
- AUENV 402 - Directed Reading

**★6 from Environmental Social Sciences:**

- AUENV 327 - Environmental Education and Heritage Interpretation
- AUENV 341 - Environmental Economics
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPOL 328 - Environmental Politics
- AUPSY 344 - Environmental Psychology
- AUSOC 358 - Environmental Sociology

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- AUBIO 315 - Advanced Biological Analysis
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- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
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- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving
- AUECO 449 - Economic Methods of Project Evaluation
- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 301 - Directed Studies
- AUENV 302 - Directed Reading
- AUENV 320 - Parks and Wilderness
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 335 - Wildlife Ecology and Management
- AUENV 351 - Biogeography
- AUENV 354 - Freshwater Ecology and Management
- AUENV 401 - Directed Studies
- AUENV 402 - Directed Reading
- AUENV 410 - Selected Topics in Environmental Studies
- AUENV 420 - Parks and Wilderness

- AUENV 410 - Selected Topics in Environmental Studies
- AUENV 420 - Parks and Wilderness
- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

**★9 credits in Fine Arts and Humanities:**

**★3-6 credits from Humanities:**

- ~~AUENG 299 - Selected Topics in English Studies~~
- AUENG 368 - Ecofeminist Theory & Women's Writing
- ~~AUENG 399 - Selected Topics in English Studies~~
- AUPHI 355 - Philosophy and the Environment
- AUREL 263 - Spirituality and Globalization
- AUREL 345 - Religion and Ecology
- AUSCA 271 - Personal Narratives of the North

**★3-6 credits of Fine Arts:**

- AUART 100 - Introduction to Art History and Visual Culture
- AUART 220 - Modern Life, Modern Art
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 271 - Painting I: A Basic Toolkit (Oil)
- AUART 289 - Studies in Visual Culture
- ~~AUDRA 123 - Introduction to Oral Communication~~
- ~~AUDRA 144 - Introduction to the Dramatic Process~~
- AUMUS 170 - Tuning In: An Introduction to Music

**★3 in Statistics:**

- AUSTA 215 - Statistical Methods for the Natural Sciences

**★3 from Mathematics:**

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

**★9 credits in Fine Arts and Humanities:**

**★3-6 credits from Humanities:**

- AUENG 102 - The Literature of Discovery
- AUENG 207 - Indigenous Women's Writing & the Oral Tradition
- AUENG 280 - Early Canadian Literature
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENG 280 - Early Canadian Literature
- AUPHI 355 - Philosophy and the Environment
- AUREL 263 - Spirituality and Globalization
- AUREL 345 - Religion and Ecology
- AUREL 365 - Storied Landscapes
- AUSCA 231 - Scandinavian Culture and Civilization
- AUSCA 271 - Personal Narratives of the North

**★3-6 credits of Fine Arts:**

- AUART 100 - Introduction to Art History and Visual Culture
- AUART 220 - Modern Life, Modern Art
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 271 - Painting I: A Basic Toolkit (Oil)
- AUART 289 - Studies in Visual Culture
- AUDRA 250 - Applied Improvisation
- AUMUS 170 - Tuning In: An Introduction to Music

**★3 in Statistics:**

- AUSTA 215 - Statistical Methods for the Natural Sciences

**★3 from Mathematics:**

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

**★3 credits from Experiential Learning:**

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum
- AUCSL 361 - Community Service-Learning Practicum
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- ~~AUGEO 343 – Expedition in the Canadian North~~
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- ~~AUPED 285 – Introduction to Ski Touring~~
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition

**★6 in overlapping credits at the 400 level**

**Major in Physical Education (BSc)  
[Augustana]  
Requirements**

**★27 Core:**

- AUPED 112 - Structural Human Anatomy
- AUPED 160 - Sociocultural Aspects of Sport and Physical Activity
- AUPED 215 - Introduction to Human Physiology I
- AUPED 293 - Introduction to Research in Physical Education
- AUPED 314 - Exercise Physiology
- AUPED 393 - Tests and Measurements in Physical Education
- AUPED 462 - Issues in Physical Education
- AUPSY 103 - Introduction to Psychology
- AUSTA 153 - Introductory Applied Statistics

**★3 in**

**★3 credits from Experiential Learning:**

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum
- AUCSL 361 - Community Service-Learning Practicum
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- ~~AUPED 281 – Explorations of the Canadian North~~
- ~~AUPED 283 – Introduction to Outdoor Education – Backpacking~~
- ~~AUPED 284 – Introduction to Outdoor Education - Canoeing~~
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition

**★6 in overlapping credits at the 400 level**

**Major in Physical Education (BSc)  
[Augustana]  
Requirements**

**★27 Core:**

- AUPED 112 - Structural Human Anatomy
- AUPED 160 - Sociocultural Aspects of Sport and Physical Activity
- AUPED 215 - Introduction to Human Physiology I
- AUPED 293 - Introduction to Research in Physical Education
- AUPED 314 - Exercise Physiology
- AUPED 393 - Tests and Measurements in Physical Education
- AUPED 462 - Issues in Physical Education
- AUPSY 103 - Introduction to Psychology
- AUSTA 153 - Introductory Applied Statistics

**★3 in**

<ul style="list-style-type: none"> <li>• AUPED 216 - Introduction to Human Physiology II</li> </ul> <p>★3 in</p> <ul style="list-style-type: none"> <li>• <del>AUPAC (Physical Activity Courses)</del></li> </ul> <p>{...no additional changes...}</p>	<ul style="list-style-type: none"> <li>• AUPED 216 - Introduction to Human Physiology II</li> </ul> <p>★3 in</p> <ul style="list-style-type: none"> <li>• ★3 AUPAC (Physical Activity Courses) or any 1 of: <ul style="list-style-type: none"> <li>• AUPED 184 – Introduction to Outdoor Education - Snowshoeing</li> <li>• AUPED 281 – Exploration of the Canadian North</li> <li>• AUPED 283 – Introduction to Outdoor Education - Backpacking</li> <li>• AUPED 284 – Introduction to Outdoor Education - Canoeing</li> <li>• AUPED 286 – Outdoor Education and Leadership</li> <li>• AUPED 387 – Arctic Canoe Expeditions - Planning</li> <li>• AUPED 388 – Arctic Canoe Expeditions - Expedition</li> </ul> </li> </ul> <p>{...no additional changes...}</p>
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Changes approved by Augustana Faculty Council, March 12, 2021 and April 9, 2021

# UNIVERSITY OF ALBERTA

Faculty of Education

## CALENDAR CHANGE REQUEST

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CURRENT	PROPOSED
	<p><u>EDPY 502 Educational Data Mining *3 (fi 6) (either term, 3-0-0). The purpose of this course is to present students with a variety of educational data mining techniques, with an emphasis on conceptual understanding and applications. Students will also learn how to implement these techniques with statistical software such as R or Python. This course is open to graduate students across the campus, with priority given to the Faculty of Education graduate students.</u></p>

**Rationale for Proposal:**

Educational data mining is an emerging discipline aimed at analyzing large complex educational data sets for understanding and visualizing data, and extracting useful patterns and information. It is important for students to learn different data mining techniques and be able to use these techniques to address scientific problems in their own research or in future workplaces.

**Approved:** March 1, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)



# UNIVERSITY OF ALBERTA

Faculty of Education

## CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
NEW	<p><u>EDPY 506 Machine Learning: Theory and Applications *3 (fi 6)(either term, 3-0-0). This course provides an overview of key topics in machine learning and broader issues in this domain. It builds on the research literature on machine learning as well as on the principles of constructivism (i.e., learning by doing). The course employs a combination of hands-on in-class activities, presentations, and discussions about readings and algorithms. It also provides an overview and practice of the R and Python programming languages that will be used to exemplify fundamental machine learning techniques. This course is open to graduate students across the campus, with priority given to the Faculty of Education graduate students.</u></p>
<p><b>Rationale for Proposal:</b></p> <p>This course focuses on the fundamental machine learning algorithms that provide the technical basis of data mining. Machine learning techniques are used to make predictions, provide explanations, and gain insight and knowledge from the decision structures inferred from the data. The course covers topics in supervised learning, unsupervised learning, and reinforcement learning. It aims to help students learn how to think critically about the data, the models trained, and the type of algorithm chosen for each type of output, as well as to visualize, evaluate, and interpret performance measures and results correctly to ensure that students develop rigorous data models. It is designed to help students understand how basic machine learning techniques work, their range of application via examples and practical applications, and when and where to use these methods. It is both theoretically and practically oriented, including conceptual underpinnings, algorithms, pseudo-code, and opportunities to gain a deep understanding by implementing algorithms in the Python and R programming languages through exercises, assignments, and empirical research conducted as part of the final project.</p>	
<p><b>Approved:</b> March 1, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

# COURSE CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in:

	Course Prefix or Number
	Course Title
	Hours (weight, term, or hours of instruction)
	Course Description
X	Prerequisite(s)
	Other Information or Notes

### Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

#### HE ED 221 - Population Health

★ 3 (fi 6) (either term, 3-0-0) The course focuses on the role of physical activity and other health behaviours in the primary prevention of chronic diseases across the lifespan. An epidemiological approach will be used to examine determinants, health behaviours, health outcomes, and interventions at a population-level in Canada and around the world. Prerequisites: HE ED 110 or ~~220~~, KIN 101 and 103.

### Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

#### HE ED 221 - Population Health

★ 3 (fi 6) (either term, 3-0-0) The course focuses on the role of physical activity and other health behaviours in the primary prevention of chronic diseases across the lifespan. An epidemiological approach will be used to examine determinants, health behaviours, health outcomes, and interventions at a population-level in Canada and around the world. Prerequisites: HE ED 110 or 120, KIN 101 and 103.

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### Rationale for the proposed change:

Errata: HE ED 220 was renumbered to HE ED 120 in the 2018-2019 academic calendar. Updating the corresponding prerequisite statement in HE ED 221 was missed as a part of the original proposal.

### Approval

Undergraduate Programs Committee: January 13, 2021

Faculty Council: January 27, 2021

# COURSE CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in:

	Course Prefix or Number
X	Course Title
	Hours (weight, term, or hours of instruction)
X	Course Description
	Prerequisite(s)
	Other Information or Notes

### Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

### Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

#### **KRLS 323 - ~~Aboriginal Peoples and Physical Practices: Canadian Perspectives~~**

★ 3 (fi 6) (either term, 3-0-0) This course explores ~~ways in which physical practices influence~~ the health of ~~Aboriginal~~ peoples. In this context health is defined as a state of balance involving body, emotions, mind, and spirit. The various forms of ~~physical~~ activity, sport, recreation, and leisure activities in which ~~Aboriginal~~ peoples participate will be examined. Prerequisite: KRLS 104 or NS 111. Credit will be granted for only one of KRLS 323 or PERLS 323.

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#### **KRLS 323 - Indigenous Perspectives on Activity, Health, and Wellness in Canada**

★ 3 (fi 6) (either term, 3-0-0) This course explores perspectives on practices related to the health and wellness of Indigenous Peoples in Canada. In this context health is defined as a state of balance involving body, emotions, mind, and spirit. The various forms of activity, sport, recreation, and leisure activities in which Indigenous Peoples participate will be examined. Prerequisite: KRLS 104 or NS 111. Credit will be granted for only one of KRLS 323 or PERLS 323.

Highlight and underline new text on this side

### Rationale for the proposed change:

These proposed changes follow the lead of the University of Alberta's Faculty of Native Studies, who recently received unanimous approval at the Academic Planning Committee of General Faculties Council to change the names of two of their certificates (both embedded and stand-alone certificates) from "Aboriginal Governance and Partnership" to "Indigenous Governance and Partnership".

The proposed change from the use of the term 'Aboriginal' to 'Indigenous' within the KRLS 323 course, course title, and course description is intended to reflect and identify the diversity of First Peoples of Canada and their communities in contemporary Canada. The term Indigenous is considered to be a more inclusive, relational word that highlights connections to traditional territories, as well as experiences of colonization and a colonial history. This proposed change is also intended to align with and emulate current University terminology as demonstrated by the Office of the Provost and Vice President (Academic) [Indigenous Initiatives](#) portfolio. As well these changes support numerous objectives of the University of Alberta strategic plan and institutional values outlined within the document *For the Public Good*. The proposed amendments to the course description are necessary to align and reflect the broader changes since the original course description was approved.

These proposed changes to the course title and course description align with the national Calls to Action from the Truth and Reconciliation Commission (2015) and the international human rights declaration of the United Nations. The [UN Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) sets the minimum standard for relationships with and the treatment of Indigenous Peoples and states that the rights contained within it “constitute the minimum standards for the survival, dignity and well-being of the indigenous people of the world.”

United Nations, General Assembly. (2007). *United Nations Declaration on the Rights of Indigenous Peoples, A/RES/61/295*. Retrieved from: <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html> .

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Retrieved from: [http://nctr.ca/assets/reports/Calls\\_to\\_Action\\_English2.pdf](http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf)

University of Alberta (2016). *For the Public Good* Retrieved from <https://d1pbog36rugm0t.cloudfront.net/-/media/isp/final-doc/12885institutionalstrategicplan33final.pdf>

### **Approval**

Motion: Angela Bayduza, Associate Dean Undergraduate Programs

Undergraduate Programs Committee: March 4, 2020

Faculty Council: March 25, 2020

**Calendar Change Request Form  
For Implementation in 2022-2023**

<b>CURRENT</b>	<b>PROPOSED</b>
New Course	<p>INT D 222 - Indigenous Health in Canada</p> <p>★ 3 (fi 6) (either term, 3-0-0)</p> <p>This course is offered in response to the Truth and Reconciliation Commission of Canada: Calls to Action, and is the beginning step to culturally safe interaction and practice. Focus is on introducing students to a variety of historical realities and contemporary issues relevant to Indigenous health in Canada. Students will examine issues and contributions facing settler relations from a historical, contemporary and critical perspective, with a focus on health and well-being.</p> <p>Note: Priority will be given to students in health science programs where this is a required course. Not to be taken if credit received for NURS 222.</p>

**Rationale:**

INT D 222 is a new course similar to NURS 222. This course offers an opportunity for interdisciplinary dialogue on Indigenous health issues.

**Approval:**

Undergraduate Curriculum Committee Approved – September 10, 2020

Faculty Caucus Discussed – November 17 and 19, 2020

Faculty of Nursing Council/Executive Committee Approved – March 26, 2021

Final Approval by University Governance –

**University of Alberta**  
**Faculté Saint-Jean**  
**CALENDAR CHANGE REQUEST**  
**For Early Implementation - Fall 2021**

CURRENT	PROPOSED
<p><b>CHIM 101 - Introduction à la chimie I</b>            ★ 3 (fi 6) (premier semestre, 3-1s-3) Structure atomique, liaisons covalentes, thermochimie, équilibre chimique, acides et bases, les éléments représentatifs. Préalable(s): Chimie 30 ou l'équivalent.</p>	<p><b>CHIM 101 - Introduction à la chimie I</b>            ★ 3 (fi 6) (l'un ou l'autre semestre, 3-1s-3) Structure atomique et moléculaire, états de la matière, liaisons chimiques, séries périodiques, chimie des éléments non transitionnels. Préalable(s): Chimie 30 ou l'équivalent. <u>Note : Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHEM 101 ou CHIM 103 ou CHEM 103.</u></p>
<p><b>CHIM 102 - Introduction à la chimie II</b>            ★ 3 (fi 6) (deuxième semestre, 3-1s-3) États de la matière et forces intermoléculaires, solubilité et solutions, électrochimie, thermodynamique chimique, cinétique chimique, liaison et propriétés des métaux de transition. Préalable: CHIM 101.</p>	<p><b>CHIM 102 - Introduction à la chimie II</b>            ★ 3 (fi 6) (l'un ou l'autre semestre, 3-1s-3) Cinétique chimique, équilibres chimiques, acides et bases, électrochimie, thermodynamique chimique, chimie des éléments de transition. Préalable: CHIM 101. <u>Note : Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHEM 102 ou CHIM 105 ou CHEM 105.</u></p>
<p><b>CHIM 103 - Introduction à la chimie I</b>            ★ 3 (fi 6) (l'un ou l'autre semestre, 3-1s-3/2) Stoechiométrie, gaz parfaits, thermochimie, équilibre chimique, acides et bases, structure atomique et liaison chimique. Préalable(s): Chimie 30 ou l'équivalent. Note: Ce cours est réservé aux étudiants de génie.</p>	<p><b>CHIM 103 - Introduction à la chimie I</b>            ★ 3 (fi 6) (l'un ou l'autre semestre, 3-1s-3/2). Structure atomique et moléculaire, états de la matière, liaisons chimiques, séries périodiques, chimie des éléments non transitionnels. Préalable(s): Chimie 30 ou l'équivalent. <u>Note(s) : (1) Ce cours est réservé aux étudiants de génie. (2) Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 101 ou CHEM 101 ou CHEM 103.</u></p>
<p><b>CHIM 105 - Introduction à la chimie II</b>            ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-3/2) Solubilité, cellule électrochimique et équation de Nernst, cinétique chimique, modes de liaison et structure, cinétique chimique, modes de liaison et structure, chimie des éléments de transition. Préalable: CHIM 103. Note: Ce cours est réservé aux étudiants de génie.</p>	<p><b>CHIM 105 - Introduction à la chimie II</b>            ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-3/2) Cinétique chimique, équilibres chimiques, acides et bases, électrochimie, thermodynamique chimique, chimie des éléments de transition. Préalable: CHIM 103. Note (s): (1) Ce cours est réservé aux étudiants de génie. (2). <u>Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 102 ou CHEM 102 ou CHEM 105.</u></p>
<p><b>CHIM 164 - Chimie organique I</b>            ★ 3 (fi 6) (premier semestre, 3-0-3) Étude de la structure moléculaire de base et de la réactivité des composés organiques basée sur leurs groupes fonctionnels. Introduction à la nomenclature, la structure tridimensionnelle, les propriétés physiques et la réactivité des composés du carbone. L'accent sera mis sur les alcanes, les alcènes, les alcynes, les halogénures</p>	<p><b>CHIM 164 - Chimie organique I</b>            ★ 3 (fi 6) (premier semestre, 3-0-3) Étude des composés du carbone: la nomenclature, la structure tridimensionnelle, la stéréochimie, les effets électroniques, la réactivité et les mécanismes réactionnels (en particulier les additions électrophiles et les substitutions aromatiques). <u>Étude des structures des molécules organiques par</u></p>

<p>d'alkyle, les alcools et certains composés aromatiques. Les exemples comprendront des hydrocarbures (produits pétroliers), les composés organiques halogénés (par ex. les pesticides) et les polymères d'une importance industrielle que l'on retrouve dans la vie quotidienne. Préalable(s) : Chimie 30 ou l'équivalent. Note(s) : (1) Les étudiants qui ont des crédits pour CHIM 101 doivent s'inscrire à CHIM 261. (2) Limité aux étudiants avec une moyenne minimale de 90% en Chimie 30, ou l'approbation du vice-doyen aux affaires académiques. (3) Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 161.</p>	<p><u>spectroscopie infrarouge</u>. L'accent sera mis sur les alcanes, les alcènes, les alcynes et certains composés aromatiques. Les exemples comprendront des hydrocarbures d'importance (produits pétroliers, <u>aliments, molécules de sources naturelles, etc.</u>) que l'on retrouve dans la vie quotidienne. Préalable(s) : Chimie 30 ou l'équivalent. Note(s) : (1) Les étudiants qui ont des crédits pour CHIM 101 doivent s'inscrire à CHIM 261. (2) Limité aux étudiants avec une moyenne minimale de 90% en Chimie 30, ou l'approbation du vice-doyen aux affaires académiques. (3) Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 161 <u>ou CHEM 164</u>.</p>
<p><b>CHIM 261 - Chimie organique I</b>  ★ 3 (fi 6) (premier semestre, 3-0-3) <u>Corrélation des structures et des liaisons chimiques des composés de carbone avec les propriétés physiques et la réactivité chimique des molécules organiques. Étude des groupes fonctionnels; l'accent sera mis sur les hydrocarbures et leurs dérivés qui contiennent les hétéroatomes (halogènes, oxygène, soufre, et groupe hydroxy).</u> Introduction à la stéréochimie, la structure tridimensionnelle, les mécanismes, en particulier <u>addition aux doubles liaisons, substitution nucléophile et réactions d'élimination.</u> Préalable(s): CHIM 101 ou 103. Note(s): (1) Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 161 ou 164. (2) Les étudiants de la Faculty of Engineering qui suivent ce cours auront *4.5.</p>	<p><b>CHIM 261 - Chimie organique I</b>  ★ 3 (fi 6) (premier semestre, 3-0-3) <u>Étude des composés du carbone: la nomenclature, la structure tridimensionnelle, la stéréochimie, les effets électroniques, la réactivité et les mécanismes réactionnels (en particulier les additions électrophiles et les substitutions aromatiques).</u> <u>Étude des structures des molécules organiques par spectroscopie infrarouge. L'accent sera mis sur les alcanes, les alcènes, les alcynes et certains composés aromatiques. Les exemples comprendront des hydrocarbures d'importance (produits pétroliers, aliments, molécules de sources naturelles, etc.) que l'on retrouve dans la vie quotidienne.</u> Préalable(s): CHIM 101 ou 103. Note(s): (1) Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 161 ou 164 <u>ou CHEM 164 ou 261</u>. (2) Les étudiants de la Faculty of Engineering qui suivent ce cours auront *4.5.</p>
<p><b>CHIM 263 - Chimie organique II</b>  ★ 3 (fi 6) (deuxième semestre, 3-0-3) Continuation de l'étude des propriétés structurales <u>et</u> chimiques des groupes fonctionnels avec l'accent sur <u>les alcynes, les composés aromatiques,</u> les aldéhydes, les cétones, les acides carboxyliques et leurs dérivés, et les amines. Exemples de ces groupes fonctionnels <u>dans les produits naturels; les hydrates de carbone, les amino-acides et les protéines, les acides nucléiques, et les lipides.</u> Étude de la déduction des structures des molécules organiques par spectroscopie infrarouge et <u>spectroscopie de résonance magnétique nucléaire.</u> Préalable(s): CHIM 161 ou 164 ou 261 ou SCI 100. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 163.</p>	<p><b>CHIM 263 - Chimie organique II</b>  ★ 3 (fi 6) (deuxième semestre, 3-0-3) Continuation de l'étude <u>des réactions et</u> des propriétés structurales, chimiques <u>et mécanistiques (en particulier les substitutions et additions nucléophiles et les éliminations)</u> des groupes fonctionnels avec l'accent sur <u>les composés halogénés, les alcools, les éthers,</u> les aldéhydes, les cétones, les acides carboxyliques et leurs dérivés, et les amines. <u>Étude de la déduction des structures des molécules organiques par spectroscopie infrarouge et spectroscopie de résonance magnétique nucléaire.</u> Des exemples de ces groupes fonctionnels <u>pourront provenir des pesticides, boissons, médicaments,</u> produits naturels, <u>etc.</u> Préalable(s): CHIM 161 ou 164 ou 261 ou SCI 100. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour CHIM 163 <u>ou CHEM 263</u>.</p>

<p><b>CHIM 351 - Chimie bio-organique</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Étude des structures chimiques, de la réactivité, et des interactions de molécules bio-organiques telles que les glucides, lipides et protéines, incluant la synthèse des acides aminés et les applications de la chimie des glucides synthétiques aux problèmes réels. Étude du rôle et interactions des métaux de transition dans ces molécules. Introduction aux méthodes d'analyse de ces molécules par spectrométrie de masse. Préalable(s) : CHIM 102 ou 105; CHIM 263.</p>	<p><b>CHIM 351 - Chimie bio-organique</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Étude des structures chimiques, de la réactivité, de la synthèse et des interactions de molécules bio-organiques telles que les glucides, lipides, médicaments et protides. Applications de la chimie des molécules étudiées aux problèmes réels. Introduction aux méthodes d'analyse de ces molécules par spectrométrie de masse. Préalable(s) : CHIM 263. CHIM 102 ou 105 est recommandé.</p>
<p><b>EDU M 363 - Enseignement de l'éducation physique et du programme de santé</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Initiation à l'enseignement de l'éducation physique et du programme de santé au primaire et au secondaire. À travers une série d'activités pratiques, les étudiants développeront une compréhension des diverses stratégies d'enseignement, de différenciation et d'évaluation en fonction des programmes d'études en cours. L'intégration de la langue et de la littérature dans l'enseignement de ces matières ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones en santé et bien être. Préalable(s): EDU S 201 (ou EDU F 200 et EDU M 232).</p>	<p><b>EDU M 363 - Enseignement de l'éducation physique et du programme de santé</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Initiation à l'enseignement de l'éducation physique et du programme de santé au primaire et au secondaire. À travers une série d'activités pratiques, les étudiants développeront une compréhension des diverses stratégies d'enseignement, de différenciation et d'évaluation en fonction des programmes d'études en cours. L'intégration de la langue et de la littérature dans l'enseignement de ces matières ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones en santé et bien être. Préalable(s): EDU S 201 (ou EDU F 200 et EDU M 232). Note : Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour EDU M 315 et EDU M 361.</p>
<p><b>Rationale for Proposal:</b></p> <p>CHIM Courses description are being updated to reflect changes that have been made in the past few years and to better align with the equivalent courses of the faculty of Science.</p> <p>EDU M 363: EDU M 363 was created as a replacement for EDU M 315 and EDU M 361, so a note has to be added to prevent double credit.</p>	
<p><b>Approved</b> : Faculté Saint-Jean Council March 19, 2021</p>	



**University of Alberta**  
**Faculté Saint-Jean**  
**CALENDAR CHANGE REQUEST**  
**For Early Implementation - Fall 2021**

CURRENT	PROPOSED
<p><b>MAFSJ 500 - Méthodologies interdisciplinaire et multidisciplinaire</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Introduction aux fondements théoriques de l'interdisciplinarité et à la transdisciplinarité comme méthodes d'analyses. Possibilités et limites de telles approches méthodologiques. Critiques des méthodologies de recherche du point de vue inter-trans- multidisciplinaire et culturelle. Peut comprendre des sections Alternative Delivery; veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour ETCAN 500.</p>	<p><b>MAFSJ 500 - Méthodologies de recherche en sciences sociales et humaines</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Études approfondies des méthodologies de recherche dans le domaine des sciences sociales et humaines. Les grands concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer à la définition de la problématique de recherche choisie. Les étudiants seront invités à définir dans ce séminaire leur problème de recherche et à illustrer leur choix par des exemples tirés de la société en fonction d'une approche inter ou transdisciplinaire, qualitative ou quantitative. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour ETCAN 500.</p>
<p><b>MAFSJ 501 - Méthodologies de recherche en sciences sociales et humaines</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Études approfondies des méthodologies de recherche dans le domaine des sciences sociales et humaines. Les grands concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer à la définition de la problématique de recherche choisie. Les étudiants seront invités à définir dans ce séminaire leur problème de recherche et à illustrer leur choix par des exemples en fonction d'une approche inter, trans et/ou multidisciplinaire. Peut comprendre des sections Alternative Delivery; veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour ETCAN 501.</p>	<p><b>MAFSJ 501 - Enjeux inter et transdisciplinaires</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Analyse critique des enjeux portant sur le Canada dans le monde. Culture et institutions en relation avec les contextes historiques et sociaux. Relations entre les communautés et conflits socio-politiques. Relation de genre, race, langue, classes, nationalisme, régionalisme et mondialisation, économie, arts, culture et média. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour ETCAN 501.</p>
<p><b>New</b></p>	<p><b>MAFSJ 520 Enjeux linguistiques : Choix de sujet</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, variable). Étude d'un sujet au choix en langue française. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour FRANC 450, LINGQ 450, MAFSJ 520 ayant la même thématique.</p>

<p><b>LINGQ 450 - Langue française : Choix de sujet</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable) Étude d'un sujet au choix en langue française. Préalable: LINGQ 200. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour FRANC 450, LINGQ 450 ayant la même thématique.</p>	<p><b>LINGQ 450 - Langue française : Choix de sujet</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable) Étude d'un sujet au choix en langue française. Préalable: LINGQ 200. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour FRANC 450, LINGQ 450, <b>MAFSJ 520</b> ayant la même thématique.</p>
<p><b>New</b></p>	<p><b>MAFSJ 521 Linguistique française : Choix de sujet</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable). Étude d'un sujet au choix en linguistique française. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour FRANC 480, LINGQ 480, <b>MAFSJ 521</b> ayant la même thématique.</p>
<p><b>LINGQ 480 - Linguistique française : Choix de sujet</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable) Étude d'un sujet au choix en linguistique française. Préalable: LINGQ 200. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour <b>ADRAM 480</b>, FRANC 480, LINGQ 480 ayant la même thématique.</p>	<p><b>LINGQ 480 - Linguistique française : Choix de sujet</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable) Étude d'un sujet au choix en linguistique française. Préalable: LINGQ 200. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour FRANC 480, LINGQ 480, <b>MAFSJ 521</b> ayant la même thématique.</p>
<p><b>New</b></p>	<p><b>MAFSJ 525 Droits linguistiques et enjeux identitaires</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Étude fondamentale des droits linguistiques au Canada et/ ou dans le monde et la construction de l'identité comme phénomène complexe dans une culture et une société pluriculturelle. Démarche de compréhension du processus de construction identitaire dans l'apprentissage d'une langue.</p>
<p><b>New</b></p>	<p><b>MAFSJ 535 Enjeux sociaux de la santé au Canada</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0.) Ce cours portera sur les enjeux de la santé et du bien-être. Des modèles variés de santé et de bien-être qualitatif ainsi que les impacts des facteurs économiques, démographiques, culturels, biologiques et politiques touchant le bien-être des communautés seront étudiés. Ce cours offrira aussi un aperçu sur différents types de médecine dans les communautés minoritaires, de la biomédecine mise en rapport avec les médecines communautaires.</p>
<p><b>New</b></p>	<p><b>MAFSJ 540 Le Canada dans le monde : francophonies globales et postcoloniales</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Ce cours initiera l'étudiant aux aspects fondamentaux du projet critique des études postcoloniales suivant trois axes : histoire,</p>

	<p>théorie et représentation. Il situera ces concepts dans le contexte de la francophonie locale et mondiale.</p>
<b>New</b>	<p><b>MAFSJ 541 Questions autochtones et décolonisation</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Ce cours analyse les impacts des facteurs économiques, démographiques, culturels, biologiques et politiques touchant le bien-être des communautés autochtones.</p>
<b>New</b>	<p><b>MAFSJ 550 Démocratie, participation politique, et justice sociale</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Dans ce cours, on se penche sur les notions conventionnelles de démocratie, sur les questions de la légitimité et la qualité des formes existantes et examinera d'autres modèles de gouvernance démocratique. L'accent sera mis sur les modèles de participation citoyenne qui soutiennent l'inclusion et la justice sociale.</p>
<b>New</b>	<p><b>MAFSJ 552 Thèmes en économie et société</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Analyse critique des enjeux de développement dans l'économie mondiale et le système interétatique; analyse de différents aspects des sociétés en voie de développement: régimes agraires et monde rural; stratégies d'industrialisation; marché du travail (secteur formel/informel); clivages sociaux (classes, castes, ethnies); conflits intercommunautaires; état (bureaucraties, régimes, politiques sociales); approche comparative interrégionale. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour SOCIE 412.</p>
<p><b>SOCIE 412 - Sociologie du développement</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Analyse critique des enjeux de développement dans l'économie mondiale et le système interétatique; analyse de différents aspects des sociétés en voie de développement: régimes agraires et monde rural; stratégies d'industrialisation; marché du travail (secteur formel/informel); clivages sociaux (classes, castes, ethnies); conflits intercommunautaires; état (bureaucraties, régimes, politiques sociales); approche comparative interrégionale. Préalable: SOCIE 100.</p>	<p><b>SOCIE 412 - Sociologie du développement</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Analyse critique des enjeux de développement dans l'économie mondiale et le système interétatique; analyse de différents aspects des sociétés en voie de développement: régimes agraires et monde rural; stratégies d'industrialisation; marché du travail (secteur formel/informel); clivages sociaux (classes, castes, ethnies); conflits intercommunautaires; état (bureaucraties, régimes, politiques sociales); approche comparative interrégionale. Préalable: SOCIE 100. <b>Note:</b> Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MAFSJ 552.</p>
<b>New</b>	<p><b>MAFSJ 555 Thèmes en économie et en environnement</b></p>

	<p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Ce cours met l'accent sur les diverses approches d'exploitation des ressources naturelles renouvelables et non-renouvelables. Des modèles d'analyse économique seront proposés avec des applications directes dans le contexte du développement durable</p>
	<p><b>MAFSJ 556 Transition: énergie, environnement, et culture</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Dans ce cours, on abordera les changements climatiques et les mesures prises pour atténuer l'impact humain, telles que la transition énergétique, les transformations des infrastructures sociales, politiques et économiques existantes. Ce cours passe du regard pétroculturel extractiviste à recadrer les solutions climatiques. L'accent sera mis sur le Canada dans un contexte mondial.</p>
New	<p><b>MAFSJ 560 Thèmes en histoire du Canada</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Ce cours fournira un aperçu analytique et critique des différentes dimensions de l'histoire et la sécurité humaine dans un monde en mutation. Les étudiants seront amenés à examiner le développement historiographique du Canada et de ses communautés en portant une attention particulière au rôle du Canada et des institutions de gouvernance mondiale.</p>
New	<p><b>MAFSJ 561 Thèmes en politique</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Ce cours permet aux étudiants d'approfondir leur savoir sur les politiques canadiennes. D'essence interdisciplinaire, au croisement de la Sociologie de l'État (acteurs sociaux, formels et informels), du Droit public, du Droit international, de la Politique étrangère, de l'interne et de l'international, le cours à vocation à préparer une nouvelle génération de spécialistes et décideurs capables d'agir localement tout en pensant globalement.</p>
New	<p><b>MAFSJ 562 Thèmes en sociologie culturelle</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Le cours explore la signification du changement dans les systèmes sociaux et culturels; théories du changement social; problèmes des changements introduits dans certaines cultures. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour SOCIE 480.</p>

<p><b>SOCIE 480 Changement social</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Signification du changement dans les systèmes sociaux et culturels; théories du changement social; problèmes des changements introduits dans certaines cultures. Prérequis: SOCIE 260 ou 261 ou SOC 332 ou 333.</p>	<p><b>SOCIE 480 Changement social</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Signification du changement dans les systèmes sociaux et culturels; théories du changement social; problèmes des changements introduits dans certaines cultures. Prérequis: SOCIE 260 ou 261 ou SOC 332 ou 333.  <u>Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MAFSJ 562.</u></p>
<p><b>New</b></p>	<p><b>MAFSJ 564 Enjeux de l'immigration au Canada</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). L'immigration est en passe de devenir un enjeu anthropologique majeur au Canada et dans le monde. Elle constitue un riche domaine d'observation des sociétés contemporaines. Ce cours permet aux étudiants d'explorer les divers aspects caractérisant les changements liés à l'immigration.</p>
<p><b>New</b></p>	<p><b>MAFSJ 570 Immigration, récits médiatiques et littérature</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0). Ce cours explore le lien étroit entre l'immigration et la production littéraire et artistique. Portée à notre attention principalement par des récits médiatiques, l'immigration réclame l'examen critique de ces discours souvent fortement idéologiques, et le contrepoint des représentations singulières que propose la création littéraire.</p>
<p><b>New</b></p>	<p><b>MAFSJ 571 Communication et média</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable). Dans ce cours, les étudiants seront exposés aux outils conceptuels et méthodologiques pour l'étude de la communication médiatique interpersonnelle, de groupe, des organisations médiatisées et institutionnelles, qui leur permettront d'aborder des sujets relatifs à la communication dans différents types d'organisations et divers environnements.  <u>Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MAFSJ 571 ayant la même thématique.</u></p>
<p><b>New</b></p>	<p><b>MAFSJ 572 Recherche-crédation</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, variable). Ce cours vise à doter les étudiants d'outils théoriques, analytiques et pratiques pour les aider à développer de manière créative des pratiques de fabrication critique adaptées à des moyens d'expression distincts dans le cadre d'une démarche de recherche rigoureuse. Les étudiants travailleront sur l'intégration des processus créatifs dans</p>

	<p>la recherche. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MAFSJ 572 ayant la même thématique.</p>
<p><b>New</b></p>	<p><b><u>MAFSJ 573 Études culturelles et transculturelles canadiennes</u></b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, variable). Ce cours permet aux étudiants d'acquérir et d'approfondir leur capacité à comprendre et analyser les aspects caractérisant les changements effectués au sein de l'État à travers le monde. L'accent sera mis sur les fondements de l'analyse comparative; la construction d'une grille d'analyse des réformes administratives, sur la base des principales théories et approches existantes; l'analyse du cas canadien, en comparaison avec quelques expériences internationales en contexte fédéral francophone et bilingue. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MAFSJ 573 ayant la même thématique.</p>
<p><b>Rationale for Proposal:</b></p> <p>The course changes and new course offerings are the result of two years of the ongoing coursework for The Degree of MA in <i>Études interdisciplinaires canadiennes</i> (Faculté Saint-Jean). These courses are proposed according to the four research orientations (Bilingualism, multilingualism and linguistic rights; Economy, sustainable development, and social justice; Literature, cultures, and media; Societies, communities, and health) of the MA.</p>	
<p><b>Approved :</b> Faculté Saint-Jean Council March 19, 2021</p>	

**Early Implementation  
Department of Computing Science  
Course Changes  
2021 - 21**

<b>CURRENT (2020-21)</b>	<b>PROPOSED (2021-22)</b>	<b>CHANGE TYPES</b>
<b>NEW COURSE</b>	<p><b>MM 815 - Hot Topics in Multimedia III</b> *3 (fi 6) (either term, variable)</p> <p>The multimedia pipeline includes data acquisition, processing, transmission and visualization, as well as quality assessment. Over the years, state-of-the-art techniques have been developed in these areas. Nevertheless, emerging technologies in hardware, systems and tools necessitate continuous evolution of multimedia algorithms and inventions. Driven by industrial demands and consumer preferences, recent advances, e.g. Internet-of-Things, Cloud Computing, High Dynamic Display, visual recognition, multimedia mining and so on, have brought revolution in multimedia research and development. This course intends to introduce some latest hot topics in multimedia so that students understand industrial requirements and applications, and prepare for their careers. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students.</p>	<b>New Course</b>
<b>NEW COURSE</b>	<p><b>MM 816 - Hot Topics in Multimedia IV</b> *3 (fi 6) (either term, variable)</p> <p>The multimedia pipeline includes data acquisition, processing, transmission and visualization, as well as quality assessment. Over the years, state-of-the-art techniques have been developed in these areas. Nevertheless, emerging technologies in hardware, systems and tools necessitate continuous evolution of multimedia algorithms and inventions. Driven by industrial demands and consumer preferences, recent advances, e.g. Internet-of-Things, Cloud Computing, High Dynamic Display, visual recognition, multimedia mining and so on, have brought revolution in multimedia research and development. This course intends to introduce some latest hot topics in multimedia so that students understand industrial requirements and applications, and prepare for their careers. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students.</p>	<b>New Course</b>
<b>NEW COURSE</b>	<p><b>MM 817 - Hot Topics in Multimedia V</b> *3 (fi 6) (either term, variable)</p> <p>The multimedia pipeline includes data acquisition, processing, transmission and visualization, as well as quality assessment. Over the years, state-of-the-art techniques have been developed in these areas. Nevertheless, emerging technologies in hardware, systems and tools necessitate continuous evolution of multimedia algorithms and inventions. Driven by industrial demands and consumer preferences, recent advances, e.g. Internet-of-Things, Cloud Computing, High Dynamic Display, visual recognition, multimedia mining and so on, have brought revolution in multimedia research and development. This course intends to introduce some latest hot topics in multimedia so that students understand industrial requirements and applications, and prepare for their careers. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students.</p>	<b>New Course</b>
<b>NEW COURSE</b>	<p><b>MM 818 - Hot Topics in Multimedia VI</b> *3 (fi 6) (either term, variable)</p>	<b>New Course</b>

	<p>The multimedia pipeline includes data acquisition, processing, transmission and visualization, as well as quality assessment. Over the years, state-of-the-art techniques have been developed in these areas. Nevertheless, emerging technologies in hardware, systems and tools necessitate continuous evolution of multimedia algorithms and inventions. Driven by industrial demands and consumer preferences, recent advances, e.g. Internet-of-Things, Cloud Computing, High Dynamic Display, visual recognition, multimedia mining and so on, have brought revolution in multimedia research and development. This course intends to introduce some latest hot topics in multimedia so that students understand industrial requirements and applications, and prepare for their careers. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students.</p>	
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Faculty of Science approval: March 2, 2021