SENATE OF SIMON FRASER UNIVERSITY
AGENDA – OPEN SESSION

Monday, December 3, 2018 – 7:00 pm
Room 3210 West Mall Complex

1. Approval of the Agenda

2. Approval of the Minutes of the Open Session on November 5, 2018

3. Business Arising from the Minutes

4. Report of the Chair

5. Question Period *

6. Reports of Committees

   A) Research Ethics Board (REB)
      i) Annual Report 2017 – 2018 (For Information) S.18-118

   B) Senate Committee on University Priorities (SCUP)
      i) 2017/18 Centres and Institutes Renewal Applications (For Information) S.18-119
      ii) Centres and Institutes Annual Report 2017/18 (For Information) S.18-120
      iii) Dissolution of Community Health Solutions as a Research Institute S.18-121
      iv) Suspension of Admission and Dissolution of the Graduate Certificate in Neuroscience S.18-122
      v) External Review of the Department of Economics S.18-123

   C) Senate Committee on Undergraduate Studies (SCUS)
      i) Program Changes (For Information) S.18-124
      ii) New Course Proposals (For Information) S.18-125
      iii) Course Changes (For Information) S.18-126

   D) Senate Graduate Studies Committee (SGSC)
      i) Program Changes (For Information) S.18-127
      ii) New Course Proposals (For Information) S.18-128
      iii) Course Changes (For Information) S.18-129

   E) Senate Library Committee (SLC)
      i) Annual Report 2017 – 2018 (For Information) S.18-130
F) Senate Nominating Committee (SNC)
   i) Senate Committee Elections (For Information) S.18-131

8. Other Business
      (For Information)

9. Information
   i) Date of the next regular meeting – Monday, January 7, 2019.

Agenda items and papers for the January meeting will be required by the Secretary at noon on Thursday, December 13, 2018. Submissions may be emailed to senate@sfu.ca, but must be followed up by a signed paper submission. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, December 18, 2018 with Senate distribution on Friday, December 21, 2018. The Senate agenda and papers for this meeting are available on the Senate website at http://www.sfu.ca/senate/agenda.html.

Detailed curriculum papers can be found on Docushare at https://docushare.sfu.ca/dsweb/View/Collection-12682

Rummana Khan Hemani
Registrar

*Questions should be submitted in writing to Rummana Khan Hemani (email khan@sfu.ca) with “Senate Question” in the subject line by Wednesday, November 28th at 9:00 am.
MEMO

ATTENTION: Senate
c/o Rummana Khan Hemani, Registrar and Secretary to Senate

FROM: Wendy Loken Thornton, Chair, Research Ethics Board

RE: Annual REB Report to SENATE 2017-2018

DATE: October 18th, 2018

Dear Rummana Khan Hemani:

In accordance with Policy R20.01, “Ethics Review of Research Involving Human Participants”, Section 14.7, I am submitting, on behalf of the Research Ethics Board, the Annual Report to Senate. The report spans the time frame September 1, 2017 to August 31, 2018

Sincerely,

Wendy Loken Thornton, Ph.D., R. Psych.
Professor, Department of Psychology
Chair, Research Ethics Board
Simon Fraser University

Enclosure

/ft
Over the past year, the Simon Fraser University (SFU) Research Ethics Board (REB) and Office of Research Ethics (ORE) have continued to refine their policies and procedures to clarify the standard requirements for research submissions, kept abreast of national and provincial changes in guidelines and legislation that impact research ethics, provided ongoing education and continued to be responsive to the inquiries of our research community.

With an award from the Michael Smith Foundation for Health Research (MSFHR), the SFU ORE has continued to lead and coordinate the Research Ethics BC (REBC – formally known as BCEI) initiative throughout 2017-2018. The primary goal of this project was development of the Provincial Research Ethics Platform (PREP), which was built as part of the UBC Researcher Information System (RISe). The REBC advisory committee, with Sarah Bennett, Manager, SFU ORE as project lead and support from Paola Pinto Vidal, former SFU ORE staff, now with the Academic Health Sciences Network (AHSN) lead the development of harmonized ethics application forms and educational and communication tools for the research community. PREP launched in August 2018. REBC has truly been a success story in institutional collaboration to support making BC a more attractive research environment through harmonized, expert human participant research ethics review.

In June of 2018, the SFU ORE, in partnership with UBC and UBC-O jointly organized a conference designed to provide an educational and networking event for researchers, REB members and research ethics administrators from institutions across western Canada. The 2nd annual conference (REB West 2018) was organized with a specific emphasis on reaching those individuals working in research ethics at newer and smaller universities and colleges.

The conference, once again, was extremely well received with over 80 participants from 30 different institutions from across BC and Alberta. The conference featured a series of plenary sessions across two days that explored both fundamental and emerging issues faced by REBs today. Presentations reflected the varied experiences of our panel members while being firmly grounded in research ethics policy. The conference provided a premier interdisciplinary platform for participants to present and discuss the most recent innovations, trends and concerns as well as practical challenges encountered and solutions adopted in the field of Research Ethics Review.

Starting in December 2018, Simon Fraser University will commence a gradual implementation of a series of interlinked software products, collectively termed "SFU's Research Administration System," hosted at the SFU Data Centre. The Human Ethics module will be the first to launch in the SFU Research Administration System. SFU ORE staff, under the leadership of Dr. Dina Shafey, Associate Director, have worked extensively in 2018 to create the forms, test the development of the new system, and prepare for migration from the current system to the new system. The new Human Ethics module will permit researchers to track their applications through the review process, to designate others to complete an application for the principal investigator, to have their approvals submitted directly to Research Services for access to their funds and will link with other modules allowing all communications and required actions to be managed in one system. In addition, the newly created dynamic forms within the Human Ethics module will aid researchers by providing the appropriate and required information needed to assist in the review of their human ethics applications.
The current membership of the REB, and current ORE staff can be found below. The Chair, Dr. Wendy Loken Thornton, and Deputy Chair, Dr. Jeremy Snyder, were both reelected to these roles until May 31, 2019. We thank the following individuals for their service as REB members this past year: Dr. Peter Hall, Faculty Member, Dr. Andrew Blaber, Faculty Member, Dr. Maureen Hoskyn, Faculty Member, Michael Chua, Graduate Student Member, and Christine Wang, undergraduate student member.

Current REB Membership

<table>
<thead>
<tr>
<th>Elected by/from Faculty</th>
<th>Faculty</th>
<th>Term Ends</th>
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<tbody>
<tr>
<td>Wendy Loken Thornton</td>
<td>Arts and Social Sciences</td>
<td>May 31, 2019</td>
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<tr>
<td>(Chair)</td>
<td></td>
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<tr>
<td>Jeremy Snyder (Deputy Chair)</td>
<td>Health Sciences</td>
<td>May 31, 2021</td>
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<tr>
<td>David MacAlister</td>
<td>Arts and Social Sciences</td>
<td>May 31, 2019</td>
</tr>
<tr>
<td>Engida Gebre</td>
<td>Education</td>
<td>May 31, 2021</td>
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<tr>
<td>Sonia Luehrmann</td>
<td>Arts and Social Sciences</td>
<td>May 31, 2019</td>
</tr>
<tr>
<td>David Whitehurst</td>
<td>Health Sciences</td>
<td>May 31, 2019</td>
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<tr>
<td>Victoria Claydon</td>
<td>Science</td>
<td>May 31, 2019</td>
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<tr>
<td>vacant</td>
<td>Science</td>
<td>May 31, 2019</td>
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<tr>
<td>Geoffrey Poitras</td>
<td>Business</td>
<td>May 31, 2019</td>
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<tr>
<td>Carman Neustaedter</td>
<td>Communication Arts and Technology</td>
<td>May 31, 2019</td>
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<tr>
<td>Teresa Cheung</td>
<td>Applied Science</td>
<td>May 31, 2019</td>
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<tr>
<td>Valorie Crooks</td>
<td>Arts and Social Sciences</td>
<td>May 31, 2020</td>
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Student Members Elected by Senate

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<th>Role, Faculty or Department</th>
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<tr>
<td>Graduate Student, Health Sciences</td>
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<tr>
<td>Graduate Student, Biomedical Physiology and Kinesiology</td>
<td>May 31, 2019</td>
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<tr>
<td>Graduate Student, Criminology</td>
<td>May 31, 2019</td>
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<tr>
<td>Undergraduate Student</td>
<td>May 31, 2019</td>
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Elected by Senate from Community External SFU

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<th>Term Ends</th>
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<tr>
<td>May 31, 2019</td>
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Office of Research Ethics

Jeffrey Toward, Director, Ex-Officio (non-voting)  
Dina Shafey, Associate Director, Ex-Officio (non-voting)  
Sarah Bennett, Manager  
Hanna Jones-Eriksson, Officer  
Alanna Dyck, Officer  
Candase Jensen, Ethics Assistant

In accordance with article 15.7 of SFU Policy R20.01 (Ethics Review of Research Involving Human Participants), the Senate approved a list of individuals, forwarded by the REB, to serve as ethicists, lawyers and medical doctors in the event that there is no elected member.
available with the required expertise to serve on the board. The REB has called upon the lawyers and medical doctors on several occasions to provide their expertise in the review of research studies as required by TCPS 2 (2014). Their input has become invaluable as the REB reviews more complex research studies that regularly require advice on legal and medical issues. The ORE would like to thank Dr. Tamara O'Doherty, Dr. Malcolm Steinberg, and Dr. Charlotte Waddell for their continued and valued contributions to the board as our experts knowledgeable in law and medicine.

The ORE would also like to acknowledge the contributions made by Dr. Ruth Laverne, Dr. Stephen Robinovitch and Dr. Atiya Mahmoud, all of whom have stepped up to fill immediate short-term vacancies on the REB as other members have had to step away, both temporarily and permanently, from their role on the board. The REB would not have been able to function without the significant contributions made by these individuals.

Research Ethics Review Summary

All SFU Faculty, staff and students, who are conducting a new research study involving human participants, submit an initial application for ethical review, which must be reviewed and approved by the SFU REB and the Associate Director, ORE, before any research-related procedures can begin. From September 1, 2017 to August 31, 2018, 547 requests for initial ethical review of research were received and reviewed by the SFU REB/ORE. The number of requests for initial ethical review have steadily increased over the past three years (Figure 1). Not included in this total for 2017-2018 are the 92 new harmonized research ethics reviews the SFU REB/ORE has also participated in.

Figure 1: New Research Ethics Application Submissions by Academic Year

![Graph showing new research ethics application submissions by academic year]

*Harmonized in this context is defined as research ethics review conducted jointly with one or more institutions (e.g. Health Authority REB or University REB).*
The SFU REB and the ORE understand the need to review research ethics applications efficiently so as not to delay researchers in conducting their research studies. The ORE has begun to monitor queue time, the length of time it takes from submission to when the principal investigator received their first review (Figure 2) and the length of time from submission to approval (Figure 3). The average queue time over the 2017-2018 year was 13.6 business days and the average submission to approval time was 24.5 business days.

Figure 2: Average Queue Time (Business Days) per Month during the 2017-2018 Academic Year

![Days in Queue Graph](image)

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<tbody>
<tr>
<td>Oct</td>
<td>14.95</td>
<td>16.57</td>
<td>20.05</td>
<td>26.97</td>
<td>25.57</td>
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<td>25.72</td>
<td>40.81</td>
<td>34.9</td>
<td>20.3</td>
</tr>
</tbody>
</table>

Figure 3: Average Days (Business Days) to Approval per Month during the 2017-2018 Academic Year

![Days to Approval Graph](image)

Research ethics review does not end once a study has received initial approval. The SFU REB and
ORE review and approve all post approval activities (Figure 4). Applications for amendments to previously approved studies are received throughout the year for studies that require changes to the research protocol, consent form(s) or other documentation. In addition, any change in administrative information such as funding information or collaborator changes are acknowledged by the ORE in the form of administrative amendment approvals. The office also receives requests for annual renewals and completion of study acknowledgements as well as reports of unanticipated problems and protocol deviations as required by regulations. All amendments and annual renewals must be approved prior to executing any changes to the approved research while any unanticipated problems, and protocol deviation reports must be acknowledged by the office. Not included in these post approval totals for 2017-2018 are the 194 harmonized\(^2\) post approval ethics reviews the SFU REB/ORE has also participated in.

**Figure 4: Post Approval Activities by Academic Year**

<table>
<thead>
<tr>
<th></th>
<th>Amendments</th>
<th>Administrative Amendments</th>
<th>Annual Renewals</th>
<th>Acknowledgements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>230</td>
<td>228</td>
<td>810</td>
<td>38</td>
</tr>
<tr>
<td>2016-2017</td>
<td>200</td>
<td>180</td>
<td>794</td>
<td>42</td>
</tr>
<tr>
<td>2017-2018</td>
<td>211</td>
<td>119</td>
<td>764</td>
<td>29</td>
</tr>
</tbody>
</table>

Every study that is approved is designated as either Minimal Risk (Figure 5) or Above Minimal Risk (Figure 6). Note the number of approvals in Figure 5 and Figure 6 do not sum to the total number of new research ethics application submissions since not all studies have yet been approved. Additionally, there were 14 REB approved courses this past year.

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\(^2\) Harmonized in this context is defined as research ethics review conducted jointly with one or more institutions (e.g. Health Authority REB or University REB).
Figure 5: Minimal Risk Study Approvals by Academic Year

Figure 6: Above Minimal Risk Study Approvals by Academic Year

Proportionate review requires that research studies that may be designated as above minimal risk or are more complex in nature must be reviewed by the Full Board. Delegated review for new applications can occur when the study is considered to be of minimal risk to the prospective participants. Figure 7 highlights the number of applications that were reviewed by the Full Board.
The goal of Full Board reviews is to ensure participant safety and that risk to participants and researchers is properly managed and mitigated. The number of reviews conducted at the Full Board increased in 2017-2018, as did the complexity of the studies submitted. In the future, the Faculty REB members will become more involved in the delegated reviews of research ethics applications as the ORE moves away from having the Associate Director, ORE, review and approval all minimal risk research studies. This may result in a decrease in the number of studies going to the Full Board moving forward. Figure 8 shows the distribution of research studies by discipline reviewed by the Full Board.
Once again, graduate students serving as the Principal Investigator (PI) directed half of the research studies conducted at SFU during the past year (Figure 9). SFU is unique in allowing graduate students to serve as the PI for a research study. There are many challenges inherent in allowing graduate students to apply for research ethics review as the study PI because of the limited research experience accumulated to this point in their career and the unique set of challenges that this may place on their academic/research supervisor. However, it is believed that in permitting students to apply for research ethics review as principal investigators, SFU and the SFU REB have afforded these students an opportunity to better understand the implications of their research and how it may impact individuals, communities and themselves.

Figure 9: Distribution of Research Studies by Principal Investigator

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty</td>
<td>2.0%</td>
</tr>
<tr>
<td>Faculty</td>
<td>43.4%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>49.6%</td>
</tr>
<tr>
<td>Post-Doctoral Fellow</td>
<td>4.5%</td>
</tr>
<tr>
<td>Staff</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

ORE Outreach

Major changes have taken place over the last few years with regard to the procedures and principles one must adhere to at the institutional, national and international level. The REB members and ORE staff believe in the necessity of educating SFU researchers (Faculty, staff and students) regarding the policies and legislation that all research conducted with human participants must follow in order to change the culture in relation to the ethics approval process. To this end, in the past year the ORE has given over 30 guest lectures in undergraduate and graduate level classes and workshops and provided over 100 face to face meetings with SFU researchers.

The REB and the ORE understand the importance of professional development to ensure we are educating the SFU research ethics community appropriately regarding new policies and procedures and understanding how research ethics review applies to new and diverse research approaches. The REB and ORE have attended and presented at a number of workshops and educational events.

Challenges Ahead

The SFU REB and ORE continue to evolve and keep current with best practices in the ethical review of research involving human participants. Policy and practice within the ORE and REB are continually being reviewed to ensure that both remain compliant with the relevant regulations.
and guidance that govern the conduct of research involving human participants.

As we move towards the implementation of a new Human Ethics online application system there will be challenges as we migrate to the new system. ORE will not be accepting new applications, amendments or renewals from November 23, 2018 to January 2, 2019. This shutdown will enable ORE to review all studies submitted in the old system before they are migrated to the new system. In addition, this time will allow ORE to pilot a few new ethics applications into the new system to test for any bugs in the system before the University wide launch on January 2, 2019. ORE has communicated this information to researchers in different ways across campus and are continuing to communicate this information out. There will be opportunities to train faculty and students on this new system and the communication about training will be sent out closer to the launch of the Research Administration System.

In the near future, SFU must create an institutional policy in response to TCPS 2, Article 5.1, that explains the nature and extent of an institutions' responsibilities to "support their researchers in maintaining promises of confidentiality" where complying with legal obligations would conflict with those promises. The Tri-Agencies have directed institutions to a public interpretation from the Panel on Research Ethics. This interpretation specifically states that where there is a conflict between researchers' ethical and legal obligations, institutions must provide financial and other support for researchers to obtain independent legal advice or ensure that such support is provided. Going forward, the Agencies have indicated that they will apply this interpretation when questions arise regarding an institution's obligation of support for researchers facing possible challenges to their promises of confidentiality. Consequently, since SFU is involved with research that may present its researchers with a conflict between their ethical and legal obligations, SFU must establish a policy that explains how it will fulfill that obligation. This policy must include an explanation of the nature and scope of the support, a mechanism to determine the level of support in individual cases, the source of funding and any other relevant criteria.

The SFU REB and ORE also need to revise R20.01 so that it remains current and compliant with the TCPS 2 (2014) and other provincial, federal and international guidelines and policies that govern the conduct of research involving human participants. As part of any potential revision, the REB has strongly indicated the need for more flexibility and responsiveness in board appointments to help address the increasingly complex studies submitted for ethics review.

In recognition of the Truth and Reconciliation Council and SFU Aboriginal Reconciliation Council report, the REB and the ORE are reevaluating how research ethics review is conducted at SFU when the research involves Indigenous peoples and communities. The REB and ORE will be moving forward in a consultative process with SFU Indigenous Faculty researchers, student researchers and the Indigenous community to develop guidelines and best practices for research conducted with Indigenous communities. In addition, this consultative process may lead to other initiatives to improve and increase the research that is conducted with these communities. The REB and ORE are also exploring ways to increase indigenous representation on the REB.

The REB and ORE will continue to monitor any changes to institutional, provincial, national or international policy and flag any issues that may impact REB functioning or the submission and processing of applications for ethical review from the SFU researchers.
At its October 24, 2018 meeting, SCUP reviewed and approved the renewal of the following research centres and institutes for a five-year term:

1. Bill Reid Centre for Northwest Coast Art Studies
2. Centre for Comparative Muslim Studies
3. Centre for the Study of Educational Leadership and Policy
4. Centre for Applied Research in Mental Health and Addiction
5. Children's Health Policy Centre
6. David Wheeler Institute for Research in Mathematics Education
7. Centre for Imaginative Education
8. International Centre of Art for Social Change
9. Centre for Forensic Research
10. Centre for Education Research and Policy

The following centres and institute did not request renewal, and hence will be dissolved:

1. SFU-JLU Joint Centre for Bioarchaeological Research (JCBR)
2. Centre for Research on Adaptive Behaviour in Economics (CRABE)

The Interaction Design Research Centre was not recommended for renewal by the Faculty Dean. SCUP reviewed and approved the dissolution of the Interaction Design Research Centre.

c: J. Johnson
MEMORANDUM

ATTENTION Senate Committee on University Priorities (SCUP)
FROM Joy Johnson, Vice-President, Research and International
RE: 2017/2018 Centres and Institutes Renewal Applications

As per Policy R40.01, Research Centres and Institutes will be renewed upon application via the Dean and the Vice President, Research, to SCUP, and will be contingent on past performance, financial sustainability, and its continuing purpose. Enclosed please find the applications for the following centres/institutes:

Centres
1. Bill Reid Centre for Northwest Coast Art Studies
2. Centre for Comparative Muslim Studies
3. Centre for the Study of Educational Leadership and Policy
4. Centre for Applied Research in Mental Health and Addiction
5. Children’s Health Policy Centre
6. David Wheeler Institute for Research in Mathematics Education

Institutes
1. Centre for Imaginative Education
2. International Centre of Art for Social Change
3. Centre for Forensic Research
4. Centre for Education Research and Policy

Motion 1: That SCUP approve the renewal of the above centres and institutes for a five-year term.

We recommend the termination of the following Centre:

1. Interaction Design Research Centre

Motion 2: That SCUP approve the dissolution of the Interaction Design Research Centre

The following centres and institute did not request renewal, and hence will be dissolved:

1. SFU-JLU Joint Centre for Bioarchaeological Research (JCBR)
2. Centre for Research on Adaptive Behaviour in Economics (CRABE)
3. Chronic Pain Research Institute
At its October 24, 2018 meeting, SCUP reviewed for information the Centres and Institutes Annual Report 2017/18. It is attached for the information of Senate.

c: J. Johnson
MEMORANDUM

ATTENTION: Senate Committee for University Priorities (SCUP)
FROM: Joy Johnson, Vice-President, Research and International Centres and Institutes
RE: Annual Progress Reports 2017/2018
DATE: October 10, 2018
PAGES: 1 of 4

As specified under SFU Policy R 40.01 "Research Centres and Institutes," I am pleased to submit to the Senate Committee for University Priorities (SCUP) the annual report on the activities of the research centres and institutes.

The report covers fiscal year 2017/2018 and contains a general description of the activities of centres and institutes, their importance to the University, and some highlights of their achievements over the course of the past year. It also includes the submission status of these reports.

Please note that we are currently working on major revisions to Policy R 40.01. A copy of the current policy is attached for your reference.

The annual reports were prepared online and the full reports can be made available upon request.

Please forward the report to Senate and the Board of Governors for information.

Attachments: Description of Activities
Submissions Status Report
Policy R 40.1 "Research Centres and Institutes"

c: Faculty Deans
Research Centres & Institutes: Annual Progress Reports

The research Centres and Institutes are an integral part of Research at SFU. Research Centres are non-departmental academic or administrative units established for the purposes of facilitating collaborative research mainly within a Faculty, and report to the Faculty Dean. Research Institutes are created to facilitate collaborative multi-disciplinary research between different Faculties or multi-university initiatives and to provide research-related services to the community. Research Institutes report to the Vice-President, Research and International.

Centres and Institutes at SFU have collectively contributed a great deal to the success of the university’s research in the past year. Contributions include training students at all levels; hosting and participating in numerous academic and community events, symposia and conferences; attracting external funding; establishing partnerships nationally and internationally; and publishing and contributing to knowledge dissemination. The Centres and Institutes make valuable contributions towards addressing the key challenges identified in SFU’s 2016-2020 Strategic Research Plan.

**Academic-Government Collaborations**

Some Centres and Institutes work with government agencies and policy makers to address emerging challenges through research. For example, the Cooperative Resource Management Institute works very closely with the Department of Fisheries and Oceans (DFO) to address issues related climate change, fisheries, and biodiversity. This year, the SFU-DFO collaborations led to the development of predictive models to inform the management of the Fraser River Sockeye Salmon fishery in light of climate change.

Another example is the Centre for Applied Research in Mental Health and Addiction (CARMHA), which works with the First Nations Health Authority (FNHA) to research treatments and interventions for opioid use disorder and indigenous perspectives on harm reduction programs and services.

SFU’s Centre for Tourism Policy and Research (CTPR) has partnered with the British Columbia Coalition for Adventure Tourism in their formal request for support from the government of British Columbia.

Researchers from the Centre for Education, Law and Society work closely with the Law Foundation of BC, one of the major funders of the Centre, as well as with the Public Education Division of the American Bar Association, which facilitates collaboration among the major law-related education agencies across the United States.

The First Nations Language Centre works with the Aboriginal Reconciliation Council and is involved in consultations with the Federal government on language legislation.

The Institute for the Governance Studies has been centrally involved in BC Democratic and ethical reforms, engaging around policy and legislative dilemmas. Their efforts have resulted in legislative changes, new independent officer recommendations, and changes in customs and practice.

Based on the mandate letter to the Solicitor General that calls for increased capacity to deliver restorative justice in BC, SFU’s Centre for Restorative Justice has been consulting with the BC provincial government, and received a $50,000 grant to complete an international review of restorative justice.

**Global Impact & International Engagement**

Over the past year, several Centres and Institutes contributed to enhancing SFU’s international profile through innovative research, global impact and international collaborations. Below are few examples to illustrate these successes.

The Mental Health, Law and Policy Institute has published a set of forensic assessment instruments that are used in both research and clinical practice throughout the world. Some of their instruments have been translated into other languages, including the Historical Clinical Risk Management-20 (HCR20), which has been translated into 14 languages. This
The institute has members from 20 different countries and has a number of agreements with international partners to promote institutional exchange. An example of these partners is the Vrije Universiteit Amsterdam.

The David Lam Centre signed a multiyear faculty exchange program with the Hong Kong Baptist University.

The Centre for Restorative Justice was chosen to host an international consultation on restorative justice in partnership with the Provincial Solicitor General's office. The Centre was the only site chosen in Canada for this international review that was presented at a number of international conferences.

Research Funding

SFU's research income has been increasing at a significant rate. The Research Centres and Institutes are a key element in this success, and contribute to the growth of the University nationally and internationally. Over the past year, Centres and Institutes were leveraged to attract research funding from various sources. For example, the Stavros Niarchos Foundation Centre for Hellenic Studies attracted a $2M donation from the Stavros Niarchos Foundation for a project entitled "Rebooting the Greek Language", which brings together new technologies such as AR/VR, machine learning and no-UI interfaces along with recent developments in pedagogy to revolutionize the teaching and learning of the Modern Greek Language in the Diaspora.

Another example is the Centre for Cell Biology, Development, and Disease (C2D2) which through NSERC and other sources, acquired a super-resolution microscope that makes for a major improvement in the imaging capabilities at SFU.

Community Impact & Outreach

One of the flagship activities for the Centres and Institute is the organization and participation in conferences, symposia and various other types of events. Some examples include:

The Institute for Environmental Learning successfully hosted the 9th World Environmental Education Congress (WEEC) with over 850 participants from more than 50 countries.

The Pacific Water Research Centre (PWRC) developed a Canada-wide coalition named the International Water Decade Alliance (IWDA), which aims to support the new UN-mandated water decade (2018-2028) and host an international secretariat for the decade in Canada. This alliance is made of 22 organizations across Canada, including 12 universities, indicating the significance of this project to Canada.

The Institute for Diaspora Research and Engagement organized a public engagement event on the African Diaspora in Vancouver, which attracted over 200 attendees in collaboration with the City of Vancouver and The Hogan's Alley Working Group. The event addressed best practices of collaborative community engagement to overcome systems of exclusion, building a more equitable, resilient, and inclusive metropolis.

The Centre for the Study of Public Opinion and Political Representation hosted high profile public forums on the BC elections in May 2018 and on electoral reform in BC in February 2018.

The Centre for Cell Biology, Development, and Disease held a successful 2nd Annual C2D2 Symposium at the BC Cancer Agency, with participation from companies such as STEMCELL Technologies, Zymeworks, and Zeiss.
Submitted Progress Reports for 2017-2018

Centres

### Arts and Social Sciences

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<th>Name</th>
<th>Director</th>
<th>Issues</th>
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<tr>
<td>Centre d'études francophones Québec-Pacifique</td>
<td>Guilbault, Christian</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Public Policy Research</td>
<td>Olewiler, Nancy</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Restorative Justice</td>
<td>Morrison, Brenda</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Scottish Studies</td>
<td>McCullough, Katie</td>
<td>None</td>
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<tr>
<td>Centre for the Study of Public Opinion and Political Representation</td>
<td>Weldon, Stephen</td>
<td>None</td>
</tr>
<tr>
<td>Criminology Research Centre</td>
<td>Glackman, Bill</td>
<td>None</td>
</tr>
<tr>
<td>David Lam Centre</td>
<td>Hathaway, Michael</td>
<td>None</td>
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<tr>
<td>First Nations Language Centre</td>
<td>Ignace, Marianne</td>
<td>None</td>
</tr>
<tr>
<td>Gerontology Research Centre</td>
<td>Wister, Andrew</td>
<td>None</td>
</tr>
<tr>
<td>Institute for Studies in Criminal Justice Policy</td>
<td>MacAlister, David</td>
<td>None</td>
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<tr>
<td>Institute for the Governance Studies</td>
<td>Smith, Patrick</td>
<td>None</td>
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<tr>
<td>Institute for the Humanities</td>
<td>Collis, Stephen</td>
<td>None</td>
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<tr>
<td>Mental Health, Law and Policy Institute</td>
<td>Roesch, Ronald</td>
<td>None</td>
</tr>
<tr>
<td>Stavros Niarchos Foundation Centre for Hellenic Studies</td>
<td>Gerolymatos, Andre</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Global Political Economy</td>
<td>Mann, Geoff</td>
<td>No report submitted</td>
</tr>
</tbody>
</table>

**Note:** The Criminology Research Centre is working to eliminate some standalone research centres within Criminology and to bring them under the Centre to streamline reporting. This endeavor is supported by the Dean of Arts and Social Sciences. Consequently, other centres are expected to integrate with the Criminology Research Centre over the next two years.

### Beedie School of Business

<table>
<thead>
<tr>
<th>Name</th>
<th>Director</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Corporate Governance and Sustainability</td>
<td>Bertels, Stephanie</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Global Workforce Strategy</td>
<td>Lazarova, Mila</td>
<td>None</td>
</tr>
<tr>
<td>CPA Innovation Centre</td>
<td>McCarthy, Ian</td>
<td>None</td>
</tr>
<tr>
<td>Jack Austin Centre for Asia Pacific Studies</td>
<td>Gupta, Sudheer</td>
<td>None</td>
</tr>
</tbody>
</table>

**Note:** Chartered Professional Accountants Canada, the organization that provides funding to the CPA Innovation Centre (Beedie) has shifted its focus and is no longer committed to providing support for the Centre. The Centre will work with the Dean of the Beedie School of Business over the next year to shape its future and connect with new sources of funding.

### Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Director</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Education, Law and Society</td>
<td>Cassidy, Wanda</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Research on Early Child Health and Education (CRECHE)</td>
<td>Hoskyn, Maureen</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Research on International Education</td>
<td>Beck, Kumari</td>
<td>Director on leave; no reply</td>
</tr>
<tr>
<td>Institute for Studies in Teacher Education</td>
<td>Chinnery, Ann</td>
<td>No report submitted</td>
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### Environment

<table>
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<tr>
<th>Name</th>
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<th>Issues</th>
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</thead>
<tbody>
<tr>
<td>Centre for Sustainable Development</td>
<td>Roseland, Mark</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Tourism Policy and Research</td>
<td>Haegeli, Pascal</td>
<td>None</td>
</tr>
<tr>
<td>Co-operative Resource Management Institute</td>
<td>Moore, Jonathan</td>
<td>None</td>
</tr>
<tr>
<td>Pacific Water Research Centre (PWRC)</td>
<td>Adeel, Zafar</td>
<td>None</td>
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### Communication, Arts and Technology

<table>
<thead>
<tr>
<th>Name</th>
<th>Director</th>
<th>Issues</th>
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</thead>
<tbody>
<tr>
<td>Centre for Policy Research on Science and Technology (CPROST)</td>
<td>Jin, Dal-Yong</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Policy Studies on Culture and Communities</td>
<td>Druick, Zoe</td>
<td>None</td>
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### Health Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Director</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV/AIDS Research Centre (HRC)</td>
<td>Hogg, Robert</td>
<td>No report submitted</td>
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</table>

### Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Director</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Cell Biology, Development, and Disease (C2D2)</td>
<td>Silverman, Michael</td>
<td>None</td>
</tr>
<tr>
<td>Centre for High-Throughput Chemical Biology (C-HTCB)</td>
<td>Linington, Roger</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Wildlife Ecology</td>
<td>Ydenberg, Ronald</td>
<td>None</td>
</tr>
<tr>
<td>Evolutionary and Behavioural Ecology Research Group</td>
<td>Ydenberg, Ronald</td>
<td>None</td>
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<tr>
<td>Centre for Natural Hazard Research</td>
<td>Ward, Brent</td>
<td>No report submitted</td>
</tr>
<tr>
<td>Centre for Experimental and Constructive Mathematics</td>
<td>Monagan, Michael</td>
<td>No report submitted</td>
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</table>
## Institutes

<table>
<thead>
<tr>
<th>Name</th>
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<th>Issues</th>
</tr>
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<tbody>
<tr>
<td>Behavioural and Cognitive Neuroscience Institute</td>
<td>Ribary, Urs</td>
<td>None</td>
</tr>
<tr>
<td>Canadian Institute for Studies in Publishing</td>
<td>Maxwell, John</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Operations Research and Decision Sciences</td>
<td>Lu, Zhaosong</td>
<td>None</td>
</tr>
<tr>
<td>Centre for Studies in Print and Media Cultures</td>
<td>Dowson, Rebecca</td>
<td>None</td>
</tr>
<tr>
<td>Indigenous Research Institute</td>
<td>Yellowhorn, Eldon</td>
<td>None</td>
</tr>
<tr>
<td>Institute for Diaspora Research and Engagement (IDRE)</td>
<td>Francis, June</td>
<td>None</td>
</tr>
<tr>
<td>Institute for Environmental Learning</td>
<td>Zandvliet, David</td>
<td>None</td>
</tr>
<tr>
<td>Institute for Performance Studies (IPS)</td>
<td>Culhane, Dara</td>
<td>None</td>
</tr>
<tr>
<td>Institute for the Reduction of Youth Violence</td>
<td>McMahon, Robert</td>
<td>None</td>
</tr>
<tr>
<td>Institute for Transpacific Cultural Research (ITCR)</td>
<td>Leung, Helen</td>
<td>None</td>
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<tr>
<td>Institute for Canadian Urban Research Studies</td>
<td>Andresen, Martin</td>
<td>None</td>
</tr>
<tr>
<td>International Centre for Criminal Law Reform and Criminal Justice Policy</td>
<td>German, Peter</td>
<td>None</td>
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<tr>
<td>International CyberCrime Research Centre (ICCRC)</td>
<td>Frank, Richard</td>
<td>None</td>
</tr>
<tr>
<td>Pacific Institute for the Mathematical Sciences (PIMS)</td>
<td>Chauve, Cedric</td>
<td>None</td>
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<tr>
<td>Science and Technology for Aging Research (STAR)</td>
<td>Sixsmith, Andrew</td>
<td>None</td>
</tr>
<tr>
<td>Vancouver Institute for Visual Analytics (VIVA)</td>
<td>Bartram, Lyn</td>
<td>None</td>
</tr>
<tr>
<td>Community Health Solutions</td>
<td>Lear, Scott</td>
<td>Institute has requested dissolution</td>
</tr>
</tbody>
</table>
1. Purpose
The purpose of this policy is to define Research Centres and Research Institutes, the intended scope of their activities, and their required governance and reporting structures.

2. Definitions

**Research Centres** are non-departmental academic or administrative units established for the purposes of facilitating collaborative research mainly within a Faculty.

**Research Institutes** are created to facilitate collaborative multi-disciplinary research between different Faculties and/or multi-university initiatives and to provide research-related services to the community.

**SCUP** is the Senate Committee on University Priorities, the academic body responsible for overseeing Research Centres and Institutes on behalf of Senate.

3. Policy

3.1 The purposes of Research Centres and Research Institutes encompass, but are not limited to facilitating collaborative research, especially multi-disciplinary research, and facilitating multi-university initiatives.

3.2 Each Research Centre and Research Institute is subject to all applicable University policies.

3.3 A Research Centre or a Research Institute is entitled to identify itself as a part of Simon Fraser University and to use the University’s name and address in the conduct of its activities.

3.4 These rights are granted at the discretion of Senate for fixed, renewable terms.

3.5 Governance and Reporting
3.5.1 The Director of a Research Centre reports to a Faculty Dean, who is responsible for overseeing its governance and budgetary accounts. A list of all Research Centres under the authority of a Dean appears in Appendix I.

3.5.2 The responsible Dean, acting in consultation as appropriate with other university administrators, shall review each Research Centre's activities annually including its financial management and compliance with university policies, and shall report the results of that review to the Research Centre's Director and to the Vice President, Research by August 31 of each year.

3.5.3 The Director of an SFU-based Research Institute reports to the Vice President, Research. The Vice President, Research shall be responsible for overseeing all Research Institutes in which Simon Fraser University participates as a part of a multi-university consortium. The activities of Research Institutes shall be reviewed directly by the Vice President, Research. A list of all Research Institutes with a University-wide mandate appears in Appendix II.

3.5.4 The Vice President, Research shall deliver to the Senate Committee on University Priorities (SCUP) by October 31 of each year a summary report dealing with the activities of all Research Centres and Research Institutes during the preceding year. SCUP shall forward this report for information to the Senate and to the Board of Governors.

3.6 Establishing, Reviewing and Discontinuing Research Centres and Research Institutes

3.6.1 With the application for the establishment of a Research Centre or Institute, a Constitution must be submitted that specifies the following:

   a. a statement of its special purpose;
   b. a provision for the appointment of a Director;
   c. a statement recognizing the obligation to conduct its activities in accordance with University policies; and
   d. a statement of its internal governing procedure.
   e. For Research Centres, the application must be approved by the appropriate Faculty Dean.

3.6.2 Applications shall be submitted to the Vice President, Research, who will forward supported applications to Senate (through SCUP) for approval.

3.6.3 Research Centres and Research Institutes will normally be established for a term of 5 years.

3.6.4 Renewal will be upon application via the Dean and the Vice President, Research, to SCUP, and will be contingent on past performance, financial sustainability, and its continuing purpose.

3.6.5 In considering applications for renewal, the accomplishments of Research Centres and Research Institutes will be measured against their stated initial goals and plans. Specifically, the impact must be demonstrated of a Research Centre or Institute in enhancing research over and above what would have been accomplished by individual faculty members.

3.6.6 The Dean(s) of the Faculties involved and the Vice President, Research will comment on the report and recommend renewal or termination. The proposal will then be forwarded to SCUP, which will vote on the renewal application and report its decision to Senate.
3.6 7 The Vice President, Research may recommend to the President termination prior to the end of the term of a Research Centre or Institute. In such cases, the Director shall have an opportunity to appeal the recommendation before the President makes a final decision.

3.7 Rights and Obligations of Research Centres and Research Institutes

3.7.1 Acting under the authority of its Director, and subject to section 3.4.1c, Research Centres and Research Institutes have the right to:

a. use the University's name, address, and symbols in connection with its activities;
b. solicit external grants and contracts in the University's name;
c. request the maintenance of university budgetary accounts and reports;
d. use the assistance of Human Resources in hiring employees;
e. direct the duties of its employees; and
f. apply for university support.

3.7.2 The Director of a Research Centre and Research Institute has the obligation to:

a. approve all contracts to be undertaken by or on behalf of the Research Centre and Research Institute, and further obtain the approval of the responsible Dean and the Vice President, Research for any contract;
b. submit a written report to the responsible Dean or Vice President, Research on the units' activities, including all contractual obligations entered into by or on behalf of the unit, once annually for the twelve months ending March 31 of each year, by no later than June 30 of each year;
c. submit an annual financial statement showing revenues and expenditures for the twelve months ending March 31 of each year, by no later than June 30 of each year.
d. Normally, the Director is not entitled to teaching relief or financial compensation.

3.8 Membership

3.8.1 The Director of a Research Centre or an SFU-based Research Institute normally must be a continuing faculty member of the University.

3.8.2 Faculty, graduate students, and research associates are eligible for membership in Research Centres and Research Institutes.

4.0 Scope

4.1 This policy encompasses all Research Centres, Research Institutes, and similar organizations at Simon Fraser University that are not parts of established administrative units.

5.0 Authority

This Policy is administered under the authority of the Vice President, Research.
MEMORANDUM

ATTENTION: Senate

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

RE: Dissolution of Community Health Solutions as a Research Institute (SCUP 18-33)

DATE: November 13, 2018

At its October 24, 2018 meeting, SCUP reviewed and approved the proposal to dissolve Community Health Solutions as a research institute.

Motion:

That Senate approve the dissolution of Community Health Solutions as a research institute.

c: J. Johnson
MEMORANDUM

ATTENTION: Peter Keller, Chair, Senate Committee on University Planning (SCUP)  
FROM: Dugan O’Neil, Associate Vice-President, Research  
RE: Community Health Solutions (CHS)  
DATE: Aug 14, 2018  
PAGES: 1

Attached is a letter submitted by Dr. Scott Lear, Director for dissolution of the Institute on Community Health Solutions (CHS) as a research institute at SFU.

I recommend approval of the dissolution of the Institute on Community Health Solutions (CHS) as a research institute according to Policy 40.01.

Motion:  
That SCUP approve and recommend to Senate the dissolution of the Community Health Solutions as a research institute.

Dr. Dugan O’Neil  
Associate Vice-President, Research
Dugan O’Neil, PhD  
Associate Vice President, Research  
Simon Fraser University  

July 25, 2018  

Dear Dr. O’Neil  

I would like to request that the research institute entitled Community Health Solutions (CHS), of which I am the Director, be terminated.  

Since its inception, CHS has spearheaded community-engaged research through its members and community partners and this is a mandate that its members will continue to pursue. At present, however, we have not been successful in securing adequate funds to keep CHS going. I have discussed this with the members as well as those on the Advisory Board, and there was agreement that termination of the institute would be appropriate.  

Please do not hesitate to contact me if there is anything else you require or other information I can provide.  

Yours sincerely,  

Scott Lear, PhD  
Pfizer/Heart and Stroke Foundation Chair in Cardiovascular Prevention Research at St. Paul’s Hospital  
Professor, Faculty of Health Sciences  
Professor, Department of Biomedical Physiology and Kinesiology
MEMORANDUM

ATTENTION: Senate

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

RE: Suspension of Admission and Dissolution of the Graduate Certificate in Neuroscience (SCUP 18-35)

DATE: November 13, 2018

At its October 24, 2018 meeting, SCUP reviewed and approved the proposal to suspend admission and to dissolve the Graduate Certificate in Neuroscience within the Faculty of Science, effective Summer 2019.

Motion 1:

That Senate approve the suspension of admission to the Graduate Certificate in Neuroscience within the Faculty of Science, effective Summer 2019.

Motion 2:

That Senate approve and recommend to the Board of Governors the dissolution of the Graduate Certificate in Neuroscience within the Faculty of Science, effective Summer 2019.

c: M. Silverman
MEMORANDUM

ATTENTION Senate Committee on University Priorities (SCUP)
FROM Jeff Derksen, Chair of Senate Graduate Studies Committee (SGSC)
RE: Suspension of Admission and Termination of the Graduate Certificate in Neuroscience

For approval:

At its meeting of September 11, 2018, SGSC approved the suspension of admission and termination of the Graduate Certificate in Neuroscience within the Faculty of Science and is recommending them to SCUP for approval, effective Summer 2019:

Motion 1:
That SCUP approve and recommend to Senate the suspension of admission of the Graduate Certificate in Neuroscience within the Faculty of Science.

Motion 2:
That SCUP approve and recommend to Senate the termination of the Graduate Certificate in Neuroscience within the Faculty of Science.
MEMORANDUM

ATTENTION: Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies
FROM: Paul Kench, Dean, Faculty of Science
RE: Cancellation of Certificate in Neuroscience
DATE: September 4, 2018
PAGES: 1

This memo is to acknowledge that the participating departments in the Faculty of Science including Biological Sciences, Biomedical Physiology and Kinesiology, and Molecular Biology and Biochemistry support the removal of the Certificate in Neuroscience from the SFU calendar. Presently, there are no students or faculty involved in the Certificate, thus, there is no impact on our departments.

Thank you for your attention to this matter.

[Signature]
Paul Kench, Ph.D.

PK/1d
June 22, 2018

To: Dr. Michael Silverman

Re: Graduate certificate in neuroscience.

Dear Michael,

As Director of Graduate Programs in the Faculty of Health Sciences, I am writing to you on behalf of the faculty. We are aware that Biological Sciences and the Faculty of Science plan to cancel the graduate certificate in neuroscience. We fully support this initiative.

Please feel free to contact me if you have any questions.

Yours truly,

Timothy V. Beischlag, PhD

Timothy V. Beischlag, PhD
June 20, 2018

Dear Dean Derksen:

I write this letter on behalf of the Psychology Department and Graduate Studies Committee (GSC) of Psychology to provide official support for the removal of the Neuroscience Graduate Certificate from the SFU calendar. Psychology is one of five SFU departments/faculties offering the Neuroscience Graduate Certificate program. However, there has never been, nor is there currently, a Psychology graduate student enrolled in the program.

Please feel free to contact me if you have any questions or wish to discuss further.

Yours truly,

Kathleen Slaney, Ph.D.

Cc: Deborah Connolly
Proposal to Suspend Admission and to Terminate a Program

The following document is to terminate the Certificate in Neuroscience under the auspices of the Neuroscience Certificate Steering Committee and the Dean of Graduate Studies.

1. All impacted credentials, levels and categories of the degree, and specific discipline or field of study: MSc degrees from the Departments of Biological Sciences, Biomedical Physiology and Kinesiology, Molecular Biology and Biochemistry, Psychology and the Faculty of Health Sciences.

2. Location of the program: Dean of Graduate Studies.

3. Faculty(ies), Department(s), or School(s) offering the program: MSc degrees from the Departments of Biological Sciences, Biomedical Physiology and Kinesiology, Molecular Biology and Biochemistry, Psychology and the Faculty of Health Sciences.

4. Anticipated final dissolution date: Immediately.

5. Reasons for termination of the program, such as: There are no students in the certificate and some of the instructors have already retired. The Certificate has not been operational for several years.

6. Plan for phasing-out of program: In effect, the Certificate has not been operational for several years. There are no students involved with the certificate now.
   a) Steps taken to consult with students: There are no students enrolled in the Certificate.
   b) Steps taken to consult with impacted instructors and staff: There is no impact as there have been no faculty or staff involvement for years.
   c) Steps taken to ensure students in the program have the opportunity to complete the program: There are no students enrolled in the Certificate.
   d) Description of the reallocation of any remaining program and associated resources when program is terminated: We had no resources.
   e) Confirmation of consultation with other impacted departments and Faculties: Consultation were conducted with all the departments involved and there are no objections to suspension of admission and termination of the program.

7. Impacts on and/or reorganization of curriculum in cognate disciplines: None.

8. Timeline of activities: There are no ongoing activities, so we ask that the Certificate in Neuroscience be removed from the SFU Calendar immediately.
7. Name, title, phone number and email address of the institutional contact person in case more information is required (normally, the Dean of the Faculty in which the program is housed)

Michael Silverman, Professor, Neuroscience Certificate Steering Committee, 2-3647, masilver@sfu.ca

Charles Krieger, Professor, Neuroscience Certificate Steering Committee, 2-3753, ckriger@sfu.ca

Claire Cupples, Dean of Science, 2-5530, scsec@sfu.ca

Wade Parkhouse, former Dean of Graduate Studies when the Certificate was approved, 2-4636, avpa@sfu.ca
MEMORANDUM

ATTENTION: Senate

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

RE: External Review of the Department of Economics (SCUP 18-38)

DATE: November 13, 2018

TEL

At its October 24, 2018 meeting, SCUP reviewed and approved the Action Plan for the Department of Economics that resulted from its External Review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion:

That Senate approve the Action Plan for the Department of Economics that resulted from its External Review.

c: B. Krauth
J. Pulkingham
MEMORANDUM

ATTENTION: Peter Keller, Chair, SCUP
FROM: Wade Parkhouse, Vice-Provost and
Associate Vice-President, Academic
RE: Faculty of Arts and Social Sciences: External Review of the Department of Economics

Attached are the External Review Report and the Action Plan for the Department of Economics. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:
"The Department of Economics' undergraduate program provides students with a thoughtful and well-developed curriculum that offers a full spectrum of core courses in economics... The undergraduate honors program in economics is small... but of high quality... and has had very good success in training students for graduate school, placing some in top schools in the U.S. ... the graduate program is now smaller and at an appropriate and stable size, for both its MA and PhD programs ... The Department of Economics has built a very strong reputation, by various measures between 3rd and 5th best, among economics departments in Canada."

Following the site visit, the Report of the External Review Committee* for the Department of Economics was submitted in May 2018. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Chair of the Department of Economics and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the Department and the Dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Department of Economics that resulted from its external review.

*External Review Team:
Katherine Cuff, McMaster University (Chair of External Review Committee)
Robert Feenstra, University of California, Davis
Philip J. Reny, University of Chicago
Maite Taboada (internal), Simon Fraser University

Attachments:
2. Department of Economics Action Plan
3. Department of Economics Educational Goals Assessment Plan

cc Jane Pulkingham, Dean, Faculty of Arts and Social Sciences
Brian Krauth, Chair, Department of Economics

SIMON FRASER UNIVERSITY  ENGAGING THE WORLD
1. Introduction

This report is based on our review of the Department of Economics’ detailed self-study report, the Faculty of Arts and Social Sciences (PASS) five-year academic plan, and Simon Fraser University’s Strategic Vision, Strategic Research Plan, and Institutional Accountability Plan and Report. The report reflects our understanding of the administration and operation of the department and its programs within the larger university context based on our various meetings with university administrators, faculty, staff, undergraduate and graduate students over the course of our campus visit from April 4 - 6, 2018, and from extensive discussions with the internal review committee member, Maite Taboada, and amongst ourselves. We thank Bal Basi from the Office of the Vice President, Academic for her excellent organization of our campus visit, the Department Chair, Brian Krauth, the Associate Department Chair, David Jacks, and the various faculty, staff and students for their time and insights.

Following our terms of reference, we discuss the undergraduate program, the graduate program, and the overall administration and operation of the department and its faculty, and make several recommendations regarding future steps for the department with respect to each. We then conclude with a summary of our key recommendations.

2. Undergraduate Program

The Department of Economics’ undergraduate program provides students with a thoughtful and well-developed curriculum that offers a full spectrum of core courses in economics. In 2016/17, the Department served 1,154.2 activity full-time equivalent (AFTE) students, which represents 15% of the total for FASS and 5% of the total for the university. Included in this total AFTE count are roughly 850 students who are pursuing a major in Economics and 250 who are pursuing a minor in Economics.

Since the previous external review, and as per one of the recommendations in that review, the Department has successfully reduced the number of AFTE’s that it serves. This reduction was achieved by offering more courses more frequently to eliminate bottlenecks created by students staying on an extra year or two to fulfill degree requirements, and by increasing the cumulative grade point average (CPGA) required to enter the major. Both the Department and the
Administration agree that, with this successful reduction, it is now time to stabilize the number of AFTE’s served by the Department. This can be achieved by easing the requirements for declaring a minor, by reducing the CPGA requirement for entry into the major, or by adding courses that have proven to be popular elsewhere to attract students into either a minor or major in Economics that are not currently offered by the Department. For example, courses on “The Economics of Sports” or “Big Data” have been very successful at major universities in the U.S. without sacrificing rigorous economic content. We will have more to say about some of these options in the context of other issues.

The Department’s 2016/17 AFTE per faculty member ratio is 31.2, which is 25% higher than that for FASS overall and 30% higher than that for the University overall, and is slightly above the 30:1 ratio that is consistent with the Department’s continuing faculty (CFL) target that was set in the 2011 action plan (Econ Self-Study p. 20). From the perspective of providing both faculty and students with a suitable teaching and learning environment, we recommend the continued use of the AFTE/CFL ratio target of 30:1 as a guideline for whether the number of AFTE’s served by the Department is appropriate.

**Recommendation:** Stabilize the number of activity full-time equivalent students served by the department, aiming for an AFTE/CFL ratio of 30:1.

The undergraduate honors program in economics is small, 10-20 students, but of high quality. We did not find any significant problems here. Indeed, the program seems to be functioning very well and has had very good success in training students for graduate school, placing some in top schools in the U.S. The program’s quality and success is a good argument for maintaining the program as it currently stands.

A major area of concern, indeed perhaps the major area of concern, expressed by students, faculty, and administrators at all levels, is the lack of proficiency in English language communication skills, both written and spoken, exhibited by the large fraction of international students served by the Department. Within the major program, this lack of English proficiency has had a profound effect on the ability of faculty to engage students in the required seminar courses through discussions and presentations. In turn, the lack of serious in-class discussions and the inability of many students to present their work in English at an appropriate level, has served to shift the entire student composition of the program. Students whose first language is English are now less attracted to the economics major, choosing instead to major in other areas.

An important constraint within which the department operates is that it must give course credits to transfer students (roughly 70% of the Department’s majors) for courses taken at a selection of local colleges. As a result, the Department has less control over the content of many of the courses their students take, and in particular over the amount of English that is required of these students for a significant portion of their studies. Within this selection of colleges, there is one, Fraser International College (FIC), that supplies a large fraction of the Department’s majors. Of the 70% of majors who are transfer students, roughly 65% come from FIC.
The large number of international students who transfer into the economics major from FIC provide a significant source of revenue for both the University and for the Department, and measures are in place to ensure a good match between these transferring students and the programs into which they are admitted. For example, the Department of Economics must sign off on the hiring of those who teach FIC courses that can satisfy some of the requirements for their major. Nevertheless, many of these transfer students lack proficiency in both spoken and written English and this presents a major challenge.

In response to this challenge, the Department has begun working with SFU’s Center for English Language Learning, Teaching, and Research (CELLTR). One of its members, Joel Heng Hartse, was commissioned to provide a report on the kind of program that would enhance economics students’ English proficiency, both written and oral, including presentation skills. The Hartse report makes several specific recommendations, many of which we endorse. (We do not endorse the recommendation to provide tutorial classes in Mandarin, and we find that the basis for this recommendation in the report is weak.) The recommendations we support include creating new courses with a focus on writing and presenting, reducing the class sizes of some “W” courses already offered, as well as providing new training for TA’s in techniques for teaching, evaluating and communicating with students whose first language is not English. These initiatives are important and should be carried out in conjunction with CELLTR.

**Recommendation:** Implement the recommendations of the Hartse report to support the development of English language communication and writing skills of students with the exception of providing bilingual tutorials.

Clearly, significant resources will be required to staff additional courses, train TA’s, and assess the effectiveness of the Department’s program to improve its international students’ English language proficiency. Since both the Department and the University benefit financially from the presence of FIC students, it would be natural for the financial costs of this program to be divided between the Department and the University in proportion to their financial benefits from it.

Our meeting with undergraduates was lively and informative. They spoke eloquently of their experiences with courses in economics and raised several concerns. These included a perceived large jump in the level of difficulty between first-year courses and the gatekeeper course Econ 201. These students would like to have been better prepared for this important second year course. These students also expressed deep gratitude and thanks to the Department’s staff of advisors, for the assistance provided in preparing them for the job market. Nevertheless, these students, especially the majors, would like more help from the Department. Specifically, they would like to be better connected to alumni who are eager to hire SFU graduates. At least one of these students is keeping an alumni database of his own, given the perceived lack of support in this area. Additional support in this area would be welcomed by the majors.

But perhaps the most important concern raised by the undergraduates is the evidently low GPA of the average economics major. While we recognize the problematic aspects of grade inflation, the Department needs to know that some students are discouraged from seeking an economics major
for fear that their GPA will not be high enough to even be considered for a job in the career of their choice. For example, it was suggested that jobs in finance require a minimum GPA of 3.5, which is much higher than the perceived average GPA of an Economics major. Even if this is not entirely accurate, the point is clear. If the GPA of a typical economics major is systematically lower than the GPA's that students require or the GPA's of other majors within SFU, then Economics will lose good students to other departments. Thus, this issue interacts with the Department’s desire to stabilize its number of majors. A low average GPA for majors also disadvantages them should they choose to go on to graduate school since they would be unlikely to secure a fellowship. We recommend that the Department better align its grading policies with those of other departments within the university and with economics departments at competing institutions both in Canada and in the U.S. This is perhaps one of the easiest ways to help stabilize the number of Economics majors and to make them more competitive with graduates of economics programs from competing institutions after they graduate.

**Recommendation:** Bring the average GPA in economics in line with those of other departments at SFU and in line with Economics departments at competing institutions.

Finally, we would like to suggest, though not so strongly as to recommend, that the Department consider expanding the number of paths to the major. Specifically, that the Department consider an additional path to the major that requires less mathematics than would be required to get through the gatekeeper course Econ 201, and that might more directly prepare students for careers in the private or public sectors. These courses could be more heavily writing-based to attract students who have superior writing skills and perhaps less than superior skills in mathematics. Such a path could lead to more students whose first language is English who might not otherwise pursue a major in Economics. This could then serve two purposes by adding more English-as-a-first-language majors and by helping to stabilize the total number of majors. Of course, adding another path to the major requires additional courses and therefore additional staffing. This could not be done without the support of the administration.

### 3. Graduate Program

Mirroring the reduction in the size of the undergraduate program and the associated reduced demand for TAs since the last review, the graduate program is now smaller and at an appropriate, and stable size, for both its MA and PhD programs. A high proportion of graduate students are on student visas (79% in the MA and 67% in the PhD) which is likely driven by two factors. First, equivalent fees for international and domestic graduate students and second, recruitment of MA students from a predominately international SFU undergraduate population and subsequent recruitment of MA students into the PhD program. Unlike the undergraduate program, the high proportion of international to domestic students within the graduate program does not appear to be causing any issues.

Students are currently completing their graduate degrees within a reasonable time-frame and completion rates for the MA and PhD are in line with comparable institutions. The introduction of the written component in the MA program since the last review has been quite successful.
Students are, however, no longer exercising two program options within the MA program that involve an oral defense and, therefore, the department could further streamline its MA program by removing these two options. The coop option within the MA program is an attractive feature for students, both for training and networking purposes, and is well-supported by the university.

One element of building a reputation for a high-quality graduate program is investment in placement. Many jobs for economists are posted in the fall, at the same time new MAs are both taking graduate classes and serving as teaching assistants for the first time. Moving the MA math course to earlier in August to allow time to help prepare MA students for employment (e.g., how to write a cover letter, putting together a CV, getting professional headshots, etc.) before classes start could potentially help with graduate placement as well as coop applications which are also due in early Fall. The Department’s recent investments in developing its alumni network is laudable and further effort in maintaining a database of MA alumni, including initial placements (which can also be used for recruitment purposes) and current contact information are encouraged.

The Department continues to increase the quality of its doctoral students to better match the high research quality of its faculty, as can be seen in the better placements of its most recent PhD graduates. Competition for high quality doctoral students will, however, only intensify over the coming years given common trends facing all Canadian economic departments, and more so for SFU given that some Ontario universities (e.g., University of Toronto and McMaster) are eliminating tuition differentials between international and domestic PhD students. A recent innovation in the department is the use of its annual Fraser International College (FIC) payments to guarantee a level of fellowship to a couple of incoming PhD students for four years. Such multi-year minimum funding commitments are standard for most of the Department’s Canadian competitors. These institutions are also increasingly matching funding offers from one another. To remain competitive and to attract better students, the department needs to enhance its PhD funding offers. This could be done by using a portion of the FIC income the Department has accumulated to guarantee funding for four years for high quality doctoral students possibly subject to program performance, and to match PhD offers from competing universities. This guaranteed funding could be a backstop and replaced by any internal or external fellowships subsequently awarded to the graduate student. Such wording could be incorporated into the admission offer letters, in consultation with the Office of the Dean of Graduate Studies and Postdoctoral Fellows.

**Recommendation:** Provide minimum four-year funding commitments to incoming PhD students.

One source of graduate funding is the graduate fellowships that are provided by the University to the Department. The total amount can vary to some extent year to year, but only by a certain percentage, which provides some degree of certainty although a higher level of funding would always be better. More concerning is that graduate students do not appear to be applying for other competitive funding either internally within the university or externally. Two reasons could explain this. First, visa students are not eligible to apply for Canada Graduate
Scholarships (CGS) at the Masters or Doctoral level, and as noted a large fraction of graduate students in the department are on student visas. Second, those who are eligible to apply might not have a high enough grade point average to qualify for the award. We learned that the provincial government will soon be introducing a competitive graduate scholarship program, which is expected to provide considerable financial support and potentially will be made available to international graduate students. The Department should be prepared to take full advantage of this new funding opportunity for its students, and actively encourage students to apply to this program. Whether slight revisions to the current Department grading guidelines for the graduate program could result in greater use of the top-end of the grading scale or introducing a program requirement that all students must apply for such awards or providing greater support for graduate award applications within the programs are all things the Department should consider.

In our discussions with students, some PhD students expressed concern over the time demands of their teaching assistantships given the other program demands, especially in their first-year. Within the permitted amount of TA hours, there is a range of actual TA hours worked. In allocating the teaching assistantships, the Department asks students which course they would like to TA. There is, however, also variation in actual TA hours across different instructors. By taking the course instructor into account in its allocation process, the Department could potentially ensure less demanding teaching assistantships are allocated to first-year PhD students. Providing either additional fellowships (using FIC income) or increasing the number of research assistantships could also reduce the need for students to take on time-demanding teaching assistantship. Research assistantships offer both financial support to graduate student and important training opportunities. The number of graduate students supported by research assistantships in the Department appears low (‘at least four’ was noted in the self-study which with a stock of 60 graduate students is about 8%) given the high number of faculty whose research is supported by tri-council funding.

**Recommendation:** Ensure external research funds that are available to support graduate students are being fully utilized.

Both faculty and students expressed frustration with the lack of teaching opportunities for graduate students and cited issues with the Teaching Support Staff Union (TTSU). The collective agreement between SFU and TTSU clearly acknowledges the value of such teaching experience to students and as stated in Article XIV, Item E3, gives departments the right to hold in reserve up to a quarter of sessional instructor appointments for qualified graduate students. The Department should pursue this right and incorporate such reserved positions in future departmental teaching plans (with the caveat that students only teach one course over their degree program).

**Recommendation:** Ensure the availability of teaching opportunities for its doctoral students by exercising the right to hold in reserve sessional instructor appointments for its graduate students in its departmental teaching plan.
The doctoral students we spoke with also mentioned specifically the need for the Department to ensure that students are completing their second-year papers in a timely fashion and that students have supervisors by the end of their third year of study. The upcoming implementation of annual progress reports by the Office of the Dean of Graduate Studies and Postdoctoral Fellows will be a useful tool for ensuring these program milestones are being met. A challenge of a relatively small PhD program is that not all courses can be offered every year given the minimum requirement of five students to run a graduate class. Field courses typically serve as the main vehicle by which PhD students get to know faculty and connect with potential supervisors. With such a modest number of field class offerings, it is extremely important to have reading classes available to graduate students, especially in the second year when students are trying to find supervisors.

Graduate students also expressed a desire for greater student-faculty interaction. Such interaction could be encouraged by setting up a regular graduate student meeting time with visiting speakers, providing lunches during the brown bags, setting-up a regular coffee hour for graduate students and faculty, and providing travel support (potentially in a competitive process using FIC income) for students to attend outside conferences and workshops upon the recommendation of a faculty member.

A re-thinking of the PhD field requirements in the program is needed. The value added of the comprehensive exam field requirement in which an exam is set based on two potentially weakly related courses is negligible, and potentially, negative if it is keeping students from starting or working on their dissertation research. Students have until the end of their third year to write this exam. Simply requiring students to take some number of field courses with a minimum grade in each or a minimum average over a set of courses as is currently required for the second field requirement would achieve the same objective. Given the department now has a full complement of graduate econometrics courses, the Department could also consider replacing this heterogeneous field comprehensive exam requirement with a quantitative comprehensive exam requirement for all PhD students and keep the number of required comprehensive exams to three. Going below this number is also an option and would be in line with many other economic departments.

**Recommendation:** Eliminate the comprehensive field exam requirement.

Some concerns were also expressed about the microeconomics and macroeconomics comprehensive exams. In both cases, the material from the relevant MA courses are covered on the comprehensive exams despite the courses not being required for the PhD students. This potentially gives students with an MA from SFU an advantage over those with MAs from elsewhere given MA courses in micro and macro are not completely standardized across institutions. Changing this requirement would involve a curriculum re-design of the current PhD micro and macro course sequences, and is something the Department might consider.
4. The Department and its Faculty

The Department of Economics is a very well run unit. Recent staffing changes have allowing for the streamlining of some duties and the addition of personnel in other duties, such as grant applications and management. Significant staff time is devoted to the undergraduate and graduate students, as is appropriate. The only area where we heard some dissatisfaction from the faculty was in the staff time available to process travel reimbursements.

The administration provided by faculty members, i.e. by the department chair, associate chair, graduate chair and undergraduate chair, is also very effective. These individuals receive reductions in courses to compensate for their service activity that are both needed and at the appropriate level. Course releases in the department are used also for new (junior) faculty and for those who are successful in obtaining external funding such as Social Sciences and Humanities Research Council of Canada (SSHRC) grants. The external review committee likewise finds that these releases are well justified and at the appropriate level.

A question was raised as to whether course releases should be used to compensate for other teaching and service activities in the department, such as: graduate supervision; providing graduate reading courses; committee assignments such as tenure and promotion; etc. There are examples in North America of departments that use “credit” systems to compensate for such activities. The external review committee is cautious about such systems, and if one were proposed, it should be very simple and focus only on major activities. We are aware of examples at other universities where the university itself provides rewards of various types for e.g. a large service activity, and that can be a preferred method to compensate such activities.

Setting aside the issue of compensation, there is another respect in which the duties undertaken by those faculty members with major administrative roles (i.e. the chair, associate chair, graduate and undergraduate chairs) is almost too great: their contributions along with those of associated committees, including the hiring committee, may superficially relieve the rest of the department members from engaging their full voice in department decisions. We understand that the department has one (required) meeting per year, and this situation appears to be the case in other Canadian departments, too. Because that meeting includes presentations from members of the administration, it precludes any serious discussion of the graduate and undergraduate curriculum and hiring. It is essential that all these areas receive the full attention of the department through meetings or a retreat (such as the department recently held).

Hiring is especially important to discuss in the whole department as recent hires have moved away from positions that cut across all fields to positions that target one or two fields. It is essential that the decisions of which fields to focus on (or whether to make an open search) is determined by a full discussion of the entire department, with decisions that can be respected in the future even as they may need to be modified in the light of new separations. (We are aware that the hiring decisions now are ratified by a department vote, but that action comes too late to be supported by the necessary discussion of the entire department.)
Recommendation: The department should hold a meeting of the entire faculty to establish the priorities for hiring, and to ensure full department participation in decisions of the graduate and undergraduate programs.

This discussion of hiring leads to the very important issue of the number of future faculty positions available to the department. All faculty members felt that there is uncertainty about the goal for the size of the department, and the external review committee finds that this uncertainty has negative consequences in planning decisions. We understand that around the time of the 2011 external review there was a goal of 40 faculty members and 1,200 AFTE, and that actions were undertaken to bring down the student numbers to that level. Presently, the AFTE number may be closer to 1,050. The self-study of the department mentions the goal of 37 faculty and 1,100 AFTE, which maintains the earlier ratio of 30 AFTE per faculty member. The external review committee endorses these numbers, and it urges the administration to establish such a goal to remove the uncertainty in the department that inhibits planning.

Recommendation: The department and the administration should agree on a run goal for the size of the faculty and the students being served, with 37 and 1,100 being recommended numbers.

Recommendation: The administration should provide new positions for hiring on a timely basis so that the department can maintain a faculty size as close as possible to this goal.

The issue of a timely provision of new faculty positions for hiring is important for the Department of Economics, because the discipline of economics tends to see high mobility of faculty across schools. That is especially true at SFU because of constraints on faculty salaries, the high cost of living, and the fact that the department has been successful in attracting good candidates who can then be “poached” by other schools. This high degree of mobility especially at SFU is a positive feature of the department, even though it comes at the cost of nearly continuous hiring. Indeed, the department will need to be hiring in nearly all years so to not fall behind.

There are several qualifications to the above recommendations that should be recognized:

- When faculty members go on leave to another school, sometimes as a prelude to resigning, those positions cannot be returned to the department until the faculty members are formally separated from the university.
- The university is now implementing a three-year hiring cycle. It is hoped that this cycle will benefit the Department of Economics as it seeks to maintain its faculty size.
- The possibility of adding a lower-division class dealing with writing in economics, building on the recent pilot project, is referred to above. If this course requires the additional of faculty member(s), that should be in addition to the goal of 37 faculty and 1,100 AFTE.

A final issue of hiring concerns research chairs. The Department of Economics has built a very strong reputation, by various measures between 3rd and 5th best among economics departments in
Canada. To maintain this high standing, it is important to add research chairs to the Department. The additional of chairs will also be a factor in helping to retain faculty with outside offers, and in adding to the diversity of the Department.

**Recommendation:** The Department and University should work together to add two research chairs, such as a Tier 1 and Tier 2 Canada Research Chair to the Department.

The University will need to be an advocate for the Department in recommending their nominated candidates to the Canada Research Council. The Department can make these chairs more attractive by using a portion of its FIC balance to contribute towards research funding for the chairs.

More generally, we believe that it would be useful for the department to articulate a plan to use the balance of FIC funds, which could include:

- Graduate fellowships, including matching competitive offers
- Research funds and salary top-off for Canada Research Chairs
- Continuing with pilot program for lower-division writing for Economics class, with an understanding for future funding from the Dean

In addition to the above uses of the existing balance of FIC funds, the ongoing inflow of funds can be utilized in much that same way as presently, such as:

- Continue with course buyouts for new faculty and those receiving SSHRC funding
- Graduate fellowships, including travel and thesis completion grants
- Funding expenses at the Allied Social Science Associations meeting for recruiting

We do not agree with the use of FIC funds for salary supplements for new faculty hires.

5. **Conclusion and Key Recommendations**

We conclude by repeating our key recommendations:

1. We recommend that the Department and the University agree on a run goal for the size of the continuing faculty and the undergraduate students (AFTE) being served, with 37 and 1,100 being our recommended numbers.
2. To maintain this goal, the University should provide new positions for hiring on a timely basis so the Department can maintain a faculty size as close as possible to 37, and that the Department should work to stabilize the number of activity full-time equivalent students at 1,100.
3. We recommend that the Department and University work together to add two research chairs, such as a Tier 1 and Tier 2 Canada Research Chair, to the Department.
4. We recommend a meeting of the entire Department faculty be held to establish the priorities for hiring, and to ensure full department participation in decisions of the graduate and undergraduate programs.
5. We recommend the implementation of the recommendations of the Hartse report to support the development of English language communication and writing skills of economic undergraduate students with the exception of bilingual tutorials.

6. We recommend the average GPA in the undergraduate program be brought in line with those of other departments at SFU and in line with economics departments at competing institutions.

7. We recommend that PhD students be provided with minimum four-year funding commitments which could be made subject to program performance.

8. We recommend that the Department ensure external research funds that are available to support graduate students are being fully utilized.

9. We recommend that the Department reserve sessional instructor appointments for its graduate students in its departmental teaching plan.

10. We recommend that the comprehensive field exam requirement in the PhD program be removed.
1. PROGRAMMING

1.1. Action/s (description what is going to be done):

1.1.1. Undergraduate:

1.1.1.1. Improved grading guidelines: The department will consider and vote on a proposal for formal and transparent undergraduate grading guidelines that enhance comparability with other departments at SFU and other Canadian economics departments.

1.1.1.2. New communications course: The department will introduce a new second-year course on communications for economics. It will have the following distinctive characteristics: (a) small classes (around 40); (b) not eligible for college transfer credits; (c) required for all majors (with possible exceptions for joint majors and those who pass a qualifying exam); (d) taught by a mix of research faculty, teaching faculty, and sessional/term faculty; (e) supported by markers who receive training from CELLTR; (f) intended as a developmental course rather than a “gatekeeper” course.

1.1.1.3. Additional curriculum revisions aimed at skills development: The department will revise its upper-division curriculum to greater reinforce communications skills, e.g., converting many 4th-year seminar courses to W courses, and adding a small writing component to most 3rd-year courses as well. The department will also enhance its offerings of upper-division electives that develop data analysis skills.

1.1.2. Graduate:

1.1.2.1. Enhanced PhD support: The department will continue to use its FIC funds to offer financial support for PhD students, and will use its current balance of those funds to expand its support, subject to considerations of sustainability.

1.1.2.2. Increased tracking of Research Assistantships: The department will more systematically track use of SSHRC funds by faculty to employ Research Assistants, so that this information can be more easily used in salary reviews, and to increase the incentives for faculty to hire graduate RAs. Note: due to a misstatement in our self-study, the external review report is
in error about the number of Research Assistants within the department: in the 2017-18 fiscal year the department’s faculty employed graduate RAs for the equivalent of 9.5 one-semester TA positions (about $65k), and undergraduate RAs as the equivalent of 7.9 TA positions (about $41k).

1.1.2.3. **Increased PhD teaching:** The Department will reserve sessional instructor appointments for its graduate students in its departmental teaching plan to the maximum extent allowed by the TSSU contract.

1.1.2.4. **PhD curriculum revisions:** The GPC will consider proposals to revise the structure of the PhD microeconomics sequence and its comprehensive exam, and to eliminate the comprehensive field exam requirement.

1.2. **Resource implications (if any):**

1.2.1. **New communications course:** this course will require an increment of 2 full-time teaching faculty (in addition to the target of 37 CFL discussed below). These teaching faculty will not be exclusively dedicated to the communications course, though they would be expected to participate in its teaching. These teaching faculty appointments will be initially hired as term faculty with long (3 to 5 year) terms. Funding for these teaching faculty will be provided jointly by the Dean’s office (via its TI budget) and by the department (via FIC funds).

1.2.2. **Enhanced PhD support:** will require use of FIC funds.

1.2.3. All changes to the undergraduate curriculum will have enrollment implications in both AFTE and compositional terms. We anticipate that bringing the department’s grading practices closer to university averages will tend to increase enrollments, both by making economics courses more attractive to non-majors, and by making it easier to reach the entry CGPA for our major and minor programs. We anticipate that adding a communications requirement to the major will discourage some students with weaker communications skills from pursuing the major, especially if it is initially perceived as a gatekeeper course. However, this effect may be lessened over time if it is perceived as increasing the value of the major. The net effect is not easy to predict, but we can adjust our entry CGPA as needed to maintain stable enrollments.

1.3. **Expected completion date/s:**

1.3.1. **New communications course and associated revisions to the undergraduate curriculum:** by the end of the 2019-2020 academic year, subject to availability of instructional resources.

1.3.2. **All other actions:** by the end of the 2018-19 academic year.
2. RESEARCH

2.1. Action/s (what is going to be done):
   2.1.1. Research chair: The Dean of FASS will work with the department to secure a Canada Research Chair within the economics department.

2.2. Resource implications (if any):
   2.2.1. Research chair: Will require significant time and effort by both the department and faculty to identify a suitable candidate and produce a compelling application.

2.3. Expected completion date/s:
   2.3.1. To be determined.

3. ADMINISTRATION

3.1. Action/s (what is going to be done):
   3.1.1. Consultation on strategic priorities: The department will move from its historical pattern of one annual department meeting to two, with the spring meeting designated for consultation on strategic and hiring priorities in advance of the department’s FRP and other planning submissions. The increased meeting time will also allow additional consultation on curriculum matters.

3.2. Resource implications (if any):
   3.2.1. None.

3.3. Expected completion date/s:
   3.3.1. Ongoing

4. WORKING ENVIRONMENT

4.1. Action/s (what is going to be done): None

5. ENROLLMENT AND CFL COMPLEMENT (OTHER)
1.1. Action/s:

1.1.1. Undergraduate enrollments: The department commits to stabilizing undergraduate enrollments at 1100 AFTE, and will review and revise its entry CGPA annually as needed to maintain this target.

1.1.2. CFL complement: The Dean commits to stabilizing the department's continuing faculty complement to maintain an undergraduate AFTE/CFL ratio of no greater than 30:1. As the action plan commits the department to maintaining an undergraduate enrollment of 1100 AFTE, this translates to 37 CFL (35 research and 2 teaching).

1.1.3. Prioritization of replacements: The Dean recognizes that economics has high turnover due to a robust job market and that it is not unusual for the department to simultaneously have both actual departures (retirements/resignations) and planned departures (planned retirements or positions accepted elsewhere that have not yet resulted in a resignation). While planned departures cannot normally be replaced until the resignation or retirement occurs, the Dean will take these planned departures into account when prioritizing the replacement of retirements and resignations across the faculty.

1.2. Resource implications (if any):

1.2.1. CFL complement: This CFL target does not require any net new resources, but it will require regular hiring to maintain our faculty complement in the context of high turnover rates.

1.3. Expected completion date/s:

1.3.1. Ongoing

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

Unit Leader (signed)  
Brian Krauth  
Date  
July 3, 2018

Name Brian Krauth  
Title: Chair
Section 2 - Dean’s comments and endorsement of the Action Plan:

On June 27 2018, I met with Dr. Brian Krauth (Chair), Dr. David Jacks (Associate Chair) and Glynn Nicholls (Office of the VPA) to discuss the external review prepared by Professors Katherine Cuff (McMaster University), Robert Feenstra (University of California, Davis), and Philip J. Reny (University of Chicago).

I have carefully considered the external review and the response from the Department of Economics. The external reviewers have produced a concise and thoughtful assessment, identifying a number of strengths as well opportunities for new initiatives to build on the department’s strengths, as well as to address some of the challenges it faces.

As the attached Action Plan outlines, the Department plans to pursue several important recommendations. At the undergraduate level, these include improving grading guidelines and introducing curriculum changes at the lower and upper division levels to better support student’s capacity to communicate (communications for economics). The planned introduction of a new developmental course at the 200 level in particular will require significant additional instructional resources and the Office of the Dean and the Department have agreed on a three to five-year strategy to accomplish this curricular initiative. At the graduate level, in addition to revisiting requirements associated with the PhD microeconomics sequence and its comprehensive exam, the Department will focus efforts on better resourcing its PhD students through a variety of means. On matters of governance, the Department will provide additional opportunity for all faculty members to come together to discuss important matters such as faculty renewal priorities and curriculum development.

Going forward, the Dean will work with the Department to secure additional Research Chair appointments such as an externally funded CRC. Recognizing that compared to other units in FASS, the Department of Economics faces higher faculty turnover due to resignation because of the competitive job market for economists, the office of the Dean will support faculty hiring in the unit as identified in 1.1.2 and 1.1.3 while balancing renewal needs for the Faculty as a whole.

Faculty Dean

Date    July 12, 2018
### Assessment Plan/Report Card

This form is intended to facilitate documentation of program-level Education Goals assessment for unit self-study, internal, and external reporting. Units can customize and adapt this form to their unique needs. This means adding columns, removing columns or creating an entirely new form.

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<th>Date:</th>
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<td>TBA</td>
<td>Unit Chair/Director:</td>
<td>Brian Krauth</td>
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#### PROGRAM EGs

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<th>DIRECT ASSESSMENT</th>
<th>INDIRECT ASSESSMENT</th>
<th>YEARS/SEMSTERS OF DATA COLLECTION</th>
<th>MAJOR FINDINGS</th>
<th>ACTIONS RESULTED FROM FINDINGS</th>
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| Knowledge of microeconomic theory | - analyze and predict the choices made by households  
- analyze and predict the choices made by firms.  
- analyze and predict how these choices interact in a variety of market types using the tools of partial and general equilibrium analysis, as well as basic game theory. | BA: ECON 201 and ECON 302  
MA: ECON 802  
PhD: Comprehensive exam | BA and MA: Final exam  
PhD: Comprehensive exam | Ongoing | |
| Knowledge of macroeconomics | - correctly interpret key macroeconomic data and understand its construction  
- discuss the | BA:ECON 305  
MA: ECON 807  
Ph.D: Comprehensive exam | BA and MA: Final exam  
PhD: Comprehensive exam | Ongoing | |

SFU SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD  
TEACHING + LEARNING CENTRE
<table>
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<th>Ability to analyze economic data</th>
<th>- perform and correctly interpret a regression analysis</th>
<th>Final exam</th>
<th>Ongoing</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- perform and correctly interpret standard statistical inference procedures</td>
<td></td>
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<tr>
<td></td>
<td>- use statistical software including both ordinary business applications (e.g., spreadsheets) and more advanced statistical packages (e.g., R.)</td>
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</tbody>
</table>

- discuss mainstream business cycle theories, and use those theories to predict how the economy will respond to events
- identify the key issues in fiscal and monetary policy.
- analyze macroeconomic issues using the tools of microeconomics
### Apply Economic Theory and Econometrics to Multiple Applied Fields

- Use core economic ideas to analyze applied problems in these fields.
- Discuss the key facts, institutions, and policy issues related to these fields.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Details</th>
<th>Assessment</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>Third-year electives</td>
<td>BA: Course performance</td>
<td>Ongoing</td>
</tr>
<tr>
<td>MA</td>
<td>MA: MA research paper (ECON 899)</td>
<td>MA and PhD: Completion of paper</td>
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<tr>
<td>Ph.D.</td>
<td>PhD research seminar (ECON 900)</td>
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### Communications Skills

- Write a clear and informative term paper in economics.
- Engage in both oral presentation and group discussion of economic issues.

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<th>Level</th>
<th>Course Details</th>
<th>Assessment</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>ECON 201 and 4th-year seminar course</td>
<td>BA: Post-entry writing assessment given to all students in ECON 201, and follow-up assessment in 4th-year seminar course</td>
<td>Ongoing</td>
</tr>
<tr>
<td>MA</td>
<td>MA: MA research paper (ECON 899)</td>
<td>MA and PhD: Completion of paper</td>
<td></td>
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<tr>
<td>Ph.D.</td>
<td>PhD research seminar (ECON 900)</td>
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### Critical Thinking Skills

- Reach and defend informed judgments on issues in economic research and/or policy.

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<tr>
<th>Level</th>
<th>Course Details</th>
<th>Assessment</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>4th-year seminar course</td>
<td>BA: Grade on term paper</td>
<td>Ongoing</td>
</tr>
<tr>
<td>MA</td>
<td>MA: MA research paper (ECON 899)</td>
<td>MA and PhD: Completion of paper</td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>PhD research seminar (ECON 900)</td>
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</tbody>
</table>
For information:

Acting under delegated authority at its meeting of November 1, 2018 SCUS approved the following curriculum revisions effective Summer 2019.

a. Faculty of Applied Sciences (SCUS 18-69)

1. School of Engineering Sciences

   (i) Program name change for Engineering Science, Systems Option Bachelor of Applied Science

b. Faculty of Arts and Social Sciences (SCUS 18-70)

1. Faculty of Arts and Social Sciences

   (i) Requirement changes for FASS program declaration

2. Department of Economics (Fall 2019)

   (i) Upper and Lower division requirement changes to the Economics:
   - Major
   - Joint Majors (Business, Political Science)
   - Honours
   - Joint Honours (Business)
   - Minor
   - Extended Minor
   - Post Baccalaureate programs
3. **Department of English**

(i) Upper division requirement changes for the English Extended Minor and Minor programs

4. **Department of History**

(i) Upper and lower division requirement changes for the History Honours and Major programs

5. **Labour Studies Program (Fall 2019)**

(i) Lower division requirement changes for the Labour Studies Major program
(ii) Upper and lower division requirement changes for the Labour Studies Minor program
(iii) Requirement changes for the Labour Studies Certificate

6. **Department of Psychology**

(i) Upper division requirement changes for the:
- Psychology Honours, Major and Minor programs
- Psychology Honours and Major with ABA Concentration
- Behavioural Neuroscience Honours and Major program
- Psychology Joint Major with Business
- Psychology Joint Major with Criminology
- Psychology Joint Major with Gender, Sexuality & Women’s Studies

7. **Department of Sociology and Anthropology**

(i) Lower division requirement changes for the Anthropology and Sociology Minor program
(ii) Upper division requirement changes for the:
- Anthropology Major and Minor
- Sociology Major and Minor programs
c. Beedie School of Business (SCUS 18-71)

(i) Requirement changes to the Business Co-operative Education program
(ii) Admission requirement changes to the Business – Major (Fall 2019)
(iii) Upper and lower division requirement changes to the Business Major program (Fall 2019)
(iv) Requirement changes to the Mechatronic Systems Engineering and Business Double Degree Program Major (Fall 2019)
(v) Requirement changes to the (Fall 2019):
   - Business Honours program
   - Business & Economics Joint Major
   - Business Communication Joint Major
   - Business & Psychology Joint Major
   - Sustainable Business Joint Major
   - Business Economics Joint Honours
   - Business and Molecular Biology & Biochemistry Joint Major
   - Business Foundation Program

d. Faculty of Communication, Art and Technology (SCUS 18-72)

(i) Upper division requirement changes to the Communication Minor program (Fall 2019)
e. Faculty of Science (SCUS 18-73)

1. DATA Science

   (i) Create concentrations in the DATA Honours program

2. Department of Statistics and Actuarial Science

   (i) Upper division requirement changes to the STAT Honours, Major and Minor programs

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
For information:

Acting under delegated authority at its meeting of November 1, 2018 SCUS approved the following curriculum revisions effective Summer 2019.

a. Faculty of Applied Sciences (SCUS 18-65)

1. The School of Engineering Science

   (i) New Course Proposal: TEKX 101-3, Introduction to 3D printing and laser scanning technologies with Q and B-Sci designations

b. Faculty of Arts and Social Sciences (SCUS 18-66)

1. Co-operative Education

   (i) New Course Proposals:
   - FASS 201-3, FASS Co-op Practicum I
   - FASS 301-3, FASS Co-op Practicum II
   - FASS 302-3, FASS Co-op Practicum III
   - FASS 401-3, FASS Co-op Practicum IV
   - FASS 402-3, FASS Co-op Practicum V

2. Department of French

   (i) New Course Proposal: ITAL 491-3, Directed Readings in Italian (Fall 2019)

3. Department of History

   (i) New Course Proposal: HIST 341-4, History of Women in Europe: Ideas and Debates from the Renaissance to the Present
4. Department of Gender, Sexuality and Women's Studies

(i) New Course Proposal: GWS 341-4, History of Women in Europe: Ideas and Debates from the Renaissance to the Present (cross-listed with HIST 341-4)

5. School for International Studies

(i) New Course Proposal:
- IS 333-4, Chinese Development and Its Discontents
- IS 339-4, Social Movements in the Global South

6. Labour Studies Program

(i) New Course Proposal: LBST 201-3, Workers in the Global Economy: Globalization, Labour and Uneven Development (Fall 2019)

7. Department of Political Science

(i) New Course Proposal: POL 484-12, NATO Field School, Simulation, and Experiential Learning Program

8. Department of Psychology

(i) New Course Proposal: PSYC 393-1-3, Research Engagement

c. Beedie School of Business (SCUS 18-67)

(i) New Course Proposal: BUS 328-3, International Co-op Practicum (Fall 2019)

d. Faculty of Science (SCUS 18-68)

1. Department of Biological Sciences

(i) New Course Proposal: BISC 212-3, Biological Research

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
For information:

Acting under delegated authority at its meeting of November 1, 2018 SCUS approved the following curriculum revisions effective Summer 2019.

a. Faculty of Applied Sciences

1. The School of Engineering Science
   (i) The creation of the new course acronym TEKX

2. Sustainable Energy Engineering Program
   (i) Prerequisite change for SEE 332 (Summer 2021)
   (ii) Prerequisite change for SEE 394, 494

3. School of Engineering Sciences
   (i) Course deletion of ENSC 100
   (ii) Description change for ENSC 385

4. Mechatronic Systems Engineering Program
   (i) Description change for MSE 221
b. Faculty of Arts and Social Sciences

1. Faculty of Arts and Social Sciences

   (i) Course deletion of all current Co-op Practicum courses:
   •  COGS 370, 371, 470, 471
   •  CRIM 161, 261, 361, 461
   •  ECON 278, 279, 378, 379, 478
   •  ENGL 461, 462, 463, 464
   •  FNST 141, 241, 341, 441
   •  FREN 185, 285, 385, 485
   •  GSWS 421, 422, 423, 424
   •  HIST 370, 375, 470, 475
   •  HUM 471, 472, 473, 474
   •  LBST 161, 261, 361, 461
   •  LBRL 101, 201, 301, 401, 402
   •  LING 370, 371, 470, 471
   •  POL 290, 291, 301, 401
   •  PSYC 342, 343, 442, 443
   •  SA 141, 241, 341, 441

2. Department of Economics

   (i) Course number and equivalent statement change for BUEC 333 (Fall 2019)
   (ii) Title and description change for ECON 390 (Fall 2019)
   (iii) Prerequisite change for:
   •  ECON 455W
   •  ECON 427W, 433, 435, 448W, 453, 454W, 480, 490, 494 (Fall 2019)

3. Department of English

   (i) Course deletion of ENGL 436W
   (ii) Title and description change for ENGL 199W

4. Department of First Nations Studies

   (i) Course deletion of FNST 324

5. Department of French

   (i) Prerequisite change for FREN 407W (Fall 2019)

6. Department of Gender, Sexuality, and Women’s Studies

   (i) Title change for GSWS 308 (Spring 2020)
7. Department of History

(i) Course deletion of HIST 364  
(ii) Description change for HIST 368W, 388  
(iii) Description, title and prerequisite change for HIST 404  
(iv) Title change for HIST 427  
(v) W designation for HIST 214

8. Humanities Department

(i) Title change for HUM 321W  
(ii) Description change for HUM 350  
(iii) Title and description change for HUM 382

9. School for International Studies

(i) Description change for IS 220  
(ii) Title and description change for IS 230, 302  
(iii) Prerequisite change for IS 304, 358

10. Labour Studies Program

(i) Title and description change for LBST 308, 310

11. Department of Political Science

(i) Description change for POL 141  
(ii) Course number change for POL 381W

12. Department of Psychology

(i) Course deletion of PSYC 432

13. Department of Sociology and Anthropology

(i) Course deletion of SA 417  
(ii) Description and equivalent statement change for SA 101, 150  
(iii) Description change for SA 218  
(iv) Title change for SA 316  
(v) Prerequisite change for SA 317  
(vi) Title and description change for SA 318, 326  
(vii) Description and prerequisite change for SA 328, 329  
(viii) Title change for SA 345  
(ix) Description change for SA 352  
(x) Title change for SA 358, 363  
(xi) Title and description change for SA 402, 474
c. Faculty of Communication, Art and Technology

1. School of Communication

   (i) W designation for CMNS 201-4, Empirical Communication Research Methods
   (ii) Prerequisite change for CMNS 342

   d. Faculty of Environment

1. Department of Archaeology

   (i) The creation of the new course acronym PLAN
   (ii) Title change for ARCH 323
   (iii) Description change for ARCH 451

2. Bachelor of Environment Program

   (i) Description change for ENV 404

3. Environmental Science Program

   (i) Description change for EVSC 482

4. Department of Geography

   (i) Prerequisite change for GEOG 311, 327, 352, 377, 385, 389W, 411, and 451
   (ii) Description change for GEOG 409

   e. Faculty of Science

1. DATA Science

   (i) Prerequisite change for DATA 180

2. Department of Mathematics

   (i) Description change for MATH 340 (Fall 2019)

3. Department of Statistics and Actuarial Science

   (i) Description and prerequisite change for STAT 310 and 311

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: Program Changes

DATE November 15, 2018

For information:
Acting under delegated authority at its meeting of November 6, 2018, SGSC approved the following program changes, effective Summer 2019:

Faculty of Arts and Social Sciences
Department of Gender, Sexuality, and Women’s Studies
1) Program changes (calendar revisions): Gender, Sexuality, and Women’s Studies MA and PhD

Department of Humanities
2) Program change: Humanities MA

School for International Studies
3) Program change (calendar revision): Latin American Studies graduate certificate

Department of Linguistics
4) Program changes (calendar revisions): Linguistics MA and PhD
5) Program changes (calendar revisions): Linguistics of a First Nations Language MA and graduate certificate

Beedie School of Business
6) Program change (calendar revision): Science and Technology Commercialization graduate certificate

Faculty of Environment
School Resource and Environmental Management
7) Program change (calendar revisions): Resource and Environmental Management MRM (Planning) (effective Fall 2019)
Faculty of Health Sciences
8) Program change: Health Sciences PhD

Faculty of Sciences
Departments of Mathematics
9) Program change: proposal for an Accelerated Master’s Program in Mathematics

Department of Physics
10) Program change (calendar revisions): Physics MSc and PhD
MEMO

Office of the Dean

STREET ADDRESS
Academic Quadrangle
Room 6164

MAILING ADDRESS
8888 University Drive
Burnaby BC Canada
V5A 1S6

778-782-4415 (Tel)
www.sfu.ca/fass (Web)

ATTENTION: Jeff Derksen, Dean
Graduate & Postdoctoral Studies

FROM: Sean Zwagerman, Chair
Faculty of Arts and Social Sciences Graduate Studies Committee

RE: FASSGSC Proposals

DATE: October 15, 2018

The Faculty of Arts and Social Sciences Graduate Committee met on October 15, 2018 and passed the attached motions. Please place these items on the agenda for the next SGSC meeting.

We would like the above changes to become effective Summer 2019.

Sean Zwagerman
Associate Dean, Faculty of Arts and Social Sciences
Department of Gender, Sexuality, and Women's Studies
FASSGSC approve the calendar changes to the MA and PhD programs.

Department of Humanities
FASSGSC approve the calendar changes to the MA program.

School for International Studies
FASSGSC approve the calendar changes to the Latin American Studies graduate certificate.

Department of Linguistics
FASSGSC approve the calendar changes to Linguistics MA and PhD programs (program requirements).

FASSGSC approve the calendar changes to Linguistics of a First Nations Language MA and graduate certificate (program requirements).

School of Public Policy
FASSGSC approve the course change to PLCY 830 (title).

FASSGSC approve the course changes to PLCY 821 (title).

FASSGSC approve the course deletion of PLCY 822.

FASSGSC approve the course deletion of PLCY 899.

Department of Political Science
FASSGSC approve the new course POL 880.
September 10, 2018

Dear Dr. Zwagerman:

Attached please find edits to the calendar entries for Gender, Sexuality and Women’s Studies MA and PhD. There are no major revisions at this time. These are simply editorial updates prompted by Graduate and Postdoctoral Studies as part of the APR project. Please approve these edits under delegated authority for the next SGSC meeting in July (with effective date in Summer 2019).

Sincerely,
Helen Leung

Chair of Graduate Program
Department of Gender, Sexuality & Women’s Studies
Please note:

To view the Fall 2018 Academic Calendar go to www.sfu.ca/students/calendar/2018/fall.html

Department of Gender, Sexuality, and Women's Studies
Simon Fraser University Calendar | Spring 2019

Gender, Sexuality, and Women's Studies

MASTER OF ARTS

This master of arts (MA) program offers interdisciplinary study and research leading to a master's degree. The program provides a strong academic approach, with core courses on feminist theory and methodology and a blend of advanced studies in specific fields, as well as directed readings for more individualized study. Students develop and demonstrate intellectual and analytical skills, in accordance with the particular criteria of the level of study, and in consultation with their senior supervisor and supervisory committee.

Admission Requirements

Applicants must satisfy the gender, sexuality, and women's studies graduate program committee that they are prepared academically to undertake graduate work. In addition to University requirements, (see graduate general regulations), the program requires

- a substantial essay which is scholarly in format and approach. The submitted paper may be an undergraduate essay previously prepared, or one specially written for this purpose.
- a statement of gender, sexuality, and women's studies interests and goals; normally students will be expected to present a definite proposal for their research.
- a short description of previous relevant course work and/or employment. Previous work should include both specialized disciplinary training and broader interdisciplinary work concerned with women.

The specific requirements for application are provided at www.sfu.ca/gsws/.

A student will be admitted into a specific option (thesis or course intensive) and so should apply to the options preferred.

Qualified students will be accepted into the MA thesis option only if a suitable senior supervisor is willing to supervise the student. Senior supervisors will be selected from joint gender, sexuality, and women's studies appointees and continuing faculty on the coordinating committee of the department including associate members.

A student can change from one option to another only with the approval of the graduate program committee. A student can transfer to the thesis option only if there is a suitable supervisor available.

A student with incomplete academic preparation for the MA program may be required to complete up to 12 units of additional work in either the Department of Gender, Sexuality, and Women's Studies or another relevant program.
The graduate program committee administers admissions and all matters pertaining to individual students, and consists of all continuing faculty members and/or associate faculty members.

Upon admission, the student will be assigned a two member advisory committee which has the responsibility for ensuring that the student fulfills all degree requirements. For further information concerning requirements, consult the department’s graduate secretary or graduate chair.

Program Requirements

The program can be completed in one of two ways, as outlined below.

Thesis Option

Except in special circumstances as determined by the Gender, Sexuality, and Women's Studies Departmental Committee, a candidate for the MA in Gender, Sexuality, and Women's Studies must:

a) complete a minimum of 20 units of graduate seminar courses, including

GSWS 811 - Graduate Professional Development Colloquium I (3)
GSWS 812 - Graduate Professional Development Colloquium II (3)

and at least one of the following while maintaining at least a 3.0 CGPA

GSWS 800 - Methodology in Women's Studies Research (5)
GSWS 822 - Graduate Seminar in Feminist Theory (5)

b) Submit a thesis showing independent research and critical abilities. An MA thesis is expected to be an in-depth empirical or theoretical study. The normal thesis length is 60-120 pages. The student will be required to complete an oral examination on the thesis at the end of the MA program. See '1.9 Preparation for Examinations', and; Thesis proposal: Graduate students will write a thesis proposal to be presented to their supervisory committee. The committee will hold a thesis proposal defence for consultation with the student about the proposal. The Chair of the Gender, Sexuality, and Women's Studies Graduate Committee will also attend this meeting. The purpose of both the proposal and the consultation is to ensure that the student and the committee are in agreement about the nature of the work to be done for completion and the schedule for fishing the degree requirements. Students are expected to complete their proposal by the end of their fourth semester in the program.

Thesis defence: Students will be required to take an oral examination on their thesis at the end of the MA program. For further information, see the General Regulations (Graduate Programs) section of the University Calendar. Senior Supervisor: The Senior Supervisor shall have the primary responsibility for determining, in consultation with the student and the rest of the committee, the projected program of study, selecting appropriate research topics, and ensuring that the candidate fulfills all degree requirements. Senior Supervisors will be selected only from among Gender, Sexuality, and Women's Studies faculty members, Gender, Sexuality, and Women's Studies joint faculty appointments, and Gender, Sexuality, and Women's Studies Associate faculty members. Supervisory Committee: The Supervisory Committee will consist of a senior supervisor and one or two other committee members who may be selected from faculty outside the department. The Committee will be formed by the end of the student’s third semester in the program. Students may make changes to their Supervisory Committee in cases where, for instance, the development of their topic indicates a different faculty member would be more appropriate for the Committee. Changes made for any reason must be formally approved by the Graduate Program Chair and the Dean of Graduate Studies.

Course Intensive Option

a) Students who choose this option normally will complete a minimum of 30 units of graduate seminar courses, including the following while maintaining at least a 3.0 CGPA.
b) Write two examinations based upon the subject areas of two of the completed gender, sexuality, and women's studies courses. Field Examinations: The Chair of the Gender, Sexuality, and Women's Studies Graduate Program will serve as the senior supervisor for students admitted into the course intensive option. Upon completion of all courses, the student, in consultation with the Chair of the GSWS Graduate Program, or designate, will decide on which courses the examinations will be based. The examinations will be set by the course instructors and graded by her/him and a second reader who will be chosen by the course instructor and the advisory committee. If a student fails one examination, s/he will be allowed to retake it. However, a failure of both examinations would constitute a failure of the degree. A second failure of a repeated examination constitutes a failure of the degree.

Supervisory Committee

Following the student’s enrolment, a supervisory committee will be formed which has responsibility for determining, in consultation with the student, the projected program of study, selecting appropriate research topics, and ensuring that the candidate fulfills all degree requirements. The senior supervisor will be selected from joint appointees in the Department of Gender, Sexuality, and Women's Studies faculty and associate faculty members.

Other faculty outside the department who are considered necessary by the student and her/his supervisors may also be added to the committee.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Gender, Sexuality, and Women's Studies

MASTER OF ARTS

Description of Program
This master of arts (MA) program offers interdisciplinary study and research leading to a master's degree. The program provides a strong academic approach, with core courses on feminist theory and methodology and a blend of advanced studies in specific fields, as well as directed readings for more individualized study. Students develop and demonstrate intellectual and analytical skills, in accordance with the particular criteria of the level of study, and in consultation with their senior supervisor and supervisory committee.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. The Gender, Sexuality, and Women's Studies (GSWS) minimum requirement for admission to the MA is a BA (BSc) with a minimum CGPA of 3.5 for the thesis option, and a minimum CGPA of 3.0 for the course intensive option, from a recognized university. MA student will be admitted into a specific option (thesis or course intensive) and so should apply to the preferred option. A student can change from one option to another only with the approval of the graduate program committee. A student can transfer to the thesis option only if there is a suitable supervisor available.

Students will be accepted into the MA thesis option only if a suitable senior supervisor is willing to supervise them. Senior supervisors will be selected from joint GSWS appointees and continuing faculty on the coordinating committee of the department including associate members.

A student with incomplete academic preparation for the MA program may be required to complete up to 12 units of undergraduate course work in either the GSWS or another relevant program prior to commencing their MA.

Program Requirements
Thesis Option
This program option consists of course work and a thesis for a minimum of 30 units

Students must complete
GSWS 811 - Graduate Professional Development Colloquium I (3)
GSWS 812 - Graduate Professional Development Colloquium II (3)

and one of
GSWS 800 - Methodology in Women's Studies Research (5)
GSWS 822 - Graduate Seminar in Feminist Theory (5)

and an additional 9 units of graduate courses*

and a thesis
GSWS 898 – MA Thesis (10)

Course Intensive Option
This program option consists of courses and a field examination for a minimum of 36 units
Students must complete
GSWS 811 - Graduate Professional Development Colloquium I (3)
GSWS 812 - Graduate Professional Development Colloquium II (3)
GSWS 822 - Graduate Seminar in Feminist Theory (5)

and an additional 19 units of graduate courses*

and a field examination
GSWS 999 - MA Field Exam (6)

* Two of these courses may be from gender, sexuality, and women's studies courses at the universities under the Western Deans' Agreement or relevant offerings in other Simon Fraser University departments, with the approval of the student's supervisory committee.

Program Length
Students in the course intensive option are normally expected to complete the program requirements in four to six terms. Students in the thesis option are normally expected to complete the program requirements in six to eight terms.

Other Information
Supervisory Committee
Upon admission, the student will be assigned a two member supervisory committee which has the responsibility for ensuring that the student fulfils all degree requirements. For further information concerning requirements, consult the department's graduate secretary or graduate chair.

Please consult the Department of Gender, Sexuality and Women's Studies website for more information.

Academic Requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Please note:
To view the Fall 2018 Academic Calendar go to www.sfu.ca/students/calendar/2018/fall.html

Department of Gender, Sexuality, and Women's Studies
Simon Fraser University Calendar | Spring 2019

Gender, Sexuality, and Women's Studies

DOCTOR OF PHILOSOPHY

This doctor of philosophy (PhD) program offers interdisciplinary study and research leading to a doctorate. The program provides a strong academic approach, with core courses on feminist theory and methodology and a blend of advanced studies in specific fields, as well as directed readings for more individualized study. Students develop and demonstrate intellectual and analytical skills, in accordance with the particular criteria of the level of study, and in consultation with their senior supervisor and supervisory committee.

Admission Requirements

Applicants must satisfy the Department of Gender, Sexuality, and Women's Studies graduate program committee that they are prepared academically to undertake doctoral work in gender, sexuality, and women's studies. Normally, a master's degree will be required. Applicants are required to submit three letters of reference.

In addition to University requirements for admission to a doctoral program, as listed in the graduate general regulations 1.3.4, the program requires:

- a sample of scholarly work in the form of a substantial essay which is scholarly in format and approach
- a statement of research interests and goals in gender, sexuality, and women's studies; normally students will be expected to present a definite proposal for their research
- a short description of previous relevant course work and/or employment. Previous work should include both specialized disciplinary training and broader interdisciplinary work concerned with women and/or gender.

Program Requirements

The following are the doctorate requirements. Normally students complete course work before completing the comprehensive examinations, and will then go on to present and defend the PhD thesis proposal, all within two years. For further information concerning requirements, consult the department graduate secretary or graduate chair.

Graduate Courses
Students complete three graduate courses. The graduate committee, in consultation with the student's supervisory committee, may require a student to complete additional courses, either to obtain breadth of background in gender, sexuality, and women's studies, participate in the professional development colloquia or to acquire specific preparation in the topic of the student's proposed thesis.

GSWS 811 - Graduate Professional Development Colloquium I (3)
GSWS 812 - Graduate Professional Development Colloquium II (3)

Two of any required courses may be from gender, sexuality, and women's studies at the universities under the Western Deans' Agreement or relevant offerings in other Simon Fraser University departments, with the approval of the student's supervisory committee. Students who have completed the Simon Fraser University or UBC Master of Arts program before admission to the doctoral program will not be permitted to duplicate graduate courses that they completed during their MA programs.

**Comprehensive Examinations**

Students must pass comprehensive examinations that consist of three major scholarly/professional tasks to be set by the student's supervisory committee in consultation with the student, approved by the Department of Gender, Sexuality, and Women's Studies graduate committee, and completed to the satisfaction of the supervisory committee. One of the three tasks must be an exam or a review of the literature.

**Thesis Proposal**

Students prepare a PhD thesis proposal and defend it in a presentation that is open to the whole department.

**Thesis Submission**

Students will submit a PhD thesis giving evidence of independent research and critical abilities in the interdisciplinary study of women and/or gender. The student will be examined on the thesis in accordance with the Graduate General Regulations.

**Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Gender, Sexuality, and Women's Studies

DOCTOR OF PHILOSOPHY

Description of Program
This doctor of philosophy (PhD) program offers interdisciplinary study and research leading to a doctorate. The program provides a strong academic approach, with core courses on feminist theory and methodology and a blend of advanced studies in specific fields, as well as directed readings for more individualized study. Students develop and demonstrate intellectual and analytical skills, in accordance with the particular criteria of the level of study, and in consultation with their senior supervisor and supervisory committee.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. Applicants must satisfy the Department of Gender, Sexuality, and Women's Studies graduate program committee that they are prepared academically to undertake doctoral work in gender, sexuality, and women's studies.

Program Requirements
This program consists of courses, comprehensive exams, and a thesis for a minimum of 21 units. The graduate committee, in consultation with the student's supervisory committee, may require a student to complete additional courses, either to obtain breadth of background in gender, sexuality, and women's studies, participate in the professional development colloquia or to acquire specific preparation in the topic of the student's proposed thesis.

Students must complete
GSWS 811 - Graduate Professional Development Colloquium I (3)
GSWS 812 - Graduate Professional Development Colloquium II (3)

and an additional three graduate courses*

and comprehensive examinations
GSWS 997 – PhD Comprehensive Examination (0)

and a thesis
GSWS 998 – PhD Thesis (6)

* Two of these courses may be from gender, sexuality, and women's studies courses at the universities under the Western Deans' Agreement or relevant offerings in other Simon Fraser University departments, with the approval of the student's supervisory committee. Students who have completed the SFU or UBC Master of Arts program before admission to the doctoral program will not be permitted to duplicate graduate courses that they completed during their MA programs.

Program Length
Students are expected to complete the program requirements in 18 terms.
Other Information

Comprehensive examinations
Students must pass comprehensive examinations that consist of three major scholarly/professional tasks to be set by the student’s supervisory committee in consultation with the student, approved by the Department of Gender, Sexuality, and Women’s Studies graduate committee, and completed to the satisfaction of the supervisory committee. One of the three tasks must be an exam or a review of the literature. Normally students complete course work before completing the comprehensive examinations within 6 terms.

Thesis
Students prepare a PhD thesis proposal and defend it in a presentation that is open to the whole department. Students will submit a PhD thesis giving evidence of independent research and critical abilities in the interdisciplinary study of women and/or gender. The student will be examined on the thesis in accordance with the Graduate General Regulations.

Academic Requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Dear Dr Zwagerman,

After reviewing the attached Humanities calendar submission, I can confirm that the entry requires no further revision and is publishable. Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Sincerely,

Paul Dutton
Acting Graduate Chair
Humanities

MASTER OF ARTS

This master of arts (MA) program is suited to students who wish to pursue specific and advanced cross-disciplinary, text-based research projects. It enables specialization in a period or theme in the context of a strong grounding in the humanistic tradition from ancient Greece to the modern period in different cultures. Structured around two primary thematic modules (classical, medieval and Renaissance thought and culture; modernity and its discontents) to which courses will be linked, the program will train students to think critically in different disciplines, historic periods, and cultures.

Admission Requirements

Applicants will hold an undergraduate degree with at least a 3.5 grade point average (GPA) in the humanities, or in humanistic disciplines such as classics, history, philosophy, English, and women's studies, or social sciences such as geography, sociology, anthropology, or political science. Applicants will also have to meet the standard requirements for admission to a Simon Fraser University master's program.

Admission decisions will be based on material that is submitted with the application.

Language Requirement

Students will be expected to demonstrate proficiency in a language other than English.

Program Requirements

Successful applicants will enter the program in the fall term. With a sequenced combination of four courses and thesis, students will complete the degree in 24 months.

HUM 800 - Theories and Methods in the Humanities (5)
HUM 801 - Research Development Seminar in the Humanities (5)
HUM 803 - MA Thesis (10)

and two of
Thesis

Students complete a thesis that is defended at an oral examination as described in 1.9 and 1.10 of the graduate general regulations. The thesis proposal must be approved by both the supervisory committee and the graduate committee.
Humanities
MASTER OF ARTS

Description of Program
This master of arts (MA) program is suited to students who wish to pursue specific and advanced cross-disciplinary, text-based research projects. It enables specialization in a period or theme in the context of a strong grounding in the humanistic tradition from ancient Greece to the modern period in different cultures. Structured around three primary thematic modules (classical, medieval and Renaissance thought and culture; Asian thought and culture; and modernity and its discontents) to which courses will be linked, the program will train students to think critically in different disciplines, historic periods, and cultures.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. Applicants will hold an undergraduate degree with at least a 3.5 grade point average (GPA) in the humanities, or in humanistic disciplines such as classics, history, philosophy, English, and women's studies, or social sciences such as geography, sociology, anthropology, or political science.

Program Requirements
This program consists of courses and a thesis for a minimum of 30 units.

Students must complete
HUM 800 - Theories and Methods in the Humanities (5)
HUM 801 - Research Development Seminar in the Humanities (5)

and two of
HUM 802 - Themes in the Humanities (5)
HUM 804 - Directed Readings (5)
HUM 805 - Special Topics (5)

and a thesis
HUM 803 - MA Thesis (10)

Program Length
Students are expected to complete the program requirements in six terms.

Other Information
Language requirement
Students will be expected to achieve a reading proficiency in a language other than English.

Academic Requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
22 August 2018

To: Lisa Shapiro, Chair FASSGSC

The Latin American Studies Program constituted its Steering Committee over email exchange during the Summer of 2018. By the same means, the following changes to its calendar entry were approved on August 4, 2018 by tacit agreement to the proposed changes. These are as follows:

1. Delete the MA in Latin American Studies, which has been suspended since 2012. The last two students in this program graduated in 2017, so no other students will be affected.

2. Change the existing Graduate Certificate in Latin American Studies to a standalone program. Currently, the only way to do this certificate is by students in any masters or doctoral programs at SFU to fulfill the requirements. Now that we are deleting the MA in LAS, we think it is warranted that the Certificate can be completed as a standalone program, as specified in the proposed Calendar changes. SFU now has more faculty members with interests in Latin America than at any previous time, at about sixteen across several faculties. It is thus worth keeping, enhancing and promoting this Graduate Certificate in LAS, effective Summer 2019.

Sincerely,

Gerardo Otero
Please note:
To view the Fall 2018 Academic Calendar go to www.sfu.ca/students/calendar/2018/fall.html

School for International Studies | Faculty of Arts and Social Sciences
Simon Fraser University Calendar | Spring 2019

Latin American Studies

GRADUATE CERTIFICATE

This program may be of interest to those seeking certification of Latin American expertise. For information, and to be admitted, students should contact the Latin American Studies program director.

This graduate certificate program is exclusively - and only - completed during enrolment in a master’s or doctoral program. Therefore, graduate certificate courses may be applied toward a master’s or doctoral program. Students are not permitted to complete this graduate certificate program on its own. Courses used to satisfy the requirements of a diploma program cannot also be used to satisfy the requirements of this graduate certificate program.

Program Requirements

Students complete, with a minimum B grade, all of

IS 815 - Theories of Latin American Development (4)
IS 835 - Social and Political Change in Latin America (4)

a graduate research methods course

one additional Latin America related course

Students are also required to demonstrate Spanish or Portuguese language proficiency by taking a faculty administered exam, or by obtaining a B grade in an upper division Spanish or Portuguese language course.

Courses used to fulfil the requirements cannot be graded as satisfactory/unsatisfactory but instead must culminate in a letter grade.

Students enrolled in the MAIS Program who qualify for the Concentration in Latin America may not receive the Certificate in LAS.

Back To Top
Latin American Studies

GRADUATE CERTIFICATE

Description of Program
This program may be of interest to those seeking certification of Latin American expertise, whether they are completing a separate masters or doctoral degree, or as a standalone program. Students commencing this certificate as a standalone program may apply to transfer into a master's program after completing 12 units. In this case, they will receive the higher degree only.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. In addition, a minimum CPA of 3.0 is required to apply.

Courses taken to satisfy the requirements of a diploma program cannot be applied to satisfy the requirements of this graduate certificate program. For information, and to be admitted, contact the Latin American Studies program coordinator.

Program Requirements
This program consists of course work for a minimum of 14 units.

Students must complete the following courses with a minimum of a B grade
IS 815 - Theories of Latin American Development (4)
IS 835 - Social and Political Change in Latin America (4)

and one graduate research methods course, such as:
IS 830 - Analytic Approaches to International Studies (4)
POL 803 - Qualitative Research Methods in Political Science (5)
SA 856 - Qualitative Sociological Research Methods (5)
ECO 621 - Graduate Seminars in Research Methods (3)
GEOG 604 - Research Design and Analytical Techniques in Human Geography (5)
HSCI 841 - Qualitative Research and Analytical Methods (3)

and one of the following courses with the approval of the LAS coordinator*
GEOG 620 - Selected Topics: Economy, Environment and Development (4)
GEOG 640 - Selected Topics in Social and Urban Geography (4)
IS 802 - Political Economy of Development (4)
IS 801 - Institutions, Politics and Development (4)
IS 809 - Special Topics (4)
HSCI 891 - Special Topics in Health Sciences (3)**

* All of the courses must have substantial Latin American content. With the approval of the LAS coordinator, a student may take an alternative course if a research paper is written on Latin America.

** Students are only allowed to receive credit for HSCI 891 - Special Topics in Health Sciences: Experiential Learning in Global Migrant Health course.
Program Length
Students are expected to complete the program requirements within six terms or within the time limits of their master or doctoral program.

Other Information
Second language requirements
Students are required to demonstrate Spanish or Portuguese language proficiency by taking a faculty administered exam, or by obtaining a B grade in an upper division Spanish or Portuguese language course.

Academic Requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
At its meeting of July 19, 2018, the Department of Linguistics approved the following curricular program change:

- Credit units of LING 800, LING 801, LING 802, LING 803, LING 804, LING 805, LING 806, LING 807, LING 810, LING 811, LING 812, LING 813, LING 826, LING 827, LING 850, LING 851, LING 855, and LING 886 be changed from four to three.

- Credit units of LING 890 and LING 899 be changed from six to ten.

I have submitted Graduate Course Change forms for all courses listed above, and Calendar Change forms for the MA and PhD programs in Linguistics reflecting these credit unit changes.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Thank you.

Chung-hye Han
Professor
Graduate Program Chair
Department of Linguistics
Calendar Entry Change for [Linguistics – MA Program]

Summary of change:
Credit unit changes for graduate courses from 4 to 3, and thesis course from 6 to 10.

Rationale for change:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

Effective term and year: Summer 2019

Will this change impact current students? If yes, what is the plan for current students?
No.

<table>
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<tr>
<th>FROM</th>
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<tbody>
<tr>
<td>Program Requirements</td>
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<tr>
<td>This program consists of course work and thesis for a minimum of 30 units.</td>
<td>This program consists of course work and thesis for a minimum of 30 units.</td>
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<tr>
<td>Students must complete</td>
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<td>LING 800 – Phonology (4)</td>
<td>LING 800 – Phonology (3)</td>
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<td>LING 801 – Syntax (4)</td>
<td>LING 801 – Syntax (3)</td>
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<tr>
<td>LING 851 – Research Techniques and Experimental Design (4)</td>
<td>LING 851 – Research Techniques and Experimental Design (3)</td>
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<td>LING 890 - Graduate Seminar I (1)*</td>
<td>LING 890 - Graduate Seminar I (1)*</td>
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<td>LING 891 - Graduate Seminar II (1)*</td>
<td>LING 891 - Graduate Seminar II (1)*</td>
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<td>three graduate courses **</td>
<td>three graduate courses **</td>
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<td>and a thesis</td>
<td>and a thesis</td>
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* LING 890 and LING 891 should be completed in the first year of program enrolment.  
**must be approved by the supervisor. Only one directed research course allowed.
Calendar Entry Change for [Linguistics – PhD Program]

<table>
<thead>
<tr>
<th>Summary of change:</th>
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<tr>
<td>Credit unit changes for graduate courses from 4 to 3, and thesis course from 6 to 10.</td>
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<tr>
<th>Rationale for change:</th>
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<tr>
<td>To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements</td>
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<th>Effective term and year: Summer 2019</th>
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<th>Will this change impact current students? If yes, what is the plan for current students?</th>
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<tr>
<th>Program Requirements</th>
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<tr>
<td>This program consists of course work, two qualifying papers, and a thesis for a minimum of 38 units.</td>
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</table>

Students must complete in the first year of enrollment
LING 890 - Graduate Seminar I (1)
LING 891 - Graduate Seminar II (1)
and five graduate courses*

and two qualifying papers
LING 894 - Qualifying Paper I (6)
LING 895 - Qualifying Paper II (6)

and a thesis
LING 899 - PhD Thesis (6)

*must be approved by the supervisor. Only one directed research course allowed. |

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<tr>
<th>Program Requirements</th>
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<tr>
<td>This program consists of course work, two qualifying papers, and a thesis for a minimum of 39 units.</td>
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</tbody>
</table>

Students must complete in the first year of enrollment
LING 890 - Graduate Seminar I (1)
LING 891 - Graduate Seminar II (1)
and five graduate courses*

and two qualifying papers
LING 894 - Qualifying Paper I (6)
LING 895 - Qualifying Paper II (6)

and a thesis
LING 899 - PhD Thesis (10)

*must be approved by the supervisor. Only one directed research course allowed. |
MEMORANDUM

ATTENTION: Dr. Sean Zwagerman, Associate Dean of FASS, Graduate Programs

FROM: Nancy Hedberg, Graduate Program Chair, GC-LFNL and MA-LFNL

RE: Course name and number changes for Graduate Certificate in the Linguistics of a First Nations Language, course-unit change for LING 804 in GC-LFNL and MA-LFNL

Please approve calendar changes for the Graduate Certificate in the Linguistics of a First Nations Language with respect to the course numbers for the courses in the GC-LFNL. Topics courses were originally included in the proposal with the plan that they would be changed to permanent new courses when the MA-LFNL was established. The latter happened, as did the creation of the five new courses, but the calendar entry for the GC-LFNL was inadvertently not changed.

The calendar entry should permit students to select from the list of courses (LING 830, 831, 832, 833, 834, and 804).

In addition, LING 804 now should be changed from 4 to 3 units as part of a revision of course units in regular Linguistics graduate courses. This change affects the GC-LFNL and MA-LFNL.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences graduate Studies Curriculum Committee.

Thank you,

[Signature]

Graduate Program Chair, GC-LFNL, MA-LFNL
Professor of Linguistics and Cognitive Science
Chair, Department of Linguistics
Calendar Entry Change for Master’s in Linguistics of a First Nations Language

Summary of change:
Course unit change to LING 804

Rationale for change:
To be in line with the course units in other LING programs

Effective term and year:
Summer 2019

Will this change impact current students? If yes, what is the plan for current students?
No

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<tr>
<td><strong>Program Requirements</strong></td>
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<tr>
<td>This program consists of course work and project or a thesis for a minimum of 32 units. Students must complete all of</td>
<td>This program consists of course work and project or a thesis for a minimum of 31 units. Students must complete all of</td>
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<tr>
<td>LING 804 - Field Methods (4)</td>
<td>LING 804 - Field Methods (3)</td>
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<tr>
<td>LING 830 - Phonetics and Phonology of a First Nations Language (4)</td>
<td>LING 830 - Phonetics and Phonology of a First Nations Language (4)</td>
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<tr>
<td>LING 831 - Morphology and Syntax of a First Nations Language (4)</td>
<td>LING 831 - Morphology and Syntax of a First Nations Language (4)</td>
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<tr>
<td>LING 832 - Narrative and Discourse Structure of a First Nations Language (4)</td>
<td>LING 832 - Narrative and Discourse Structure of a First Nations Language (4)</td>
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<tr>
<td>LING 833 - Socio-cultural and Cognitive Aspects of a First Nations Language (4)</td>
<td>LING 833 - Socio-cultural and Cognitive Aspects of a First Nations Language (4)</td>
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<tr>
<td>LING 834 - Effective Pedagogies and Materials Development for First Nations Language (4)</td>
<td>LING 834 - Effective Pedagogies and Materials Development for First Nations Language (4)</td>
</tr>
<tr>
<td>LING 890 - Graduate Seminar I (1)</td>
<td>LING 890 - Graduate Seminar I (1)</td>
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<td>LING 891 - Graduate Seminar II (1)</td>
<td>LING 891 - Graduate Seminar II (1)</td>
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<tr>
<td>LING 893 - First Nations Linguistics MA Project (6)</td>
<td>LING 893 - First Nations Linguistics MA Project (6)</td>
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<td>or a thesis</td>
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Calendar Entry Change for Graduate Certificate in Linguistics of a First Nations Language

Summary of change:
Course unit change in 804.
Changing Topics in Linguistic courses to their specialized course.
LING 810 to LING 830
LING 811 to LING 831
LING 812 to LING 832
LING 813 to LING 833
LING 855 to LING 834
Adding program length and reference to GGRs

Rationale for change:
Change in courses now permanent courses have been created for the First Nations Language program.

Effective term and year:
Summer 2019

Will this change impact current students? If yes, what is the plan for current students?
No

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<tr>
<td>Program Requirements</td>
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<tr>
<td>Students complete at least four courses (16 units) of approved graduate coursework on linguistic methodology, the linguistic structure of a particular language, and the sociocultural or education setting of First Nations languages. Students must achieve a 2.5 CGPA in these courses to graduate.</td>
<td>Students complete at least four courses (15 units) of approved graduate coursework on linguistic methodology, the linguistic structure of a particular language, and the sociocultural or education setting of First Nations languages. Students must achieve a 2.5 CGPA in these courses to graduate.</td>
</tr>
<tr>
<td>Students must complete a minimum of 16 units from the following courses to be determined in consultation with their supervisory committee.</td>
<td>Students must complete a minimum of 15 units from the following courses to be determined in consultation with their supervisory committee.</td>
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<tr>
<td>LING 804 - Field Methods (4)</td>
<td>LING 804 - Field Methods (3)</td>
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<td>LING 810 - Topics in Linguistics I (4)</td>
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<td>LING 811 - Topics in Linguistics II (4)</td>
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<tr>
<td>LING 812</td>
<td>Topics in Linguistics III (4)</td>
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<td>LING 813</td>
<td>Topics in Linguistics IV (4)</td>
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<tr>
<td>LING 855</td>
<td>Topics in Applied Linguistics (4)</td>
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<tr>
<td>LING 830</td>
<td>Phonetics and Phonology of a First Nations Language (4)</td>
</tr>
<tr>
<td>LING 831</td>
<td>Morphology and Syntax of a First Nations Language (4)</td>
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</tr>
<tr>
<td>LING 834</td>
<td>Effective Pedagogies and Materials Development for First Nations Languages (4)</td>
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**Program Length**

Students are expected to complete the program requirements in three terms.

**Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the [Graduate General Regulations](#), as well as the specific requirements for the program in which they are enrolled.
Memo to SGSC

To: Senate Graduate Studies Committee  
From: Andrew Gemino, Associate Dean, Graduate Programs  
Re: Curriculum revisions to Executive MBA, MBA, MSc Fin, PhD  
Date: October 17, 2018

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Summer 2019.

Please include them on the next SGSC agenda.

- Course changes:
  - BUS 615: Title, Description, and Equivalency Change
  - BUS 728: Title and Description Change
  - BUS 880: Title Change
  - BUS 990: Description Change

- Other:
  - GCSTC calendar undated to new APR template (no program changes made)

Thank you for your attention herein. Should you have any questions or concerns, please do not hesitate to contact me.

[Signature]

Dr. Andrew Gemino  
Professor, Management Information Systems  
Associate Dean, Graduate Programs, Beedie School of Business
Science and Technology Commercialization

GRADUATE CERTIFICATE

This program provides commercialization knowledge for research scientists during their PhD programs in order to commercialize their work and prepare them to work as agents of commercialization in industry.

Applicants should also refer to the program website located at http://beedie.sfu.ca/commercialization-certificate.

Students study part-time over three semesters. The program consists of three part-time semesters.

Admission Requirements

Admission is based on the following criteria:

- either a current graduate student, post-doc, or faculty member at SFU or UBC, or a recent graduate of SFU and UBC graduate programs in science, engineering, health or environmental sciences.
- a letter of reference from their supervisor or someone on their supervisory committee. In the case of a faculty member, a letter of reference from a colleague is fine
- resume
- official grad student transcripts
- brief description of experience in research and development
- interview (shortlisted candidates only)

Program Requirements

Students in the GCSTC program must maintain a 2.5 grade point average and are required to complete the following courses:

- BUS 790 - Lab to Market (2)
- BUS 791 - Opportunity Identification and Assessment (2)
- BUS 792 - Financial Literacy for Entrepreneurs (2)
Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Science and Technology Commercialization
GRADUATE CERTIFICATE

The science and technology commercialization graduate certificate provides commercialization knowledge for research scientists during their PhD programs in order to commercialize their work and prepare them to work as agents of commercialization in industry.

Applicants should also refer to the program website http://beedie.sfu.ca/commercialization-certificate

Admission Requirements

Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. This program is open to the following applicants: current graduate students, post-docs, faculty members at SFU or UBC, and recent graduates of an SFU or UBC graduate program in science, engineering, health, or environmental sciences.

Program Requirements

This program consists of course requirements for a minimum of 16 units.

Students complete all of

BUS 790 - Lab to Market (2)
BUS 791 - Opportunity Identification and Assessment (2)
BUS 792 - Financial Literacy for Entrepreneurs (2)
BUS 793 - Business Models (2)
BUS 794 - Leadership and Managing Teams (2)
BUS 795 - Financing the New Venture (2)
BUS 796 - Business Plan I (2)
BUS 797 - Business Plan II (2)

Program Length

Students are expected to complete the program requirements in three terms.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
To: Dr. Jeff Derksen, Dean of Graduate Studies / Chair of SGSC

From: Dr. Dongya Yang, Chair, Faculty of Environment Graduate Studies Committee

cc: Dr. Sean Markey, Chair, REM Graduate Program Committee

Date: Oct. 16, 2018

Re: New course REM 898 Ph.D. Comprehensive Exam
Calendar Entry Changes for three REM graduate programs

The Faculty of Environment Graduate Studies Committee has approved the proposals from the School of Resource and Environmental Management (REM) to create a new course REM 898 Comprehensive Exam, and to change calendar entry for REM’s MRM thesis stream, MRM planning, and REM Ph.D. Please add them to the agenda of the next SGSC meeting.

Should you have any questions or concerns, please feel free to contact.

Dongya Yang, Ph.D., Professor
Associate Dean of Research and Graduate Studies

Note: MRM is for Master of Resource Management.
TO: Dongya, Yang, Associate Dean, Faculty of Environment  
FROM: Sean Markey, REM GSC Chair  
RE: New Graduate Courses  
DATE: October 30, 2018

Dear Dongya,

Attached, please find the new course form for our Comprehensive Exam (REM 898).

Also included, please find minor calendar clean-ups for REM (Planning) and the REM PhD - part of GPS’ initiative to review calendar accuracy, consistency.

Thank you for presenting to the Faculty Graduate Committee and beyond.

Best,

Sean Markey  
REM GSC Chair
Please note:
To view the Fall 2018 Academic Calendar go to www.sfu.ca/students/calendar/2018/fall.html

School of Resource and Environmental Management
Simon Fraser University Calendar | Spring 2019

Resource and Environmental Management

MASTER OF RESOURCE MANAGEMENT (PLANNING)

Students who successfully complete this program will be awarded the degree of master of resource management (planning).

In Canada, this planning stream program is distinctive because of its focus on the policy, economic and environmental science aspects of natural resource and environmental planning.

The program is accredited by the Canadian Institute of Planners and the Planning Institute of British Columbia. An MRM (Planning) graduate is eligible for candidate membership to become a certified professional planner and may enjoy improved employment prospects, conference and workshop participation, and access to professional development programs.

Admission Requirements

Refer to the graduate general regulations for admission requirements. Contact the School of Resource and Environmental Management directly for more information (reminfo@sfu.ca). Those with degree qualifications in fields not directly related but with extensive experience in resource management are encouraged to apply.

Applicants will vary in their preparation for the various disciplines in the school. Therefore, admission to the school might be conditional upon the completion of certain undergraduate courses. Detailed application information can be found on the department's website: http://www.sfu.ca/rem/prospective-students/apply.html.

Application deadline: January 25.

Program Requirements

Students complete an introductory field course [REM 698], nine additional required courses, and a major written research project [REM 699]. The research project must be presented and defended at an oral defense. In addition, students complete one graduate elective course. A minimum of 57 units is required, consisting of 54 required units and three elective units. In exceptional cases, if a student provides evidence of advanced education that is equivalent to one of the required courses, a waiver may be granted for that course, thereby reducing the number of required courses by one.

Prerequisite Courses
Students must be familiar with the material covered in an undergraduate course in parametric and nonparametric statistics.

**Required Courses**

Students complete a total of 54 units, including all of

REM 601 - Social Science of Natural Resources Management (5)
REM 602 - Professional Planning Practice: Advanced Seminar (5)
REM 611 - Population and Community Ecology (5)
REM 621 - Ecological Economics (5)
REM 631 - Earth Systems and Global Change in Environmental Management (5)
REM 641 - Environmental and Planning Law (5)
REM 642 - Sustainable Community Planning and Regional Development (5)
REM 643 - Environmental Conflict and Dispute Resolution (5)
REM 698 - Field Resource Management Workshop (3)
REM 699 - Research Project (6)
REM 801 - Principles of Research Methods (5)

**Elective Courses**

Students choose one graduate course (minimum three units) as an elective to support and complement their particular research interests. Students may, in consultation with their senior supervisor, select a REM course or another graduate course.

**Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Description of Program
The master of resource management (planning) program is distinctive in Canada because of its focus on the policy, economic, and environmental science aspects of natural resource and environmental planning. The program is accredited by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia. An MRM (Planning) graduate is eligible for candidate membership to become a certified professional planner and may enjoy improved employment prospects, conference and workshop participation, and access to professional development programs.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. Those with degree qualifications in fields not directly related but with extensive experience in resource management are encouraged to apply.

Applicants will vary in their preparation for the various disciplines in the school. Students must be familiar with the material covered in an undergraduate course in parametric and non-parametric statistics. Detailed application information, including the application deadline, can be found on the department’s website: http://www.sfu.ca/rem/prospective-students/apply.html.

Program Requirements
This program consists of required courses, an elective course, and a research project for a minimum of 57 units.

Students complete the following courses
REM 601 - Social Science of Natural Resources Management (5)
REM 602 - Natural Resource Management II: Advanced Seminar (5)
REM 611 - Population and Community Ecology (5)
REM 621 - Ecological Economics (5)
REM 631 - Earth Systems and Global Change in Environmental Management (5)
REM 641 - Law and Resources (5)
REM 642 - Sustainable Community Planning and Regional Development (5)
REM 643 - Environmental Conflict and Dispute Resolution (5)
REM 698 - Field Resource Management Workshop (3)
REM 801 - Principles of Research Methods (5)

and a minimum of three elective graduate units in consultation with the senior supervisor

and a research project
REM 699 - Research Project (6)

Program Length
Students are expected to complete the program requirements in nine terms.
Other Information

Course Exemption
In exceptional cases, if a student provides evidence of advanced education that is equivalent to one of the required courses, an exemption may be granted for that course, thereby reducing the number of required courses by one. If a student receives a course exemption, the student is not required to replace the course for which the exemption was received.

Research Project
The research project must be presented and defended at an oral examination. The project is examined by the supervisory committee and upon successful completion must be submitted to the library.

Academic Requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
ATTENTION  Senate Graduate Studies Committee
FROM  Timothy Beischlag, Director, Graduate Programs
RE:  HSCI Graduate Course Changes

DATE  May 3, 2016
PAGES  1/5

The attached course and program changes have been approved by the Faculty of Health Sciences and are forwarded to the Senate Graduate Studies Committee for approval. These changes should be effective Spring 2019. Please include them on the next SGSC agenda.

Summary:
1. HSCI 990 graduate course change
2. HSCI 998 graduate course deletion
3. HSCI FHS program change to remove HSCI 998 from the PhD requirements

Sincerely,

Timothy Beischlag
Director, Graduate Programs
Calendar Entry Change for Doctoral of Philosophy in Health Sciences

Summary of change: Removal of HSCI 998

Rationale for change: HSCI 990 was the thesis research course, which students completed prior to enrolling in HSCI 998 PhD Thesis Preparation and Defence. Instead of having two courses it has been decided for clarity that students will only enroll in HSCI 990 which aligns with current practice with other academic units offering theses options.

Effective term and year: Summer 2019

Will this change impact current students? If yes, what is the plan for current students?
No.

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<td>HSCI 998 - PhD Thesis Preparation and Defence (6)</td>
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ATTENTION Dr. Jeff Derksen, Dean, Graduate and Postdoctoral Studies

FROM Carl Lowenberger, Associate Dean, Faculty of Science

RE New Accelerated Master’s Program in Mathematics

DATE September 26, 2018

Dear Jeff

The graduate program in the Department of Mathematics seeks to establish an Accelerated Master’s program in Mathematics. This will be a low enrollment program but will enhance the ability of exceptional students to move quickly and seamlessly from their undergraduate to graduate level studies.

This proposal has approved by the Faculty of Science Graduate Studies committee, and I will be seeking comments from other Faculties.

Carl Lowenberger
MEMO
Faculty of Science

ATTENTION Dr. Jeff Derksen, Dean, Graduate and Postdoctoral Studies

FROM Carl Lowenberger, Associate Dean, Faculty of Science

RE Calendar Changes for the Physics MSc and PhD programs

DATE October 23, 2018

Dear Jeff

I am submitting the paperwork that addresses calendar changes to the MSc and PhD programs in the Department of Physics. These are, essentially, editorial changes.

This proposal has approved by me and by the Faculty of Science Graduate Studies committee.

Sincerely

Carl Lowenberger
Associate Dean-Research (Acting)
Faculty of Science
To: Carl Lowenberger, Chair, Faculty Grad Studies Committee  
From: Steven Ruuth, Chair, Mathematics Grad Studies Committee  
Date: Sept 27, 2018  
Subject: Approval of accelerated Masters at Dept Level

The Mathematics Grad Studies Committee has recently developed a plan for an accelerated Master's program.

On July 17, 2018, the Department of Mathematics voted and approved the plan for the accelerated Masters program.

To proceed to the next step in the approval process, I am now sending it to you, as Chair of the Faculty Grad Studies Committee.

Sincerely,

Steve Ruuth

Steven Ruuth,  
Chair, Mathematics GSC, SFU
Proposal for an Accelerated Master's Program

General admission requirements and guidelines for accelerated master's can be found here: https://www.sfu.ca/dean-gradstudies/future/academicprograms/AcceleratedMasters.html

1. Faculty/Department/School
Science/ Mathematics

2. Degree programs (undergraduate and graduate)
Graduate: MSc (Pure Math, Applied Mathematics, Operations Research)

3. Proposed date of implementation
First cohort to start in Fall 2019

4. Rationale
The goal of Mathematics Accelerated Master's Program is to provide exceptional students a seamless transition into a Master's degree. The Accelerated Master's allows undergraduate students to take graduate level courses and apply these to their both their undergraduate and graduate course requirements. This shortens the total time spent earning the degrees. We expect that this will entice some of our extremely strong undergraduates to pursue higher studies at SFU.

5. Projected enrolment/Student demand
1 - 3 students annually

6. Advising structure for students
The initial consultations are with the Department of Mathematics undergraduate advisor. The Mathematics Graduate Studies Committee (GSC) approves entrance into the program. The graduate administrative assistant can offer support for matters related to their application to the graduate program.

7. Capacity to provide financial and supervisory support to students, once their bachelor's degree is complete, based on the estimated number of students being concurrently admitted to an accelerated master's programs.

The student will be offered a funding package in line with our other graduate admissions. A typical Master's offer in our department provides on average $7000 per term in a mix of funding from TAship, RAships, graduate fellowships, and scholarships.

8. Admission requirements in addition to the minimum SFU requirements

Students enrolled in a BSc (Math) are qualified to be admitted into the accelerated program once they have satisfactorily completed at least 90 credits of undergraduate course work with a CGPA of at least 3.67/4.33. Students interested in applying for the Accelerated Master's program should discuss their eligibility for the program with the undergraduate advisor and, if appropriate, obtain an application form from their undergraduate advisor.
9. Specific time-lines (e.g. when undergraduates may apply; when each of the milestones must be accomplished; expected completion)

SFU Mathematics majors students who meet all of the admission requirements are encouraged to apply, normally towards the end of the third year or during the fourth year in their degree. Acceptance into the Master's program follow the same timelines and process as regular graduate admission. The online application opens annually in October 1, and the deadline to apply is the following January 15.

Students are assigned an advisor when admitted into the program; in most cases, it is expected that the student will continue working with and complete their MSc thesis under the direction of this advisor when the supervisory committee is formed.

Students are expected to complete the BSc, and up to 10 units of their MSc coursework, in the final year of the BSc. Once the BSc degree is completed, students become graduate students and are then eligible to apply for graduate awards. Students are expected to complete the MSc requirements in 5 terms.

Although there is no limit on the number of graduate units an undergraduate student can take for credit toward their undergraduate degree (as long as the student is approved by the department to take the graduate courses for credit), students will only be eligible to use a maximum of 10 graduate units, taken during their undergraduate degree, towards the graduate program.

Some upper division MATH courses are cross-listed as both 400 and 700-level courses. If students wish to apply the courses for graduate credit they must enrol, and complete, the 700-level version of the course. The 700-level courses involve requirements beyond the 400-level offering.

Typical Schedule

Penultimate year of BSc/ 90 completed credits
Students apply for the graduate program. This application will be reviewed by the Mathematics Graduate Studies Committee. If the student is recommended for the program, they will be offered conditional admission to the MSc and will be offered some guidance on how to plan their program including course choices and research initiation.

Final year of BSc
The student takes graduate courses during their undergraduate program and will have their tuition manually adjusted to be the graduate per unit fee for up to ten units. The student completes undergraduate program.

Year 1 of MSc
Students starts the MSc receiving the ten units of graduate courses taken as advanced credit. Students then complete the remaining required graduate coursework, and advance their research. The Annual Progress Report will confirm the suitability of the student for the program.

Year 2 of MSc: Thesis must be defended within the first two terms of the second year.

10. Description of any proposed changes to existing programs (e.g. undergraduate courses that cannot be substituted by graduate courses; graduate courses that cannot be used towards
None.
Appendix A: Proposed Calendar Text

The following calendar text will be added at the end of the upper division program requirements for the undergraduate program, and after the program requirements for the graduate program.

Calendar Text:

NOTE: SFU students enrolled in the Accelerated master's degree program within the Department of Mathematics may apply a maximum of 10 graduate course units, taken while completing the bachelor's degree, towards the upper division undergraduate electives of the bachelor's program and the requirements of the master's degree. For more information go to:
https://www.sfu.ca/deangradstudies/future/academicprograms/AcceleratedMasters.html

Appendix B: Accelerated Master's programs at other institutions

Provide information on other concurrent degree programs within same academic area at other institutions.

1. University of Waterloo, Department of Combinatorics and Optimization.
   https://uwaterloo.ca/graduate-studies-academic-calendar/mathematics/department-combinatorics-and-optimization/accelerated-masters-program-combinatorics-and-optimization

The program information below is valid for the spring 2018 term (May 1, 2018 - August 31, 2018).

The Graduate Studies Academic Calendar is updated 3 times per year, at the start of each academic term (January 1, May 1, September 1). Graduate Studies Academic Calendars from previous terms can be found in the archives.

The Accelerated Master's Program is available to qualified undergraduate students at the University of Waterloo who wish to begin graduate studies while still an undergraduate. This program offers the student several advantages:
The time spent in the Master of Mathematics (MMath) in Combinatorics and Optimization program can be reduced by up to one term.

The student can fill empty slots in his/her fourth year with more advanced courses or a cutting-edge research project.

The student does not have to worry throughout fourth year about post-graduation plans since admission decisions to the accelerated MMath in Combinatorics and Optimization program are typically made before the 4th year begins.
The degree requirements are the same as for the regular MMath in Combinatorics and Optimization program.
The program does not allow double-counting of courses for both undergraduate and graduate degree requirements, but it does allow students to take Bachelor of Mathematics (BMath) and MMath courses concurrently. The co-op option is also available for this program.

Students must meet the following admission criteria:

• Major in Combinatorics and Optimization or related field.
• Average of at least 85% in all math courses.
• Have completed 3B term.
• Students interested in the program should apply using the online web form and should include the following information in the Supplementary Information Form (part of the application):
  • A clear statement that this application is for the accelerated MMath program.
  • A detailed list of remaining requirements for BMath completion as well as a timetable for when these requirements are expected to be met.
  • Students should include at least three letters of recommendation as part of their application for MMath admission. No test scores are required.

2. University of Waterloo, Department of Statistics.

The program information below is valid for the spring 2018 term (May 1, 2018 - August 31, 2018).

The Graduate Studies Academic Calendar is updated 3 times per year, at the start of each academic term (January 1, May 1, September 1). Graduate Studies Academic Calendars from previous terms can be found in the archives.

The Accelerated Master’s Program is designed for students who have demonstrated a strong performance by the time they have completed the four required third year Statistics courses, and who are interested in going to a graduate program. The intention is to allow such students to take two graduate level courses, either STAT 4xx/8xx at the 8xx level or STAT 9xx courses, in their fourth year. These courses do not count towards their undergraduate degree which will continue to require 40 courses, but do count towards their Master’s degree. Students could, for example, take one or two extra undergraduate courses during work terms, while doing Undergraduate Student Research Assistantships, or by taking six courses in a term. In total, these students will need to complete at least 42 courses by the end of their 4B term, two of which are either the 8xx versions of STAT 4xx/8xx courses or STAT 9xx courses. Students in the program should be strong candidates for NSERC or OGS funding and would be encouraged to apply.

Admission requirements

Students will be admitted to the Accelerated Master’s Program normally in their third year, but no later than their 4A term. Admission requirements for the Accelerated Master’s program in
Statistics include:
A completed application form.
A Minimum Major Average (MAV) ≥ 85%.
Completion of Stat 330, Stat 331, Stat 332, Stat 333 with no grade < 75%.
Three letters of reference.

A plan of study for the remainder of their undergraduate program that includes the STAT 4xx/8xx or STAT 9xx courses to be taken before completion of their undergraduate degree. This plan must be approved by the Associate Chair Undergraduate Studies and the Associate Chair Graduate Studies. Normally, a supervisor for an Accelerated Master’s students will be assigned at the time the student is admitted.

Continuing to Graduate School
To continue in a Master of Mathematics in Statistics program, students admitted to the Accelerated Master’s of Mathematics program in Statistics must:

Complete an Honours Mathematics Degree.
Continue to the Master of Mathematics in Statistics program in the term following the completion of their undergraduate degree. With permission of the Chair of Graduate Studies, a student may defer the start of the Master’s program for one academic term.
Obtain credit according to graduate course requirements for at least one STAT 8xx or STAT 9xx course during their undergraduate degree. Credit for STAT 8xx or STAT 9xx courses taken during their undergraduate degree will count towards their Master’s degree providing all the regular requirements for graduate level courses are met. Students who fail to complete at least one STAT 8xx or STAT 9xx course during their undergraduate degree may have their offer of admission to the relevant Master’s program revoked. Continuation in the Master’s program is subject to the conditions that apply to the relevant Master’s program in the Department of Statistics and Actuarial Science.

Graduation from the Master’s program
Students must meet all degree requirements for the relevant Master’s program.

3. McGill University Department of Mathematics and Statistics
B.Sc/M.Sc (Thesis) track
www.mcgill.ca/science/student/bsc-msc

This is an option designed in the first place for students who complete an honours program in our Department, with the intention that they should be able to complete a strong masters program within one year. Students from other universities may also be eligible for such an accelerated stream (see the remark at the end of the document for further details).

This option is open to students who
• have taken at least 3 graduate level courses in mathematics or statistics at the 500 level as undergraduates;
• have clearly demonstrated their academic excellence (normally by a GPA above 3.75)
• have shown strong evidence of research potential (generally through their work on a
summer or undergraduate research project);
• will enter our program with a clear plan for their master's thesis research and a formal
commitment from a faculty member to supervise and, if necessary, provide financial
support.

For McGill students conditional admission to this variant of the masters programs can be given
at any time after the completion of U2, but should normally be considered on entering U3 to
ensure an appropriate selection of courses. Formal admission will be part of the regular
admissions process to the masters' degrees.

Students admitted to this stream of the masters programs have a course requirement of 4
(instead of 6) courses of at least 3 credits each. Together with the courses taken as
undergraduates their choice of courses should cover the full syllabus for Part A of the
comprehensive examinations in Pure Mathematics, Applied Mathematics or Probability &
Statistics.

In order to fulfill the credit requirements for the master's programs students will have to register
for MATH 602 (Master's Research Preparation).

To satisfy residency requirements students will have to be registered for and pay for 3
successive terms in the masters program. In order to complete the program in 1 year, thesis
work will normally be completed in the summer following the completion of their course work.

Students admitted to this accelerated stream are normally expected to complete the program
within 3 successive full time terms, typically Fall, Winter and Summer. They should not count on
being funded beyond that period.

Students from other Universities
Students from universities other than McGill may qualify for admission to an accelerated stream
governed by the same rules and criteria as outlined above. The equivalence of courses taken
elsewhere to our 500 level courses will be determined by the Graduate Program Director in
consultation with instructors of similar courses at McGill and will require the student to provide
extensive information in the form of course descriptions, assignments and examinations.
June 12, 2018

Dear Peter,

Please find attached the calendar entries for the Physics M.Sc and Ph.D programs. These have been updated in response to requests from Graduate and Postdoctoral Studies as part of the APR project. There have been no major revisions, just minor editorial updates. I am requesting that you approve these edits under your delegated authority for the next Senate Graduate Studies Committee meeting in July 2018.

Yours sincerely,

Malcolm Kennett

Associate Professor and Graduate Chair
Department of Physics
Simon Fraser University
Please note:
To view the Summer 2018 Academic Calendar go to http://www.sfu.ca/students/calendar/2018/summer.html

Department of Physics | Faculty of Science
Simon Fraser University Calendar | Fall 2018

Physics

MASTER OF SCIENCE

Admission Requirements

A bachelor's degree in physics or a related subject, including advanced undergraduate coursework in quantum mechanics, electromagnetism and statistical mechanics is required. Applicants whose primary language is not English must submit English proficiency examination results that meet the University minimum requirements for graduate admission, as per Graduate General Regulation 1.3.12.

Program Requirements

Course Requirements

The minimum requirement is the completion of 15 graduate units including all of

PHYS 801 - Student Seminar (1)
PHYS 802 - Introduction to Graduate Studies: Research and Teaching in Physics (2)

and at least one of

PHYS 810 - Advanced Quantum Mechanics (3)
PHYS 821 - Advanced Electromagnetism I (3)
PHYS 841 - Statistical Mechanics (3)

Additional courses beyond the minimum of 15 graduate units may be required by a student's supervisory committee, subject to graduate program committee approval. Students are strongly advised to consult the Physics Department web site and with potential supervisors before choosing MSc courses. Also, students who intend to pursue a PhD in Physics after completing the MSc are advised to review the PhD course requirements.

Research and Thesis Requirements
Students are expected to develop the skills necessary to perform independent research through participation in supervised original research. A thesis that demonstrates these skills is submitted and defended at the program's conclusion.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Physics

MASTER OF SCIENCE

Description of Program
The MSc program in the Department of Physics provides opportunities for students to undertake advanced research in Physics. Students will be exposed to fundamental and applied research in both theoretical and experimental physics. Interdisciplinary research is also possible. Through a combination of coursework and a research-based thesis, students will gain skills necessary to pursue PhD research or careers in Physics or related disciplines.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. A bachelor’s degree in physics or a related subject, including advanced undergraduate coursework in quantum mechanics, electromagnetism, and statistical mechanics is required.

Program Requirements
This program consists of required courses, elective courses, and a thesis for a minimum of 33 units. Additional courses may be required by a student’s supervisory committee, subject to graduate program committee approval. Students are strongly advised to consult the Physics Department website and with potential supervisors before choosing MSc courses.

Students must complete all of
PHYS 801 - Student Seminar (1)
PHYS 802 - Introduction to Graduate Studies: Research and Teaching in Physics (2)

and 12 other graduate units in coursework with at least one of the following core courses
PHYS 810 - Advanced Quantum Mechanics (3)
PHYS 821 - Advanced Electromagnetism I (3)
PHYS 822 - Advanced Electromagnetism II (3)
PHYS 841 - Statistical Mechanics (3)

and a thesis
PHYS 898 - MSc Thesis (18)

Other Information
Research and Thesis requirements
Students are expected to develop the skills necessary to perform independent research through participation in supervised original research. A thesis that demonstrates these skills is submitted and defended at the program’s conclusion.

Program Length
Students are expected to complete the program requirements in six terms (two years).
Academic Requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Physics

DOCTOR OF PHILOSOPHY

Admission Requirements

A master's degree, or the equivalent, in physics, or the equivalent is required. Applicants whose primary language is not English must submit English proficiency examination results that meet the University minimum requirements for graduate admission, as per Graduate General Regulation 1.3.12.

Students who have demonstrated strong academic and research performance may transfer directly from the Master's program to the doctoral program, with the approval of the student's supervisory committee. See also the Graduate General Regulations on University transfer requirements.

Program Requirements

OVERALL REQUIREMENTS

1. PhD students must demonstrate the ability to perform and disseminate independent research that makes a significant, publishable contribution to knowledge in the discipline.
2. PhD students must demonstrate the following disciplinary knowledge:
   - mastery of the core subjects in physics, which include classical mechanics, electromagnetism, quantum mechanics, and statistical mechanics;
   - mastery of more specialized topics related to one's research topic; and
   - breadth of knowledge in physics at an advanced level.

Course Requirements

The minimum course requirements for the Physics PhD program are determined on an individual basis. Upon admission, the graduate program committee will review a student's previous coursework and set minimum requirements according to the guidelines provided below. In exceptional circumstances, the graduate program committee may allow the student to proceed without additional coursework over and above that for a master's degree. With the approval of the graduate program committee, the supervisory committee may also require additional coursework beyond those specified at admission to the PhD program.
PHD COURSE REQUIREMENT GUIDELINES

For a student entering the PhD program after completing an MSc in Physics at SFU, the minimum course requirement is 9 additional graduate units, which will include any of the following core courses that were not completed previously:

CORE PROFESSIONAL SKILLS

PHYS 801 - Student Seminar (1)
PHYS 802 - Introduction to Graduate Studies: Research and Teaching in Physics (2)

CORE PHYSICS CONTENT

PHYS 810 - Advanced Quantum Mechanics (3)
PHYS 821 - Advanced Electromagnetism I (3)
PHYS 841 - Statistical Mechanics (3)

Graduate units beyond the 15 units required for the MSc may be transferred to the PhD, subject to the approval of the graduate program committee. For example, a student who has completed 18 graduate units during the MSc program at SFU will typically be required to complete 6 units in the PhD program.

For a student entering the PhD program directly from another institution, the graduate program committee will award credit for equivalent coursework upon admission. No equivalent credit will be given for the two core professional skills courses, and an award of equivalent credit for any of the three core physics content courses may require further approval after the student has begun the program. The minimum PhD course requirements will then be set as for a student entering with an MSc in Physics from SFU. For example, a student who has completed six one-semester graduate courses in physics would typically be awarded 18 units of equivalent graduate course credit, so that the minimum PhD requirement would be 6 additional graduate units, including any core courses that were not completed previously.

Research and Thesis Requirements

A major portion of this program is conducting original research. A thesis, embodying new and important results or original research, must be presented and defended at the conclusion of the degree program.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
REVISED
CALENDAR ENTRY

Physics
DOCTOR OF PHILOSOPHY

Description of Program
The PhD program in the Department of Physics provides the opportunity to pursue advanced studies that culminates in original research in Physics. Students will do both coursework and a research-based thesis. A PhD in Physics provides students with expertise necessary to develop their own independent research program for careers in academia, government or industry.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. A master’s degree in Physics, or the equivalent, is required. Students who are in the MSc program in Physics and have demonstrated strong academic and research performance may transfer to the doctoral program, with the approval of the student’s supervisory committee. Also see the Graduate General Regulations on University transfer requirements.

Program Requirements
This program consists of course work and a thesis for a minimum of 30 units. The minimum course requirements for the Physics PhD program are determined on an individual basis. Upon admission, the graduate program committee will review a student’s previous coursework and set minimum requirements according to the guidelines provided below. For students with MSc degrees not from SFU, the graduate program committee will award credit for equivalent coursework.

The Physics department requires that students complete a combined total of 24 units of coursework during the master’s and PhD programs.

Students must complete
PHYS 801 - Student Seminar (1)
PHYS 802 - Introduction to Graduate Studies: Research and Teaching in Physics (2)
PHYS 810 - Advanced Quantum Mechanics (3)
PHYS 841 - Statistical Mechanics (3)

and one of
PHYS 821 - Advanced Electromagnetism I (3)
PHYS 822 – Advanced Electromagnetism II (3)
and 12 other units of graduate courses

and a thesis
PHYS 899 – PhD Thesis (6)

Other
Research and Thesis Requirements
A major portion of this program is conducting original research. A thesis, embodying new and important results or original research, must be presented and defended at the conclusion of the degree program.
Overall Requirements

1. PhD students must demonstrate the ability to perform and disseminate independent research that makes a significant, publishable contribution to knowledge in the discipline.

2. PhD students must demonstrate the following disciplinary knowledge:
   - mastery of the core subjects in physics, which include classical mechanics, electromagnetism, quantum mechanics, and statistical mechanics;
   - mastery of more specialized topics related to one's research topic;
   - and breadth of knowledge in physics at an advanced level.

Program Length

Students are expected to complete the program requirements within 12 terms (four years) after completing an MSc, or 15 terms (five years) after completing a BSc for students who transfer directly after one year from the MSc to the PhD program.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
MEMORANDUM

ATTENTION Senate

FROM Jeff Derksen, Chair of Senate Graduate Studies Committee (SGSC)

RE: New Course Proposals

DATE November 15, 2018

For information:

Acting under delegated authority at the meeting of November 6, 2018, SGSC approved the following new courses, effective Summer 2019:

Faculty of Arts and Social Sciences
Department of Political Science
1) New course: POL 880 NATO Field School, Simulation, and Experiential Learning Program

Faculty of Environment
School of Resource and Environmental Management
2) New course: REM 606 Indigenous People and Co-Management of Natural Resources (effective Spring 2020)
The Faculty of Arts and Social Sciences Graduate Committee met on October 15, 2018 and passed the attached motions. Please place these items on the agenda for the next SGSC meeting.

We would like the above changes to become effective Summer 2019.

Sean Zwagerman
Associate Dean, Faculty of Arts and Social Sciences
3. Department of Humanities
   a) FASSGSC approve the calendar changes {program requirements}.

4. School for International Studies
   a) FASSGSC approve the calendar changes to IS 806 {description}.

5. School of Public Policy
   a) FASSGSC approve the course change to PLCY 830 {title}.
      b) FASSGSC approve the course changes to PLCY 821 {title}.
      c) FASSGSC approve the course deletion of PLCY 822.
      d) FASSGSC approve the course deletion of PLCY 899.

6. Department of Political Science
   a) FASSGSC approve the new course POL 880.
MEMORANDUM

ATTENTION: Dr. Sean Zvagerman, Chair of FASSGSC

FROM: Dr. Mark Pickup, Graduate Chair, Department of Political Science

RE: Proposal for a New Course for Graduate Program in Political Science

The following new course proposal was discussed and approved by the Chair of Political Science and the Graduate Program Chair on September 7, 2018. The new course is POL 880 “NATO Field School- Simulation and Experiential Learning Program”. As requested, the course proposal and sample syllabus were revised and a library assessment was conducted on September 21, 2018.

Included with the attachments are the Course Proposal form and sample syllabus for POL 880.

Please let me know if you need anything else.

Thank you,
Mark Pickup
SENATE COMMITTEE ON INTERNATIONAL ACTIVITIES (SCIA) MEETING

Meeting Minutes

Date: February 02, 2017
Location: Electronic Voting

1. Approval of the amended Agenda.
   Adopted as presented. Approved

2. Approval of the minutes for November 24, 2016.
   Adopted as presented. Approved

3. Business arising from the minutes.
   No business arising from the minutes.

The following items were sent to the committee electronically for review and voting.

4. For Approval: Field School – NATO Defense College (Dr. Alexander Moens, Political Science)
   Approved

5. For Approval: Letter of Intent – Universidad del Valle de Guatemala (Guatemala City, Guatemala)
   (Dr. John O’Neil, Faculty of Health Sciences)
   Approved

6. For Information: 2016 SCIA Annual Report

7. Confirmation of next meeting - March 30, 2017, 2:00pm - 4:00pm – Finance Boardroom – SH 3009
Pol 880 Rationale

Alexander Moens

The Canada NATO Field School and Simulation Program is a new experiential and engagement learning program open to both senior undergraduate and graduate students. It has run successfully as a pilot in both 2017 and 2018 with graduate students from SFU, the University of Calgary and Manitoba. We expect graduate enrolment to go up to 10-15 students per course offering. The program is supported by a SFU-NATO Defense College MOU to make the course available to students enrolled in Canadian graduate schools in Political Science and related disciplines. All graduate assignments and requirements are different from the undergraduate level and taught by permanent faculty. The program is co-taught by two Political Science instructors. Beside short expert modules, students engage in three crisis simulation exercises mentored by professionals from various international organizations.

The Canada NATO Field School and Simulation Program offers both applied learning and directed practice in the areas of national security, defence, diplomacy and international cooperation. It offers students hands-on experience in decision-making and negotiation. It is a type of applied policy-community engagement that provides students with professional skills in government service, diplomacy, and policy making. The Field School offers a platform that prepares students for entrance-level work in policy making, coordination, and implementation. This field school introduces students to civilian and military practitioners on how composite international organizations such as NATO, the UN, and the UN Security Council manage multi-level complexity in their attempt to translate national interests and principles into international common policy and then into joint operations. The classroom learning, simulation training, and the professional briefings and demonstrations culminate in a week of NATO crisis-management simulation supported by background documents, video-based scenarios, and continuous feedback from NATO mentors in Rome. The NATO Field School aims to generate among students awareness and understanding about Canada's military and defence policy and the means to pursue these, and the international relationships needed to enhance these efforts. Completing this field school will help students compete for several internships, including with the NATO Association in Canada, the Youth Atlantic Treaty Association, NATO Defense College, and the Canadian Mission to the European Union.
NATO Field School, Simulation, and Experiential Learning Program

Objective:
Intensive international security and defence policy engagement program with over 240 hours of contact learning. Observation and interaction with military, diplomats, and experts in Canada and Europe (Riga, Brussels, Rome, Bucharest). Visiting Expert sessions and multiple simulation training. NATO, EU, UN multilateral negotiation simulation, strategic communication and crisis management.

Rationale for introduction of this course
See attached

Term of Initial Offering (eg. Fall 2015)
summer 2019

Course Delivery (eg. 3 hrs/week for 13 weeks)
244 hours of multiple learning activity

Estimated Enrollment per offering
10-15

Equivalent Courses:
None

Prerequisite and/or Corequisite:
admitted graduate student in Canadian University Political Science Program

Criminal Record Check Required?
Yes

Additional Course Fees?
Yes

Campus where course will be taught:
Burnaby
Surrey
Vancouver
Great Northern Way
Off campus

Course Components:
Lecture
Seminar
Lab
Independent
Capstone

Grading Basis:
Letter grades

Repeat for credit?
Yes

Total repeats allowed?

Repeat within a term?
No

Required course?
Yes

Final exam required?
Yes

Capstone course?
Yes

Combined with a Graduate course?
Yes

Graduate Course Credit:
Pol 480. Additional requirements in all written assignments

*See important definitions on the curriculum website.
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

**Faculty member(s) who will normally teach this course**

**Alexander Moens**

**Additional faculty members, space, and/or specialized equipment required in order to offer this course**

**Jeremie Cornut**

**CONTACT PERSON**

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>Mark Pickup</td>
<td><a href="mailto:mark.pickup@gmail.com">mark.pickup@gmail.com</a></td>
</tr>
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</table>

**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign.

**Graduate Program Committee**

<table>
<thead>
<tr>
<th>Signature</th>
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**Department Chair**

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<td>09/10/2018</td>
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**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

Overlap check done? **YES**

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

**Faculty Graduate Studies Committee**

<table>
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<td>11 OCT 2018</td>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

**Jeff Derksen**

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<td>NOV 15 2018</td>
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**ADMINISTRATIVE SECTION (for DGS office only)**

Library Check: NOV 01 2018

If different from regular units:

Academic Progress Units:

Financial Aid Progress Units:
Graduate Course Proposal: NATO Field School, Simulation, and Experiential Learning Program

Watch our first video: https://drive.google.com/file/d/1PnURovn4e3J3K2TpG7EN0OpueXOBosu-/view

Professor and Director: Dr. Alexander Moens
Assistant Field Director: Alexandra Richards (ajrichar@sfu.ca) AQ 6053
Field School Manager: Cornel Turdeanu (cturdean@sfu.ca) AQ 6035

Summary

This program offers a new and innovative method of student learning by engaging and observing professionals and experts in their working environment and by student immersion in the decision tasks that political, diplomatic, and military personnel face. This program admits students from across Canada and thus creates a cohort of SFU and Canadian students with a unique skillset for future vocations in international affairs, government, commerce, and the NGO sector. Students are educated in practical and professional problem solving by simulating an international crisis resolution and strategic communications at a professional level. The program takes place at multiple locations in Western Canada and in four countries in Europe. The NATO Field School and Simulation Program offers 12 undergraduate or 6 graduate credits. In addition to their tuition, students pay a Program fee.

Prerequisites

- Must be enrolled in a graduate program in Political Science at a Canadian University
- Consent of the Field School Director
- Must be 19 years of age or older prior to departure

Grading:

10% Research Proposal
20% Overall participation (Canada and Europe).
15% Field Journal (Canada: Wainwright and Marpac).
25% Field Journal (Europe).
30% Research Essay.
5% Bonus - Research Participation or Alternate Assignment

Required Texts:
Learning Objectives and Outcomes

In this Program students will learn:

- Why Canada’s security and defence policy exists in a multilateral format, including the United Nations, NORAD, NATO, NATO-EU, and NATO-AU.
- How NATO works, including the role of the political and military organs in NATO such as the North Atlantic Council, the Military Committee, and SHAPE.
- What rules and procedures NATO nations practice and how delegations negotiate in NATO.
- How consensus decision-making, red lines, silence procedures, non-papers, working papers, comment periods, and communiqués form part of the negotiations.
- How both Canada’s and NATO’s recent initiatives promote the role of women in peace and security and how Canada leads in this regard.
- How to formulate one’s national position in writing and speaking, and how to negotiate respectfully with other national positions represented by peers and how to use effective procedure techniques to achieve objectives and obtain consensus.
- How to write a national position paper and defend national interests.
- How Canada and NATO work with likeminded partners that are not NATO Allies, both in Europe such as Sweden and Finland, and with Partners across the Globe which include Japan, South Korea, Australia and New Zealand.
- How to write a research proposal and paper.

This Program aims to equip a diversity of Canadian university students with the know-how, skills, experience, and confidence to embark on careers in the Canadian government, multilateral organizations, diplomacy, peace and security, the Canadian Armed Forces as well as in law, Non-Governmental Organizations, international business and higher education sectors and Media.
The Faculty of Environment Graduate Studies Committee has approved the proposal from the School of Resource and Environmental Management (REM) to create two courses REM 606 and REM 607 for Spring 2020,

- REM 606 Indigenous People and Co-Management of Natural Resources
- REM 607 Indigenous Governance and Resource Relationships

Please add to the agenda of the next SGSC meeting.

Should you have any questions or concerns, please feel free to contact.

Dongya Yang, Ph.D., Professor
Associate Dean of Research and Graduate Studies
MEMO

ATTENTION Dr. Dongya Yang, Associate Dean, FENV

FROM Dr. Sean Markey, Graduate Chair, REM

RE Scheduling REM STT courses for Spring 2020

DATE September 13, 2018

Dear Dongya,

On behalf of the School of Resource and Environmental Management, I request approval from the FENV Graduate Program Committee for two new REM graduate courses as described below and in the attached "new course" forms.

These courses have been approved by the REM Graduate Program Committee and REM faculty. We would like to offer the new courses changes for the spring 2020 semester.

REM 606-5
Instructor: Evelyn Pinkerton
This course will piggy-backed with REM 406.

REM 607-5
Instructor: Clifford Atleo

Please see documents for full details.

Thank you.

[Signature]

Sean Markey
Graduate Chair, REM
**New Graduate Course Proposal**

*Attach a separate document if more space is required.*

<table>
<thead>
<tr>
<th>Course Subject [eg. PSYC]</th>
<th>Resource Management</th>
<th>Number [eg. 810]</th>
<th>606</th>
<th>Units [eg. 4]</th>
<th>5</th>
</tr>
</thead>
</table>

**Course title** (max. 100 characters including spaces and punctuation)

**INDIGENOUS PEOPLE AND CO-MANAGEMENT OF NATURAL RESOURCES**

**Short title** (for enrollment/transcript - max. 30 characters)

**Co-Mgmt of Natural Resources**

**Course description for SFU Calendar**

Students taking this course will develop the analytical skills to identify and evaluate general types, stages of development, and particular aspects of co-management within a broader framework of what is possible in co-management and co-governance arrangements. Students will learn to situate their particular research question and resource type (fish, forests, wildlife, water, parks, etc.) in relation to and in comparison with other resource types and research questions, e.g., what are the givens and the constraints of co-managing a fugacious resource such as fish or wildlife vs. a stationary resource such as forests? They will develop an appreciation of the particular roles that communities of place, especially indigenous people, may play in co-management, and the types of co-management institutions that are most appropriate for them. They will be able to analyze the strengths and weaknesses of different kinds of co-managing partnerships, and appreciate the broader governance issues which influence co-management arrangements.

**Rationale for introduction of this course**

This course had been taught as a special topics course for over a decade, and now it is time to formally register it as a regular course, especially as it will become cross-listed as also an undergraduate 4th year course, REM-406.

**Term of initial offering**

1201

**Course delivery** [eg. 3 hrs/week for 13 weeks]

4 hrs/week for 13 weeks

**Frequency of offerings/year**

*once a year*

**Estimated enrollment/offering**

15-25

**Equivalent courses** [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.]

REM-662 (special topics course) - Course Topic ID: 5 ST-Aboriginal People & Co-mgmt

**Prerequisite and/or Corequisite**

* Criminal record check required?  □ Yes  *** Additional course fees?  □ Yes  √ No
  * Campus where course will be taught  □ Burnaby  □ Surrey  ✔ Vancouver  □ Great Northern Way  □ Off campus
  * Course Components  □ Lecture  ✔ Seminar  □ Lab  □ Research  □ Practicum  □ Independent  □
  * Grading Basis  ✔ Letter grades  □ Satisfactory or Unsatisfactory  □ In Progress/Complete
  * Repeat for credit?  ****  □ Yes  √ No
  * Total repeats allowed?  
  * Capstone course?  □ Yes  ✔ No

---

*Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." if the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Page 1 of 2 Revised June 9, 2017
Required course? □ Yes ☑ No  
Final exam required? □ Yes ☑ No  
Repeat within a term? □ Yes ☑ No  

Combined with an undergrad course? ☑ Yes □ No  
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:  
REM 406. Graduate students will write a longer term paper, and undergraduates will have a few short papers.

RESOURCES  
If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source[s] of those additional resources.

Faculty member(s) who will normally teach this course  
Evelyn Pinkerton

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON  
Department / School / Program  
REM  
Contact name  
Evelyn Pinkerton  
Contact email  
epinkert@sfu.ca

DEPARTMENTAL APPROVAL  
Remember to also include the course outline.  
Non-departmentalized faculties need not sign

Department Graduate Program Committee Signature  
Sean Markay  
Date  
October 18, 2017

Department Chair Signature  
Sean Cox  
Date  
October 23, 2017

OVERLAP CHECK  
Overlap check done? □ YES  
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL  
This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee [FGSC] Signature  
Dongya Yang  
Date  
Sept. 25, 2018

SENATE GRADUATE STUDIES COMMITTEE APPROVAL  

ADMINISTRATIVE SECTION (for DGS office only)  
Course Attribute:  
Course Attribute Value:  
Instruction Mode:  
Attendance Type:  
If different from regular units:  
Academic Progress Units:  
Financial Aid Progress Units:
COURSE REQUIREMENTS:
1. To attend and participate in every class unless you have a valid reason presented in advance.
2. To do one of the basic shared readings (listed below) OR to report on a related reading you substitute.
   Only one reading will be required for most classes, selected by each student from list related to topic. Students may share a reading and do a joint report on it.
3. To do readings in your own area of interest and present them to the class as your draft term paper; contribute to theory-building and the shared annotated bibliography in the way you report on your reading.
4. To develop and present your own co-management research question(s) to the class for discussion and analysis both during the semester and in your term paper; likewise to devote your full attention to discussing the research questions of other class members. Class participation constitutes 50% of your mark.
5. To write a 15-25 page paper on an aspect of co-management which interests you, relating it to the general analytical frameworks presented in class (50% of your mark) OR to participate in writing a joint article with some other class member on a relevant topic related to course content, in the second half of the course. The class may prefer a mix of covering some of the topics below through lectures and some readings, combined with students presenting reviews of articles from the partial bibliography of recent literature on co-management and Indigenous people below.

COURSE OBJECTIVES:
General Objectives:
1. To develop the analytical skills to identify and analyze/evaluate general types, stages of development, and particular aspects of co-management within a broader framework of what is possible in co-management and governance arrangements.
2. To situate your particular research question and resource type (fish, forests, wildlife, water, parks, etc.) in relation to and in comparison with other resource types and research questions, e.g., what are the givens and the constraints of co-managing a fugacious resource such as fish or wildlife vs. a stationary resource such as forests?
3. To develop an appreciation of the particular roles that communities of place, especially aboriginal people, may play in co-management, and the types of co-management institutions that are most appropriate for them. To analyze the strengths and weaknesses of different kinds of co-managing partnerships.
4. To develop an appreciation of broader governance issues which influence co-management arrangements.
5. To build an appreciation of the range of the theory and literature on co-management. To be able to identify what literature helps answer what questions.
6. This course counts toward the Certificate in Development Studies.

Specific Objectives:
1. To become familiar with several basic models of co-management.
2. To become familiar with a framework for analyzing conditions which permit co-management institutions to develop and thrive.
3. To gain some appreciation of the dilemmas of communities involved in resource management and the challenges of working with them.
4. To gain an appreciation of some of the issues particularly affecting Indigenous communities in Canada and internationally.
Class 1 Jan 4th Introduction
(a) What is co-management? Basic framework for analyzing co-management. Questions to be answered in course. Strategy and scope of course.
(b) Introductions of professor and class members' areas of interests and the key questions they bring, in context of co-management framework just introduced.

Class 2 Jan 9th Introduction 2
Scope, scale, stage of development, focus, number of parties, etc. Ostrom's levels of power.
(b) A history of terminology: Aboriginal, Indigenous, First Nations, Indian, Native
(c) Questions addressed in Nisga'a Treaty video, part 1.
(d) Film: Jim Aldridge, chief counsel for the Nisga'a Tribal Council, History of negotiation of Nisga'a Treaty. (80 minutes)

Class 3 Jan 11th Larger Frameworks for Viewing Co-Management Arrangements

Class 4 Jan 16th Larger Frameworks for Viewing Co-Management Arrangements 2
(b) Questions addressed in Nisga'a Treaty video, part 2.
(c) Film: Jim Aldridge, chief counsel for the Nisga'a Tribal Council, Co-Management Provisions of the Nisga'a Treaty (in village, private and public lands, forestry, wildlife, environmental assessment, and self-government) 65 minutes.

Class 5 Jan 18th Strategies & tools for asserting co-management rights; Access equity in modern Forest Management How can community forests influence forest management?
(c) Film: Jim Aldridge, Part 3 Co-Management Provisions of the Nisga’a Treaty: fisheries (55 min)
Class 6 Jan 23rd  A Cultural Ecological Perspective on Northwest Coast First Nations’ Fish Management Systems Before Contact  How did Indigenous people make and enforce rules to make their fisheries sustainable in pre-contact times?

Class 7 Jan 25th The Role of Religious Belief/Spiritual Practice in Resource Management

Class 8 Jan 30th The Role of Religious Belief/Spiritual Practice in Resource Management 2
(c) Chehalis Indian Band (Stsailes) and Chilliwack Forest District. 2008. Kweh-Kwuch-Hum (Mt. Woodside) Spiritual Areas and Forest Management. A Policy Pilot Project [to set aside an area of spiritual value.]. 72p. double-spaced
(d) Film: Totem: Return and Renewal, 2007 (24 min.) updates the story if there is time. [google Gil Cardinal to see his award-winning film Foster Child, and Children of Alcohol]
(e) Repatriation of Tlingit totem pole in 2015 with help of Steve Langdon:
   http://www.newyorker.com/magazine/2015/04/20/the-tallest-trophy


Class 10  Feb 6th Tsilhqot'in Decision 2014
(b) Film: Blue Gold: The Tsilhqot'in Fight for Teztan Biny (Fish Lake), 2010. Susan Smitten. 41 minutes. http://vimeo.com/9679174. The case for the preservation of a lake which would be drained to store the tailing of a copper and gold mine (Prosperity Mine) proposed by Taseko Mines, Ltd. The Tsilhqot'in are a traditional hunting/fishing/gathering society in interior BC.
(c) Video: Aboriginal Title and Provincial Regulation: The Impact of Tsilhqot'in Nation v BC (2014) 2 hour discussion at University of Victoria Law School by a panel of 3 lawyers: Jay Nelson (General Counsel to the Tsilhqot'in Nation, Associate Counsel at Woodward & Company), Krista Robertson (Lawyer at JFK Law Corporation with expertise in Aboriginal Rights Law) and Dr. John Borrows (Canada Research Chair in Indigenous Law at the University of Victoria). https://www.youtube.com/watch?v=zJvbIpM7hEw
(d) Louise Mandell, Q.C. and Aaron Wilson. UBCIC Chiefs’ Council Meeting February 12, 2015 at Musqueam Recreation Centre. Legal Update and advice on how to respond. 19pp.

Class 11  Feb 8th Issues in Aboriginal Health
(a) Guest lecture by Grand Chief Doug Kelly, Chair, First Nations Health Council, which governs the First Nations Health Authority (BC)
(b) Required reading for entire class: read on the web page www.fnha.ca the foundational documents under “About” in the upper right corner of the main page: FNHA Overview: the seven directives, mandate, vision and values, Governance and Accountability. Be prepared to engage Grand Chief Kelly in questions and discussion.

Reading Break: Feb 12-16th

Class 12  Feb 20th Issues in Aboriginal Health 2
Class 13 Feb 22nd Restorative Justice and indigenous healing: aboriginal innovations
(a) Dennis Lakusta, guest lecture. Cree singer-songwriter-artist raised in foster homes and residential school describes his experience as part of the story of residential schools.
(e) Video: Through A Relational Lens with Rupert Ross http://www.youtube.com/watch?v=75HNjefhY3I (45 minutes)

Class 14 Feb 27th Barriers to implementing co-management rights & strategies to overcome them
Rights and strategies, but also political, social, economic, ecological conditions under which co-management can develop

Class 15 Mar 1st Barriers to implementing co-management rights & strategies to overcome them 2

Class 16 Mar 6th Barriers to implementing co-management rights & strategies to overcome them 3


(d) Film: *A Last Stand for Lelu.* 2016. (24 minutes). Farhan Umedaly and Tamo Campos. On Lelu Island near Prince Rupert, B.C., the traditional territory of the Lax Kw’alaams people, the B.C. provincial government was trying to get green light the construction of a massive LNG terminal – Pacific Northwest LNG, backed by Malaysian energy giant Petronas, without consent. Connected to Lelu Island is Flora Bank, a massive sand bar that is part of the Skeena River estuary and known by fisheries biologists as some of the most important salmon habitat in Canada. The project would have devastated this habitat in the path of the LNG pipeline that would feed the terminal with fracked gas from Northeastern B.C. The Lax Kw’alaams rejected a $1.15 billion dollar deal from Petronas in an attempt by the company to gain consent. Ignoring the voice of the Lax Kw’alaams, Petronas, with full backing of the Provincial Government began drilling into Flora Bank where they then faced off against the Lax Kw’alaams who have occupied the island since August 2015. https://vimeo.com/153989331. Petronas cancelled their project in July 2017 and a totem pole was raised on Lelu Island in October 2017.

Class 17 Mar 8th Barriers to implementing co-management rights & strategies to overcome them 4


(f) Film: *In the Same Boat.* 2007. 40 minutes. Martha Stiege. Bay of Fundy small-scale fisheries and partnerships with Mikmaq communities.


(h) Film: *Is the Crown at War with Us?* 2002. Alanis Obomsawin (96 min). Esugnoopetitj Mi'gmaq First Nation during the summer of 2000 as the Canadian government appears to wage war on the community for exercising their court-affirmed fishing rights. (Bumt Church, New Brunswick). https://www.nfb.ca/film/is_the_crown_at_war_with_us/

(i) TEDx talk: https://rationalinsurgent.com/2013/11/04/my-talk-at-tedxboulder-civil-resistance-and-the-3-5-rule/ It only takes 3.5 % of the population to change a regime, and they are far more successful as non-violent protesters, and there are many other forms of non-violent protest that are successful besides mass demos.

Class 18 Mar 13th Incorporating Local Knowledge into Co-Management

http://www.cbc.ca/player/Radio/Ideas/Massey+Lectures/ID/2398926896/
also TED talk 2003 “Dreams from Endangered Cultures” (22 minutes)
http://www.ted.com/talks/wade_davis_on_endangered_cultures
(d) Film: Inuit Knowledge and Climate Change. Zacharias Kunuk and Ian Mauro. 2010. 54 minutes.

Class 19 March 15th Neoliberalism and Co-management
The impact of privatization, commodification, and marketization on co-management, and what alternatives are sometimes worked out to adapt to privatization of common pool resources.

Class 20 March 20th Neoliberalism and Co-management 2
(b) Havice, E. 2013. Rights-Based Management in the Western and Central Pacific Ocean Tuna Fishery: Economic and Environmental Change Under the Vessel Day Scheme, Marine Policy 42:259-267. [political economy critique]
(d) Video: For a more in-depth look at structural causes of the crisis, see a very accessible and clear lecture by University of Massachusetts-Amherst economics professor Richard Wolf “Capitalism Hits the Fan” http://www.youtube.com/watch?v=TZU3wfttJY

Class 21 March 22nd Neoliberalism and Co-management 3
(b) Pinkerton, E. and Edwards, D. 2009. The Elephant in the Room: the hidden costs of leasing Individual Transferable Fishing Quotas. Marine Policy 33: 707-713. fuses the Coase theorem to demonstrate how the economic reasoning behind ITQs has not worked out in practice

Class 22 March 27th Co-Management Arrangements and Traditions in Other Countries.
(a) Bavinck, M, S. Jentoft, J. Pascual-Femandez, B. Marciniak. 2015. Interactive coastal governance: The role of pre-modern fisher organizations in improving governability. Ocean & Coastal Management 117: 52-60. [Holland, Norway, Spain, Poland]

Class 23 March 29th Review/synthesis of principles of co-management discussed in course.

Class 24 April 3rd Student termpaper presentations and class feedback.

Class 25 April 5th Student termpaper presentations and class feedback.

Class 26 April 10th Student termpaper presentations and class feedback.

Other Videos to be viewed if time allows:
(b) The Moon's Prayer. 1994. Northwest Indian Fish Commission. 50 Minutes. (habitat protection and restoration in Puget Sound)
(c) Taking Stock. 1994. 47 min. Documentary about the collapse of the Newfoundland cod fishery, and efforts to stop it. [in SFU library http://www.onf-nfb.gc.ca/eng/collection/film/?id=32271]
(d) Thinking Like a Watershed. 1999. (Mattole Watershed, Ben Lomond, California). 27 minutes
(e) Blessed Unrest, 2006. Paul Hawken. (the scale and scope of NGOs working for environmental and social justice) 5 min http://blessedunrest.com/video.html
(f) We Were Children. 2012. Tim Wolochatiuk (83 min) [docudrama based on interviews and dramatization of two residential school survivors in Saskatchewan and Manitoba schools]
Podcasts and databases:
(a) Stories From the Ancestors: The Legends of the Gwich'in. CBC Ideas. Feb 2010
http://www.cbc.ca/ideas/episodes/2010/02/24/stories-from-the-ancestors-the-legends-of-the-gwichin-
cd/
http://www.cbc.ca/ideas/episodes/2009/10/16/aboriginals-and-new-canadians-the-missing-
conversation/
(d) Joseph Meyers Center http://cmi.berkeley.edu/ database on co-management examples and critiques.

Articles and books by general and resource categories.

Books:
Acheson, James. 2003. Capturing the Commons: Devising Institutions to Manage the Maine Lobster
Toronto Press. 141pp.
Countries. Baltimore: Johns Hopkins University Press.
UBC Press, Vancouver, BC.
Brockington, Dan; Rosaleen Duff; Jim Igoe. 2008. Nature Unbound: Conservation, Capitalism and the
Future of Protected Areas. London: Earthscan.
Press.
Light Publishers.
Publishers.
Lincoln, NB: University of Nebraska Press.


**Articles (general):**


Ommer, Rosemary. 1986. Primitive accumulation and the Scottish clann in the Old World and the New. Journal of Historical Geography 12(2): 121-141. [Conditions under which it is destroyed]


Ramos, J., & Mason, R. (2004). Traditional Ecological Knowledge of Tlingit People Concerning the Sockeye Salmon Fishery of the Dry Bay Area, a Cooperative Agreement between the National Park
Service and the Yakutat Tlingit Tribe (No. Project 01-091). Yakutat Tlingit Tribe, National Park Service.


Forestry:


Watersheds:


Protected Areas:


Canadian Parks Council, ed. 2008. *Aboriginal Peoples & Canada's Parks & Protected Areas: Case Studies*. [http://www.parks-parcs.ca/english/cpc/aboriginal.php (see The role of Culture and Traditional Knowledge in Park Planning (Case Study #1, 4, 5, 9, 12, 14, 17, 22, 24))]


Igoe & Brockington, 2007


Wilshusen, Peter R., Steven R. Brechin, Crystal L. Fortwangler and Patrick C. West, 'Reinventing a Square Wheel: Critique of a Resurgent "Protection Paradigm" in International Biodiversity Conservation', Society & Natural Resources 15:1, 17 – 40

Fisheries:


Harris, Douglas C. & Peter Millerd. 2010. Food Fish, Commercial Fish, and Fish to Support a Moderate Livelihood: Characterizing Aboriginal and Treaty Rights to Canadian Fisheries. *Arctic Rev. L. & Politics* 82-107


**Wildlife**


Forced Relocations and Their Consequences.

(a) Film: *Qimmit: a Clash of Two Truths* by Ole Gjerstad. 2010. 68 min. An exploration of the disappearance of Inuit sled dogs and with it their nomadic adaptation.


(c) Special issue of *Indigenous Affairs* on Social Suffering, downloadable as a pdf at www.iwigea.org. Read Editorial by Jack Hicks, p. 4-5. and one of the following articles:
*Development Induced Resettlement and Social Suffering in Lao PDR* Anonymous, p.23-29;
*The Social Determinants of Elevated Rates of Suicide Among Inuit Youth* by Jack Hicks, p.31-37;
*Finding Answers to Suicide Within Aboriginal Communities: The Yarrabah Story (Australia)* By Penny Mitchell, p.44-50


(e) *How a People Live.* 2013. Film made by the community in response to above book.
REM-406 Indigenous People and Co-management

Instructor: Evelyn Pinkerton, Office TASC I - 8217, Tel: 778-782-4912

This course introduces several basic co-management models, a framework for analyzing conditions which permit co-management institutions to develop and thrive, the dilemmas of communities involved in co-management and the challenges for governments working with them, with special but not exclusive attention to Canadian Indigenous communities.

COURSE OBJECTIVES

General Objectives:

1. To introduce the analytical skills to identify and analyze/evaluate aspects of co-management within a broader framework of what is possible in co-management and governance arrangements.
2. To situate particular research questions and resource types (e.g. fish, forests, wildlife, water, parks, etc.) in relation to other resource types and research questions, e.g., what are the constraints of co-managing a resource such as fish or wildlife vs. a stationary resource such as forests?
3. To introduce the particular roles that communities of place, especially Indigenous people, may play in co-management, and the types of co-management institutions that are most appropriate for them. To analyze the strengths and weaknesses of different kinds of co-managing partnerships.
4. To introduce the broader governance issues which influence co-management arrangements.
5. To expose students to the range of the theory and literature on co-management and to the literature that helps answer key questions.

Specific Objectives:

1. To introduce several basic models of co-management.
2. To expose students to a framework for analyzing conditions which permit co-management institutions to develop and thrive.
3. To gain some appreciation of the dilemmas of communities involved in resource management and the challenges of working with them.
4. To gain an appreciation of some of the issues particularly affecting Indigenous communities in Canada and internationally.

COURSE REQUIREMENTS

Students are required to attend and participate in every class unless you have a valid reason presented in advance. Students must also do the basic shared readings (to be provided). Only one reading per student is required for most classes, selected by instructor from a list related to the topic but you should also do readings in your own area of interest and contribute to the shared annotated bibliography.

In addition, you will be required to develop and present your own co-management research question(s) to the class for discussion and analysis; likewise to devote your full attention to discussing the research questions of other class members. Class participation constitutes 50% of your mark.

Students will write a 10-15 page paper on an aspect of co-management (from a prescribed list of topics), relating it to the general analytical frameworks presented in class (50% of your mark)
PROPOSED CLASS SCHEDULE (class will meet Tues and Thurs for 2 hrs each class)

WEEK 1  Introduction
What is co-management? Basic framework for analyzing co-management. Questions to be answered in course. Strategy and scope of course.

WEEK 2  Larger frameworks for viewing co-management arrangements

WEEK 3  A political ecological perspective on northwest coast first nations’ fish management systems before contact, and equity in modern forest management
How did Indigenous people make and enforce rules to make their fisheries sustainable in pre-contact times? How can community forests influence on-reserve forest management post-contact?

WEEK 4  The role of religious belief/spiritual practice in resource management

WEEK 5  Co-management and self-management in traditional hunting societies
The experience of the first wildlife co-management agreements and boards in Canada. Tsilhqot’in Decision

Reading Break

WEEK 6  Issues in indigenous health

WEEK 7  Restorative justice and indigenous healing: indigenous innovations

WEEK 8  Barriers to implementing co-management rights & strategies to overcome them
These two classes consider not only rights and strategies, but also the conditions under which co-management can happen: political, social, economic, ecological.

WEEK 9  Barriers to implementing co-management rights & strategies to overcome them 2

WEEK 10  Incorporating local knowledge into co-management

WEEK 11  March 27th. Neoliberalism and co-management
The impact of privatization, commodification, and marketization on co-management, and what alternatives are sometimes worked out to adapt to privatization, etc. of common pool resources.

WEEK 12  Co-Management arrangements and traditions in Europe

WEEK 13  Student presentations of their term papers and class feedback. Wrap-up.
What have we learned? Summarize principles of co-management discussed in course.
SUPPLEMENTARY COURSE MATERIALS

Useful review/synthesis papers to read on your own.

Additional Videos
(b) The Moon's Prayer. 1994. Northwest Indian Fish Commission. 50 Minutes. (habitat protection and restoration in Puget Sound)
(c) Thinking Like a Watershed. 1999. (Mattole Watershed, Ben Lomond, California). 27 minutes
(d) Blessed Unrest, 2006. Paul Hawken.(the scale and scope of NGOs working for environmental and social justice) 5 min http://blessedunrest.com/video.html
(e) We Were Children. 2012. Tim Wolochatiuk (83 min) [docudrama based on interviews and dramatization of two residential school survivors in Saskatchewan and Manitoba schools]
(f) 8th Fire. 2013. TV series (45 min each) shown in 2013 on what the 8th generation of post-contact aboriginal people are building with Canada. Four full episodes and many short “dispatches” can be watched at: http://www.cbc.ca/player/Shows/Shows/Doc+Zone/8th+Fire/Full+Episodes/
(h) http://unistotencamp.com/?p=991 (password “resist”) 2014. 30 minute film by Hilary Somerville on protest camp in Wet'suwet'en territory which occupies corridor through which oil and LNG pipelines want to pass.

Podcasts and databases:
(a) Stories From the Ancestors: The Legends of the Gwich'in. CBC Ideas. Feb 2010
(d) Joseph Meyers Center http://crnai.berkeley.edu/ database on co-management examples and critiques.
New Graduate Course Proposal

Attach a separate document if more space is required.

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC) REM</th>
<th>Course Number (eg. 810) 607</th>
<th>Units (eg. 4) 5</th>
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Indigenous Governance and Resource Relationships

Course title (max. 100 characters including spaces and punctuation)

Indigenous Governance and Resource Relationships

Short title (for enrollment/transcript - max. 30 characters)

Indig. Gov. & Res. Relations.

Course description for SFU Calendar *

Explores diverse Indigenous perspectives on governance, resource, land and water management, intergovernmental relations and economic development in the context of contemporary settler colonialism in Canada. Skills include critical thinking, anti-colonial, economic, political and policy analyses.

Rationale for introduction of this course

See attached page.

Term of initial offering 1201

Course delivery (eg. 3 hrs/week for 13 weeks)

13 weeks 4 hrs/week

Estimated enrollment/offering 10

Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)

N/A

Prerequisite and/or Corequisite **

Criminal record check required? □ Yes *** Additional course fees? □ Yes □ No

Campus where course will be taught □ Burnaby □ Surrey □ Vancouver □ Great Northern Way □ Off campus

Course Components □ Lecture □ Seminar □ Lab □ Research □ Practicum □ Independent □

Grading Basis □ Letter grades □ Satisfactory or Unsatisfactory □ In Progress/Complete

Repeat for credit? **** □ Yes □ No Total repeats allowed? Capstone course? □ Yes □ No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is...". If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Page 1 of 2 Revised June 9, 2017
Final exam required? □ Yes 0 No  Repeat within a term? □ Yes 0 No

Combined with an undergrad course? □ Yes 0 No
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:

RESOURCES
If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course
Clifford Atleo

Additional faculty members, space, and/or specialized equipment required in order to offer this course
N/A

CONTACT PERSON

Department / School / Program Contact name Contact email
REM Clifford Atleo clifford_atleo@sfu.ca

DEPARTMENTAL APPROVAL

Remember to also include the course outline.
Non-departmentalized faculties need not sign

Department Graduate Program Committee
Sean Markey Signature Date
October 18, 2017

Department Chair
Sean Cox Signature Date
October 23, 2017

OVERLAP CHECK

Overlap check done? 0 YES  The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee [FGSC] Signature Date
Dongya Yang Digital signature Sept. 25, 2018

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee [SGSC] Signature Date
Jeff Derksen Digital signature Nov. 15, 2018

ADMINISTRATIVE SECTION (for DGS office only)
Course Attribute: __________________________
Course Attribute Value: __________________________
Instruction Mode: __________________________
Attendance Type: __________________________

If different from regular units:
Academic Progress Units: __________________________
Financial Aid Progress Units: __________________________
REM 607 – Spring 2018  
Indigenous Governance and Resource Relationships

COURSE OUTLINE

INSTRUCTOR: Clifford Atleo, clifford_atleo@sfu.ca
CLASS HOURS: Tuesdays & Thursdays, 4:30-6:20pm, location TBD
OFFICE HOURS: TBD, TASC 1, Room 8411

COURSE DESCRIPTION:
This course examines a variety of Indigenous perspectives, priorities and complications with respect to governance, and resource, land and water management in British Columbia. We begin with an exploration of Indigenous worldviews, values and principles, especially as they relate to “resources,” and matters of kinship, responsibility, respect, and reciprocity. We will then seek to understand intergovernmental relations within the context of settler colonialism and neoliberal capitalism. Students will receive an introduction into the complex issues and difficult decisions faced by Indigenous peoples, including diversity and divergence of values and principles, economic and community development pressures, poverty, settler colonialism and the ongoing struggles for Indigenous self-determination.

This course will include theoretical foundations of Indigenous worldviews, settler colonialism, neoliberal capitalism and Indigenous-Settler relations, as well as an examination of several case studies, primarily from British Columbia. Students will be encouraged to critically analyze contemporary resource management/relationship issues from Indigenous, anti-colonial, and anti-capitalist perspectives. As many REM students go on to work on these issues directly after graduation, here they will be exposed to them here from the positions of empathy and solidarity.

COURSE SCHEDULE: Seminars: Tuesdays & Thursdays, 4:30pm-6:20pm

COURSE MATERIAL: Required readings available on-line (Canvas), through library, or will be emailed to students via the course email list. Students are also required to purchase the following textbooks:

ASSIGNMENTS AND EVALUATION:
1. Class Participation & Presentation: 20%
   Class participation (10%) is an important part of a seminar class. It’s really quite simple: Prepare, attend, contribute. Absences, lack of preparation, and a failure to contribute to class discussions will result in lower marks. Absences for legitimate purposes will not be penalized, but it is important that you communicate with me clearly about these instances. Contributions to class discussion and debate will be assessed not by quantity, but rather by quality. Constructive participation requires not only having something to say about the issues, but also listening well to other people’s questions and arguments, responding to them sensitively and effectively, and contributing in a way that advances the group’s understanding of the issues. In practice, students
who attend regularly and make an effort to participate as much as reasonable find that their participation mark raises their overall mark. If at any time during the course of the semester you are unsure of or have questions about your mark for class participation, please feel free to come and see me so that we can clarify it.

Students will also be required to make a brief (10 minute) presentation (10%) on one of the readings. Presentations should not simply be summaries of the readings, but emphasize your critical understanding and opinions of them and lead to productive class discussion.

2. Précis: 15%
   Your Précis will be approximately 1000 words long. The purpose of this précis is to identify the main argument of one of the readings (article or book chapter) and engage critically but briefly.

3. Book Review: 20%
   Your book review will be approximately 1500 words long. The book review is similar to the précis but will be focused on one of our assigned books in its entirety. You will choose which of the books you’d like to respond to.

4. Term Paper: 45%
   The final paper should be approximately 5000 words and engage a subject of your choosing, related to any of the themes raised in class in greater depth.

DUE DATES:
Précis: February 20, 2018
Book Review: March 13, 2018
Term Paper: April 10, 2018

Always keep a copy for yourself of written work submitted.

GRADE | PERCENT | CRITERIA
--- | --- | ---
A+ | 95 - 100 | Excellent Performance: Strong understanding of content and strong and agile ability to identify and apply relevant concepts from content
A | 90 - 94 | Good Performance: Very good understanding of content and ability to apply concepts from content
A- | 85 - 89 | Satisfactory Performance: Basic understanding of content and ability to apply concepts from content
B+ | 80 - 84 | C+ | 66 - 69 |
B | 75 - 79 | C | 60 - 65 |
B- | 70 - 74 | C- | 55 - 59 |
D | 50 - 54 | Unsatisfactory Performance: Little or no understanding of content and ability to apply concepts from content

F | 0 - 49 | Marginal Performance: Some understanding of content and ability to apply concepts from content

COURSE SCHEDULE AND READINGS:

Week 1: Introduction
Thursday, January 4th
I will introduce the key themes and subjects of the course and we will introduce ourselves to each other to help contextualize the discussions that will follow.
Readings: No Readings

**Week 2: Pre-Canada Colonialism**  
*Tuesday, January 9th*
Readings: TBD

*Thursday, January 11th*
Readings: TBD

**Week 3: Canadian Settler Colonialism**  
*Tuesday, January 16th*

*Tuesday, January 18th*

**Week 4: Eco-Colonialism I**  
*Tuesday, January 23rd*

*Thursday, January 25th*

**Week 5: Eco-Colonialism II**  
*Tuesday, January 30th*

*Thursday, February 1st*
Readings: Braun, Chapter 3.

**Week 6: Indigenous Worldviews Introduction**  
*Tuesday, February 6th*

**Thursday, February 8**

**Week 7: February Reading Week, no classes.**

**Week 8: Indigenous Worldviews: Tsawalk [Précis Due]**
**Tuesday, February 20th**
Readings: Umeek, Prologue, Introduction, and Chapters 1, 2, 3.

**Thursday, February 22**
Readings: Umeek, Chapters 4, 5, 6 and 7.

**Week 9: Indigenous Worldviews: Spirits of our Whaling Ancestors**
**Tuesday, February 27**
Readings: Coté, Introduction and Chapters 1, 2 and 3

**Thursday, March 1**
Readings: Coté, Chapters 4, 5, 6, and 7.

**Week 10: Indigenous Worldviews: Coast Salish**
**Tuesday, March 6**

**Thursday, March 8**
Readings: TBD

**Week 11: Case Studies: Clayoquot Sound [Book Review Due]**
**Tuesday, March 13**
Readings: TBD

**Thursday, March 15**
Readings: TBD

**Week 12: Case Studies: Case Studies: Fossil Fuel Extraction and Transportation**
**Tuesday, March 20**
Readings: TBD
Thursday, March 22nd
Readings: TBD

Week 13: Case Studies: Fish and Fish Farming
Tuesday, March 27th
Readings: TBD

Thursday, March 29th
Readings: TBD

Week 14: Decolonizing Our Resource Relationships
Tuesday, April 3rd

Thursday, April 5th

Week 15: Wrap-up [Final Paper Due]
Tuesday, April 10th
ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies Committee (SGSC)
RE: Course Changes

DATE November 15, 2018

For information:
Acting under delegated authority and at its meeting of November 6, 2018 SGSC approved the following course changes, effective Summer 2019:

Faculty of Arts and Social Sciences
School for International Studies
1) Course change (description): IS 806

Department of Linguistics
2) Course changes (units): LING 800, LING 801, LING 802, LING 803, LING 804, LING 805, LING 806, LING 807, LING 810, LING 811, LING 812, LING 813, LING 820, LING 821, LING 850, LING 851, LING 855, LING 896, LING 898, LING 899

School of Public Policy
3) Course changes (title): PLCY 821, PLCY 830
4) Course deletions: PLCY 822, PLCY 899

Beedie School of Business
5) Course change (title, description, equivalency): BUS 615
6) Course change (title, description): BUS 728
7) Course change (title): BUS 880
8) Course change (description): BUS 990

Faculty of Health Sciences
9) Course change (units, title, description): HSCI 990
10) Course deletion: HSCI 998
The Faculty of Arts and Social Sciences Graduate Committee met on October 15, 2018 and passed the attached motions. Please place these items on the agenda for the next SGSC meeting.

We would like the above changes to become effective Summer 2019.

Sean Zwagerman
Associate Dean, Faculty of Arts and Social Sciences
MOTIONS FOR THE FASSGSC MEETING OF OCTOBER 4, 2018

1. Department of French

   a) FASSGSC approve the Program termination of the joint MA program in English and French.

2. Department of Linguistics

   a) FASSGSC approve the course change to LING 800 {credits}.  
   b) FASSGSC approve the course change to LING 801 {credits}.  
   c) FASSGSC approve the course change to LING 802 {credits}.  
   d) FASSGSC approve the course change to LING 803 {credits}.  
   e) FASSGSC approve the course change to LING 804 {credits}.  
   f) FASSGSC approve the course change to LING 805 {credits}.  
   g) FASSGSC approve the course change to LING 806 {credits}.  
   h) FASSGSC approve the course change to LING 807 {credits}.  
   i) FASSGSC approve the course change to LING 810 {credits}.  
   j) FASSGSC approve the course change to LING 811 {credits}.  
   k) FASSGSC approve the course change to LING 812 {credits}.  
   l) FASSGSC approve the course change to LING 813 {credits}.  
   m) FASSGSC approve the course change to LING 820 {credits}.  
   n) FASSGSC approve the course change to LING 821 {credits}.  
   o) FASSGSC approve the course change to LING 850 {credits}.  
   p) FASSGSC approve the course change to LING 851 {credits}.  
   q) FASSGSC approve the course change to LING 855 {credits}.  
   r) FASSGSC approve the course change to LING 896 {credits}.  
   s) FASSGSC approve the course change to LING 898 {credits}.  
   t) FASSGSC approve the course change to LING 899 {credits}.  

1. **Department of Humanities**
   a) FASSGSC approve the calendar changes to Linguistics MA and PhD programs (program requirements).

2. **School for International Studies**
   a) FASSGSC approve the course change to IS 806 (description).

3. **School of Public Policy**
   a) FASSGSC approve the course change to PLCY 830 (title).
   b) FASSGSC approve the course changes to PLCY 821 (title).
   c) FASSGSC approve the course deletion of PLCY 822.
   d) FASSGSC approve the course deletion of PLCY 899.

4. **Department of Political Science**
   a) FASSGSC approve the new course POL 880.
MEMO

ATTENTION Faculty Graduate Studies Committee  |  TEL

FROM Bridget Barker, Secretary, School for International Studies x27146

RE: Graduate Course Change (description only) for IS 806, effective 1194

DATE August 29th, 2018

The following course change has been approved by the School for International Studies and is being forwarded for approval. This change should be effective for Summer 2019 (1194).

Change: IS 806 Course Description - Updating course description to more accurately reflect the course content.

Gerardo Otero
Professor & Graduate Program Chair
School for International Studies
Graduate Course Change

Attach a separate document if more space is required.

<table>
<thead>
<tr>
<th>Course Subject/Number</th>
<th>Units</th>
<th>Effective Term and Year</th>
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<tr>
<td>IS 806</td>
<td>4</td>
<td>1194 (Summer 2019)</td>
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**Course Title**
State Failure and Reconstruction: Comparative Perspectives

**Rationale for Change:**
Updating course description to more accurately reflect the course content.

**Proposed Changes (Check all that apply)**

- [ ] Course number
- [ ] Units*
- [ ] Title
- [x] Description
- [ ] Prerequisite
- [ ] Other

Complete only the fields to be changed:

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**Description**
The challenges posed by the 'new wars' and by state failure, and their consequences, the needs of humanitarian intervention, and the tasks of reconstructing or building viable states, involve critical security dimensions that are of both a military and non-military nature. It will explore the extensive body of literature on state formation and decay, and on intervention, in various regional settings with an emphasis on the causes of state failure, and the prospects of state rebuilding.

Examines the causes of state fragility and collapse, and assesses the challenges of reconstruction. Focusing on cases from different regions, we will explore the security dimensions of state fragility, the role of humanitarian intervention, the challenge of building democratic institutions in divided societies, and the relationship between statebuilding and peacebuilding.

**Prerequisite**

**Other**

*Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.*
REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

CONTACT PERSON

<table>
<thead>
<tr>
<th>Department / School / Program</th>
<th>Contact name</th>
<th>Contact email</th>
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<tbody>
<tr>
<td>International Studies</td>
<td>Bridget Barker</td>
<td><a href="mailto:inst@sfu.ca">inst@sfu.ca</a></td>
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DEPARTMENTAL APPROVAL

<table>
<thead>
<tr>
<th>Department Graduate Program Committee</th>
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<tbody>
<tr>
<td>Gerardo Otero</td>
<td></td>
<td>22/AUG./2018</td>
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<tr>
<td>Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tamir Moustafa</td>
<td></td>
<td>September 28, 2018</td>
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FACULTY APPROVAL

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<tr>
<td>Jean Zwagerman</td>
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute Value:
Instruction Mode:
Attendance Type:
If different from regular units:
Academic Progress Units:
Financial Aid Progress Units:
ATTENTION: Or, Sean Zwagerman, Associate Dean of FASS, Graduate Programs

FROM: Dr. Chung-hye Han, Graduate Program Chair, Linguistics

RE: Credit Unit Changes for Linguistics MA and PhD programs

DATE: Sept 20, 2018 | TIME: 11:00 am

At its meeting of July 19, 2018, the Department of Linguistics approved the following curricular program change:

Credit units of LING 800, LING 801, LING 802, LING 803, LING 804, LING 805, LING 806, LING 807, LING 810, LING 811, LING 812, LING 813, LING 820, LING 821, LING 850, LING 851, LING 855, and LING 896 be changed from four to three.

Credit units of LING 898 and LING 899 be changed from six to ten.

I have submitted Graduate Course Change forms for all courses listed above, and Calendar Change forms for the MA and PhD programs in Linguistics reflecting these credit unit changes.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Thank you.

Chung-hye Han
Professor
Graduate Program Chair
Department of Linguistics
# Graduate Course Change

Attach a separate document if more space is required.

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**Course Title**: Phonology  

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes** (Check all that apply)

- [x] Course number
- [ ] Units*
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

Complete only the fields to be changed

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* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

Page 1 of 2 Revised May 2015
REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

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- **Course Attribute:**
- **Course Attribute Value:**
- **Instruction Mode:**
- **Attendance Type:**
- If different from regular units:
  - Academic Progress Units:
  - Financial Aid Progress Units:
Graduate Course Change

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Course Title  Syntax

Rationale for Change:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

Proposed Changes (Check all that apply)

- [ ] Course number
- [x] Units
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

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- Financial Aid Progress Units: __________
Graduate Course Change

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Rationale for Change:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

Proposed Changes (Check all that apply)

- [ ] Course number
- [✓] Units
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

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Graduate Course Change

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Course Title: Discourse and Pragmatics

Rationale for Change:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

Proposed Changes (Check all that apply)

- [ ] Course number
- [x] Units*
- [ ] Title
- [ ] Description
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**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes** (Check all that apply)

- ☑ Course number
- ☐ Units*
- ☐ Title
- ☐ Description
- ☐ Prerequisite
- ☐ Other

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# Graduate Course Change

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Course Title: Historical and Comparative Linguistics

Rationale for Change:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

Proposed Changes (Check all that apply)

- [ ] Course number
- [x] Units*
- [ ] Title
- [ ] Description
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# Graduate Course Change

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**Course Title**  
Sociolinguistics

**Rationale for Change:**  
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

**Proposed Changes (Check all that apply)**

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- [ ] Units*
- [ ] Title
- [ ] Description
- [ ] Prerequisite
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**Course Title:** Computational Linguistics

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes (Check all that apply):**

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- [ ] Title
- [ ] Description
- [ ] Prerequisite
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**Course Title:** Topics in Linguistics 1

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes (Check all that apply)**

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**Graduate Course Change**

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**Course Title**: Topics in Linguistics II

**Rationale for Change**:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

**Proposed Changes** (Check all that apply)

- [ ] Course number
- [x] Units*
- [ ] Title
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If different from regular units:

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Page 2 of 2 Revised May 2015
### Graduate Course Change

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**Course Title**: Topics in Linguistics III

**Rationale for Change**: To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

**Proposed Changes** (Check all that apply)

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- [ ] Description
- [ ] Prerequisite
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**Course Title** Topics in Linguistics IV

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes (Check all that apply)**

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<td>LING 820</td>
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**Course Title:** Formal Linguistics

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes (Check all that apply):**

- Course number
- Units
- Title
- Description
- Prerequisite
- Other

**Complete only the fields to be changed:**

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Page 1 of 2 Revised May 2015
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### DEPARTMENTAL APPROVAL

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### SENATE GRADUATE STUDIES COMMITTEE APPROVAL

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ADMINISTRATIVE SECTION (for DGS office only)

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- Course Attribute Value: ______________________
- Instruction Mode: ____________________________
- Attendance Type: ____________________________
- If different from regular units:
  - Academic Progress Units: __________________
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## Graduate Course Change

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**Course Title:** Phonetics

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes** (Check all that apply)

- [ ] Course number
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- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

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ADMINISTRATIVE SECTION (for DGS office only)

If different from regular units:

- Academic Progress Units: ___________
- Financial Aid Progress Units: ___________
## Graduate Course Change

**Course Subject/Number**: LING 850  
**Units**: 4  
**Effective Term and Year**: Summer 2019

**Course Title**: Foundations of Applied Linguistics

**Rationale for Change**:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

### Proposed Changes [Check all that apply]

- [ ] Course number  
- [X] Units*  
- [ ] Title  
- [ ] Description  
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ADMINISTRATIVE SECTION (for DG5 office only)

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Instruction Mode: ____________________________
Attendance Type: ____________________________

If different from regular units:
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Financial Aid Progress Units: ____________________________

Page 2 of 2 Revised May 2015
Graduate Course Change

Attach a separate document if more space is required.

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**Course Title**
Research Techniques and Experimental Design

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

**Proposed Changes** (Check all that apply)

- [ ] Course number
- [ ] Units
- [ ] Title
- [ ] Description
- [ ] Prerequisite
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**Course Subject/Number**: LING 855  
**Units**: 4  
**Effective Term and Year**: Summer 2019

**Course Title**: Topics in Applied Linguistics

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes** (Check all that apply)

- [ ] Course number
- [x] Units*
- [ ] Title
- [ ] Description
- [ ] Prerequisite
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Complete only the fields to be changed

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ADMINISTRATIVE SECTION (for DGS office only)

- **Course Attribute:**
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- **Instruction Mode:**
- **Attendance Type:**

If different from regular units:

- **Academic Progress Units:**
- **Financial Aid Progress Units:**
# Graduate Course Change

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**Course Title**: Directed Research

**Rationale for Change**: To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

**Proposed Changes** (Check all that apply)

- [ ] Course number
- [x] Units *
- [ ] Title
- [ ] Description
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Graduate Course Change

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Course Title: MA Thesis

Rationale for Change:
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements.

Proposed Changes (Check all that apply)

- [ ] Course number
- [x] Units
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

Complete only the fields to be changed

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* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.
REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

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</tr>
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</table>

### DEPARTMENTAL APPROVAL

<table>
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<tr>
<th>Department Graduate Program Committee</th>
<th>Signature</th>
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<tbody>
<tr>
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### SENATE GRADUATE STUDIES COMMITTEE APPROVAL

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### Graduate Course Change

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<td>Summer 2019</td>
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**Course Title:** PhD Thesis

**Rationale for Change:**
To increase flexibility in allowing credits from courses taken from other departments, such as computing science and psychology, count towards program requirements

**Proposed Changes (Check all that apply):**
- [ ] Course number
- [ ] Units*  
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

Complete only the fields to be changed

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</table>
Cover Memo to FASSGSC

To: FASS Graduate Studies Committee
From: Kora DeBeck, School of Public Policy
Re: Course Name Changes and Course Deletions
Date: September 13, 2018

The following course name changes and course deletions have been approved by the Faculty of the School of Public Policy and are forwarded to FASS Graduate Studies Committee for approval. These curriculum items should be effective for Summer 2019. Please include them on the next FASSGSC agenda.

The requested changes in course names are minor word updates to reflect current terminology.

School of Public Policy

Course name changes: PLCY 830, 821
- PLCY 830 from: Law, Public Policy and Dispute Resolution to "Law, Public Policy and Conflict Resolution"
- PLCY 821 from: Aboriginal and First Nations Policy to "Indigenous Policy"

Course deletions: PLCY 822, 899
- PLCY 822 "World Economic Policy Issues"
- PLCY 899 "Capstone Project Completion"

Kora DeBeck, School of Public Policy Faculty Graduate Chair
<table>
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**Course Title**
Aboriginal and First Nations Policy

**Rationale for Change:**
We would like to change the terminology of 'Aboriginal and First Nations' to 'Indigenous' to reflect the preferences of Indigenous populations.

**Proposed Changes (Check all that apply):**

- [X] Title  
- [ ] Description  
- [ ] Prerequisite  
- [ ] Other

**Complete only the fields to be changed:**

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*Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.*

Page 1 of 2 Revised May 2015
REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

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**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

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**Graduate Course Change**

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**Course Title**

Law, Public Policy and Dispute Resolution

**Rationale for Change:**

We would like to change the word 'dispute' to 'conflict' as the terminology 'conflict' better reflects the scope of the course content.

**Proposed Changes (Check all that apply)**

- [ ] Course number
- [x] Units
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

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<tr>
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</table>
# Graduate Course Deletion

A course can be deleted if it has not been offered in the previous seven years or if there is no chance of it being offered again. Once a course has been deleted for a minimum of 10 years, the course subject and number can be re-used.

## Course Details

<table>
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**Course Title:** World Economic Policy Issues  
**Reason for Deletion:** Course no longer fits with program curriculum and educational objectives

**Effective Term and Year:** Summer 2019

---

**Before Submission to SGSC check the following:**

- Is this course required for degree completion?  
  - Yes  
  - No

- Do any program calendar entries need to be changed as a result of this deletion?  
  - Yes  
  - No

- Does the departmental website need to be updated?  
  - Yes  
  - No

---

## REMINDER:

All course deletions must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

---

### CONTACT PERSON

- **Department / School / Program:** School of Public Policy  
- **Contact name:** Kora DeBeck  
- **Contact email:** kdebeck@sfu.ca

### DEPARTMENTAL APPROVAL

- **Department Graduate Program Committee**  
  - **Signature:**  
  - **Date:** September 19, 2018

- **Department Chair**  
  - **Signature:**  
  - **Date:** September 19, 2018

### FACULTY APPROVAL

- **Faculty Graduate Studies Committee (FGSC)**  
  - **Signature:**  
  - **Date:** Nov 15, 2018

### SENATE GRADUATE STUDIES COMMITTEE APPROVAL

- **Signature:**  
  - **Date:** Nov 15, 2018

---

Revised August 2015
**Graduate Course Deletion**

A course can be deleted if it has not been offered in the previous seven years or if there is no chance of it being offered again. Once a course has been deleted for a minimum of 10 years, the course subject and number can be re-used.

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**Course Title**
Capstone Project Completion

**Reason for Deletion**
The course is no longer needed as students who are working on their capstone projects are now registered in a different course section.

**Effective Term and Year:** Summer 2019

**Before Submission to SGSC check the following:**

- Is this course required for degree completion? **YES**
- Do any program calendar entries need to be changed as a result of this deletion? **YES**
- Does the departmental website need to be updated? **YES**

**Additional information for any YES responses:**

REMINDER: All course deletions must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

**CONTACT PERSON**

- **Department / School / Program:** School of Public Policy
- **Contact name:** Kora DeBeck
- **Contact email:** kdebeck@sfu.ca

**DEPARTMENTAL APPROVAL**

- **Department Graduate Program Committee:** Kora DeBeck
- **Signature:** [Signature]
- **Date:** September 19, 2018

- **Department Chair:** Nancy Olewiler
- **Signature:** [Signature]
- **Date:** September 19, 2018

**FACULTY APPROVAL**

- **Faculty Graduate Studies Committee (FGSC):** Sean Zinger
- **Signature:** [Signature]
- **Date:** 11 Oct. 2018

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

- **Senate Graduate Studies Committee (SGSC):** Jeff Derksen
- **Signature:** [Signature]
- **Date:** NOV 15 2018

**Revised August 2015**
Memo to SGSC

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: Curriculum revisions to Executive MBA, MBA, MSc Fin, PhD
Date: October 17, 2018

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Summer 2019.

Please include them on the next SGSC agenda.

- Course changes:
  - BUS 615: Title, Description, and Equivalency Change
  - BUS 728: Title and Description Change
  - BUS 880: Title Change
  - BUS 990: Description Change
- Other:
  - GSTC calendar undated to new APR template (no program changes made)

Thank you for your attention herein. Should you have any questions or concerns, please do not hesitate to contact me.

Dr. Andrew Gemino
Professor, Management Information Systems
Associate Dean, Graduate Programs, Beedie School of Business
Graduate Course Change

Attach a separate document if more space is required.

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**Course Title**: Marketing Management

**Rationale for Change:**

BUS 637 is also titled Marketing Management. These changes allow for distinction between executive MBA marketing courses.

**Proposed Changes** (Check all that apply)

- [ ] Course number
- [ ] Units*
- [✓] Title
- [✓] Description
- [ ] Prerequisite
- [✓] Other Equivalent course

**Complete only the fields to be changed**

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| FROM | TO |
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| Units | Units* |
| Course Title | Course Title (max 100 characters) |
| Marketing Management | Marketing |
| Course Short Title | Course Short Title (max 30 characters) |
| Marketing Management | Marketing |
| Description | Description |
| An analysis of the strategic consideration of marketing management and their impact on the firm and its competitors. | Apply the fundamentals of marketing management including understanding competitive rationality, why competitive advantage needs to be managed as a process, and the creation and evaluation of customer equity. Learn how to formulate and implement offering, pricing, placement and marketing communication strategies that will lead to growth and competitive advantage. |
| Equivalent Courses: MBA615. | Students who have taken BUS 637 and BUS 638 may not take this course for further credit. |
| Prerequisite | Prerequisite |
| Other | Other |
| Equivalent Courses: MBA615. | Students who have taken BUS 637 and BUS 638 may not take this course for further credit. |

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REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

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ADMINISTRATIVE SECTION (for DG5 office only)

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If different from regular units:

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**Course Title**
Research Internship

**Rationale for Change:**
Title & description updated from Internship (which implies it is paid) to Practicum (unpaid).

**Proposed Changes (Check all that apply)**

- [ ] Course number
- [ ] Units*
- [✓] Title
- [✓] Description
- [ ] Prerequisite
- [ ] Other

Complete only the fields to be changed

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<td>Description</td>
<td>Description</td>
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<tr>
<td>Students in a PhD program may substitute Research Internship for Internship. A supervised research assistantship of two to eight months involving research-related activities such as the design, collection, review, analysis and reporting of research related data. Prerequisite: Admission to a PhD program.</td>
<td>Students in a PhD program may substitute Research Practicum for MBA Internship. A supervised research practicum of two to eight months involving research-related activities such as the design, collection, review, analysis and reporting of research related data. Prerequisite: Admission to a PhD program.</td>
</tr>
</tbody>
</table>

*Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.
REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

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<td>Andrew Gemino</td>
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

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<td>NOV 15 2018</td>
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ADMINISTRATIVE SECTION (for DGS office only)

- Course Attribute: \( \text{NCPR} \)
- Course Attribute Value: Practicum
- Instruction Mode: Practicum
- Attendance Type: Practicum

If different from regular units:
- Academic Progress Units: 
- Financial Aid Progress Units: 

Page 2 of 2 Revised May 2015
Graduate Course Change

Attach a separate document if more space is required.

<table>
<thead>
<tr>
<th>Course Subject/Number</th>
<th>Units</th>
<th>Effective Term and Year</th>
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<td>BUS 880</td>
<td>0</td>
<td>Summer 2019</td>
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</table>

Course Title: Student Investment Advisory Service Internship

Rationale for Change:
Title updated from Internship (which implies it is paid) to Practicum (unpaid).

Proposed Changes (Check all that apply)

- [ ] Course number
- [ ] Units*
- [x] Title
- [ ] Description
- [ ] Prerequisite
- [ ] Other

Complete only the fields to be changed

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Senate Graduate Studies Committee (SGSC) Approval

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<tr>
<td>Jeff Derksen</td>
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ADMINISTRATIVE SECTION (for DGS office only)

- Course Attribute: NCPR
- Course Attribute Value: Practicum
- Instruction Mode: 
- Attendance Type: 

If different from regular units:
- Academic Progress Units: 
- Financial Aid Progress Units: 

Page 2 of 2 Revised May 2015
Graduate Course Change

Attach a separate document if more space is required.

<table>
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<td>Course Title</td>
<td>Research Project</td>
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<td></td>
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Rationale for Change:
Description updated from Pass/Fail (outdated language) to Satisfactory/Unsatisfactory.

Proposed Changes [Check all that apply]
- [ ] Course number
- [ ] Units*
- [ ] Title
- [x] Description
- [ ] Prerequisite
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Complete only the fields to be changed

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PhD students will generate a research project in their third term that will be graded by the senior supervisor on a satisfactory/unsatisfactory basis. The student can rewrite the project once. If the grade is still deficient, they will be asked to withdraw from the program. Those who pass the research project will present it in an open research presentation. Questions and answers emerging in this context should assist the student to develop their research. Prerequisite: Enrollment in PhD program.

*Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.
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Course Attribute: 
Course Attribute Value: 
Instruction Mode: 
Attendance Type: 
If different from regular units:
Academic Progress Units:
Financial Aid Progress Units:
The attached course and program changes have been approved by the Faculty of Health Sciences and are forwarded to the Senate Graduate Studies Committee for approval. These changes should be effective Spring 2019. Please include them on the next SGSC agenda.

1. HSCI 990 graduate course change
2. HSCI 998 graduate course deletion
3. HSCI FHS program change to remove HSCI 998 from the PhD requirements

Sincerely,

Timothy Beischlag
Director, Graduate Programs
**Graduate Course Change**

Attach a separate document if more space is required.

<table>
<thead>
<tr>
<th>Course Subject/Number</th>
<th>Units</th>
<th>Effective Term and Year</th>
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<tr>
<td>HSCI 990</td>
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<td>Summer 2019</td>
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**Course Title**: Thesis Research

**Rationale for Change:**
FHS currently offers two thesis courses in the doctoral program. FHS would like to move to the university wide accepted offering of one thesis based course for the doctoral program.

**Proposed Changes** (Check all that apply)
- [ ] Course number
- [X] Units*
- [X] Title
- [X] Description
- [ ] Prerequisite
- [ ] Other

**Complete only the fields to be changed**

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<td>Course Title</td>
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<td>Thesis Research</td>
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<tr>
<td>Faculty of Health Sciences</td>
<td>Kellie Smith</td>
<td><a href="mailto:kellie@sfu.ca">kellie@sfu.ca</a></td>
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<tr>
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<td>Date</td>
</tr>
<tr>
<td>Frank Lee</td>
<td></td>
<td>May 1, 2018</td>
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<tbody>
<tr>
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If different from regular units:

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Page 2 of 2 Revised May 2015
Graduate Course Deletion

A course can be deleted if it has not been offered in the previous seven years or if there is no chance of it being offered again. Once a course has been deleted for a minimum of 10 years, the course subject and number can be re-used.

<table>
<thead>
<tr>
<th>Course Subject/Number</th>
<th>HSCI 998</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>PhD Thesis Preparation and Defence</td>
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<td>Reason for Deletion</td>
<td>Combining HSCI 990 Thesis Research and HSCI 998 into one course.</td>
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</tr>
<tr>
<td>Effective Term and Year</td>
<td>Summer 2019</td>
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<td></td>
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Before Submission to SGSC check the following:

- Is this course required for degree completion? ☑ YES ☐ NO
- Do any program calendar entries need to be changed as a result of this deletion? ☑ YES ☐ NO
- Does the departmental website need to be updated? ☑ YES ☐ NO

Additional information for any YES responses:
Website and calendar will be changed pending approval of this deletion

REMINDER: All course deletions must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

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</table>

Revised August 2015
Please find enclosed the annual report for the Senate Library Committee.
Senate Library Committee

MEETINGS HELD
The Senate Library Committee met 3 times during 2017/18:
- October 16, 2017
- February 19, 2018
- June 7, 2018

HIGHLIGHTS
October 16, 2017
- The committee received a report about deposit to Summit and made recommendations on how to increase access and deposit to Summit, to conform with the university-wide Open Access Policy.
- Committee members had consulted with their faculty colleagues to identify areas of particular interest in which the Research Commons could develop future programming. It was suggested that the Research Commons partner with other departments (Teaching & Learning Center, Health & Wellness, Grant Facilitators) to provide faculty programming.
- Discussion of the rollout of Library’s Integrated Library System brought significant improvements to the Community Scholar Program and to the Reserve system. Committee members suggested ways to improve the Library’s public communications about the new system and the change process.

February 19, 2018
- Library’s External Review report and the Library’s response to the report was discussed with feedback and suggestions given on the recommendations made by the External Review Committee.
- The Committee supported the Library’s proposal to stop charging fines for library books unless they have been recalled for another borrower and to increase loan periods for most books to a full semester for SFU borrowers. They recommended that the Library should make a communication plan for the rollout of the changes.
• There was a discussion on the "2.5% commitment" which was an idea that every academic library should commit to contribute 2.5% of its total budget (outside of staffing) to support the common infrastructure needed to create the open scholarly commons.

June 7, 2018

• Committee reviewed the Library’s Action Plan in response to the External Review Report

• 2018/19 Collections budget was approved unanimously by the committee. It was noted that for this fiscal year, the Surrey Library (Fraser) collections budget has been transferred from Surrey Administration within the VP External portfolio to SFU Library budget within the VP Research portfolio.

Senate Library Committee Membership, 2017/18

Gwen Bird, Dean of Libraries/University Librarian
Anthony Chan, Business (effective June 1, 2018)
Glenn Chapman, Senator at Large
Daryl Clarke, Library Staff (through May 31, 2018)
David Coley, Faculty of Arts and Social Sciences (through May 31, 2018)
Valorie Crooks, Environment (through May 31, 2017)
Jeff Derksen, Graduate Studies
Ashley Edwards, Library Staff Representative (effective June 1, 2018)
Natalie Gick, Associate Dean of Libraries
Arr Farah, Undergraduate Representative
Huamei Han, Education (through May 31, 2018)
Jie Mein(JM) Goh, Business (through May 31, 2018)
Joy Johnson, Vice-President, Research and International (Chair)
Daniel Laitsch, Senator at Large
John Maxwell, Communication, Art & Technology
Ozlem Sensoy, Education (effective June 1, 2018)
Wade Parkhouse, Associate VP Academic
Junxian(Johnson) Peng, Graduate Representative (effective June 1, 2017)
Hazel Plante, Librarian Representative (effective June 1, 2017)
Donya Samadi, Graduate Representative (through May 31, 2017)
Judy Smith, Continuing Studies
Susie Smith, Recording Secretary
Malcolm Steinberg, Health Sciences
Ljiljana Trajkovic, Applied Science
Nicole White, Librarian (through May 31, 2017)
Vance Williams, Science
Terms of Reference

1. Advises the University Librarian on matters relating to the operation of the Library and the liaison between the Library and academic departments and programs. The areas of advice include the following:
   - monitoring the continuing response to the Library Review Report recommendations and organizing subsequent reviews every five years
   - liaison between the Library and academic programs
   - establishing collections priorities
   - review of Library performance data
   - review of major changes in Library systems or operations
   - Advises the Vice President, Research on matters relating to the size of the Library budget.

2. Approves guidelines for the allocation of the Library materials budget between various fields of instruction and research.

3. Recommends changes in rules and regulations for the operation of the Library, such as the Loan Policy.

4. Reports to Senate annually concerning its activities and the operation of the Library.
The Library Penalties Appeal Committee met on November 1, 2017. There were two (2) appeals sent to the Library Penalties Appeal Committee (SLC/LPAC) for this past year.

1. On the first appeal, it was passed that the appeal would: waive overdue fines, reduce the lost book fees and that the library would set up a payment schedule.

2. The second appeal was denied.

Other Business
- Glenn Chapman was elected Chair for 2017/2018

LPAC Membership 2017/2018
Glenn Chapman, Senator at Large (Chair)
Daniel Laitsch, Senator at Large (Vice-Chair)
Arr Farah, Undergraduate Rep
Junxian Peng, Graduate Rep
Scott Mackenzie, Ex-Officio, Secretary (non-voting) through June 30, 2018
Mark Christensen, Ex-Officio, Secretary (non-voting) as of July 1, 2018
April 27/18.
For Melissa,
Good luck with your studies.

2017/2018 Library Highlights
SFU
CONTENTS

MESSAGE FROM THE DEAN  2
WELCOME TO THE SFU LIBRARY  3
WE BUILD CAPACITY  5
WE ENHANCE THE STUDENT EXPERIENCE  7
WE COLLABORATE  9
STATISTICS AT A GLANCE  11
Message from the Dean

It has been a rewarding year for the SFU Library as we continue to work through the objectives outlined in our Strategic Plan for 2017-2021. The libraries on all three SFU campuses welcomed over 1.7 million visitors to our refreshed spaces and upgraded student study areas.

It is an exciting time to work in research libraries, as we evolve to address the information needs of students and faculty engaged in new forms of teaching and research. In 2019 these include the opportunities of digital scholarship and the imperative of digital preservation, alongside the more traditional roles of a university library.

It has also been great fun to host a number of public events over the past year, to welcome the broader community to the library and to showcase outstanding scholars and authors. For example, once again in March, we hosted the Celebration of SFU Authors. This year's event highlighted books and chapters by 118 SFU faculty, staff, students, and alumni, and featured SFU faculty member David Chariandy, winner of the 2017 Rogers Writers’ Trust Fiction Prize.

This annual report profiles these aspects of our work and more, which I am proud to present on behalf of the outstanding team in the SFU Library.
Welcome to the SFU Library

The SFU Library embarked on the second year of our strategic plan. As you will read in the pages of this report, we came together as a team and collaborated across the University and with our communities in order to build capacity and enhance the student experience.

This past year, the SFU Library was honored to nominate Ivan Coyote—award-winning storyteller, author, educator, and advocate for Canada’s LGBTQ2S communities—for the degree of Doctor of Laws, honoris causa. The degree was conferred on October 5, 2017. In February 2018, we were thrilled to welcome Ivan back to SFU for the third installment of One Book One SFU. This in-conversation event with Tegan Quin was an intimate discussion of Coyote’s Tomboy Survival Guide and, in the words of one of our attendees, it “soothing with warmth and compassion.”

SFU Library’s Public Knowledge Project (PKP) continued its strong tradition of capacity building and collaboration. Our colleagues at PKP worked with instructors to improve student writing with open, online, peer-reviewed course journals. By creating class publications using the world-renowned Open Journal Systems software, SFU students were both authors and peer reviewers. Students put in more effort and felt more proud knowing that they were writing for a larger audience.

Several library staff received recognition for their professional contributions this past year. Amanda Goldrick-Jones received the 2017 Staff Achievement Award for Innovation; Melanie Hiepler received the 2017 SFU Library Undergraduate Student Award; See Oh received the 2017 Staff Achievement Award for Work Performance; Brian Owen was the recipient of the Canadian Research Knowledge Network’s Ron McDonald Distinguished Service Award; Dal Sahai, Ruth Silverman, Donna McIver Thompson, Darcy Walks, Cynthia Wright, and Tim Messman collectively received the 2017 Staff Achievement Award for Team Achievement; and Baharak Youssef received the 2018 Association of College & Research Libraries Women and Gender Studies Section Significant Achievement Award. Congratulations to all!
Gift from the Thakore Charitable Foundation

In 2014, the Thakore family made a generous financial gift to SFU Library through the Thakore Charitable Foundation. A portion of the gift was used to create the Thakore Learning and Events room at W.A.C. Bennett Library, named in memory of Nathuram Thakore who taught at SFU in the 1960s. A commissioned portrait of Mr. Thakore is on display in the room.

Three generations of the Thakore family have ties to SFU, and we are grateful that they have chosen to give back to the University. In addition, their gift has created the Thakore Learning and Events Endowment to fund the annual Dean’s Lecture on Information and Society.

The inaugural Dean’s Lecture on Information and Society featured author Lawrence Hill in conversation with artist Chantell Gibson. The event was well received by the SFU community and beyond, and many guests have remarked on the singularity of the experience: “the structure and inter-textuality was completely unique and brought many delightful surprises... I'd seen many panels with this author, and this stood out as one of my favourites.”

We are looking forward to future gatherings and events made possible by this generous gift.

SFU Library staff crowdfund for revitalization of Squamish language

In 2017, the SFU Library staff worked together on our first-ever crowdfund campaign, to raise money to cover one year of tuition and living expenses for a student participating in Temstl’?ta Snichim: Squamish Language Adult Immersion Program.

Language provides an essential link between generations. As fewer and fewer people speak the Skwxwú7mesh (Squamish) language, the possibility of cultural extinction becomes a reality. Research libraries like SFU can contribute to Indigenous language revitalization efforts by partnering with communities involved in the creation, digitization, and preservation of language learning resources. SFU Library provides digital preservation services in this capacity for Skwxwú7mesh language resources.

From the Squamish Nation, Khelsilem is dedicated to revive his ancestral language. After a trip to Quebec six years ago, he learned about Mohawk immersion efforts. Soon after, he started a grassroots language program out of his father’s home and now, in partnership with SFU, he leads the full-time Temstl’?ta Snichim.

The SFU Library campaign was a success, and the fundraising goal was met and exceeded within the first five days of the 30-day campaign.

Building community through open social scholarship

In celebration of Open Access week, the SFU Library hosted “Open Beyond the Academy: Building Community Through Open Social Scholarship,” featuring Dr. Hannah McGregor (SFU) and Dr. Raymond Siemens (UNBC). This panel discussed the ways digital humanities work is accessible and accountable to non-academic communities.

Dr. McGregor creates two podcasts: Witch, Please [with Marcelle Kosman] and Secret Feminist Agenda. In this panel, she focused on accountability to communities. Drawing on her own experiences as a feminist podcaster, McGregor asked if the podcasting model can help us radically rethink the way we peer review to ensure that scholarship remains accountable to the communities it serves.

Dr. Siemens proposed a functional definition for open social scholarship—the creation and dissemination of research beyond the academy—and concluded that as academic methodologies change to include non-academic communities, research questions will begin to change along with them.
To: Senate

From: Kris Nordgren, Secretary
Senate Nominating Committee

Date: November 16, 2018

Subject: Senate Committee Elections

This is a summary of the nominations received and outstanding vacancies for Senate committees.

All nominations must be received by the Senate Office from the Nominating Committee in time to be included in the documentation sent out for the next Senate meeting. Senators will be informed that further nominations may be made by individual members of Senate. Any such nominations must reach the Committee Secretary the Friday before the meeting of Senate, and no further nominations will be accepted after this time. The Committee Secretary will provide members of Senate at the Senate meeting with such further nominations as may have been received. Oral nominations during the meeting of Senate will not then be allowed.

If only one nomination is received for a position, the position will be elected by acclamation. If more than one nomination is received for a position, online voting will be held during the week following the Senate meeting on Monday, December 3, 2018. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POSITION</th>
<th>TERM (from June 1, 2018)</th>
<th>NOMINATIONS RECEIVED (after November Senate elections)</th>
<th>CANDIDATES ELECTED (from November Senate meeting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC</td>
<td>Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REB</td>
<td>Member (not affiliated with the University)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAB</td>
<td>Faculty member</td>
<td>2 years</td>
<td></td>
<td>Gord Myers</td>
</tr>
<tr>
<td></td>
<td>Graduate Student (Alternate)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCAR</td>
<td>Student Senator</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senator</td>
<td>2 years</td>
<td></td>
<td>Holly Hendrigan</td>
</tr>
<tr>
<td>SCCS</td>
<td>Senator (at-large)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member of the University Community (at-large)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student (Alternate)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCEMP</td>
<td>Graduate Student (at-large)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIA</td>
<td>Faculty Member (Arts and Social Sciences)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Communication, Art and Technology)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Health Sciences)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Science)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduate Student (at large) | 1 year
---|---
SCUH | Faculty Senator (Applied Sciences) | 3 years
| Faculty Senator (Health Sciences) | 2 years
| Student Senator | 1 year
SCUP | Faculty Senator (Arts and Social Sciences) | 2 years
| Faculty Senator (Science) | 2 years
| Undergraduate Student Senator | 1 year
| Graduate Student Senator (Alternate) | 1 year
| Faculty Senator (Applied Sciences) | 3 years
| Faculty Senator (Health Sciences) | 2 years
| Undergraduate Student Senator | 1 year
| Graduate Student Senator (Alternate) | 1 year
SCUTL | Faculty Member (Health Sciences) | 3 years
SNC | Faculty Senator (Arts and Social Sciences) | 2 years
| Faculty Senator (Communication, Art and Technology) | 1 year
| Faculty Senator (Health Sciences) | 1 year
| Graduate Student | 1 year
SNC | Faculty Senator (Arts and Social Sciences) | 2 years
| Faculty Senator (Communication, Art and Technology) | 1 year
| Faculty Senator (Health Sciences) | 1 year
| Graduate Student | 1 year
SNC | Graduate Student | 1 year
| Student Senator | 1 year

SCUTL | Faculty Member (Health Sciences) | 3 years
SNC | Graduate Student (Alternate) | 1 year
SNC | Graduate Student (Alternate) | 1 year
SNC | Graduate Student (Alternate) | 2 years

SNC | Faculty Member | 2 years

* SCIA Faculty members: In the event that the Faculty Member is unable to attend, the Faculty Dean is authorized to appoint an alternate replacement.

CC | Calendar Committee
DQAC | Diverse Qualifications Adjudication Committee
ESC | Electoral Standing Committee
LPAC | Library Penalties Appeal Committee
REB | Research Ethics Board
SAB | Senate Appeals Board
SCAR | Senate Committee on Agenda and Rules
SCCS | Senate Committee on Continuing Studies
SCEMP | Senate Committee on Enrolment Management and Planning
SCIA | Senate Committee on International Activities
SCODA | Senate Committee on Disciplinary Appeals
SCUH | Senate Committee on University Honours
SCUP | Senate Committee on University Priorities
SCUS | Senate Committee on Undergraduate Studies
SCUTL | Senate Committee on University Teaching and Learning
SGAAC | Senate Graduate Awards Adjudication Committee
SGSC | Senate Graduate Studies Committee
SLC | Senate Library Committee
SNC | Senate Nominating Committee
SPCSAB | Senate Policy Committee on Scholarships, Awards & Bursaries
SUAAAC | Senate Undergraduate Awards Adjudication Committee
At a meeting of Senate held on March 7, 2011, Senator Paul Percival requested that relevant IRP reports, such as the annual Grades Report, be brought to Senate for information.

Attached is the 2017/18 Grades Report, submitted for information. This report is prepared once a year and it summarizes student course grades at the University over a ten year period. The 2017/18 Grades Report covers the period from 2008/09 to 2017/18. Attached is the Summary Report. More detailed information is available on IRP’s website: [http://www.sfu.ca/irp/students/grades-report.html](http://www.sfu.ca/irp/students/grades-report.html)

Enclosure
2017/18 Grades Report:
Historical Distribution of
Undergraduate and Graduate Course Grades
2008/09 to 2017/18

Prepared by
David Ham, Analyst
Jessica Tilley, Analyst
Institutional Research and Planning
Fall 2018
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I – Introduction

This report summarizes student course grades at Simon Fraser University over the ten year period from 2008/09 to 2017/18. SFU faculty and staff can access more detailed information at the SFU Institutional Research and Planning website (http://www.sfu.ca/irp/students/grades-report.html).

II – Definitions and Notes

To calculate the average course grades, each grade is assigned a numeric value, defined in Table 1. These values are weighted by the number of students who received each particular grade, to produce an overall average.

Table 1: Simon Fraser University’s Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>N</td>
<td>0.00</td>
</tr>
<tr>
<td>FD</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Note: FD is defined as a fail (academic discipline) and has only been in use since Summer 2009.

Table 2 lists the grades that have no numerical equivalent, and are therefore omitted from the calculation of average grades, and from this report. Although they are not included in the averages, credit is granted for the following grades: “AE”, “CC”, “CO”, “CR”, “IP”, and “S”.

Table 2: Grades with No Numerical Equivalent

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>aegrotat standing, compassionate pass</td>
</tr>
<tr>
<td>AU</td>
<td>audit</td>
</tr>
<tr>
<td>CC</td>
<td>course challenge</td>
</tr>
<tr>
<td>CF</td>
<td>course challenge failed</td>
</tr>
<tr>
<td>CN</td>
<td>did not complete challenge</td>
</tr>
<tr>
<td>CO</td>
<td>complete</td>
</tr>
<tr>
<td>CR</td>
<td>credit without grade</td>
</tr>
<tr>
<td>DE</td>
<td>deferred grade</td>
</tr>
<tr>
<td>FX</td>
<td>formal exchange</td>
</tr>
<tr>
<td>GN</td>
<td>grade not reported</td>
</tr>
<tr>
<td>IP</td>
<td>in progress</td>
</tr>
<tr>
<td>P</td>
<td>pass, ungraded</td>
</tr>
<tr>
<td>S</td>
<td>satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>withdrawn</td>
</tr>
<tr>
<td>WD</td>
<td>withdrawal</td>
</tr>
<tr>
<td>WE</td>
<td>withdrawal under extenuating circumstances</td>
</tr>
</tbody>
</table>

Among undergraduate courses, “lower division” courses are those numbered from XX1 to 299, inclusive. “Upper division” courses are numbered 300 to 499, inclusive.

1 Effective April 1, 2009, SFU introduced two new faculties: the Faculty of Communication, Art and Technology, and the Faculty of Environment. These changes in faculty structure initiated the move of certain courses to different faculties. Also, effective April 1, 2011, the Department of Archaeology moved from the Faculty of Arts and Social Sciences to the Faculty of Environment. Further, the Semester in Dialogue courses moved from the Faculty of Science to the Faculty of Environment in Spring 2017, and then moved to the Faculty of Arts and Social Sciences in Spring 2018. All data in this report reflect the current faculty structure.
Data reported on a yearly basis refers to fiscal year. For example, 2017/18 grades are the grades accumulated over the 2017 Summer term (SFU term code: 1174), the 2017 Fall term (SFU term code: 1177), and the 2018 Spring term (SFU term code: 1181). The grades data for each fiscal year are taken as of the middle of the following summer term, to allow time for grade challenges and deferred grades to be resolved.

To protect student privacy, grade distributions based on five grades or fewer are not reported. Co-op courses, work-terms, and practicums are excluded from this report. Where they could be identified, courses graded as Pass/Fail are also excluded.

III – Analysis

III.A – Undergraduate Course Grades

III.A.1 – Lower Division Course Grades (Courses Numbered XX1-299 Inclusive)

FACULTY COMPARISONS (see Table 3 and Figure A):

- The Faculty of Education (EDUC) awarded the highest average lower division grades in 2017/18. EDUC has awarded the highest average lower division course grades in six of the last ten years, with an average awarded grade of 3.06 over the past decade.

- For each of the past ten years, the faculties of Communication, Art and Technology (CAT), Education (EDUC), and Health Sciences (HSCI) have awarded higher average lower division grades than the rest of the faculties.

- In general, lower division courses in the Faculty of Environment (ENV) have awarded higher average grades than those in Arts and Social Sciences (ARTS) and Applied Sciences (APSC). For each of the past ten years, APSC courses have awarded a higher percentage of "A" grades (A+, A, and A-) and a higher percentage of "F" grades (F, FD, and N) than courses in ENV and ARTS. Average lower division grades in APSC have been increasing and have been similar to ENV for the past five years.

- Lower division courses in the Beedie School of Business (BUS) and the Faculty of Science (SCI) have generally awarded the lowest average grades.

Table 3: Average Undergraduate Course Grades Awarded and Percentage of "A" Grades Awarded, by Course Faculty – Lower Division

<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Average Course Grades</th>
<th>% &quot;A&quot; Grades Awarded</th>
<th>10-Year Average</th>
<th>10-Year Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017/18</td>
<td>10-Year Average</td>
<td>2017/18</td>
<td>10-Year Proportion</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>2.78</td>
<td>2.66</td>
<td>28.3%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>2.67</td>
<td>2.62</td>
<td>19.6%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Business</td>
<td>2.62</td>
<td>2.53</td>
<td>15.6%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.07</td>
<td>3.00</td>
<td>30.0%</td>
<td>28.2%</td>
</tr>
<tr>
<td>Education</td>
<td>3.20</td>
<td>3.06</td>
<td>42.1%</td>
<td>35.4%</td>
</tr>
<tr>
<td>Environment</td>
<td>2.80</td>
<td>2.70</td>
<td>26.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>2.93</td>
<td>2.97</td>
<td>28.2%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Science</td>
<td>2.57</td>
<td>2.52</td>
<td>22.2%</td>
<td>20.8%</td>
</tr>
<tr>
<td>University Total</td>
<td>2.72</td>
<td>2.65</td>
<td>23.0%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>
LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES:

Comparing the average lower division grades awarded over the last ten years:

- Applied Sciences (APSC):
  - Courses in Chinese (CHIN) have awarded the highest average lower division grades. Note that 2013/14 was the first year that this subject was offered by APSC.
  - Mathematics and Computing Science (MACM) courses have awarded grades considerably below the APSC average.

- Arts and Social Sciences (ARTS):
  - The seven subjects in the Faculty of Arts and Social Sciences to award the highest average grades in the last ten years are all language subjects (Language, Persian, Greek, Chinese, Arabic, Italian, and First Nations Languages). Note that several of these subjects have not been offered every year: Arabic (ARAB), First Nations Languages (FNLG), Language (LANG), and Persian (PERS). Furthermore, the averages for ARAB, LANG, and PERS are based on a relatively small number of grades.
  - Philosophy (PHIL) and Economics (ECON) courses have awarded the lowest average lower division grades.

- Business (BUS):
  - Over the last ten years, lower division courses in Business Administration and Economics (BUEC) and Business Administration (BUS) have awarded similar average grades.

- Communication, Art and Technology (CAT):
  - Publishing (PUB) and Contemporary Arts (CA) courses have awarded the highest lower division course grades over the last ten years. Note that this is only the sixth year that lower division PUB courses have been offered.
  - Communication (CMNS) course have awarded the lowest average lower division grades.

- Education (EDUC):
  - On average, Education (EDUC) courses have awarded higher lower division grades than Foundations of Academic Literacy (FAL) courses.

- Environment (ENV):
  - Courses in the Environment (ENV) subject have awarded the highest average lower division grades. Note that this is only the fifth year that lower division ENV courses have been offered.
  - Archaeology has awarded the lowest average lower division grades.

- Science (SCI):
  - Other than courses with the DATA and SCI subject codes (which awarded few grades each year), the highest average lower division grades were awarded in Biomedical Physiology and Kinesiology (BPK) courses.
  - The lowest average lower division grades were awarded in Actuarial Mathematics (ACMA).

1 Faculties with only one subject at the lower division level are not discussed in this section since there are no comparisons to make.
2 excluding subjects that awarded five or fewer grades in the most recent fiscal year, or awarded five or fewer grades in all previous fiscal years combined
CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2017/18 Average Lower Division Course Grades:

- Applied Sciences (APSC):
  - The highest average lower division grades awarded in 2017/18 were in Chinese (CHIN) courses.
  - The lowest average lower division grades awarded in 2017/18 were in Mathematics and Computing Science (MACM) courses.

- Arts and Social Sciences (ARTS):
  - The highest average lower division grades awarded in 2017/18 were in Language (LANG).
    Note that this average is based on a relatively small number of grades.
  - The lowest average lower division grades awarded in 2017/18 were in Greek (GRK).
    However, this was due to an anomalous grading situation and this data should not be used for comparison purposes.
  - Aside from GRK, the lowest average lower division grades awarded in 2017/18 were in Economics (ECON).

- Business (BUS):
  - Business Administration (BUS) courses awarded higher average lower division grades than Business Administration and Economics (BUEC) courses in 2017/18.

- Communication, Art and Technology (CAT):
  - The highest average lower division grades awarded in 2017/18 were in Publishing (PUB) courses.
  - The lowest average lower division grades awarded in 2017/18 were in Interactive Arts and Technology (IAT).

- Education (EDUC):
  - In 2017/18, Education (EDUC) courses awarded higher average lower division grades than Foundations of Academic Literacy (FAL) courses.

- Environment (ENV):
  - The highest average lower division grades awarded in 2017/18 were in courses with the Environment (ENV) subject code.
  - The lowest average lower division grades were awarded in Environmental Science (EVSC) courses.

- Science (SCI):
  - Other than courses with the DATA and SCI subject codes (which awarded few grades in 2017/18), the highest average lower division grades in 2017/18 were awarded in Molecular Biology and Biochemistry (MBB).
  - The lowest average lower division grades in 2017/18 were awarded in Actuarial Mathematics (ACMA) and Mathematics and Computing Science (MACM). Note that the ACMA average is based on a relatively small number of grades.
Large Changes in 2016/17 to 2017/18 Average Lower Division Grades:

- The following subjects have seen large changes (of at least 0.25) in the average lower division grade awarded from last year to this year:
  - Increases: Spanish (SPAN: 2.92 to 3.45), Science (SCI: 3.76 to 4.09), and Hellenic Studies (HS: 2.61 to 2.89). Note that few grades were awarded in courses with the SCI subject code.
  - Decreases: Greek (GRK: 3.37 to 0.25). As stated previously, this unusually low 2017/18 average grade was due to an anomalous grading situation in GRK courses. As a result, this data should not be used for comparison purposes.

III.A.2 – Upper Division Course Grades (Courses Numbered 300-499 Inclusive)

FACULTY COMPARISONS (see Table 4 and Figure B):

- The Faculty of Education (EDUC) awarded the highest average upper division course grades in each of the last ten years (average grade awarded: 3.54).

- After Education, the Beedie School of Business (BUS) and the Faculties of Communication, Art and Technology (CAT), Health Sciences (HSCI), and Environment (ENV) have awarded the highest average upper division grades over the past ten years (10-year averages in the range of 3.03 to 3.20).

- The remaining faculties have consistently awarded lower average upper division grades (10-year averages in the range of 2.90 to 2.93).

Table 4: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty – Upper Division

<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Average Course Grades</th>
<th>% &quot;A&quot; Grades Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017/18 10-Year Average</td>
<td>2017/18 10-Year Proportion</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>2.96 2.93</td>
<td>33.3% 32.4%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>2.90 2.90</td>
<td>26.5% 27.0%</td>
</tr>
<tr>
<td>Business</td>
<td>3.11 3.03</td>
<td>31.9% 29.5%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.23 3.20</td>
<td>39.1% 38.4%</td>
</tr>
<tr>
<td>Education</td>
<td>3.63 3.54</td>
<td>68.6% 63.1%</td>
</tr>
<tr>
<td>Environment</td>
<td>3.14 3.08</td>
<td>39.2% 35.2%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3.18 3.16</td>
<td>40.3% 37.4%</td>
</tr>
<tr>
<td>Science</td>
<td>2.93 2.92</td>
<td>32.5% 31.7%</td>
</tr>
<tr>
<td>University Total</td>
<td>3.05 3.02</td>
<td>34.2% 32.9%</td>
</tr>
</tbody>
</table>
Figure B
Average Undergraduate Course Grades Awarded by Faculty:
Upper Division

<table>
<thead>
<tr>
<th></th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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Note: In order to better show the variation in the data, the y-axis above does not run from 0.00 to 4.33.
LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES:

Comparing the average upper division grades awarded over the last ten years:

- Applied Sciences (APSC):
  - Mechatronic Systems Engineering (MSE) courses have awarded the highest average upper division grades.
  - Computing Science (CMPT) courses have awarded the lowest average upper division grades.

- Arts and Social Sciences (ARTS):
  - The highest average upper division grades have been awarded in Dialogue (DIAL).
  - Business Administration and Economics (BUEC) courses have awarded average upper division grades considerably below the faculty average.

- Communication, Art and Technology (CAT):
  - Contemporary Arts (CA) courses have awarded the highest average upper division grades.
  - Publishing (PUB) courses have awarded the lowest average upper division grades. Note that this is based on only eight years of data.

- Environment (ENV):
  - Environmental Science (EVSC) courses have awarded the highest average upper division grades. Note that this is based on only five years of data, and very few grades were awarded in four of these years.
  - Geography (GEOG) courses have awarded the lowest average upper division grades.

- Science (SCI):
  - The highest average upper division grades have been awarded in Marine Science (MASC). Note that MASC courses have generally awarded few upper division grades each year.
  - Mathematics and Computing Science (MACM) courses have awarded the lowest average upper division grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2017/18 Average Upper Division Course Grades:

- Applied Sciences (APSC):
  - In 2017/18, Mechatronic Systems Engineering (MSE) courses awarded the highest average upper division grades, and Computing Science (CMPT) courses awarded the lowest.

- Arts and Social Sciences (ARTS):
  - The highest average upper division grades awarded in 2017/18 were in Spanish (SPAN). However, note that few grades were awarded in SPAN. Among the subjects which awarded at least 50 grades in 2017/18, Dialogue (DIAL) awarded the highest average upper division grades.
  - Business Administration and Economics (BUEC) courses awarded the lowest average upper division grades in 2017/18.

*Faculties with only one subject at the upper division level are not discussed in this section since there are no comparisons to make.

*Excluding subjects that awarded five or fewer grades in the most recent fiscal year, or awarded five or fewer grades in all previous fiscal years combined.
• Communication, Art and Technology (CAT):
  o The highest average upper division grades awarded in 2017/18 were in Contemporary Arts (CA).
  o The lowest average upper division grades awarded in 2017/18 were in Interactive Arts and Technology (IAT).

• Environment (ENV):
  o The highest average upper division grades awarded in 2017/18 were in Sustainable Development (SD).
  o The lowest average upper division grades awarded in 2017/18 were in Archaeology (ARCH).

• Science (SCI):
  o The subject awarding the highest average upper division grades in 2017/18 was Marine Science (MASC). However, note that few grades were awarded in MASC. Among the subjects which awarded at least 50 grades in 2017/18, Biomedical Physiology and Kinesiology (BPK) awarded the highest average upper division grades.
  o The lowest average upper division grades were awarded in courses with the Science (SCI) subject code.

Large Changes in 2016/17 to 2017/18 Average Upper Division Course Grades:

• The following subjects have seen large changes (of at least 0.25) in the average upper division grade awarded from last year to this year:
  o Increases: Cognitive Science (COGS: 3.17 to 3.67), Sustainable Development (SD: 3.15 to 3.59), and Asia-Canada (ASC: 2.76 to 3.10). Note that few grades were awarded in COGS.
  o Decreases: Italian (ITAL: 3.67 to 3.21), Science (SCI: 2.59 to 2.23), and Dialogue (DIAL: 3.92 to 3.66). Note that few grades were awarded in ITAL.

III.A.3 – General Observations (All Undergraduate Courses)

• In 2017/18, the average undergraduate grade awarded was 2.86.

• The average undergraduate grade awarded over the past ten years is 2.80.

• Over the past ten years, upper division courses have consistently awarded higher average grades than lower division courses in all faculties.
III.B – Undergraduate Course Grades by Student Faculty (see Table 5 and Figure C)

This section summarizes the 2017/18 undergraduate course grade distributions within each faculty, controlling for the faculty of undergraduate students enrolled in the courses.

Table 5: 2017/18 Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Faculty of Student

<table>
<thead>
<tr>
<th>Faculty of Student</th>
<th>Average Course Grades</th>
<th>% &quot;A&quot; Grades Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>2.80</td>
<td>28.1%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>2.72</td>
<td>22.0%</td>
</tr>
<tr>
<td>Business</td>
<td>3.00</td>
<td>29.6%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>2.96</td>
<td>30.1%</td>
</tr>
<tr>
<td>Education</td>
<td>3.40</td>
<td>56.3%</td>
</tr>
<tr>
<td>Environment</td>
<td>2.84</td>
<td>27.5%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>2.98</td>
<td>32.6%</td>
</tr>
<tr>
<td>Science</td>
<td>2.92</td>
<td>32.3%</td>
</tr>
<tr>
<td>All Undergraduate Students</td>
<td>2.86</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

By Faculty of Students:

- Students from the Faculty of Education (EDUC) were awarded the highest grades overall in 2017/18, with an average course grade of 3.40.

- Students from the Beedie School of Business (BUS) and the Faculties of Health Sciences (HSCI), Communication, Art and Technology (CAT), and Science (SCI) were awarded average grades from 2.92 to 3.00.

- Students from the Faculties of Environment (ENV) and Applied Sciences (APSC) were awarded average grades of 2.84 and 2.80, respectively.

- Students from the Faculty of Arts and Social Sciences (ARTS) were awarded the lowest average grades in 2017/18, with an average course grade of 2.72.

- Students from all faculties most frequently took courses from their own faculties.

- Students from all faculties achieved their highest average grades in courses taught in Education (EDUC).
Figure C
Undergraduate Course Grades, 2017/18
Faculty of Course vs. Faculty of Student

Notes: Only averages based on 6 or more grades are graphed.
'All' category includes students who are not associated with a faculty.
Only includes grades awarded to undergraduate students.
By Faculty of Courses:

- In courses offered by the Faculties of Applied Sciences (APSC), Communication, Art and Technology (CAT), Environment (ENV), Health Sciences (HSCI), and Science (SCI), students from the Beedie School of Business (BUS) received the highest average grades in 2017/18.

- In courses offered by the Faculty of Arts and Social Sciences (ARTS), students from the Faculty of Science (SCI) received the highest average grades in 2017/18.

- In courses offered by the Beedie School of Business (BUS), students from the Faculty of Health Sciences (HSCI) received the highest average grades in 2017/18.

- In courses offered by the Faculty of Education (EDUC), students from EDUC received the highest average grades in 2017/18.

- Courses in all faculties were most frequently taken by students from within those faculties.

III.C – Graduate Course Grades

FACULTY COMPARISONS (see Table 6 and Figure D):

- The Faculties of Education (EDUC) and Environment (ENV) awarded the highest average graduate level course grades for each of the past ten years. The 10-year average grades awarded for EDUC and ENV were 3.93 and 3.92, respectively.

- The Faculties of Communication, Art and Technology (CAT), Science (SCI), and Health Sciences (HSCI) have awarded similar average grades over the past decade, with 10-year averages of 3.85, 3.84, and 3.81, respectively.

- The Faculties of Applied Sciences (APSC) and Arts and Social Sciences (ARTS) have generally awarded lower average graduate grades than all other faculties except Business (10-year averages of 3.69 and 3.70, respectively).

- The Beedie School of Business (BUS) has awarded the lowest average graduate grades in each of the last ten years, with an average grade awarded of 3.48.
Figure D
Average Graduate Course Grades Awarded by Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>05/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
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<td>SFU Total</td>
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</table>

Note: In order to better show the variation in the data, the y-axis above does not run from 0.00 to 4.33.
Table 6: Average Graduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty

<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Average Course Grades</th>
<th>% “A” Grades Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017/18</td>
<td>10-Year Average</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>3.65</td>
<td>3.69</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>3.74</td>
<td>3.70</td>
</tr>
<tr>
<td>Business</td>
<td>3.52</td>
<td>3.48</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.84</td>
<td>3.85</td>
</tr>
<tr>
<td>Education</td>
<td>3.97</td>
<td>3.93</td>
</tr>
<tr>
<td>Environment</td>
<td>3.92</td>
<td>3.92</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3.84</td>
<td>3.81</td>
</tr>
<tr>
<td>Science</td>
<td>3.86</td>
<td>3.84</td>
</tr>
<tr>
<td>University Total</td>
<td>3.70</td>
<td>3.70</td>
</tr>
</tbody>
</table>

**LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES**: Comparing the average graduate course grades awarded over the last ten years:

- **Applied Sciences (APSC):**
  - Mechatronic Systems Engineering (MSE) has awarded the highest average graduate course grades.
  - Computing Science (CMPT) has awarded the lowest average graduate grades.

- **Arts and Social Sciences (ARTS):**
  - Psychology (PSYC) has awarded the highest average graduate grades over the past decade.
  - Applied Legal Studies (ALS) has awarded the lowest average graduate grades.

- **Communication, Art and Technology (CAT):**
  - Graduate level courses in all CAT subjects awarded similar average grades.

- **Environment (ENV):**
  - Graduate level courses in all ENV subjects awarded similar average grades.

- **Science (SCI):**
  - Marine Science (MASC) awarded the highest average graduate course grades, but this average is based on very few grades. Excluding MASC, the highest average graduate grades in the Faculty of Science were awarded in Biological Sciences (BISC) courses.
  - Physics (PHYS) has awarded the lowest average graduate grades.

*Faculties with only one subject at the graduate level are not discussed in this section, since there are no comparisons to make.

Excluding subjects that awarded five or fewer grades in the most recent fiscal year, or awarded five or fewer grades in all previous fiscal years combined.*
CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2017/18 Average Course Grades:

- **Applied Sciences (APSC):**
  - In 2017/18, Computing Science (CMPT) awarded the highest average graduate course grades.
  - Mechatronic Systems Engineering (MSE) awarded the lowest average graduate course grades.

- **Arts and Social Sciences (ARTS):**
  - The highest average graduate grades in 2017/18 were awarded in Psychology (PSYC).
  - Humanities (HUM) awarded the lowest average graduate course grades in 2017/18, but this is due to the fact that some graduate HUM course grades were submitted later than usual this year. Therefore, when the grades data were assembled in mid-summer, an unusually high percentage of graduate HUM course grades were still "N", which counts as 0 in GPA calculations. Excluding HUM, the lowest average graduate course grades were awarded in Applied Legal Studies (ALS).

- **Communication, Art and Technology (CAT):**
  - The highest average graduate grades in 2017/18 were awarded in Publishing (PUB).
  - Courses in Communication (CMNS) and Interactive Arts and Technology (IAT) awarded the lowest average graduate grades.

- **Environment (ENV):**
  - In 2017/18, courses in Ecological Restoration (ECO) awarded the highest average graduate grades.
  - Among courses with at least 50 grades awarded in 2017/18, the lowest average graduate grades were awarded in Archaeology (ARCH).

- **Science (SCI):**
  - Among courses with at least 50 grades awarded in 2017/18, Molecular Biology and Biochemistry (MBB) awarded the highest average graduate grades.
  - Among courses with at least 50 grades awarded in 2017/18, the lowest average graduate grades were awarded in Physics (PHYS).

Large changes in 2016/17 to 2017/18 Average Graduate Course Grades:

- The following subjects have seen large changes (of at least 0.25) in the average graduate course grade awarded from last year to this year:
  - Increases: History (HIST: 3.23 to 3.94), Physics (PHYS: 3.34 to 3.68), and Philosophy (PHIL: 3.45 to 3.72). Note that few grades were awarded in HIST courses.
  - Decreases: Applied Mathematics (APMA: 4.01 to 3.65) and Mechatronic Systems Engineering (MSE: 3.84 to 3.53). Note that few grades were awarded in APMA courses.

GENERAL OBSERVATIONS:

- In 2017/18, the average graduate grade awarded was 3.70, which is similar to last year. The average graduate grade awarded at the university has been fairly stable over the last ten years.
- The average graduate grade awarded over the past ten years is 3.70.