SENATE OF SIMON FRASER UNIVERSITY
AGENDA – OPEN SESSION

Tuesday, May 22, 2018 – 5:30 pm
Room 3210 West Mall Complex

1. Approval of the Agenda

2. Approval of the Minutes of the Open Session on April 9, 2018

3. Business Arising from the Minutes

4. Report of the Chair

5. Question Period *

6. Reports of Committees

   A) Calendar Committee (CC)

   B) Senate Committee on International Activities
      i) Annual Report 2017 (For Information) S.18-56

   C) Senate Committee on University Priorities (SCUP)
      i) External Review Mid-Cycle Report for the Department of French (For Information) S.18-57
      ii) Library External Review Report (For Information) S.18-58
      iii) Annual Report 2017-2018 (For Information) S.18-59
      iv) External Review of the School of Mechatronic Systems Engineering S.18-60
      v) Full Program Proposal for the Undergraduate Diploma in First Nations Language Proficiency S.18-61

   D) Senate Committee on Undergraduate Studies (SCUS)
      i) Program Changes (For Information) S.18-62
      ii) New Course Proposals (For Information) S.18-63
      iii) Course Changes (For Information) S.18-64
      iv) Diploma in First Nations Language Proficiency (For Information) S.18-65

   E) Senate Committee on University Teaching and Learning
      i) Annual Report 2017-2018 (For Information) S.18-66
F) Senate Graduate Studies Committee (SGSC)
   i) Course Changes (For Information) S.18-67

7. Other Business
   i) Election Report to Senate (For Information) S.18-68
   ii) Mental Health at SFU (For Information) S.18-69

8. Information
   i) Date of the next regular meeting – Monday, June 11, 2018.

Agenda items and papers for the June meeting will be required by the Secretary at noon on Thursday, May 24, 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, May 29, 2018 with Senate distribution on Friday, June 1, 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, May 16th at 9:00 am.
MEMORANDUM

ATTENTION: Senate
FROM: Stephen Spector
Chair, Senate Calendar Committee
Academic Dates 2019-2021 and Revisions to Academic Dates 2018-2019

DATE: April 20, 2018

At its meeting of March 13, 2018, the Calendar committee reviewed, for approval by Senate, the schedule of dates for future semesters commencing Fall 2019 and finishing Summer 2021, and revisions for the 2018/2019 academic year.

In light of the proposed change to the family day holiday in British Columbia for 2019, the committee was asked to look at revising the previously approved schedule to move reading break to align with family day.

SFU has a three term in-take system, which challenges the university when it comes to orienting new students at the beginning of each term, as well as evaluating student’s academic standing and graduation eligibility at the end of each term. In order to provide students with the best academic and university experience, the following principles are used in determining the optimal academic calendar of dates:

**Principles**
1. Each semester has 63 teaching days. (Senate paper 03-56)
2. Exams may be scheduled on Sunday if required. (Senate paper 05-127)
3. Exams should be avoided on the Saturday and Sunday of the Easter weekend. (Senate paper 14-102a)
4. There is a week long reading break in February of each year to correspond with the family day holiday. (Senate paper 08-70)
5. All instructors submit grades on-line by the deadline date to allow for quicker end-of-term evaluations.
6. Orientation for new students is a vital component for student retention, development and creating a positive university experience.

**MOTIONS:**

**Motion 1.** “That Senate approve the revised schedule of academic dates for the Fall 2018 term to Summer 2019 term.”

**Motion 2.** “That Senate approve the proposed schedule of academic dates from the Fall 2019 term to Summer 2021 term.”
<table>
<thead>
<tr>
<th>FALL</th>
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<tbody>
<tr>
<td>29 - 30 August Welcome Day</td>
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<tr>
<td>3 September Labour Day</td>
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<tr>
<td>4 September Classes start</td>
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<tr>
<td>4 – 5 October Convocation</td>
</tr>
<tr>
<td>8 October Thanksgiving</td>
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<tr>
<td>11 November Remembrance Day</td>
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<tr>
<td>12 November Observance of Statutory Holiday</td>
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<tr>
<td>3 December Last day of classes</td>
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<tr>
<td>5 – 16 December Exams</td>
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<table>
<thead>
<tr>
<th>SPRING</th>
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<tbody>
<tr>
<td>1 January New Year's Day</td>
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<tr>
<td>2 January Welcome Day</td>
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<tr>
<td>3 January Classes start</td>
</tr>
<tr>
<td>18 February Family Day¹</td>
</tr>
<tr>
<td>18 – 24 February Reading Break</td>
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<tr>
<td>8 April Last day of classes</td>
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<tr>
<td>10 – 24 April Exams</td>
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<tr>
<td>19 – 22 April Easter weekend</td>
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<tr>
<th>SUMMER</th>
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<tbody>
<tr>
<td>3 May Welcome Day</td>
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<tr>
<td>6 May Classes start</td>
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<tr>
<td>20 May Victoria Day</td>
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<tr>
<td>11 – 14 June Convocation</td>
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<tr>
<td>1 July Canada Day</td>
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<tr>
<td>2 August Last day of classes</td>
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<tr>
<td>5 August BC Day</td>
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<tr>
<td>6 – 17 August Exams</td>
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¹ New B.C. Government Statutory Holiday effective February 2019 – now third Monday in February
<table>
<thead>
<tr>
<th>2019-2020</th>
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<tr>
<td><strong>FALL</strong></td>
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<tr>
<td>28 - 29 August Welcome Day</td>
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<td>2 September Labour Day</td>
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<tr>
<td>3 September Classes start</td>
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<tr>
<td>10 - 11 October Convocation</td>
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<tr>
<td>14 October Thanksgiving</td>
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<tr>
<td>11 November Remembrance Day</td>
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<td>4 – 16 December Exams</td>
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<tr>
<td>17 February Family Day¹</td>
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<tr>
<td>17 – 23 February Reading Break</td>
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<tr>
<td>9 April Last day of classes</td>
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<td>10 – 13 April Easter weekend</td>
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<tr>
<td>14 – 25 April Exams</td>
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<td><strong>SUMMER</strong></td>
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<tr>
<td>8 May Welcome Day</td>
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<tr>
<td>11 May Classes start</td>
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<tr>
<td>18 May Victoria Day</td>
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<tr>
<td>9 – 12 June Convocation</td>
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<tr>
<td>1 July Canada Day</td>
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<tr>
<td>3 August BC Day</td>
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<th>2020-2021</th>
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<tr>
<td><strong>FALL</strong></td>
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<tr>
<td>2 – 3 September Welcome Day</td>
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<tr>
<td>7 September Labour Day</td>
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<tr>
<td>8 September Classes start</td>
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<tr>
<td>8 – 9 October Convocation</td>
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<td>12 October Thanksgiving</td>
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<tr>
<td>4 January Welcome Day</td>
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<tr>
<td>5 January Classes start</td>
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<tr>
<td>15 February Family Day</td>
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<tr>
<td><strong>15 – 21 February Reading Break</strong></td>
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<tr>
<td>2 – 5 April Easter weekend</td>
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<tr>
<td><strong>12 April Last day of classes</strong></td>
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<tr>
<td><strong>14 – 26 April Exams</strong></td>
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<tr>
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1 B.C. Government Statutory Holiday effective February 2019 – now third Monday in February
MEMO

Senate Committee on International Activities

SFU International
SH 2100
8888 University Drive
Burnaby, BC V5A 1S6

ATTENTION: Members of Senate

FROM: Joy Johnson, Chair of SCIA and Vice-President Research

RE: Senate Committee on International Activities Annual Report 2017

DATE: May 03, 2018

Please find attached the annual report for the Senate Committee on International Activities.

Yours truly,

Joy Johnson
VP, Research and International
Chair, Senate Committee on International Activities
1. Introduction
The Senate Committee on International Activities (SCIA) is a Standing Committee (Reporting Category “B”) established under the terms of the University Policy on International Activities (GP 23). The terms of reference and Committee composition can be found at: http://www.sfu.ca/senate/senate-committees/scia.html. The University Policy on International Activities can be found at http://www.sfu.ca/policies/gazette/general/gp23.html.

In 2017, SCIA met 4 times, with additional special meetings and electronic approvals called as required. This Annual Report highlights the issues dealt with by the Committee over the course of the year. Senators wishing more detailed information concerning SCIA’s deliberations and/or the approved minutes of the meetings may find them at: http://www.sfu.ca/senate/senate-committees/scia.html

Senators are welcome to contact the Committee’s secretary by email: scia@sfu.ca for further information.

1.1 SCIA Members

<table>
<thead>
<tr>
<th>Members</th>
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<tbody>
<tr>
<td>Vice-President, Research</td>
</tr>
<tr>
<td>Vice-President, Academic (or designate)</td>
</tr>
<tr>
<td>Associate Vice-President, Students (or designate)</td>
</tr>
<tr>
<td>Executive Director, SFU International</td>
</tr>
<tr>
<td>Faculty Member, Applied Sciences (vacant)</td>
</tr>
<tr>
<td>Faculty Member, Arts/Social Sciences</td>
</tr>
<tr>
<td>Faculty Member, Business Administration</td>
</tr>
<tr>
<td>Faculty Member, Communication, Art/Technology (vacant)</td>
</tr>
<tr>
<td>Faculty Member, Education</td>
</tr>
<tr>
<td>Faculty Member, Environment</td>
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<tr>
<td>Faculty Member, Health Sciences</td>
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<tr>
<td>Faculty Member, Science</td>
</tr>
<tr>
<td>Faculty Member, Lifelong Learning</td>
</tr>
<tr>
<td>Undergraduate Student (at-large)</td>
</tr>
<tr>
<td>Graduate Student (at-large)</td>
</tr>
<tr>
<td>Recording Secretary (non-voting)</td>
</tr>
</tbody>
</table>
1.2 2017 SCIA Meetings Dates

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2, 2017</td>
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<tr>
<td>March 30, 2017</td>
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<td>May 18, 2017</td>
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<tr>
<td>July 27, 2017</td>
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<tr>
<td>September 28, 2017</td>
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<tr>
<td>November 23, 2017</td>
</tr>
</tbody>
</table>

Current SCIA membership and meeting dates are available at:
http://www.sfu.ca/senate/senate-committees/scia.html

2. Received for Approval

2.01 Field School (Canada, Belgium, Italy & Latvia) – NATO Defense College [Feb]

2.02 Letter of Intent between Universidad del Valle de Guatemala (Guatemala City, Guatemala) and Simon Fraser University [Feb]

2.03 Student Mobility Agreement between the Indian Institute of Technology, Bombay (IIT Bombay) (Bombay, India) and Simon Fraser University [Feb]

2.04 Memorandum of Understanding between the Indian Institute of Technology, Delhi (IIT Delhi) (Delhi, India) and Simon Fraser University. [Feb]

2.05 Letter of Intent between Beijing HuanYu ZhiDa International Education Consulting Co., Ltd (Beijing, China) and the Faculty of Education at Simon Fraser University [Feb]

2.06 Student Mobility Agreement with Antai College of Economics and Management, Shanghai Jiao Tong University (Shanghai, China) and Simon Fraser University [Mar]

2.07 Student Mobility Agreement with School of Economics and Management, Tongji University (Shanghai, China) and Simon Fraser University [Mar]

2.08 Student Mobility Agreement with School of Management, Fudan University (Shanghai, China) and Simon Fraser University [Mar]

2.09 Letter of Intent with University of Kent (Canterbury, England) and Simon Fraser University [Mar]

2.10 Letter of Intent with Max Planck Society for the Advancement of Science (Munich, Germany) and Simon Fraser University [Mar]

MEMORANDUM

ATTENTION: Senate

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

RE: External Review Mid-Cycle Report for the Department of French (SCUP 18-21)

DATE: April 30, 2018

At its April 25, 2018 meeting, SCUP reviewed the Mid-Cycle Report for the Department of French which resulted from its 2014 external review. The report is attached for the information of Senate.
MEMORANDUM

ATTENTION: Peter Keller, Chair, SCUP

FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic

RE: External Review Mid-Cycle Report for the Department of French

DATE: February 15, 2018

The External Review of the Department of French was undertaken in February 2014. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report, together with a copy of the Action Plan approved by Senate, and the mid-cycle report on the Unit’s assessment of its Educational Goals are attached for the information of SCUP.

c: Christian Guilbault, Chair, Department of French
   Jane Pulkingham, Dean, Faculty of Arts and Social Sciences
ATTENTION Glynn Nicholls

FROM Christian Guilbault

RE Dept. of French Mid-Cycle Report

DATE February 5, 2018

Please find attached the Mid-Cycle report regarding the action plan of the Department of French.

Regards,

Christian Guilbault
## External Review Update for the Department of French

<table>
<thead>
<tr>
<th>Action</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Programming</strong></td>
<td></td>
</tr>
<tr>
<td>1.1.1 Undergraduate</td>
<td></td>
</tr>
<tr>
<td>a. Language</td>
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<tr>
<td>- Dept. will consider the possibility of migrating more of its Level 1 courses to on-line delivery</td>
<td>At the time of the review, Fren 120 had one section offered entirely online. Since then, the next level, Fren 121, has also migrated one section to on-line delivery.</td>
</tr>
<tr>
<td>- Dept. will continue to review course descriptions as part of the current educational development</td>
<td>The content of all language courses is currently under review: -Course titles and course descriptions -Educational goals</td>
</tr>
<tr>
<td>- Dept. will change course titles and descriptions to clarify pathways for students</td>
<td>Several changes should be implemented during the 2018-2019 academic year; more changes will be implemented at a later date if needed.</td>
</tr>
<tr>
<td>- Dept. will look into incorporating more blended-learning and flexible learning in courses to align with SFU's vision</td>
<td>A blended version of 2 second year courses, Fren 210 and Fren 211, is currently being developed. The new blended version of Fren 210 will be offered in September 2018, and Fren 211 in January 2019.</td>
</tr>
<tr>
<td>- Dept. will address current lab structure by rethinking the use of the space and the creation of a new Active-Learning environment (&quot;Active classroom&quot;/portable computer units)</td>
<td>Instructors of Italian have recently met to further discuss better ways to improve the program in the near future.</td>
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<td>Changes will be implemented during the 2018-2019 academic year.</td>
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<td>One of the labs (WMC1607) went under major renovations in the summer 2016 to be converted to an active classroom. -The computer stations were removed</td>
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<td>-4 six-seat-pods with screen were installed; each pod has a capacity of 6 laptops.</td>
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<td>-the furniture was replaced by mobile and flexible tables and chairs for quick transitions from one teaching mode to another.</td>
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<td></td>
<td>-a digital whiteboard was installed</td>
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</tbody>
</table>
-students have been using their own laptops so far, but the department is in the process of acquiring some so that students without laptops can still join in on all activities in class.

<table>
<thead>
<tr>
<th>- Dept. will discuss how to introduce (earlier in the curriculum) students to basic linguistic structure and textual analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Basic linguistic structures have been introduced to first year courses.</td>
</tr>
<tr>
<td>- Fren226 has been offered as an introduction to literary analysis but registration has been a struggle; this is probably due to the fact that it is not part of our minors or major programs. The curriculum committee will find a better way to integrate this course or eliminate it.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>- Dept. will participate in more workshops on pedagogy toward the ongoing integration of new technologies in the content and delivery of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Lecturers and some faculty members attended the following workshops and conferences on technology in the last 3 years:</td>
</tr>
<tr>
<td>- AQEFLS</td>
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<td>- CALICO</td>
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<td>- CASLT/ACPLS</td>
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<td>- SFU Symposium on teaching and learning</td>
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<td>- Canflip: conference on the flip learning and teaching (TRU, BC)</td>
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<td>- STLHE: Innovative learning Scapes, e-Scapes, Playscapes, and more</td>
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<tr>
<td>- 2-day symposium on teaching and learning: Provocative pedagogy at SFU (SFU)</td>
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<td>Workshops:</td>
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<td>- E-textbooks, adaptive platforms, and open education resources (SFU)</td>
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<td>- How to create educational videos (SFU)</td>
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<td>- Rethinking teaching (Teaching and Learning Centre, SFU)</td>
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<td>- Going Visual (Teaching and Learning Centre, SFU)</td>
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<td>- Educational media Protége program (Teaching and Learning Centre, SFU)</td>
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<td>- ISW</td>
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They were also involved as presenters at the following events:
- CASLT/ACPLS: paper: "Using blogs to go beyond the classroom Walls"
- SCOLA: paper: "Social Media Supported activities in two intermediate French courses"
- SCOLA: paper “To Use or Not to Use Translation in Language Teaching”
<table>
<thead>
<tr>
<th>b. Linguistics</th>
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<tbody>
<tr>
<td>• Dept. will work toward a consensus on learning outcomes in its courses</td>
<td>• Consultations have been held and some courses already have</td>
</tr>
<tr>
<td></td>
<td>common and learning outcomes specified in their syllabus.</td>
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<td></td>
<td>• Other, more advanced, course will integrate learning outcomes</td>
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<tr>
<td></td>
<td>more systematically in the near future.</td>
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<tr>
<td></td>
<td>• Please see attached document regarding Learning Outcomes</td>
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<tr>
<td>• Dept. will review the introductory course content of FREN 275</td>
<td>• The content of Fren275 is constantly being revised to keep it</td>
</tr>
<tr>
<td></td>
<td>current and interesting to students.</td>
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<tr>
<td>• Dept. will look into the possibility of giving credits to students who</td>
<td>• For instance, a newer version of this course will be taught in</td>
</tr>
<tr>
<td>take introductory courses in SFU's Linguistics Dept. exempting them from</td>
<td>the spring of 2018.</td>
</tr>
<tr>
<td>taking the FREN 275 prerequisite</td>
<td>• It is now stated in Fren 275 syllabus that this course is not</td>
</tr>
<tr>
<td></td>
<td>available to those who already took or are taking Ling 222. The</td>
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<tr>
<td></td>
<td>department will look at other introductory course in linguistics</td>
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<tr>
<td></td>
<td>to add to this list.</td>
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<table>
<thead>
<tr>
<th>c. Literature</th>
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<tbody>
<tr>
<td>• Dept. will adjust course titles and descriptions at the 300 level for</td>
<td>• The Dept. decided all 300-level courses would be survey courses</td>
</tr>
<tr>
<td>clarity of purpose and in light of suggestions made in the report</td>
<td>in French and Québécois literature.</td>
</tr>
<tr>
<td>• Dept. will offer two courses: one in Québécois Literature (300 level) and</td>
<td>• The Dept. created 340: Survey of Québécois Literature. And also</td>
</tr>
<tr>
<td>another at the 400 level. FREN 343 (World Literature in French) will be</td>
<td>430: Topics in Québécois Literature.</td>
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<tr>
<td>eliminated</td>
<td>• This is being done on a case-by-case basis when relevant and is</td>
</tr>
<tr>
<td>• Dept. will continue to encourage students to take advantage of the Western</td>
<td>on-going.</td>
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<tr>
<td>Deans' Agreement</td>
<td>• The Dept. has a pressing need for a tenure-track position in</td>
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<tr>
<td></td>
<td>Literature—especially with the departure of Dr. Palacio.</td>
</tr>
<tr>
<td>• Dept. will need a new position in the growing field of Francophone</td>
<td>Students taking our minor and major programs require more</td>
</tr>
<tr>
<td>Literatures to cover areas mentioned in the report: Acadian and Canadian</td>
<td>specialists in Literature to properly complete their requirements.</td>
</tr>
<tr>
<td>Francophone communities or the literature of the Maghreb and sub-Saharan</td>
<td>This is also important for the development of the graduate</td>
</tr>
<tr>
<td>Africa</td>
<td>program.</td>
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| Dept. will investigate the creation of new offerings aimed at enhancing cross-cultural literacy at Surrey and Vancouver campuses | The Department hasn’t yet offered any courses in literature at Surrey or Vancouver campuses.  
It is our intention to explore this avenue in the next two years. |
| --- | --- |
| Dept. will forge new connections and collaborative projects across the university and the wider community | Projects with other units at SFU or the community haven’t been developed by the Department.  
Discussions are on-going with BAFF/OFFA to find a proper format for such initiatives. |
| Dept. will encourage students to participate in COOP and Exchange Programs | Every year, approximately 15 to 20 students do the TAPIF (Teaching Assistant Program in France) exchange.  
The Department also offers the Minor for Prospective Teachers which send about 5 students to Tours, France, every year in an exchange program. This program is likely to grow in numbers. |

d. Advising  
- Dept. will improve the way students are advised of existing opportunities to study at neighboring institutions; exchanges are already in place | The department has an advisor who keeps up to date on exchanges and other programs of interest to students at the undergraduate level.  
A survey of services offered to students will be completed in the 2018 academic year and appropriate changes will be made to improve student services. |

### 1.1.2 Graduate  

a. General  
- Dept. will continue to develop a niche for our MA program | The department is currently revising the MA program in order to make it more relevant and appealing to prospective students. Discussions have been initiated among Dept. members to collaborate with the Faculty of Education to offer a joint MA. |
| Students will continue to be encouraged to share their research inside and outside the Department | The department is teaming up with the UVic and UBC’s Departments of French to organize an annual graduate students’ colloquium. The venue of the colloquium will rotate between the three universities. The first one is scheduled for May 2019, at the University of Victoria. |
- A capstone seminar/symposium for the MA with Thesis will be explored as a forum for individual students and the group as a whole

- Dept. will keep the 400/800 model in place for the time being as it has hardly had the opportunity to be tested and because it is a model that best corresponds, at this point, to available teaching resources

- The feasibility of a core course at the graduate level will be examined

- Dept. will continue to draw on faculty from Western Universities for students who wish to study areas currently unavailable in the Department (e.g., Francophone Literatures)

- Dept. will continue to work with Grad Studies on strengthening graduate supervision

- There is no follow-up on the capstone seminar/symposium for the MA with Thesis.

- The 400/800 model has been kept in place. It is for the time being the more viable solution for providing graduate training to our students due to the department's limited teaching resources. But the department plans on reviewing its graduate program in the near future.

- Faculty members agreed on a core course at the graduate level that could be taken either at SFU or UBC. Steps remained to be taken if the department wants to offer this course.

- Graduate students have successfully benefited from the Western Deans Agreement. Closer collaborations have been initiated with the French departments of UVic and UBC in order to make each respective graduate program better known to graduate students from the three institutions.

- The department is regularly in contact with Graduate Studies but no change to the graduate supervision of our students has been implemented at this point.

- The departments of French and English have agreed to terminate the joint MA in English/French that was created with the goal of appealing to the bilingual population, and of facilitating a comprehensive study of Canadian literature. The decision to terminate the program was based on students' low enrollment since its creation. The last student was enrolled in the program in 2006. The proposal for the termination should put on the FASSGSC agenda for February 2018.

- Since August 2017, a $10,000 scholarship has been offered to attract a qualified graduate student who wishes to pursue a MA in French linguistics and/or sociolinguistics. The success of this new initiative will be evaluated in the next few months.

- Since September 2017, the department of French is the home department of 2 students enrolled in the Special Arrangements (SAR) PhD program.
The department is planning on submitting its revised calendar to the FASSGSC meeting in February 2018. The revisions include the following: FREN 896 – Thesis Proposal (3 credits), FREN 898 – MA Thesis (15 credits) and FREN 998 – Extended Essays (6 credits).

### b. Linguistics

- Faculty members in linguistics will continue to investigate collaborative opportunities with faculty members in SFU's Linguistics Department
- The possibility of co-teaching with members of the Linguistics Department may be revisited; currently teaching and workload systems are different

This remains on the agenda.

This may be unrealistic. The language of instruction, too, is different, which makes it a challenging task -- since our objective is to train students so they become more fluent in French, it would be a disservice to them to teach in English; unfortunately, students from the Linguistics Department are rarely fluent enough in French to take our courses.

The SFU policies related to the recognition of co-teaching for each instructor also somewhat hinders such initiatives.

### c. Literature

- The recent appointment of a Literature faculty member in Theatre and Performance Studies will help with the creation of new offerings at the graduate level
- Now that Dr. Joy Palacios has left the Department to take a new position at the University of Calgary, it will be almost impossible to accept new MA students who want to work in literature. Dr. Palacios was active in MA committees, and she was supervising 2 students when she left the Department.

### 1.1.3 Italian

- Phasing out of the Italian Certificate
- As it is engaged in a revision of the entire Italian offering, the Department is carefully considering the best course of action regarding the Italian Certificate.

- Implementing the Italian Minor
- This minor has been implemented.

- Develop a 400 level course to give students a more balanced program (language and culture) and a more advanced level of proficiency
- Ital 400 is now offered. Another course with emphasis on Italian culture is also offered—Ital 300.
• Create a teaching track position to provide unit with continuity and stability especially when the senior lecturer who runs the program retires.

• The department is still expecting this tenure track position.

• However, it must be noted that a limited-term tenure-track at 37% has been appointed to the department and he is actively teaching Italian courses in the program.

• Promote the Italian Minor in the community (Burnaby North school district particularly) to attract more students and to serve the needs of teachers who lack proficiency in Italian

• Promotional activities have been and are regularly being held. This will be continued and expanded.

2. Research
Dept. will add to its research profile by:

• actively encouraging faculty to seek funding sources that support graduate training

• Some of the faculty members have been granted funding (more than $15,000) to initiate research in the community (Maillardville French project); some of those funds were spent on undergraduate student training.

• drawing on the Office of Research Services for its expertise with granting agencies

• This is usually being done on a case-by-case basis.

• continuing collaborative efforts in the Department and elsewhere

• The Dept. has 7 faculty members (including one who needs to take on the position of chair). Collaborative efforts are somewhat difficult given the small number of members and their diverse fields of expertise.

• mentoring our new Assistant Professor in Literature

• This new faculty member had access to mentoring but she has now left for another university.

• requesting considerations for a faculty position in Language Didactics (specializing in new technologies and language acquisition) to extend research to the Language section of the Department, and to enrich the existing collaboration with the Faculty of Education

• There has been a discussion with Dean Pulkingham regarding the department's future positions. The departure of our newest member in literature (which left us with only two faculty members) is forcing us to review our priorities and request a position in French literature first and foremost.

• developing research projects on the French Legacy in BC: Past, Present and Future

• The research project on French in Maillardville Settlers is ongoing. Results from the linguistic analyses have already been presented at international conferences.
3. Administration

- No specific recommendations were made in the report. Since the report, the Grad/Undergrad/Receptionist/Departmental Secretary has accepted a full-time position in the Department of Chemistry. The Dept. hired a new secretary. Since the review, the department has learned that its Manager, Academic and Administration is retiring in September. A replacement has been found through a successful search and will begin at the end of August 2014.

- The new Manager has since been integrated in the department.

4. Working Environment

- Dept. will organize meetings and retreats as necessary to strengthen cohesion around a common vision. Further agreement on educational goals will also be discussed at these occasions as well as ways to enhance support for research.

- One department retreat has been held in the spring of 2017 and one special meeting is held every semester to discuss important issues for the department. More meetings will be scheduled in the near future.

5. Relationship with OFFA

- Draw expertise from OFFA to communicate and support research in the Department of French

- Continue to work with OFFA on events and guest speakers during "Le printemps de la francophonie" and participate in OFFA's 10th anniversary in 2014-15

- Every year, the Department of French works with OFFA to bring several guest speakers. This is encouraged and will continue. Some of those talks by guest speakers were part of the 10th Anniversary celebration.

- OFFA is set to contribute $40,000 toward the delivery of language courses in the department for 2014-15; seek renewal of same amount or similar amount for 2015-16 and 2016-17

- OFFA's contribution is maintained and is currently $43,270.
The work on educational goals has been ongoing in the Department of French. This report presents the progress made since 2014.

Governance

In the midst of the submission of the Assessment Plan in 2014, the Department of French recognized the importance of this initiative and the significant amount of work that was going to be necessary to implement new and coherent educational goals both at the program and course levels. Therefore, it set up a new governance structure: The Educational Outcomes Committee. This committee reports directly to the Department of French during our departmental meetings.

Phase 1

In order to remap the current educational goals according to the terminology used in the CEFR (The Common European Framework of Reference for Languages)—a framework largely used in educational contexts—the Educational Outcomes Committee first focused on two ‘Savoirs’: Savoirs and Savoir-faire (content-based knowledge and know-how).

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1 https://rm.coe.int/16802fc3a8 pp.16-17
2 The two other ‘Savoirs’ (knowing how to learn and learning how to be or human skills) will be included in a later stage with the objective to refine the goals in our courses.
To achieve this objective, the committee detailed the educational goals in collaboration with the course instructors. Two courses were selected to serve as a starting point to develop the relevant educational goals in accordance with the programs' goals: FREN 221 French Writing 1 and FREN 301W Advanced French Composition.

These particular courses were chosen because they are core courses in our programs and, therefore, compulsory for our major and minor students.

A series of meetings with the courses' instructors were carried out during which each course's specific educational goals were discussed and outlined.

1. FREN 221 French Writing 1

FREN 221
By the end of the course, students will be able to:
- Describe, in writing, people, landscapes and places while using clear and detailed vocabulary.
- Make use of their sense of observation and their creativity in descriptions of familiar people and places.
- Apply rules of coherence and organization typical of descriptive texts.
- Produce a clear text of several paragraphs while respecting linguistic quality.
• Use of dictionaries and correction software as aides and for self-correction in the production of written compositions

2. FREN 301W Advanced French Composition

FREN 301
By the end of the course, students will be able to:
• Write a 500-word document in a limited time (2 hours), which is clear, organized, and shows an understanding of French complex structures, connectors and discourse. (Typically, this text follows detailed instructions on how to organize and articulate arguments in a short document.)
• Write a 1000-to-1500-word document over a longer period of time (several weeks to several months). This text could be a book review, a piece of creative writing (such as a short story), a magazine article, but in all cases, it is an organized and meticulously written document that shows accurate use of complex sentences and ability to organize a text in French.
• Improve their texts by using varied self-correcting strategies, instructors' comments and available linguistic support provided by the department and the university.
• Write a variety of texts (critical analysis of a commercial, a book review, a film critique, a short story, etc.) using organizational instructions adapted to each specific genre.

Phase 2
The committee will submit these new educational goals to the members of the department at our next meeting in March of 2018 and will recommend that they be used as a template for other courses (including the 400-level courses which will become part of the summative assessment the following year).

Feedback from both instructors and students will be gathered in both FREN 221 and FREN 301W during the academic year 2018-2019 via questionnaires and short interviews with students.

In addition, a summative assessment will be carried out the following year in a selection of our 400-level courses in literature and linguistics. Samples of term-papers will be used in order to determine if the educational goals, especially the ones pertaining to Language (as detailed in the original Assessment Plan), are acquired by students who have taken both FREN 301W and 400-level courses.
Based on the results of this assessment, the French Educational Outcomes Committee will then reevaluate the learning goals as formulated in FREN 221 and FREN 301W and the implementation of program-wide learning goals.

During the following stages, human resources and expertise will be needed in order to collect and analyze data. Financial assistance, should there be any available, would allow the department to hire an educational consultant.

By the end of these later stages, all courses will have educational goals defined and reevaluated according to the agreed framework.
MEMORANDUM

ATTENTION: Stephen Steele, Chair, Department of French

FROM: Glynn Nicholls, Director, Academic Planning and Quality Assurance

RE: External Review Mid-Cycle Report for the Department of French

DATE: June 12, 2017

As per Senate guidelines, the Department of French is to report on progress being made in the implementation of the Action Plan that resulted from its external review in February 2014. This report will be presented to SCUP and Senate for information. The Chair will be asked to attend the SCUP meeting to provide comment and answer any questions about the update on the Action Plan. The Dean may choose to attend the meeting at her discretion.

In addition, as per the agreement with Senate, mid-cycle reports in 2017, following the requirement to develop Educational Goals for programs in the Department of French, are expected to have conducted an assessment of those goals/outcomes. Please include as part of this mid-cycle report submission a 2- to 4-page narrative description articulating the assessment process undertaken by the academic unit, and any changes or adjustments to the established educational goals, the assessment process, and/or the program curriculum that may have arisen as a result of the findings of the assessment. Should you require any assistance in preparing this part of your report, please contact your Educational Consultant from TLC.

Please submit your progress report, using the attached template, by Thursday, November 30, 2017 to Bal Basi at bbasi@sfu.ca. Also attached, for ease of reference, is the Action Plan that was approved by Senate on January 5, 2015.

Please contact me at 2-6702, glynn_nicholls@sfu.ca, or Bal Basi at 2-7676, bbasi@sfu.ca, if you have any questions or concerns regarding the external review update process.

Thank you.

Attach.

cc: J. Pulkingham, Dean, Faculty of Arts and Social Sciences
EXTERIAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director

<table>
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<tr>
<th>Unit under review</th>
<th>Date of Review Site visit</th>
<th>Responsible Unit person,</th>
<th>Faculty Dean</th>
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<tbody>
<tr>
<td>Department of French</td>
<td>Feb. 26-28, 2014</td>
<td>Catherine Black, Chair</td>
<td>John Craig</td>
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Notes

1. It is not expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.
2. Attach the required plan to assess the success of the Educational Goals as an addendum (Senate 2013).
3. Should any additional response be warranted, it should be attached as a separate document.

1. PROGRAMMING

General

The following points draw on the recommendations made in the report. Interdisciplinary programming is unique in the West. Our Faculty members will continue to build connections with other departments at SFU and with other universities in the West. The Department understands that it needs to find more ways to communicate its unique characteristics and to foster its visibility within SFU and the wider community. The Department understands that it has to continue to carve out a niche for itself. The Department needs to spread and publicize its many areas of success: Faculty research, undergraduate and graduate programming, exchange or co-op initiatives. This can be done on the website and through outreach activities with the help of BAFF/Offa, drawing on its experience in public relations.

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

1.1.1 Undergraduate:
a. Language
- Dept. will consider the possibility of migrating more of its Level 1 courses to on-line delivery
- Dept. will continue to review course descriptions as part of the current educational development
- Dept. will change course titles and descriptions to clarify pathways for students
- Dept. will look into incorporating more blended-learning and flexible learning in courses to align with SFU’s vision
- Dept. will address current lab structure by rethinking the use of the space and the creation of a new Active-Learning environment (“Active classroom” / portable computer units)
- Dept. will discuss how to introduce (earlier in the curriculum) students to basic linguistic structure and textual analysis
- Dept. will participate in more workshops on pedagogy toward the ongoing integration of new technologies in the content and delivery of courses.

b. Linguistics
- Dept. will work toward a consensus on learning outcomes in its courses
- Dept. will review the introductory course content of FREN 275
- Dept. will look into the possibility of giving credits to students who take introductory courses in SFU’s Linguistics Dept. exempting them from taking the FREN 275 prerequisite

c. Literature
- Dept. will adjust course titles and descriptions at the 300 level for clarity of purpose and in light of suggestions made in the report
- Dept. will offer two courses: one in Québécois Literature (300 level) and another at the 400 level. FREN 343 (World Literature in French) will be eliminated
- Dept. will continue to encourage students to take advantage of the Western Deans' Agreement
- Dept. will improve the way students are advised of existing opportunities to study at neighboring institutions; exchanges are already in place
- Dept. will need a new position in the growing field of Francophone Literatures to cover areas mentioned in the report: Acadian and Canadian Francophone communities or the literature of the Maghreb and sub-Saharan Africa.
- Dept. will investigate the creation of new offerings aimed at enhancing cross-cultural literacy at Surrey and Vancouver campuses
- Dept. will forge new connections and collaborative projects across the university and the wider community
- Dept. will encourage students to participate in COOP and Exchange Programs

1.1.2 Graduate:

a. General
- Dept. will continue to develop a niche for our MA program
- Students will continue to be encouraged to share their research inside and outside the Department
- A capstone seminar/symposium for the MA with Thesis will be explored as a forum for individual students and the group as a whole
- Dept. will keep the 400/800 model in place for the time being as it has hardly had the opportunity to be tested and
because it is a model that
best corresponds, at this point, to available teaching resources
- The feasibility of a core course at the graduate level will be examined
- Dept. will continue to draw on faculty from Western Universities for students who wish to study areas currently
  unavailable in the Department (e.g. Francophone Literatures)
- Dept. will continue to work with Grad Studies on strengthening graduate supervision

b. Linguistics
- Faculty members in linguistics will continue to investigate collaborative opportunities with faculty members in SFU’s
  Linguistics Department
- The possibility of co-teaching with members of the Linguistics Department may be revisited: currently teaching and
  workload systems are different

c. Literature
- The recent appointment of a Literature faculty member in Theatre and Performance Studies will help with the creation of
  new offerings at the graduate level.

1.1.3 Italian:
- Phasing out of the Italian Certificate
- Implementing the Italian Minor
- Develop a 400 level course to give students a more balanced program (language and culture) and a more advanced level
  of proficiency
- Create a teaching track position to provide unit with continuity and stability especially when the senior lecturer who runs
  the program retires
- Promote the Italian Minor in the community (Burnaby North school district particularly) to attract more students and to
  serve the needs of teachers who lack proficiency in Italian.

1.2 Resource implications (if any):

a. Language
- One new position in Language Didactics specializing in new technologies and language acquisition is needed to
  increase research in the scholarship of teaching and to support the development of more on-line courses

b. Linguistics
- No new resources needed

c. Literature
- One new Faculty position is needed to provide courses at the graduate level in Francophone literatures and to direct
  grad research in this area
d. Italian
- One teaching track position to replace the senior lecturer position when she retires

1.3 Expected completion date/s:
- Within the next five years; some earlier
- The Active Classroom within the next 3 years
- The portable units with 10 laptops in the next year
- New Italian Minor: as early as January 2015
- New Italian Teaching Track Position in 2015
- Promotion of Italian to secondary school teachers as early as Fall 2014
- New Italian course offering: Fall 2015

1. RESEARCH

2.1 Action/s (what is going to be done):
The level and variety of research conducted in the Department is not accurately reflected in the report, which suggests that book reviews may be given a higher priority than peer-reviewed articles (p. 28). Since the last review, tenure-track faculty members have produced, in number, monographs, edited volumes of essays, edited journal issues, peer-reviewed articles and peer-reviewed book chapters, textbooks as well as book reviews. This publication list includes single-authored and multi-authored publications as evidence of collaborative efforts inside and outside of the Department. Projects currently underway include all of the above.

Research development - Dept. will add to its research profile by:
- a. actively encouraging faculty to seek funding sources that support graduate training
- b. drawing on the Office of Research Services for its expertise with granting agencies
- c. continuing collaborative efforts in the Department and elsewhere
- d. mentoring our new Assistant Professor in Literature
- e. requesting considerations for a Faculty position in Language Didactics (specializing in new technologies and language acquisition) to extend research to the Language section of the Department, and to enrich the existing collaboration with the Faculty of Education
- f. developing research projects on the French Legacy in BC: Past, Present and Future

2.2 Resource implications (if any):
- Re-allocate some internal dept. funds to facilitate development of individual and team-based research initiatives
- University: funding for a new position in Language didactics and a new position in Francophone literatures

2.3 Expected completion date/s:
3. ADMINISTRATION

3.1 Action/s (what is going to be done):
No specific recommendations were made in the report. Since the report, the Grad/Undergrad/Receptionist/Departmental Secretary has accepted a full-time position in the Department of Chemistry. The Dept. hired a new secretary. Since the review, the department has learned that its Manager Academic and Administration is retiring in September. A replacement has been found through a successful search and will begin at the end of August 2014.

3.2 Resource implications (if any):
- The above-mentioned secretarial position was full-time until the recruitment of the exiting Secretary, two and a half years ago, when it was reduced to 80% to partially fund a part-time student advisor. The student advisor, a French speaking grad student, was appointed in 2013.
- However, the department feels that a 100% position would be appropriate to fulfill the duties of the secretary. It would also be appropriate at this time to review the other staff positions and include in the descriptions, language that accounts for technological skills currently required and the increasing number of the graduate students.
- Replacement of faulty two-way mirror (in lab WMC1607/1621b) to allow observation of TAs and new instructors. The lighting in the observation room needs to be improved to allow for satisfactory observation.

3.3 Expected completion date/s:
- Dept. is currently reviewing the situation with the Dean's office in the hopes that a solution may be found this summer.
- A reexamination of position descriptions should be done within 2014-15 as this is an opportune moment.
- Two-way mirror and lighting by 2016 at the latest, earlier if possible.

4. WORKING ENVIRONMENT

4.1 Action/s (what is going to be done):
- Dept. will organize meetings and retreats as necessary to strengthen cohesion around a common vision. Further agreement on educational goals will also be discussed at these occasions as well as ways to enhance support for research.

4.2 Resources implications (if any):
- some funding will be necessary for the retreats

4.3 Expected completion date/s:
- ongoing or until the department has reached its goals
5. Relationship with OFFA

5.1 Action/s (What is going to be done):
- Draw expertise from OFFA to communicate and support research in the Department of French
- Continue to work with OFFA on events and guest speakers during "Le printemps de la francophonie" and participate in OFFA's 10th anniversary in 2014-15
- OFFA is set to contribute $40,000 toward the delivery of language courses in the department for 2014-15; seek renewal of same amount or similar amount for 2015-16 and 2016-17

5.2 Resource implications (if any):

5.2 Expected completion date/s:

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

<table>
<thead>
<tr>
<th>Unit Leader (signed)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Name: Stephen Blake</td>
<td>Title: Chair</td>
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<td>October 21, 2014</td>
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</table>
Section 2 - Dean's comments and endorsement of the Action Plan:

I met with both Catherine Black, the outgoing Chair of the Department of French and with Stephen Steele, the incoming Chair, on 15 August 2014 to discuss the external review prepared by Professors Crosta (McMaster University), Elkabas (University of Toronto) and Côté (Laval). I met a second time with Stephen Steele on 17 November 2014 for a further discussion.

Our office has given close consideration to the external review and to the detailed response from the Department of French. The external reviewers have produced a thoughtful assessment, capturing many of the strengths found in the Department and identifying some of the challenges it faces.

In principle, our office is in full agreement with the actions proposed by the Department. Specifically, we will work closely with the Department to secure the necessary funding for the renovation of the language labs into Active-Learning spaces. We acknowledge the request for positions in Language Didactics and Francophone literatures.

Faculty Dean

Date

24 Nov 2014
Additional Response to the External Review of the French Department

The External Review of the Department of French was conducted in February, 2014. We are pleased that overall the Report of the External Reviewers is positive. The Reviewers have conducted a thorough assessment of the department and provided detailed recommendations addressing the various components of our programs, our academic and scholarly activities, as well as the level of administrative support and resources provided to the department.

Their recommendations are entirely in agreement with the department's priorities: maintaining our reputation for excellence in the teaching of French; promoting student bilingualism in a largely non-francophone environment; innovation in instructional methods; multi-disciplinary program content integrating both literature and linguistics as full and equal partners; and, not least, maintaining and promoting our status as an academic unit committed to the pursuit of knowledge both in our students and in our personal and collective research agendas.

On one hand, the External Reviewers have made it very clear that all sections of the department are doing well in many areas, but their main recommendation concerns the "branding" of the department. The External Reviewers clearly stated that we need to "brand" ourselves better as an interdisciplinary program relatively unique in Western Canada.

On the other hand, the Department feels that the reviewers did not fully understand some points. They are presented in the order of the review report.

- FREN 198 is not an "anomaly", and is not a Level 1 course; it is a reading course for graduate students from other departments. It also attracts graduate students from UBC. Changing its number will help avoid the confusion.
- The 400/800 courses are not a departmental initiative. The model comes from the Dean of Graduate Studies and is in the early stages of implementation at SFU.
- The report mistakenly identifies our MA program as custom-tailored. All aspects of the program are designed according to specific guidelines that apply across the University.
- The Minor in French started in September 2013, hence the low enrolment. It should be allowed a sufficient amount of time to garner an active following.
The "Chair's attempt to be equitable is perceived as discriminatory" by some. This is an unfair statement. The assignments of TAships and Sessional appointments have always been handled in close consultation with the two Senior Lecturers and one Lecturer, who actively work as course chairs with the TAs. Some of our TAs and Sessionals have been with us for a long time and we always try to give them the best arrangement possible. We also have to acknowledge the new comers who may arrive with abilities not shared by all: i.e., working with new technologies.

The "French Assistants" are not exchange students. They come to us via the French CIEP (Centre international d'études pédagogiques) with the mobility program: Programme des assistants français à l'étranger.
### Assessment Plan
**Department of French**

<table>
<thead>
<tr>
<th>Program EGs</th>
<th>Data Source*</th>
<th>Assessment**</th>
<th>Trimesters of data collection</th>
<th>Evaluation of results</th>
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<tr>
<td><strong>Language:</strong> Regardless of their level of entry, students will develop intermediate to advanced skills to complete oral and written assignments in French. The language level will depend on their program (Honors, Major, Extended Minor, Concentrated Minor in French).</td>
<td>Selection of courses: Beginner (level 100); Intermediate (200) and Advanced (300)</td>
<td>Language quiz (writing skills) and oral presentation (oral skills)</td>
<td>1151 &amp; 1157</td>
<td>1161 (with possible discussion at yearly Dep. retreat)</td>
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**Cultural dimensions of the Francophone world:** Students will develop intercultural and crosslinguistic literacy through an analysis of French-related materials in their social, political, and historical dimensions. | Selection of courses: one 33- (Linguistic) and one 34- (Literature) course | Assessment of text analysis skills | 1151 & 1157 | 1161 (with possible discussion at yearly Dep. retreat) |

**Critical thinking and analytical skills:** Students will be able to critically read and analyse French academic and cultural material in language, literature, and linguistics. Students will acquire domain knowledge or concepts and theories in literature, linguistics and culture and will then be able to synthesize and apply that knowledge in academic assignments. | Selection of courses: one 42- (Linguistic) and one 44- (Literature) course | Assessment of Critical Analysis capacities (e.g. written text sample) | 1151 & 1157 | 1161 (with possible discussion at yearly Dep. retreat) |

**Research and methodology:** Students will investigate topics related to French Studies, and evaluate and criticize different perspectives in French and Francophone literatures, cultures and linguistics. Students will use this knowledge in fundamental and applied research projects. | Selection of courses: one 42- (Linguistic) and one 44- (Literature) course | Assessment of investigative capacities | 1151 & 1157 | 1161 (with possible discussion at yearly Dep. retreat) |

* See current Curriculum Mapping for further details
** Assessment tools need to be discussed with Faculty.
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**FRN: Educational Goals - Curriculum Mapping**

*Note: This is a curriculum map designed to illustrate the mapping of educational goals across different courses and skills. The table outlines the mandatory and optional courses, along with their respective skills emphasized, such as oral and written language, critical reading, and cultural analysis.*

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*Please refer to the original document for a detailed reading of the table.*
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**Field Notes:**

- **Bac.**: Bac.
- **Assn.**: Assn.
- **Gt.**: Gt.
- **Lang**: Lang

**300-level courses:**

- **Bac.**: Bac.
- **Assn.**: Assn.
- **Gt.**: Gt.
- **Lang**: Lang

- **Gr.** (Gr.): Gr.

**400-level courses:**

- **Bac.**: Bac.
- **Assn.**: Assn.
- **Gt.**: Gt.
- **Lang**: Lang

- **Gr.** (Gr.): Gr.
MEMORANDUM

ATTENTION: Senate

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

RE: Library External Review Report (SCUP 18-22)

DATE: April 30, 2018

At its April 25, 2018 meeting, SCUP received for information the Library External Review Report. The report is attached for the information of Senate.

c: J. Johnson
MEMORANDUM

ATTENTION: Peter Keller, Chair, SCUP
FROM: Joy Johnson, Vice-President, Research and International

DATE: April 12, 2018
PAGES: 1/1


I have received and reviewed this action plan with Gwen Bird, University Librarian & Dean of Libraries. It is a very detailed action plan and I am pleased to present it to SCUP with my full endorsement. Please note that this action plan was also reviewed by the Senate Library Committee.

External Review Committee:
Jonathan Bengtson, University of Victoria
Vivian Lewis, McMaster University
Rebecca Graham, University of Guelph
Valorie Crooks (Internal)

Attachments:
Library External Report Action Plan
Library External Review TOR
TERMS OF REFERENCE FOR THE REVIEW OF THE SFU LIBRARY

In line with academic units, the SFU Library (comprising the W.A.C. Bennett, Belzberg, and Surrey Libraries) is reviewed on a periodic basis, normally once every five years. The purpose of this review is to enable the SFU Library to conduct its own assessment of its strengths and weaknesses, to obtain the views of external experts in the field, and to engage in planning for its own future. The external review process is intended to report on the current condition of the SFU Library and comment on opportunities for its improvement. The following aspects of the Library are identified for review:

a. The adequacy of the collections to support the University’s academic programs;
b. The adequacy of the design and implementation of collections policy and procedures;
c. The effectiveness of services to students in the undergraduate and graduate programs;
d. The effectiveness of services to faculty and staff;
e. The effectiveness of Library online systems and services, present and planned;
f. The adequacy of the financial resources provided to the Library and the balance of allocations to the various budget accounts;
g. The adequacy of the size and distribution of the professional and support staff;
h. The effectiveness of the administration and management;
i. The effectiveness of the relationships and communication internally and with other departments of the University;
j. The effectiveness of cooperative ventures with other libraries and memory organizations;
k. The adequacy of Library space and facilities;
l. The place of the Library in the University governance structure.

The composition of the External Review Committee is to include three persons external to the University who are directors of or senior managers at other university libraries and one internal member from the University. The Committee members for the 2017/18 Review of the SFU Library are:

- Jonathan Bengtson,
- Vivian Lewis,
- Rebecca Graham,
- Valorie Crooks

At the conclusion of its visit, the reviewers will submit a detailed report including a full and frank assessment of the Library’s mission, its various activities, the quality of the Library’s collections, services, facilities, management, staff, and organization, as well as the University’s budget allocations to the Library, and the balance of allocations within the Library’s budget accounts.

If the Committee receives information or allegations regarding specific individuals, these will be transmitted to the appropriate persons within the University and handled in accordance with established University procedures. These persons might include the University Librarian, the Vice-President, Research, or the Human Rights Officer. If the Committee receives general comments or complaints that the environment in the Library is not conducive to a high quality of services and working environment, the Committee may comment and make recommendations on this in its report, and the appropriate persons within the Library and the University shall be advised.

The External Review Committee report will become a public document. Any supplementary reports concerning confidential matters will not form part of the public record, but will be made available to the appropriate University officers, and any individuals named will be apprised of the information and provided with an opportunity to comment.
External Review Committee Report:

Simon Fraser University Library

December 20, 2017

Submitted by:

Vivian Lewis, University Librarian, McMaster University (Lead)
Jonathan Bengtson, University Librarian, University of Victoria
Rebecca Graham, Chief Librarian, University of Guelph
Introduction

The 2017 SFU Library External Review Committee (ERC) is pleased to present the following report of its findings. The report includes a brief description of the review process, a summary of progress made by the Library since the last examination in 2011, followed by a set of comments and recommendations arranged by broad themes.

The ERC identified some areas for improvement, but was generally very pleased with the overall health of the SFU Library. The Committee wishes to extend its warm congratulations to Library on its recent acceptance into the Association of Research Libraries. As well, the ERC commends SFU Library for its many accomplishments in the areas of research infrastructure and community engagement. The organization is regularly at the forefront of new ideas at both the local and national level.

Process

Dr. Joy Johnson, Vice-President, Research and International at Simon Fraser University, called for a fourth review of the SFU Library to be conducted in November 2017.

The members of the Review Committee were:

- Vivian Lewis, University Librarian, McMaster University (Lead)
- Jonathan Bengtson, University Librarian, University of Victoria
- Rebecca Graham, Chief Librarian, University of Guelph

In addition, Valorie Crooks, Professor, Department of Geography, Simon Fraser University accompanied the committee as a local representative.

The ERC’s purpose was to provide an evidence-based and constructively critical report, highlighting strengths to be protected and enhanced, weaknesses requiring attention, and new opportunities to be considered. The ERC was attentive to services to undergraduate and graduate students, services to faculty and staff, integration with other service and academic
units, connections across the tri-campuses, and overall administrative and organizational structures.

The ERC conducted the on-site visit November 21-23, 2017, having prior to the visit received an extensive and helpful Self Study Document for SFU Library External Review prepared by the University Librarian and her team. During the three day visit, the ERC met with staff, stakeholders, key committees involved in the management and governance of the Library, and senior university administrators. Please see Appendix 1 for the schedule and list of interviewees.

The Committee visited all three library locations and had an opportunity to meet the executive directors of the Vancouver and Surrey campuses. The ERC also received a number of written confidential responses via email from those not able to attend meetings. The Committee wishes to acknowledge the VP Research Office for overseeing the logistics of the visit, as well as Dr. Crooks for providing valuable insights throughout the on-site visit.

The reviewers are grateful to all members of the University community for their outstanding work in preparing for our visit, and for their commitment to the success of the external review process as a whole, which contributed greatly to an informative, enjoyable, and efficient experience. In particular, the ERC would like to thank the University Librarian and members of the Office of the University Librarian, as well as the Vice-President, Research and International for their engagement with the committee.

**Progress since the 2011 Review**

The ERC was struck by how much progress has been made by SFU Library since the 2011 review, particularly under the leadership of Gwen Bird, whose efforts to inculcate an open, collaborative culture is appreciated across the libraries and, indeed, the wider university. Under the framework of the newly established Library Strategic Plan 2017-2021, SFU Library is poised to adapt to and, in many cases, lead changes necessary to ensure the continuing success of the university’s research, teaching, and engagement agendas. Since the last review, the budgetary challenges facing research libraries have deepened across the
country. SFU Library has weathered the storm better than many, and the University is to be commended for ensuring a continued depth and breadth of the research collections through strong budgetary support following the fall of the Canadian dollar relative to the USD.

More specifically, with respect to the last review, the ERC notes that new library strategic plan recognizes and supports the strengths and programs of the library, as was encouraged in the 2011 review. Much progress has also been made in improving library spaces, as well as managing the physical collections within the context of the Shared Print Archive Network (SPAN) in order to free spaces for programmatic uses.

The 2015 reorganization helped to address some of the 2011 review recommendations regarding the role of liaison librarians and skills-training for staff, as well as re-jigging committee and organizational structure to more closely align priorities with expert groups. Given the dynamic nature of research libraries, there is an ongoing need to be attentive to current and future structures, which will not remain static. The ERC anticipates that there will be future changes to organizational structure in the coming years, such as related to digital scholarship, and that library administration is well aware of this.

The 2011 reviewers recommended the appointment of a library advancement officer, which the ERC notes has subsequently been done. As well, the perennial challenge of effective communications in a large and diverse organization was noted by the 2011 review committee, and improvements have been made, though the ERC is well aware that effective communications will always remain a challenge and focus of attention for any organization.

COMMENTARY AND RECOMMENDATIONS

For the ease of the reader, commentary and recommendations have been grouped under five themes: Physical space; Resources; People; Future (organization, strategic planning); and Communication.
1. PHYSICAL SPACE

The ERC was impressed by the ingenuity the SFU Library has exercised in terms of physical space. Plans appear to be in place to resolve some obvious shortcomings.

The Library recognizes that study seating is a serious concern. SFU libraries report fewer study seats than any other Canadian research library, including universities smaller in size and total student FTE. Conversely, gate count is quite high, with over 1.8 million visitors each year across the three locations.

Bennett is in need of significant renovations in numerous areas. Students are dissatisfied by the limited amount of individual and group study space and generally find the building difficult to navigate. Staff appreciate the changes that have been made to their spaces, but clearly need better meeting, teaching, and office space. The Library Master Space planning effort will provide critical guidance on renewal of existing space, suggestions for program realignment, and serve as the basis for the library’s “readiness” if there are future provincial or federal funding opportunities.

The two branch libraries have some attractive spaces but, with growing student populations, are challenged in addressing study space needs. The Library recognizes its mandate to provide access to rich research collections, not necessarily to own them. The library provides excellent ILL service, has entered into shared print agreements with other libraries, and plans to conduct an aggressive deselection program that potentially could potentially reduce the physical collections by up to 50% while obviating any demonstrable impact on students and researchers.

Recommendations:

1.1 Endorse plans for aggressive weeding relocation/removal of the print collections which will be necessary in order to renovate Bennett and respond to the changing needs of users. Dramatically reduce the collection footprint to create more study space (both individual and group). Expand Student Learning Commons. Improve the quality and adjacencies for staff space. Create faculty space.
1.2 Increase downtown space for research commons / graduate student services.

1.3 Aggressively weed collections at Surrey, investigate opportunities for licensing and promoting use of ebooks for portions of the collection where the content likely changes frequently.

1.4 Consider aggressive weeding for Downtown in order to create graduate space and additional study space.

1.5 Maintain Library control over library space and establish core principles for evaluating potential of shared spaces. (Support student-facing and faculty-facing services with strong focus on teaching, learning and research as opposed to back-of-house administrative functions.)

2. RESOURCES

Finances: The SFU Library's collection budget is in reasonably good shape. The University has, for some years, very wisely protected the Library from significant fluctuations in the value of the Canadian dollar relative to the USD. A small increase is expected this year to help mitigate the ongoing rapid and substantial annual increases in the cost of journal subscriptions worldwide.

The operations budget is not protected. Although the University covers salary increases, all other components must be covered within the base allocation. New permanent positions are very challenging to add and, as a result, some critical functions, such as research data management and the digital humanities librarian, are funded through soft money. The collections budgets for the two branch libraries have been brought into central but the operations budgets remain outside. As a result, the library has limited flexibility. Positions cannot be moved between locations.
Recommendations:

2.1 Explore centralizing the operational budgets for all three campus libraries to allow for better utilization of limited staff resource dollars and training opportunities across the three campuses.

2.2 Operationalize innovation: secure sustainable base funding for critical programs like research data management and digital humanities.

Advancement: The Library is fortunate to have hired an accomplished and engaged professional fundraiser to attract and steward donors. This individual is working hard to build a pipeline of donors and has explored new models (including crowdfunding).

The Library has also, very recently, appointed a talented liaison librarian to oversee marketing and communications.

The two individuals have worked together on many projects, and would benefit from aligning their work even more closely and deliberately than they have already done.

Recommendations:

2.3 Establish an Advancement Team (advancement, communications, events, stewardship). This group should meet together on a regular basis with the University Librarian to ensure that they are working toward common objectives.

2.4 Draft an Advancement Plan establishing key objectives and strategies for each member of the Advancement Team over a 3 year rolling cycle.

3. PEOPLE

Staffing: The ERC was impressed by the expertise and passion exhibited by SFU Library staff across the organization. Campus faculty and students commended library staff for their
Liaison librarians and service desk staff were routinely called out for praise. One faculty member noted that library staff were generally “responsive and forward looking.”

Some areas of the library were identified as needing additional staffing resources to meet campus needs.

**Recommendations:**

3.1 Blend ILL and Access Services in Bennett to better leverage expertise and support cross training.

3.2 Add expertise in eBranch.

3.3 Add expertise in collection analysis/assessment.

3.4 Add expertise to support new programs (e.g. Surrey’s new engineering program).

3.5 Allow positions to be moved from one campus to the other.

**Staff Training and Development:** The review team was generally impressed by the number and variety of training and development opportunities available to library staff. Most staff noted that they were pleased with their choices and had never been turned down for funding. Some members appreciated the informal interest groups emerging in certain areas. Librarians mentioned the strong uptake on research leaves since the 2011 review. Some staff members were pleased with the introduction of a new bursary to support staff from diverse backgrounds attending library school.

At the same time, there was confusion expressed by some staff members relating to the funding from their employee group but which required sign-off by their supervisor. There was some concern about perceived differences in support and approval from individual supervisors.
or ADL. And there was frustration about the Library (or University - it was not clear to us) unwillingness to cover salary for training and development opportunities participated in during the weekend for some employee groups.

**Recommendations**

3.6 Communicate more effectively to CUPE (and other) staff regarding their training opportunities. Clarify policies around available funding and salary coverage for training “after hours”.

3.7 Offer more training opportunities geared to non-librarians.

3.8 Offer training to librarians (and other interested staff) on effective strategies for getting grants to support research.

3.9 Explore opportunities for staff exchange program with international partners.

**Workplace Climate:** The ERC was impressed by the general workplace climate. Staff were very pleased with the opportunity to participate in strategic planning conversations. Several noted the positive nature of the new Equity and Inclusion committee. One noted that wellness activities appeared to be “baked in” to the organization.

Although more work can always be done within this area, the ERC was also struck by the relatively good level of internal communication within the library. The Library must be commended for planning regular all-staff meetings, attempting to move some meetings to the branch campuses, and for using technology to bring staff together virtually.

That said, internal awareness of some of the SFU Library’s truly extraordinary achievements is somewhat spotty. For example, editors, publishers, and librarians around the world know SFU Library for its support of PKP - but awareness at home is not strong. As one individual noted, “SFU librarians go to conferences to find out about PKP.”
Recommendations:

3.10 Identify new ways for ensuring staff on the three campuses interact with each other on a regular basis.

4. **FUTURE**

Organizational Structure: While definitely unusual, the model of having the University Librarian reporting to the Vice President Research, rather than the Provost, appears to be working well. The current VPRI is well-informed and conversant about issues concerning university libraries. The close connection to the VPRI has conceivably played a role in the Library’s strong engagement in supporting the University’s research mission, as evidenced by SFU Library’s noteworthy strength and leadership in open access, digital publishing, and research commons. We understand that the University Librarian meets regularly with the Provost, as well as sits on the appropriate committees (such as Deans Council) and hence has good connectivity to the University’s academic portfolio.

Recommendations:

4.1 Maintain the current reporting relationship to the VPRI.

Relationship with University Archives: The University Archive reports up through the University Secretariat rather than the University Librarian. While the linkage with Secretariat makes good sense given the Archive’s noteworthy work in FOI, and while some points of connection have been made (e.g., the Archivist sits on the Library’s Digital Preservation Working Group), closer integration between Library and University Archive should be explored. The potential for collection scope confusion is clear. Approximately ½ of the Archive’s collections are comprised of private papers (including those of politicians). As well, the ERC heard that users often visit the Archive when they actually need the Library (and vis-a-versa).
Recommendations:

4.2 Explore an organizational linkage between the University Archive and the University Library. Could the University Archivist have a dual (or even dotted-line) report to Secretariat and University Librarian?

4.3 Create formal acquisitions policies for both Special Collections and the University Archive. Ensure clear differentiation regarding who collects what.

Strategic planning & Oversight: The Strategic Plan was crafted by a small team drawn from across the University Library (including all employee groups). The process was highly consultative and included many opportunities for staff feedback over the period of several months.

The ongoing implementation of the Plan has been entrusted to the Strategic Planning Leadership Committee - a very capable group comprised of the University Librarian, the ADLs and the division heads. This group of upper and middle managers identifies and reports back on SPLC team has created confusion in the minds of some library staff. Some staff members believe they have limited input into the Plan since, with the exception of one individual, all members of the SPLC are librarians.

Recommendations:

4.4 Reframe the Strategic Planning Leadership Committee as the Strategy Implementation Team or the Strategic Management Team or the Strategic Oversight Team to convey their critical responsibility for implementing or managing the vision.

4.5 Continue to ensure that any team struck to facilitate strategic planning in the library is composed of representatives from all staffing groups.
Digital Initiatives: SFU enjoys an international reputation given its leadership in the development of and growth in the adoption of PKP. In addition, the Library has a number of digital initiatives it has launched that would benefit from a strategic plan and leadership oversight. The development of a plan may well help to inform the appropriate level of leadership and alignment within the organization. Such an effort will provide the Library with the means to sustainably develop and maintain these services while clearly making a commitment to continued leadership in this area.

Recommendations:

4.6 Create a strategic plan for managing the University Library's digital initiatives.

4.7 Expand the DHIL to focus more broadly on digital scholarship rather than digital humanities. Leverage the Library Master Space Plan effort to help address appropriate spacing for the DHIL.

4.8 Strengthen digital publishing -- leverage BC initiative in OER textbooks.

4.9 Consider bringing together digital initiatives under an AUL position.

Community Engagement: The ERC heard repeatedly that community engagement is part of the SFU “DNA”. The Library has taken that fact seriously. Bennett has become the local library for the UniverCITY. The downtown and Surrey branches are actively involved in their communities.

Going forward, the SFU Libraries should expand their engagement on the international stage. The organization should also formulate a clear plan for indigenization.
Recommendations:

4.10 Expand community engagement activities -- leverage position of Surrey and Downtown campuses in this regard.


4.12 Draft a University Library plan for responding to the TRC Calls to Action/CFLA/SFU plan.

5. COMMUNICATION

The University Library has, very recently, hired a liaison librarian to take on responsibility for communications. That individual is laying the groundwork for telling the SFU Library story to the campus and beyond.

As with most research libraries, social media is an area of ongoing work. Having individual library staff take shifts managing the social media channels is a good stopgap measure, but will not move the Library along in a strategic manner. Staff may be frustrated having their activity in this area managed, but coordinated and strategic efforts are necessary to ensure that the big message gets out.

Recommendations:

5.1 Draft a communication plan. This document should document the key messages to be communicated to specific stakeholder groups as well as the specific strategies to be used to convey those messages to those groups.

5.2 Explore a social media strategy as well as an internal social media policy.
The Issue of the Integrated Library System: The reviewers heard concern from virtually every group about the recent migration to a new integrated library system (ILS). Many expressed frustration with the interface itself, saying that they could not find known items by title or author, that the screens froze and they were forced to authenticate multiple times. Some noted that they had had little notice of the change and that the Library was not moving as quickly to resolve the issue as they hoped. Some were aware that the Library had been in touch with the vendor, but it had been told that the search algorithms were proprietary, so could not be changed to meet the needs of one location.

**Recommendations:**

5.3 Reach out proactively to the campus community to address issues of concern. Post regular updates on the status of deliberations and fixes.

5.4 Provide detailed feedback to the vendor outlining user frustrations during the implementation process.

5.5 Use the opportunity of user focus on the ILS to engage the campus community in a broad discussion of metadata more generally, and the importance of new and emerging frameworks of description (such as linked open data) to digital scholarship and research.

**Conclusion**

Much has been accomplished in the SFU Library since the last external review. Although some recommendations are made for improvements, the 2017 ERC was generally very pleased with the overall health of the organization. With additional strategic re-investments, the Library appears primed to achieve even greater accomplishments, both locally and globally.
Summary of Recommendations

PHYSICAL SPACE

Recommendation 1.1: Endorse plans for aggressive weeding relocation/removal of the print collections which will be necessary in order to renovate Bennett and respond to the changing needs of users. Dramatically reduce the collection footprint to create more study space (both individual and group). Expand Student Learning Commons. Improve the quality and adjacencies for staff space. Create faculty space.

Recommendation 1.2: Increase downtown space for research commons / graduate student services.

Recommendation 1.3: Aggressively weed collections at Surrey, investigate opportunities for licensing and promoting use of ebooks for portions of the collection where the content likely changes frequently.

Recommendation 1.4: Consider aggressive weeding for Downtown in order to create graduate space and additional study space.

Recommendation 1.5: Maintain Library control over library space and establish core principles for evaluating potential of shared spaces. (Support student-facing and faculty-facing services with a strong focus on teaching, learning and research as opposed to back-of-house administrative functions.)

RESOURCES

Recommendation 2.1: Explore centralizing the operational budgets for all three campus libraries to allow for better utilization of limited staff resource dollars and training opportunities across the three campuses.

Recommendation 2.2: Operationalize innovation: secure sustainable base funding for critical programs like research data management and digital humanities.

Recommendation 2.3: Establish an Advancement Team (advancement, communications, events, stewardship). This group should meet together on a regular basis with the University Librarian to ensure that they are working toward common objectives.

Recommendation 2.4: Draft an Advancement Plan establishing key objectives and strategies for each member of the Advancement Team over a 3 year rolling cycle.


**PEOPLE**

**Recommendation 3.1:** Blend ILL and Access Services in Bennett to better leverage expertise and support cross training.

**Recommendation 3.2:** Add expertise in eBranch.

**Recommendation 3.3:** Add expertise in collection analysis/assessment.

**Recommendation 3.4:** Add expertise to support new programs (e.g. Surrey’s new engineering program).

**Recommendation 3.5:** Allow positions to be moved from one campus to the other.

**Recommendation 3.6:** Communicate more effectively to CUPE (and other) staff regarding their training opportunities. Clarify policies around available funding and salary coverage for training “after hours”.

**Recommendation 3.7:** Offer more training opportunities geared to non-librarians.

**Recommendation 3.8:** Offer training to librarians (and other interested staff) on effective strategies for getting grants to support research.

**Recommendation 3.9:** Explore opportunities for staff exchange program with international partners.

**Recommendation 3.10:** Identify new ways for ensuring staff on the three campuses interact with each other on a regular basis.

**FUTURE**

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Recommendation 4.4: Reframe the Strategic Planning Leadership Committee as the Strategy Implementation Team or the Strategic Management Team or the Strategic Oversight Team to convey their critical responsibility for implementing or managing the vision.

Recommendation 4.5: Continue to ensure that any team struck to facilitate strategic planning in the library is composed of representatives from all staffing groups.

Recommendation 4.6: Create a strategic plan for managing the University Library’s digital initiatives.

Recommendation 4.7: Expand the DHIL to focus more broadly on digital scholarship rather than digital humanities. Leverage the Library Master Space Plan effort to help address appropriate spacing for the DHIL.

Recommendation 4.8: Strengthen digital publishing -- leverage BC initiative in OER textbooks.

Recommendation 4.9: Consider bringing together digital initiatives under an AUL position.

Recommendation 4.10: Expand community engagement activities -- leverage position of Surrey and Downtown campuses in this regard.

Recommendation 4.11: Consider membership in Pacific Rim Research Library Association (http://pr-rla.org/).

Recommendation 4.12: Draft a University Library plan for responding to the TRC Calls to Action/CFLA/SFU plan.

COMMUNICATION

Recommendation 5.1: Draft a communication plan. This document should document the key messages to be communicated to specific stakeholder groups as well as the specific strategies to be used to convey those messages to those groups.

Recommendation 5.2: Explore a social media strategy as well as an internal social media policy.

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Recommendation 5.5: Use the opportunity of user focus on the ILS to engage the campus community in a broad discussion of metadata more generally, and the importance of new and emerging frameworks of description (such as linked open data) to digital scholarship and research.

Appendix 1: External Review Committee On-site Agenda

Tuesday, November 21

8:30 – 9:00 am Meeting with Joy Johnson, Vice-President, Research and International, PCR

9:15 – 10:00 am Tour of WAC Bennett Library by Natalie Gick, ADL Administrative Services

10:00 – 11:00 am Meet with Librarians (without managers) Room LIB 7200

11:00 – 12:00 pm Meet with the Associate Deans of Libraries Room LIB 7200 Natalie Gick, ADL Administrative Services Patty Gallilee, ADL Collections and Scholarly Communication Brian Owen, ADL Library Technology and Special Collections Karen Munro, ADL Learning and Research Services

12:00 – 1:00 pm Lunch with ADLs & Gwen Bird, Room LIB 7301

1:00 – 1:30 pm Meet with CUPE staff Room LIB 7301, WAC Bennett Library

1:30 – 2:00 pm Meet with APSA staff Room LIB 7301, WAC Bennett Library

2:00 – 2:30 pm Meet with Library Communications & Library Advancement Officer (Baharak Yousefi and Ann McDonell) Room LIB 7301, WAC Bennett Library

2:30 – 3:30 pm Meet with Strategic Planning Leadership Committee (SPLC), Room LIB 7200

3:45 – 4:15 pm Meet with Peter Keller, Vice-President, Academic PCR

Wednesday, November 22

8:30 – 9:30 am Arrive at SFU Surrey Library, meeting and tour with Leanna Jantzi, Library Head.
10:30 – 11:30 am Meeting with Faculty Panel Room LIB 2020

11:45 – 1:00 pm Lunch with students Room LIB 7200

1:00 – 1:30 pm Research Commons (Nicole White, Rebecca Dowson) Room LIB 7301, WAC Bennett Library

1:30 – 2:00 pm Student Learning Commons, Access Services, Learning & Instruction (Donna McGee Thompson, Scott McKenzie, Jenna Thomson) Room LIB 7301, WAC Bennett Library

2:00 – 2:30 pm Collections, Special Collections, Processing (Patty Gallilee, Melissa Salrin, Gordon Coleman) Room LIB 7301, WAC Bennett Library

2:30 – 3:00 pm Digital Initiatives, Library Systems, eBranch (Mark Jordan, Don Taylor, Nina Saklikar, Kevin Stranack) Room LIB 7301, WAC Bennett Library

3:45 – 4:45 pm Tour of Belzberg Library and meet with Karen Marotz, library staff and SFU Vancouver Executive Director Laurie Anderson.

**Thursday, November 23**

8:30 – 9:45 am Meetings with campus partners.
8:30 – 8:50 Nancy Johnston, Executive Director, Student Services
8:50 – 9:10 Brad Johnson, Director, Teaching and Learning Centre
9:10 – 9:30 Paul Hebbard, University Archivist
9:30 – 9:45 John Grant, Director, Alumni Relations

10:00 – 11:00 am Community Forum, Valorie Crooks to host – Blusson Hall 10011

11:00 – 11:30 am Meet with Gwen Bird, University Librarian, Dean of Libraries, PCR

11:45 – 1:00 pm Lunch with Deans, PCR

1:15 – 2:00 pm Closing meeting with Joy Johnson, Vice-President, Research and International PCR
The Library is grateful to the External Review Committee for a thoughtful report that endorses many of our current plans and activities. Many recommendations align well with the Library's existing priorities. The resulting actions fit well into the list of specific initiatives we will pursue in the second and subsequent years of the Library's Strategic Plan, 2017-2021. Several of the recommendations regarding physical space, primarily focused on WAC Bennett Library, will be folded into the Master Space Planning process that is currently underway. Recommendations about the need for additional personnel to focus on e-Branch, collection assessment, and to support new program areas at SFU, are well advised but would require additional funding to implement immediately. We will use the established Budget Review Committee process to put forward requests in these areas. This response was created with input from Library staff and management, Library Council, and the Senate Library Committee.

### Physical Space

<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
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<tr>
<td><strong>Recommendation 1.1:</strong> Endorse plans for aggressive weeding relocation/removal of the print collections which will be necessary in order to renovate Bennett and respond to the changing needs of users. Dramatically reduce the collection footprint to create more study space (both individual and group). Expand Student Learning Commons. Improve the quality and adjacencies for staff space. Create faculty space.</td>
<td>Collection reduction and creating additional student space aligns with Master Space Plan, and Strategic Plan initiative 1.4.1a. Decisions to remove items to storage or withdraw will be based on best practice, including participation in shared print initiatives, different patterns of use by discipline, data about scarcity &amp; usage, along with other factors. ILL services will continue to be available. Master Space Plan will address space recommendations, working incrementally until full renovation of Bennett Library is possible.</td>
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<td><strong>Recommendation 1.2:</strong> Increase downtown space for research commons / graduate student services.</td>
<td>Will explore options for RC space downtown with AVP Academic &amp; Vancouver campus administration; likely not possible within Belzberg Library footprint.</td>
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<tr>
<td><strong>Recommendation 1.3:</strong> Aggressively weed collections at Surrey, investigate opportunities for licensing and promoting use of ebooks for portions of the collection where the content likely changes frequently.</td>
<td>Weeding is currently underway at Surrey with goal to provide improved access to current, relevant collections, and create additional student space.</td>
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<td><strong>Recommendation 1.4:</strong> Consider aggressive weeding for Downtown in order to create graduate space and additional study space.</td>
<td>Regular weeding takes place annually at Belzberg; further reductions may not be possible without detrimental effect on Vancouver programs. Options for study space elsewhere on Vancouver campus will be pursued as per 1.2 above.</td>
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<td><strong>Recommendation 1.5:</strong> Maintain Library control over library space and establish core principles for evaluating potential of shared spaces. Support student-facing and faculty-facing services with a strong focus on teaching, learning and research as opposed to back-of-house administrative functions.</td>
<td>Develop core principles for use of Library space; integrate into Master Space Plan and other space development. Involve AVP Academic, Senate Library Committee in process.</td>
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## Resources

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<td><strong>Recommendation 2.1:</strong> Explore centralizing the operational budgets for all three campus libraries to allow for better utilization of limited staff resource dollars and training opportunities across the three campuses</td>
<td>We will initiate discussions with senior administration about budget structure in order to ensure sufficient budget allocation at all campuses, and increase flexibility.</td>
</tr>
<tr>
<td><strong>Recommendation 2.2:</strong> Operationalize innovation: secure sustainable base funding for critical programs like research data management and digital humanities.</td>
<td>We will use Budget Review Committee process to request base funding for emerging areas. Explore new funding channels with VPRI as they become available.</td>
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<tr>
<td><strong>Recommendation 2.3:</strong> Establish an Advancement Team (advancement, communications, events, stewardship). This group should meet together on a regular basis with the University Librarian to ensure that they are working toward common objectives.</td>
<td>Establish Advancement Team in 2018 including Advancement, Communications, Special Collections, University Librarian.</td>
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<tr>
<td><strong>Recommendation 2.4:</strong> Draft an Advancement Plan establishing key objectives and strategies for each member of the Advancement Team over a 3 year rolling cycle.</td>
<td>Agreed, in consultation with Library Advancement Officer and University Advancement</td>
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## People

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<td><strong>Recommendation 3.1:</strong> Blend ILL and Access Services in Bennett to better leverage expertise and support cross training.</td>
<td>Use upcoming vacancy in Head of Access Services in 2018 to explore closer integration of Loans and ILL, and fuller development of Access Services model.</td>
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<td><strong>Recommendation 3.2:</strong> Add expertise in eBranch.</td>
<td>Upcoming review of library digital initiatives will include consideration of eBranch requirements; agree this is a priority when continuing funding becomes available.</td>
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<td><strong>Recommendation 3.3:</strong> Add expertise in collection analysis/assessment.</td>
<td>We are creating a temporary collections librarian in 2018 to work on analysis and assessment; agree this is a priority when continuing funding becomes available.</td>
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<tr>
<td><strong>Recommendation 3.4:</strong> Add expertise to support new programs (e.g. Surrey’s new engineering program).</td>
<td>Budget Review Request for SE3P collections support was included in 2018 submission; deferred to 2019 due to program start date.</td>
</tr>
<tr>
<td><strong>Recommendation 3.5:</strong> Allow positions to be moved from one campus to the other.</td>
<td>Relates to 2.1; will include in discussions with senior administration about budget structure and flexibility.</td>
</tr>
<tr>
<td><strong>Recommendation 3.6:</strong> Communicate more effectively to CUPE (and other) staff regarding their training opportunities. Clarify policies around available funding and salary coverage for training “after hours.”</td>
<td>Agreed. We will clarify policy and practice in this area, review as necessary, and communicate with staff. Goal to create clear career development path for CUPE staff in Library.</td>
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<tr>
<td><strong>Recommendation 3.7:</strong> Offer more training opportunities geared to non-librarians.</td>
<td>Seek clarification about desired training opportunities for non-librarians and follow up as necessary.</td>
</tr>
<tr>
<td><strong>Recommendation 3.8:</strong> Offer training to librarians (and other</td>
<td>We will liaise with Research Services &amp; library funding experts at other...</td>
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interested staff) on effective strategies for getting grants to support research.

**Recommendation 3.9:** Explore opportunities for staff exchange program with international partners.

We will investigate the benefits of and mechanisms for international staff exchanges; promote SFU Staff Internationalization Fund to library staff.

**Recommendation 3.10:** Identify new ways for ensuring staff on the three campuses interact with each other on a regular basis.

We will consult with staff to learn more about desired cross-campus interaction and follow up as appropriate.

### Future

**RECOMMENDATION**

<table>
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<tr>
<th>Recommendation 4.1:</th>
<th>Maintain the current reporting relationship to the VPRI.</th>
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<tr>
<td></td>
<td>Agreed</td>
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**Recommendation 4.2:** Explore an organizational linkage between the University Archive and the University Library. Could the University Archivist have a dual (or even dotted-line) report to Secretariat and University Librarian?

We will initiate discussion with University Secretary, University Archivist, and senior administration about the relationship between Library and Archives.

**Recommendation 4.3:** Create formal acquisitions policies for both Special Collections and the University Archive. Ensure clear differentiation regarding who collects what.

Aligns with library strategic plan initiative 1.4.1c; we will coordinate with Archives to harmonize policies.

**Recommendation 4.4:** Reframe the Strategic Planning Leadership Committee as the Strategy Implementation Team or the Strategic Management Team or the Strategic Oversight Team to convey their critical responsibility for implementing or managing the vision.

We will consider the name and mandate of the SPLC and Library Council in 2018 and clearly convey any resulting changes to all staff.

**Recommendation 4.5:** Continue to ensure that any team struck to facilitate strategic planning in the library is composed of representatives from all staffing groups.

We will find a way to re-engage staff throughout the library with the strategic plan in 2018 & on in context of actions for 4.4.

**Recommendation 4.6:** Create a strategic plan for managing the University Library’s digital initiatives.

Agreed. This will follow activities under 4.9.

**Recommendation 4.7:** Expand the DHIL to focus more broadly on digital scholarship rather than digital humanities. Leverage the Library Master Space Plan effort to help address appropriate spacing for the DHIL.

We will consult with DHIL stakeholders on ways to expand digital scholarship services and maintain linkages to DHIL activities. We believe there is merit in maintaining a specific focus on DH under the wider umbrella of digital scholarship support.

**Recommendation 4.8:** Strengthen digital publishing -- leverage BC initiative in OER textbooks

Agreed. Library will continue to lead OER grants program with TLC and to support OER adoption through Teaching & Learning Librarian and other liaison librarians; New Digital Publishing division will work with Teaching & Learning Librarian.

*Library Response to External Review Report*
| **Recommendation 4.9:** | Consider bringing together digital initiatives under an AUL position. | We will review the portfolio of ADL Library Technology Services & Special Collections with this recommendation in mind and in consideration of 4.6 |
| **Recommendation 4.10:** | Expand community engagement activities -- leverage position of Surrey and Downtown campuses in this regard. | We will continue to develop the library’s community engagement activities, including Surrey, Vancouver, Burnaby |
| **Recommendation 4.11:** | Consider membership in Pacific Rim Research Library Association ([http://pr-rla.org/](http://pr-rla.org/)). | We will investigate the benefits of PRRLA membership |
| **Recommendation 4.12:** | Draft a University Library plan for responding to the TRC Calls to Action/CFLA/SFU plan. | Agreed. Work has begun and will continue through 2018 and beyond |

### Communication

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<tr>
<th><strong>Recommen</strong>dation</th>
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<tr>
<td><strong>Recommendation 5.1:</strong> Draft a communication plan. This document should document the key messages to be communicated to specific stakeholder groups as well as the specific strategies to be used to convey those messages to those groups.</td>
<td>A simple plan exists and is updated annually; will work with Head of Library Communications to elaborate on this plan, include more detail</td>
</tr>
<tr>
<td><strong>Recommendation 5.2:</strong> Explore a social media strategy as well as an internal social media policy.</td>
<td>Changes to staffing of social media have taken place since site visit; will address this recommendation, including internal social media policy</td>
</tr>
<tr>
<td><strong>Recommendation 5.3:</strong> (Re: ILS) Reach out proactively to the campus community to address issues of concern. Post regular updates on the status of deliberations and fixes.</td>
<td>An internal task group has been formed (Primio for Public Services); we will develop a communications strategy for the campus to provide regular updates in 2018 &amp; beyond. Initial message from Dean sent to campus sent in Feb 2018</td>
</tr>
<tr>
<td><strong>Recommendation 5.4:</strong> (Re: ILS) Provide detailed feedback to the vendor outlining user frustrations during the implementation process.</td>
<td>We have compiled feedback from migration experience and shared with vendor since site visit, made contact with new support level at ExLibris</td>
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<td><strong>Recommendation 5.5:</strong> (Re: ILS) Use the opportunity of user focus on the ILS to engage the campus community in a broad discussion of metadata more generally, and the importance of new and emerging frameworks of description (such as linked open data) to digital scholarship and research.</td>
<td>We may explore this after actions have been taken on 5.3 &amp; 5.4</td>
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MEMORANDUM

ATTENTION: Senate

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

RE: SCUP Annual Report for 2017 - 2018 (SCUP 18-23)

DATE: April 30, 2018

TIME

At its April 25, 2018 meeting, SCUP reviewed for information the SCUP Annual Report for the period of April 1, 2017 – March 31, 2018. The report is attached for the information of Senate.
I. Principal Responsibilities

The principal responsibilities of SCUP include:

- The operation of the system of academic planning;
- To recommend the priorities that should be attached to the central allocation of resources required to implement approved new programs and strengthen existing programs;
- To review and approve notices of intent and full program proposals for submission to the provincial degree program approval process;
- To consider and make recommendations to Senate on proposals for new undergraduate and graduate programs and the discontinuance of programs;
- To be responsible for the operation of the system of external review of academic units;
- To receive and review recommendations for the establishment and disestablishment of academic departments, research units, centres and institutes;
- To provide advice to the President on the annual operating budget, annual capital budget and Five Year Capital Plan.

II. Meetings Held

- April 19, 2017
- May 10, 2017
- June 14, 2017
- September 6, 2017
- October 4, 2017
- October 18, 2017
- November 8, 2017
- December 6, 2017
- January 10, 2018
- February 7, 2018
- March 14, 2018

III. Academic Planning

In relation to academic planning responsibilities, SCUP received for information the following:

IV. Programs Approved for Further Planning
SCUP considered and approved the following programs for further planning:
- Professional Kinesiology Certificate (June 14, 2017)
- Minor in Classical Archaeology (June 14, 2017)
- Adult, Youth and Community Literacy Education Minor (September 6, 2017)
- Undergraduate Diploma in First Nations Language Proficiency (March 14, 2018)

V. New and Revised Programs
SCUP considered, approved, and recommended to Senate the following new programs:
- Sustainable Energy Engineering Program (May 10, 2017)
- Certificate in Biological Anthropology (June 14, 2017)
- Social Justice in Education Minor Program (November 8, 2017)
- Cohort Special Arrangement – Master of Arts in the Linguistics of a First Nations Language (December 6, 2017)
- Graduate Certificate in Education (February 7, 2018)

VI. Program Suspensions and Dissolutions
SCUP considered, approved and recommended to Senate the following suspensions of admission, and program dissolutions:
- Graduate Diploma in Quantitative Methods in Fisheries Management (suspension and dissolution May 10, 2017)
- Biomedical Physiology and Kinesiology Master of Science (Course Option) (suspension and dissolution September 6, 2017)
- Applied Human Nutrition Certificate Program (suspension and dissolution February 7, 2018)
- Ethnic and Intercultural Relations Certificate (suspension and dissolution March 14, 2018)
- Asia-Canada Studies Minor and Extended Minor Programs (dissolution March 14, 2018) *Not forwarded to Senate due to caveat; will be resubmitted to SCUP

VII. External Reviews
SCUP received external review reports and related comments, and developed recommendations for priority action items in relation to the following:
- School of Resource and Environmental Management (October 4, 2017)
- Department of History (November 8, 2017)
- Department of Gender, Sexuality and Women's Studies (November 8, 2017)
- Department of Philosophy (November 8, 2017)
- Department of First Nations Studies (January 10, 2018)
- School of Engineering Science (January 10, 2018)

External review mid-cycle reports were received from the following academic units:
- Department of Mathematics (January 10, 2018)
- Beedie School of Business (January 10, 2018)
- School of Interactive Arts and Technology (March 14, 2018)
VIII. Centres and Institutes

SCUP approved and recommended to Senate the establishment of the following Centres or Institutes:
- Centre for Collaborative Action on Indigenous Health Governance (June 14, 2017)

SCUP approved and recommended to Senate the renaming of the following Centre or Institute:
- From the Centre for Comparative Study of Muslim Societies and Cultures to the Centre for Comparative Muslim Studies (February 7, 2018)

SCUP approved the renewal of the following Centres or Institutes for a five-year term (December 6, 2017):
- Centre d’études francophones Québec-Pacific
- Centre for Global Political Economy
- Criminology Research Centre
- David Lam Centre
- CPA Innovation Centre (formerly CMA Innovation Centre)
- Centre for Corporate Governance and Sustainability
- Centre for Policy Studies on Culture and Communities
- Centre for Research on Early Child Health and Education (CRECHE)
- Centre for Natural Hazards Research
- Centre for Wildlife Ecology
- Behavioural and Cognitive Neuroscience Institute
- Centre for Operations Research and Decision Sciences
- Centre for Studies in Print and Media Cultures
- Institute for Diaspora Research and Engagement (IDRE)
- International Cybercrime Research Centre (ICRC)

SCUP approved the renewal of the following Centres or Institutes for a one year or less term:
- Interdisciplinary Research in the Mathematical and Computational Sciences (IRMACS) (December 6, 2017)
- Interaction Design Research Centre (January 10, 2018)

SCUP considered the following document for information:
- Centre and Institute Report 2016/17 (December 6, 2017)

IX. Budget and Financial Issues

SCUP received regular updates and various documents in order to gain a familiarity with the operating and capital budget issues at the University, and to enable SCUP to discharge its advisory responsibilities.

Documents received for information:
- 2018/19 Budget Consultation (October 18, 2017 and March 14, 2018)
X. Establishment of Committees

No committees were established in this reporting year.

XI. Establishment of Chairs and Professorships

SCUP was consulted on and/or considered the naming of or revisions to the name of a Chair and/or Professorship:

- BC Notaries Chair in Applied Legal Studies (November 8, 2017)

SCUP approved and recommended to Senate the terms of reference for the following Chairs and/or Professorships:

- William Saywell Professorship in Asia Pacific Business (September 6, 2017)
- BC Notaries Chair in Applied Legal Studies (November 8, 2017)

XII. Other Matters Considered by SCUP

SCUP was consulted on, and/or considered, approved and recommended to Senate the following:

- Title Change of the French Cohort Program in Public Administration and Community Services (April 19, 2017)
- Program Name Change of the BSc in Management and Systems Science (Major and Honours) (April 19, 2017)
- Renaming of the Program in Development and Sustainability (April 19, 2017)
- Draft Changes to Policy R 40.01 Research Centres and Institutes (October 18, 2017)
- Program Name Change of the Asia-Canada Program (December 6, 2017)

XIII. Committee Memberships

April 2017 – May 2017

P. Keller (Chair)  G. Myers  T. Brennand  P. Bassi
G. Bird  G. Chapman  L. Chen  C. Cupples
N. Dale  R. Khan Hemani  A. Ige  J. Johnson
D. Laitsch  T. Leacock  A. Mac Namara  A. Moens
Z. Naqvi  M. Roman  C. Shaw  S. Spector
W. Parkhouse  T. Williams  S. Rhodes  B. Basi

June 2017 – March 2018

P. Keller (Chair)  G. Myers/W. Parkhouse  G. Bird  T. Brennand
T. Budd  G. Chapman  A. Dastmalchian  J. Derksen
R. Garcha  J. Johnson  R. Khan Hemani  D. Laitsch
T. Leacock A. Mac Namara A. Moens Z. Naqvi
M. Roman J. Scott C. Shaw A. Singh
P. Tingling T. Williams S. Rhodes B. Basi

Submitted to Senate by:

Peter Keller
Chair, Senate Committee on University Priorities
MEMORANDUM

ATTENTION: Senate

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

RE: External Review of the School of Mechatronic Systems Engineering (SCUP 18-20)

DATE: April 30, 2018

TEL

At its April 25, 2018 meeting, SCUP reviewed and approved the Action Plan for the School of Mechatronic Systems Engineering 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 School of Mechatronic Systems Engineering that resulted from its External Review.

c: A. Rad
   E. Fiume
MEMORANDUM

ATTENTION: Peter Keller, Chair, SCUP
FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
RE: Faculty of Applied Sciences: External Review of the School of Mechatronic Systems Engineering

DATE: April 16, 2018
PAGES: 1/1

Attached are the External Review Report and the Action Plan for the School of Mechatronic Systems Engineering. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:
“... MSE is running well overall and excels in many aspects. It can be considered a top-notch program, with top-notch research, and innovative programs with entrepreneurial activities as well as collaborative programs with other schools and corporations. Moreover, MSE has been actively engaged with industry and the municipality, and has an impressive mandatory co-op program that benefits students tremendously.”

Following the site visit, the Report of the External Review Committee* for the School of Mechatronic Systems Engineering was submitted in April 2017. 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 Applied Sciences, the Director of the School of Mechatronic Systems Engineering 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 School and the Dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the School of Mechatronic Systems Engineering that resulted from its external review.

*External Review Committee:
Jean Zu, University of Toronto (Chair of Review Team)
Claudio Canizaros, University of Waterloo
Daniel Inman, University of Michigan
Lyn Bartram (internal), Simon Fraser University

Attachments:
2. School of Mechatronic Systems Engineering Action Plan
3. School of Mechatronic Systems Engineering Educational Goals Assessment Plan

cc Eugene Fiume, Dean, Faculty of Applied Sciences
    Farid Golnaraghi, Director, School of Mechatronic Systems Engineering
EXECUTIVE SUMMARY

The School of Mechatronic Systems Engineering (MSE) at SFU was recently established in 2013, based on the previous mechatronics program started in 2007 as part of the School of Engineering Science. Dr. Farid Golnaraghi was the founding director of the mechatronics program and founding director of the school until now. He has provided strong leadership and vision with great passion and energy. The panel reviewed the background material supplied by the Faculty prior to the site visit. During the site visit, the panel met with many senior administrators and groups of individuals who represented a cross-section of the Department.

Overall, MSE is running well overall and excels in many aspects. It can be considered a top-notch program, with top-notch research, and innovative programs with entrepreneurial activities as well as collaborative programs with other schools and corporations. Moreover, MSE has been actively engaged with industry and the municipality, and has an impressive mandatory co-op program that benefits students tremendously. MSE has set a great example of high academic standards.

While MSE has impressive programs, the school faces numerous challenges. With the rapid growth of students beyond the initial plan, the number of faculty members is not sufficient to
deliver the program properly. Space is tight for both teaching and research; the quality of space for engineering research is lacking. Moreover, its budget is insufficient to properly cover all the school expenses; as a result, the school has been cutting TA hours significantly to maintain its operation, which has severely affected a quality delivery of the program.

This report addresses the eight questions provided in the Terms of Reference.

1. How does the MSE undergraduate program compare to other North American Mechatronics Engineering Programs?

Mechatronics in the US consists of programs within either mechanical engineering or electrical engineering departments, making an exact comparison difficult. The University of Waterloo is the only other university in Canada that has a formal department in Mechatronics, but it is a Department of Mechanical and Mechatronics Engineering. Thus, SFU’s program is the only stand-alone College (Department) of mechatronics in North America. The School of Mechatronic Systems Engineering at SFU is first rate by any measure. It offers unique opportunities for students to enter into business and entrepreneurship experiences that are very impressive. MSE’s interaction with the community of Surrey is a very positive and impressive example of university community interaction. Both of these items are unmatched by any other department.

A key feature of mechatronics education is its intensive laboratory education. The MSE program as SFU has this, but it is costly and requires strong TA and lecture support, as well as dedicated faculty. Thus, stability of the MSE undergraduate program is of concern in terms of being able to have enough teaching faculty members to cover all of the MSE courses necessary. With increased enrollment, the situation is exacerbated. The classroom size at the Surrey campus is limited and when enrollment exceeds that capacity, it presents an unmanageable situation. In addition, in order to compete with Waterloo’s program, MSE should offer its core courses twice a year for its mandatory co-op program; this would the best model to reduce the average graduation time, but the costs would be significant.

The curriculum offered by the undergraduate program is excellent and captures the essence of mechatronics. However, because of limited physical space, students tend to choose projects that are electronics based rather than mechanical for course projects. Interviews with students pointed out this difficulty. If increased lab teaching space for larger mechanics projects were available, this would help underscore the interdisciplinary nature of mechatronics.

2. Do MSE infrastructure, TA support and space meet its current undergraduate student demand?

The TA support and available space are inadequate for current undergraduate student demand. Enrollment has exceeded the physical space available at the Surrey campus to the point where class size is often larger than maximum room size. Student project space is nonexistent and discourages students from joining or starting projects. Support for extra curricular student projects also seems lacking. Student projects form an important part of the educational experience by encouraging self-directed engineering projects. Companies often seek students who have had meaningful undergraduate project involvement. While some notable projects are on going, they do so without much financial support, having to use their parents’ houses for space in some cases.
Lack of space does not allow for two streams, impacting the co-op program (of course more teaching faculty would also be needed for two streams). Being able to offer required courses twice a year would greatly improve the co-op students ability to manage their schedules; however, the overall costs of this approach would be significant.

Both the students interviewed and the faculty interviewed mentioned rather strongly that there is not enough TA support. This has several impacts. The first is the inability to provide proper grading. The second is the inability to keep labs open, since labs require a TA to be present and students would like more access to the undergraduate teaching labs. On a related issue, the graduate students indicated that the TA compensation is too low and inconsistent to be attractive. Also during schedule labs, undergraduates felt that there should be more TA support in the labs.

3. How does the MSE AFTE-faculty ratio compare to other Engineering Programs?

The self-study report provides an inflated figure for the 2015-16 AFTE-faculty ratio of 32.2 (page 24), since it considers graduate students. The actual undergraduate AFTE-faculty ratio we can determine from the figures provided in the report is 27.4, which compared, for example, to the 2014-15 figures of 20.5 in Mechanical and Industrial Engineering (MIE) at Toronto, and 21.9 in Mechanical and Mechatronics Engineering (MME) at Waterloo, is definitely high. The intake number of new students has been high since 2010-11 (about 100+ per year), but the number of new students accepted in the program in 2016-17 has been purposely reduced to 79 (Figure 7.3), which should help in addressing the relatively high student-faculty ratio in the long term. The MSE UCC Chair suggested that this intake reduction was meant to address this issue and problems associated with large number of students in the program (large classes, space, labs, etc.). This would be a sensible approach to reduce the student-faculty ratio problem if maintained; however, in a system with budgets mainly based on undergraduate student numbers, it would inevitably lead to budget reductions, which would just compound the problems faced by the program, highlighted in several sections of this report. The new FAS Dean mentioned that he is considering moving away from such a budget model to a more performance based model, which would benefit the MSE School, given its overall healthy undergraduate, graduate, and research outputs, as highlighted throughout this report.

It is clear from our discussions with the school administration and faculty members that the number of students in the program has definitely exceeded by far the original numbers planned for the program, and teaching resources are quite strained. This is compounded by the fact that several faculty members are in reduced teaching loads due to administration and research appointments, with the latter being a good indication of the school's success in research. We understand from the new FAS Dean that he is considering hiring another Lecturer for the school to add teaching resources to the program, which should help a somewhat with reducing the high student to faculty ratio; however, this should be a temporary solution, as non-research faculty members do not contribute significantly to graduate and research programs, which is what distinguishes top from average programs.

4. How does the MSE graduate program compare to other North American Programs?

The number of graduate students in the program is quite healthy, with an average of about 8+ PhD and MASc students per research-active faculty member (currently 14), which compared, for example, to Waterloo's MME average of close to 5 (2014-15) is significantly
higher. Also, the proportion of PhD to MASc students is currently 1.56, whereas, for example, at Waterloo’s MME is 1.16 (2014-15). These figures are additional indicators of a very active and successful research program. The main drawbacks we noticed in the program is the lack of proper office and lab space for grad students; the limited number of proper grad course offerings at the Surrey campus, due to the lack of teaching cycles associated with significant undergraduate teaching commitments; and the lack of TA opportunities for graduate students. With the research lab space being allocated at the new Surrey building for the MSE school, some of the space issues should be addressed; however, the issues of high undergraduate teaching loads limiting appropriate graduate course offerings (at Surrey and independent of undergraduate offerings), which will not be solved by just hiring a new Lecturer, and lack of TA positions need to be addressed.

We are concerned with the tendency of the university administration to see grad students as a cost, which is understandable, given the limited funding available for supporting graduate students in several programs at SFU; however, it is important to have in mind that, considering SFU’s desire to improve its research profile, research intensive programs consider grad students as assets/investments, since they drive research projects and publications, which in turn bring research reputation and more funds. It is clear that the university administration does not limit the number of graduate students in programs like MSE, where research funds are available to support graduate students, as opposed to programs with limited funds. The MSE School would like to see more central support for graduate students in their program (e.g. more scholarships), which is an issue for the central administration given the limited available funds to support graduate programs, and thus this is clearly not feasible. However, other possible solutions should be considered, such as supporting an increase in the number of TA positions, which would help graduate student funding and address the severe lack of TAs in the program, thus benefiting both graduate and undergraduate students.

5. How does the MSE faculty research output compare to other North American Programs?

Because there are so few mechatronics departments, we have compared their research output to engineering programs in the mechanical and electrical engineering disciplines general. In brief, MSE compares very well with faculty at the best institutions. As a group, the faculty members in MSE have a large number of publications in the very best and most appropriate journals. Faculty members have also presented at the best and most appropriate conference venues for their individual disciplines. Their level of engagement in professional societies is also on par and in some cases exceeds the norm in terms of journal editing and reviewing, conference organization, and technical committee work.

The research active faculty members have a diverse educational background with degrees from a variety of Canadian and US institutions. Their backgrounds help form the strong interdisciplinary nature of mechatronics. The school has been well recognized for its research excellence, as evidenced by currently having two CRCs, a University Professor, and a Burnaby Mountain Chair, and three of its members have won NSERC Discovery Accelerator Supplements (DAS) awards. The School received two new research chair positions, a CRC Tier I and an Endowed Chair in January 2017. In terms of the percentage of faculty with this level of recognition, MSE faculty members as a group are way ahead of similar groups at peer institutions. MSE also has a very large number of postdoctoral researchers for their size.
Compared to other mechatronics programs, SFU’s MSE College is hampered by the lack of appropriate research space. Much of the space is spread out over inconvenient distances forcing a time constraint for students and faculty alike. This also discourages interdisciplinary work and prevents undergraduates from benefiting from being at a research-oriented university.

A new building is going up on the Surrey campus, and this should solve some of the space problems as long as the School of MSE is assigned lab space in that building, and such lab space is not viewed as a replacement for current rented space. In other words, there needs to be a net gain of space for MSE.

6. Assess the School's competitiveness in recruiting and retaining junior/senior faculty

MSE has outstanding faculty members. Under the leadership of Dr. Farid Golnaraghi, the faculty members are energized and motivated and they work very hard with the common goal of building a world-class school and programs. Such culture provides a positive environment in attracting and retaining faculty. However, some negative factors affect the school's competitiveness in this respect: 1) The salary compares poorly to those at UBC; 2) the very high workload is burning out faculty members; 3) the significant lack of TA support due to budget constraints negatively affects morale; 4) lack of proper space for research severely handicaps the ability to conduct research.

7. How does the MSE faculty research output compare to other North American Programs?

MSE has extraordinary research output and is one of the top programs in North America. With only 13 tenure-track faculty members, MSE has three CRCs, a University Professor, and an endowed Chair. Three faculty members won NSERC Discovery Accelerator Supplement awards. The average funding per faculty is $430k/year and the average supervision per faculty is 8+ graduate students and 2 post-doctoral fellows. In comparison, the average supervision per faculty at the University of Toronto for engineering is under 7 graduate students. The average publication and citation at MSE is also way above the average.

8. The Applied Sciences were once crisply delineated into four disciplines: chemical, civil, electrical, and mechanical engineering. The number of disciplines expanded over the years, and there has been considerable mixing among them. Likewise, MSE has expanded its intellectual reach beyond its namesake of mechanical and electronic systems. In the long term, what avenues of research and education in the applied sciences should not be considered part of MSE? Why?

The MSE school has a clear identity compared to other mechatronics programs, with demonstrated particular strengths in biomedical and energy systems engineering, as opposed to other programs such as Waterloo's mechatronics which focuses on automotive, robotics, and materials. It is interesting to note that these areas are not traditionally mechatronics' subjects per se, and rather tend to be part of electrical engineering programs, like in the case of Ryerson, although in some other universities these programs are shared among various schools/departments, as is the case, for example, at Waterloo, where the biomedical program is led by the Systems Design Department, with significant contributions from electrical engineering faculty, while energy systems encompass faculty members in electrical, mechanical, civil, and chemical engineering. However, it is clear that the MSE
School has a critical mass of highly active researchers in the biomedical field, besides researchers at the School of Engineering Science, which has been significantly strengthened with the addition of 2 new research chairs, especially a high-profile CRC I Chair. Furthermore, the school has several highly active researchers in the energy systems field, led by 2 CRC II Chairs and a relatively new addition in the power electronics area.

Given MSE's aforementioned strengths, and considering the fact that the school is the only program in FAS with technical expertise in the area of energy systems, as per the research areas listed at FAS Schools' websites, not surprisingly the MSE School future research and education plans are focused on developing and hosting an energy systems program, given the current provincial funding opportunity supporting the development of new programs. It was clear from our discussions with the FAS Dean that there are significant internal and external political pressures to create a new school in energy systems; however, from the research and academic points of view, we believe that it makes more sense to nurture and organically grow the program from within MSE, with contributions from other faculties to address important and relevant social, policy, economic, and environmental aspects of energy systems. At Waterloo, for example, collaborative research in all aspects of energy systems has been successfully and quickly fostered through the Waterloo Institute for Sustainable Energy (WISE), which is an alternative option to consider; however, academically, a program requires a host school/department.
# EXTERNAL REVIEW – ACTION PLAN

## Section 1 – To be completed by the Responsible Unit Person, e.g., Chair or Director

<table>
<thead>
<tr>
<th>Unit under review</th>
<th>Date of Review Site visit</th>
<th>Responsible Unit person</th>
<th>Faculty Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Mechatronic Systems Engineering</td>
<td>March 8-9, 2017</td>
<td>Dr. Farid Golnaraghi</td>
<td>Dr. Eugene Fiume</td>
</tr>
</tbody>
</table>

The School of Mechatronic Systems Engineering (MSE) has been very successful in generating research and providing high-quality education to students whose resultant knowledge is in high demand within a variety of engineering fields. As a result, the school ranks amongst the top mechatronics programs in Canada. In its 2015 labor market report, Engineers Canada identifies that replacement demand for engineers in the fields comprising the Mechatronics discipline, mechanical, electrical and computing science, is an important theme that will be relevant for the next decade.

The MSE program was designed on the premise that the industry of the twenty-first century demands engineers with distinctive attributes. It trains engineers who have a solid background in mathematics and natural sciences and have had foundation courses in the two main engineering disciplines of electrical and mechanical engineering. These individuals are further trained to think systematically, are hands-on and competent, are problem solvers and designers, are prolific communicators with sound project management training, are aware of safety, ethics of the profession, and design constraints, and above all can integrate fragmented knowledge into coherent and purposeful system/product design. This claim is verified by noting that several of our graduates are currently employed by innovative industrial giants such as Apple and TESLA.

The MSE program is accredited by the Canadian Engineering Accreditation Board (CEAB) until 2020. As with any engineering program in Canada, the MSE is required to adhere to the CEAB guidelines strictly, to maintain its accreditation. The CEAB visits all engineering programs in Canada once every three years. The CEAB Team visited the School in 2011 and 2014, respectively. At its inaugural visit by the CEAB Team, the program was accredited until 2014. The second visit was in 2014 and led to the extension of the accreditation for three years. In the decision letter dated June 26, 2016, the CEAB extended the program accreditation to 2020 without a need for a visit. MSE Program is one of the few programs in Canada that was granted a six-year accreditation during the time that CEAB requires a transformation of all engineering programs to Outcome-based pedagogy. The renewal of MSE accreditation without a visit to the unit is a manifestation that CEAB views that MSE program complies fully with its academic accreditation criteria. However, as shown below and similar to the SFU External Review (ER) report, they had concerns about space, student-faculty ratio, and resources that will have to be addressed, and have the potential to jeopardize the accreditation of the program in 2020.
Suggestions for improvement

The following comments are offered which the institution may consider in future revisions to its program in Mechatronic Systems Engineering. These suggestions are those of the author of this report and do not necessarily represent the views of the Accreditation Board or others.

- MSE is encouraged to consider providing greater curriculum instruction on the importance of occupational health and safety instruction in engineering.
- MSE and SFU are encouraged to provide additional laboratory space to accommodate enrollment levels of 80+ students.
- MSE is encouraged to hire additional full-time faculty to effectively run the program.
- MSE is encouraged to hire an additional technician in order to support undergraduate laboratory activities.
- SFU/MSE is strongly encouraged to move forward with plans to construct new building facilities on the Surrey Campus to house the MSE program as well as other planned engineering programs.
- MSE is encouraged to initiate a greater degree of collaboration with other academic service departments on issues that impact on MSE students i.e. course curriculum content and delivery methods and the move to outcome based education.
- SFU and the School of MSE are encouraged to provide the necessary human resources required to enable MSE to implement the necessary procedures required to move to outcome based assessment by 2015.
- Steps be taken to improve the electronic and manual tracking of student progression to ensure full compliance with university regulations and to address “admitted” software shortcomings.
- Steps be taken to document on transcripts those instances where mandatory co-op work terms have been waived.
- MSE initiate measures to ensure that large class sizes can be accommodated in the limited number of large class rooms available to students, from the variety of faculties using the classroom space, at the Surrey Campus.
As specified in the ER report, “while MSE has impressive programs, the school faces numerous challenges. With the rapid growth of students beyond the initial plan, the number of faculty members is not sufficient to deliver the program properly. Space is tight for both teaching and research; the quality of space for engineering research is lacking. Moreover, its budget is insufficient to cover all the school expenses properly; as a result, the school has been cutting TA hours significantly to maintain its operation, which has severely affected a quality delivery of the program.”

MSE has successfully operated and grown despite having had to cope with these weighty challenges, and the upward trajectory of the school’s performance metrics directly results from its members’ significant gratuitous contributions and commitment to teaching, service and research activities. As a resourceful, accomplished and expanding program producing in-demand graduates, MSE has demonstrated a commitment to excellence that has elevated it to preeminent stature within FAS, SFU, BC, and Canada.

The highly specialized and technological resource requirements associated with a rigorous engineering program sets it apart from other university programs. Failure to contentiously attend to these program standards will ultimately diminish the quality of research and teaching within MSE, and will adversely affect the school’s ability to attract and retain mobile faculty members in a highly competitive environment. High workload, shortage of faculty, lack of adequate lab space, and low salary were key reasons cited by one MSE junior faculty member who resigned from MSE to assume a position at UBC in 2013. One of the school’s gravest concern is the potential loss of its faculty should the University fail to address, in a timely manner, the challenges presented in the ER.

1. PROGRAMMING

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

1.1 Undergraduate:

Review Team:

- The number of students in the program has definitely exceeded by far the original numbers planned for the program, and teaching resources are quite strained.
- With the rapid growth of students beyond the initial plan, the number of faculty members is not sufficient to deliver the program properly.
- Lack of space does not allow for two streams, impacting the co-op program (of course more teaching faculty would also be needed for two streams). Being able to offer required courses twice a year would greatly improve the co-op students' ability to manage their schedules; however, the overall costs of this approach would be significant.
- Both the students interviewed and the faculty interviewed mentioned rather strongly that there is not enough TA support.
- The curriculum offered by the undergraduate program is excellent and captures the essence of mechatronics. However, because of limited physical space, students tend to choose projects that are electronics based rather than mechanical for course projects. Interviews with students pointed out this difficulty. If increased lab teaching space for larger mechanics projects were available, this would help underscore the interdisciplinary nature of mechatronics.
• **Student project space is nonexistent** and discourages students from joining or starting projects. **Support for extracurricular student projects also seems lacking.** Student projects form an important part of the educational experience by encouraging self-directed engineering projects. Companies often seek students who have had meaningful undergraduate project involvement. While some notable projects are ongoing, they do so without much financial support, having to use their parents’ houses for space in some cases.

**Action:**
- To revisit the current teaching load to ensure most efficient allocation of teaching
- To facilitate eight-month co-op by creating a two-stream teaching plan (staggered offering of second and third-year courses)
- To increase the TA allocation
- To seek additional space for the undergraduate project teams and teaching activities
- To develop three specialization streams in the form of options
- In light of the above, to meet its teaching obligations, MSE’s requires twelve (12) more faculty members

As documented in the self-study report, the school has experienced a chronic faculty and staff deficit due to increasing student enrolments coupled with a stagnation in hiring and resource allocation. The program approved by the SFU Senate in 2005 proposed fifteen faculty members, four administrative, and four technical support staff members based on a total steady-state student-enrollment of two hundred and fifty (250) – see item 4 in the original the MSE proposal, attached. The school currently employs seventeen full-time faculty members, four administrative, and four technical staff, and has a total student enrolment of 671 (2016/17 data), as Shown in Table 1. Table 1 also includes data presented in the original MSE program proposal that was approved by the Senate in 2005 (see attached).

Table 1. 2016/2017 Graduate and Undergraduate Headcount, Program FTEs and AFTEs. Source: SFU Annualized Graduate and Undergraduate Enrolment Report. 2005 data were taken from the proposal (attached).

<table>
<thead>
<tr>
<th></th>
<th>Headcount 2016/2017</th>
<th>AFTE 2016/2017</th>
<th>MSE 2005 Proposal headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>571</td>
<td>516.5</td>
<td>250</td>
</tr>
<tr>
<td>Graduate</td>
<td>93</td>
<td>71</td>
<td>60 (50-75 was stated)</td>
</tr>
<tr>
<td>Specialty Graduate</td>
<td>7</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>671</strong></td>
<td><strong>594.5</strong></td>
<td><strong>310</strong></td>
</tr>
</tbody>
</table>

The dramatic increase in our graduate and undergraduate student enrolment has placed tremendous strain on administrative and technical support staff members and MSE faculty. To ensure its successful inauguration, MSE faculty and staff willingly undertook incommensurate workloads to enable the school to meet its teaching, research, and administrative obligations; however, such demanding workload obligations are not sustainable and preclude any possible expansion of course offerings.
As discussed in detail, in the self-study report, a minimum of twelve additional faculty members are needed to address its shortcomings. This number was arrived at based on the number of (needed or required) courses (grad and undergrad), the faculty member’s available bandwidth (excluding average annual academic, admin. and research teaching reliefs), the number of sessional hires every year, and the need to double offer some of the courses to allow greater co-op flexibility. For a detailed analysis, please refer to the self-study report.

An alternative way to provide justification for this complement would be to compare MSE to typical resourcing levels across SFU, normally measured using the ratio of AFTEs to filled continuing faculty positions (FTE CFL). Following are some examples of this ratio based on 2016/17 Institutional Research and Planning (IRP) data:

Comparing the results, it is, therefore, fair to argue that MSE is under-resourced. If we factor away the need to double-up on courses to allow greater co-op flexibility, based on MSE’s total AFTE level (including co-op) in 2016/17 of 594, using the SFU-wide ratio would justify a total MSE faculty complement of 460/18≈25.6 AFTE/CFL excluding co-op (594/18≈33 AFTE/CFL including co-op). This would suggest an additional complement of seven (25.6 minus 17, current faculty headcount including lecturers). On page 6 of the self-assessment report, our faculty shortage in meeting the School’s teaching needs was calculated to be six (so there appears to be a good correlation between the two methods).
The MSE undergraduate students usually take six courses per term and are required to complete a total of 146 credit hours. Annually the School is responsible for providing between 40-42 undergraduate courses – including 10 to 13 Engineering Electives, 29 core courses and one service course (MSE 110 is offered three times a year and MSE 111, Mechatronics Design I for non-MSE, is offered as a service course to the non-MSE students). With the current bandwidth of 37 courses, at a given year there has been no room to teach any graduate courses. A minimum of six 800-level graduate courses has been identified to be necessary to support our 100+ graduate students’ course requirements, annually. The school would, therefore, meet its faculty shortfall by adding a minimum of six new faculty members.

As for the doubling up on courses to allow better co-op flexibility to reduce student graduation time, about 50% of employers prefer 8-month long co-op terms over our scheduled four-month long co-op terms. Students electing to partake in those employment opportunities are therefore thrown off the stream and cannot take their required courses until a year later. As a result, their graduation is delayed by one year to an average graduation time of just over 5.2 years. This has been the source of repeated requests from MSE students for the unit to offer some of its key undergraduate courses twice a year.

Following the University of Waterloo’s Faculty of Engineering model (Waterloo also has a mandatory co-op program, as well), offering the undergraduate core courses twice a year has been considered to be an excellent approach to not only address the 8-month co-op scenario but to reduce the average student graduation time to 4.5 instead of 5.2 years. As a result, with the double offering of key year one-three courses, the student graduation time will be sped up significantly. This will also significantly reduce the number of students in third-year classes from 120+ to about half that value. Considering study leaves and the double offering of the key first- to third-year core courses, additional five faculty members are required.

So after implementation of this plan, to meet its teaching obligations, and without any further increase in our number of undergraduate students, MSE’s additional faculty requirement is twelve (12).

Plan: At this stage, to address the undergraduate teaching needs, five independent positions from the anticipated SEE budget have been approved by the FAS Dean. These faculty members will play a role in generating additional MSE teaching bandwidth (2x lecturers, already approved and advertised + 1x researcher in materials with shared teaching responsibilities + 1x lecturer and 1x researcher in manufacturing) complementing the MSE strategy and offering mechatronics and manufacturing courses that SEE students can take. Additionally, as later discussed in Section 3.1, two additional faculty members may be hired through the funds generated by the MSE Professional Master’s and the Siemens Mechatronic Certification Programs (PMP and SMSCP, respectively). With the additional two faculty members in place (priority will be to service PMP and SMSCP), the School should also be able to meet some of its 800-level courses (see Section 1.2). So, the MSE expects to hire a total seven new faculty members (resulting in a total faculty number of 24), meeting the numbers reflected in the earlier AFTE/CFL discussions. This would result in the following adjustment in the AFTE-Faculty ratio to change to:

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<th>24, excluding co-op</th>
<th>24, including co-op</th>
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<tr>
<td>Total AFTE /</td>
<td>19.2</td>
<td>24.8</td>
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6
Additionally, some faculty members (both teaching and research) will be hired in conjunction with the deployment of the SEE program over the course of 2018-2021, having their administrative home in MSE. These faculty members will be hired to meet specific SEE-related teaching needs, with research foci that align with the academic plan for SEE, and harmonize wherever possible with areas of research being pursued by existing MSE faculty. To this end, there is a high degree of harmonization between the MSE and SEE programs already (established via common service course requirements, as well as course equivalencies). Creating a staggering in the timing of harmonized course offerings was another objective in program design, for enhancing flexibility for students, especially concerning co-op term lengths, and improving the student experience in our programs. As a result, while we consider this as a compromise (see section 3.1 regarding the SEE program), the staggering of equivalent courses has largely been achieved. There is undoubtedly some room for further improvement, which will be achieved through a highly coordinated approach (FAS and MSE) to course scheduling as the program is deployed and managed over the next several years. Currently, the MSE and FAS Undergraduate Committees are in discussion to maximize the staggering of equivalent courses between the MSE and SEE programs, which should create some effective flexibility for MSE and SEE students in completing their degrees. The programs’ maximum harmonization of first to third-year harmonization, increases flexibility for students and facilitates the eight-month co-op terms, and illustrates the synergy between the two programs. Another area of benefit arising from the harmonizing and staggering of courses is in undergraduate teaching labs.

As a result of the SEE program design in synergy with MSE, we have been able to work together with FAS in developing a plan for coordinated use of undergraduate teaching labs between the MSE and SEE programs (in both, the existing Surrey campus and the new building) that addresses every one of the concerns raised in the external report with respect to undergraduate teaching lab space. Also, the School has been working with FAS to secure additional space for its undergraduate teaching requirements (primarily teaching labs) in the new SEE building, in Surrey. The additional space in the new building will address undergraduate teaching and team activity requirements. More details are provided in the following sections (see Section 4 for more space-related discussions).

1.2 Graduate:

Review Team:
- The significant lack of TA support due to budget constraints negatively affects morale: The MSE budget must address this shortcoming.
- The MSE School would like to see more central support for graduate students in their program (e.g., more scholarships), which is an issue for the central administration given the limited available funds to support graduate programs, and thus this is clearly not feasible.
- Other possible solutions should be considered, such as supporting an increase in the number of TA positions, which would help graduate student funding and address the severe lack of TAs in the program, thus benefiting both graduate and undergraduate students.
- The main drawbacks we noticed in the program is the lack of proper office and lab space for grad students; the limited number of proper grad course offerings at the Surrey campus, due to the lack of teaching cycles associated with significant undergraduate teaching commitments; and the lack of TA opportunities for graduate students.
• With the research lab space being allocated to the new Surrey building for the MSE school, some of the space issues should be addressed; however, the issues of high undergraduate teaching loads limiting appropriate graduate course offerings (at Surrey and independent of undergraduate offerings), which will not be solved by just hiring a new Lecturer, and lack of TA positions need to be addressed.

Action:
• To address its TA shortages — as discussed in the previous section
• To improve the quality and quantity of research space (labs/offices)
• To coordinate with FAS for the promotion of the graduate program
• To plan on offering more 800-level graduate courses (through the hiring of additional faculty members) — as discussed in the previous section

In addition to the discussions in section 1.1, which address the first and last action items, the School has been working with FAS to secure additional research space for its research space requirements. This includes additional research space for three faculty members at the Powertech facilities, internal FAS space reallocation at the Central City, and additional research space in the new SEE building, in Surrey. The faculty hiring plan will carefully balance the number of lecturers and tenure-track faculty to meet the teaching needs while addressing the research gaps within the unit.

Despite the Review Team comments, the five approved positions (see Section 1.1) have first to address the undergraduate teaching needs. As a result, the positions will include three lecturers and two tenure-track faculty members. As discussed in Section 3.1, two additional faculty members may be hired through the funds generated by the MSE Professional Master’s and the Siemens Mechatronic Certification Programs (PMP and SMSCP, respectively). The role of the additional two faculty members will be to service the two programs. However, the School will also be able to at least offer three more 800-level courses.

1.3 Resource implications (if any):
The realization of items outlined in 1.1 and 1.2 strictly depend on the injection of sufficient additional resources from the SEE program funds.

1.4 Expected completion date/s:
With a caveat of the resource allocation, these actions are expected to be completed by 2019-2020, as soon as the SEE funding, the new building and administrative approvals are in place. But the faculty hiring may take longer.
2.1 Action/s (what is going to be done):

Review Team:

- We understand from the new FAS Dean that he is considering hiring another Lecturer for the school to add teaching resources to the program, which should help somewhat with reducing the high student to faculty ratio; however, this should be a temporary solution, as non-research faculty members do not contribute significantly to graduate and research programs, which is what distinguishes top from average programs.

- Compared to other mechatronics programs, SFU's MSE College is hampered by the lack of appropriate research space. Much of the space is spread out over inconvenient distances forcing a time constraint for students and faculty alike. This also discourages interdisciplinary work and prevents undergraduates from benefiting from being at a research-oriented university.

- A new building is going up on the Surrey campus, and this should solve some of the space problems as long as the School of MSE is assigned lab pace in that building, and such lab space is not viewed as a replacement for current rented space. In other words, there needs to be a net gain of space for MSE.

Action:

- MSE will receive three lecturer positions to meet its teaching shortfall and additional nine tenure-track faculty members as described in the MSE Self-Study document.
- MSE will receive additional space through internal allocation (FAS) and the new SEE building.
- According to the original building plan, it is expected that MSE will receive the 5th floor or equivalent space in the new building.
- Three of MSE faculty members have received research lab space at the PowerTech facilities.
- MSE will also receive additional office and lab space through internal FAS reallocation.
- MSE will receive the Neurotech lab at Surrey Memorial Hospital. Space was promised to a faculty member with a Research Chair who is recently recruited by MSE.

As discussed in the last two sections, the hiring of faculty members requires a careful process that balances the School's teaching and research needs. The MSE will receive a minimum of five faculty position from the SEE program. The School should also be able to hire two more tenure-track faculty from its PMP and SMSCP. The four tenure-track faculty would allow the School to focus on the existing research gaps, particularly in the manufacturing area, which forms its core competency while the three new lecturers help the school to meet its teaching needs (see sections 1.1 and 1.2 for more detail).

2.2 Resource implications (if any):
The realization of some of the items outlined in 2.1 strictly depend on the injection of sufficient additional resources through the SEE program funds and the new SEE building.

2.3 **Expected completion date/s:**

With a caveat of the resource allocation, these actions are expected to be completed by 2019-2020, as soon as the SEE funding, the new building and administrative approvals are in place. But the faculty hiring may take longer.

### 3. ADMINISTRATION

#### 3.1 Action/s (what is going to be done):

**Review Team:**

- The main drawbacks we noticed in the program is the lack of proper office and lab space for grad students.
- ... some negative factors affect the school's competitiveness in this respect:
  1. The salary compares poorly to those at UBC
  2. The very high workload is burning out faculty members
  3. The significant lack of TA support due to budget constraints negatively affects morale
  4. Lack of proper space for research severely handicaps the ability to conduct research.
- Given MSE's aforementioned strengths, and considering the fact that the school is the only program in FAS with technical expertise in the area of energy systems, as per the research areas listed at FAS Schools' websites, not surprisingly the MSE School future research and education plans are focused on developing and hosting an energy systems program, given the current provincial funding opportunity supporting the development of new programs.
- It was clear from our discussions with the FAS Dean that there are significant internal and external political pressures to create a new school in energy systems; however, from the research and academic points of view, we believe that it makes more sense to nurture and organically grow the program from within MSE, with contributions from other faculties to address important and relevant social, policy, economic, and environmental aspects of energy systems.
- The University of Waterloo is the only other university in Canada that has a formal department in Mechatronics, but it is a Department of Mechanical and Mechatronics Engineering.
- The MSE School has a clear identity compared to other mechatronics programs, with demonstrated particular strengths in biomedical and energy systems engineering ... not surprisingly the MSE School future research and education plans are focused on developing and hosting an energy systems program.

**Action:**

- The School agrees with the salary concerns raised in the ER. However, those should be addressed separately through the FAS Dean.
- MSE requires hiring twelve tenure-track faculty members as described in the MSE Self-Study document.
Resource & Financial Clerk (AS) – Budget, purchasing, assists faculty in grants monitoring (A limited term position already in place).

Mechanical and Electrical Laboratory (Instructional Labs) – addressing the mechanical and electrical teaching laboratories and machine shop teaching activities (two limited term position have been approved).

Electronics Technician (IS) – addressing the PCB manufacturing lab, the electrical and electronics teaching labs (already approved).

As stated earlier, five faculty positions will be in place utilizing the SEE funding. The MSE PMP and SMSCP can fully absorb two additional positions. Staff concerns have also been addressed by the FAS, which has approved the needed positions.

As discussed in the self-study document, despite Mechatronics being a new program itself with an obvious need to hire faculty members, the School experienced a significant budget shortfall starting on or about 2009. After the restructuring of the Faculty of Applied Sciences in 2009, the new Dean at the time encouraged MSE to develop new program proposals to increase its FTE’s and its budget. This resulted in ultimately three new initiatives: 1) the Energy Systems Option, 2) the MSE Professional Master’s program, and recently 3) the Siemens certificate program in Mechatronics.

The Energy Systems Option (proposed in 2010): Since 2008, MSE has strategically positioned itself in the energy sector by hiring faculty members in the related areas including power systems and power electronics, clean energy, and alternative energy conversion systems. The original program plans were to hire a minimum of six faculty members in this area to provide a critical mass for the faculty to be able to collaborate and teach courses in this area. Given the positive environment for an Energy Systems Engineering Program, the FAS Dean at the time decided to propose it as a full-fledged degree program instead, as appeared in FAS Academic Plan 2010-13 document, page (xiv). Two of the MSE faculty members participated in the initial phase of program development. In 2012, the SFU Senate approved, in principle, the formation of the Energy Systems Engineering Program, now known as the Sustainable Energy Engineering (SEE). The proposed program has more than 65% common core and elective courses with the MSE undergraduate program. However, given the importance of this program to SFU, the SEE is treated as an independent program – managed by one of MSE’s current faculty members (Associate Dean at FAS). While, this move has impacted MSE’s long-term planning, and to avoid any redundancies or duplications, it is now focusing on its innovative manufacturing and automation as its core areas of strength. However, given the common origins of the SEE and MSE programs, the SEE funds will contribute to the hiring needs of the MSE, as discussed in section 1.1.

The Professional Master’s Program: After two years of intensive market study, MSE faculty proposed the Mechatronic Product Realization (MPR) professional Master’s Program, which was ratified by SFU Senate in March 2015. The program covers the entire product development process for mechatronic systems and products. In its fourth-year pilot offering, MPR is expected to have an intake of twenty-five (25) students. The program includes one-year coursework followed by a 4-8 month mandatory co-op and is slowly becoming a demanding flagship program. It should generate about $350,000/yr. For the School to address additional faculty and staff hiring, for the teaching needs of the PMP and assist with additional hires needed in the manufacturing area. We believe there is strong potential demand for professional programs in MSE, and with a better financial incentive, the School can enhance its professional Master’s program in Mechatronic Product Realization.
The Siemens Certificate Mechatronics Program: Siemens approached the School Director in 2016, after a reference from TESLA where TESLA utilizes Siemens Certificate Mechatronics Program to provide its new engineers with practical skills training in this area. The Siemens Mechatronic Systems Certification Program (SMSCP) is the international industry standard comprehensive skills certification in mechatronic systems offered by Siemens in collaboration with partner schools around the world. This initiative is in line with the school’s manufacturing aspirations.

In Canada, Siemens works with few universities including the University of Waterloo, Sheridan College, and McMaster to deliver these courses to students and engineers at large as an avenue for career enhancement. With this program, the SFU students (or industrial professionals) will be able to significantly enhance their practical training in Mechatronics, which is in accordance with the BC Government’s mandate to enhance the graduates’ employment opportunities, in alignment with priorities of the BC Skills for Jobs Blueprint. As Siemens is a pioneering industry in this field and the industry 4.0 concept, and major companies utilize its Certificate Program to train their employees, this undertaking will considerably improve the employability of our graduate and undergraduate students, and make the MSE program more competitive, internationally.

The SMSCP certification program is composed of three Siemens-certified levels divided into a total of 14 courses, 640 hours of instruction. Upon completion of each course, a student will undertake online examinations organized by Siemens Germany in Berlin. Successful completion of the three levels will grant each student the title of Siemens-certified Mechatronic Systems Assistant, Associate, and Professional, respectively.

To date, we have sent three of our faculty members to Berlin for training and the fourth one is expected to go there in August 2018. The demand for the SMSCP has been high (21 students in a class with many on the waiting list) that we plan 4-5 sessions annually.

To start this initiative, we had to borrow $350,000 from the FAS to purchase lab equipment and acquire resources required for the implementation of the program. With an approximately $50,000 income per class, the school is well on its way to pay its debt and utilize the remainder of the funds for its additional relevant hiring needs. It is expected that after servicing its debt, the unit has a steady state income of $200,000/yr. to hire a faculty member in the area of manufacturing.

a. Resource implications (if any):

The realization of the school’s faculty hiring needs, as outlined in 3.1, strictly depends on the injection of sufficient additional resources through the SEE program funds.

b. Expected completion date/s:
With a caveat of the resource allocation, these actions are expected to be completed by 2019-2020, as soon as the SEE funding, the new building and administrative approvals are in place. But the faculty hiring may take longer. Other immediate hires include:

- Electronics Technical Staff (TS) in 2018
- Administrative Staff (AS) in 2019
- Two limited term Lab instructors in 2018

4. WORKING ENVIRONMENT

4.1 Action/s (what is going to be done):

Reviewer Team:
- Space is tight for both teaching and research; the quality of space for engineering research is lacking.

Action: in a short-term, MSE will lose space to other SFU programs to address expansions in Surrey (including the library). But it would gain additional space from internal FAS space reallocation, and it would also receive additional space in the new SEE building. It is expected to have a net positive gain to address the following specifics:

- Providing proper space (bio-safety certified) for three faculty members who had to move some of their equipment to Burnaby campus. Also the current biomedical research space will be appropriated to the Fraser Library. MSE needs 4250 sq.ft. of suitable space for its biomedical research, which is expected to take place after internal FAS space reallocation.
- Providing adequate space for two research chairs. One CRC chair is in short of 1400 sq.ft. research space, and the other one currently has no research space.
- Providing proper office space for MSE faculty members. Currently, the MSE faculty member offices are scattered on the 4th floor of the Surrey campus building. The total office spaces required for the current number of faculty members and staff is around 2700 sq.ft. The school’s office space needs should be addressed after the internal space re-allocation, and through the SEE building.
- MSE Capstone lab space is shared with 5 of our undergraduate design courses. Moreover, the space for the capstone lab is small and has to be scaled up by 1.5 of the current space. The current space is 1270 sq.ft. We are targeting for 1905 sq.ft. for the new capstone lab. The current space can be fully allocated to the undergraduate design courses.
- Mechatronic Design II space is currently shared with two other undergraduate control courses. That course has open labs and is constantly occupied by students. MSE needs to double the space to separate the other two courses from the Mechatronic Design II. That means MSE needs additional 1106 sq.ft.
- Siemens certification program has no dedicated space for equipment. MSE needs minimum 1300 sq.ft. to run the program.
- Mechatronic Design I shares a lab with three other courses. This lab is occupied almost full time by Mechatronic Design I students since it is an open lab. It is difficult to run the other courses concurrently in that space, and it affected the quality of teaching at those labs. MSE needs 900 sq.ft. additional space to separate these labs.
• Electric and Electronic Circuits lab is currently used by eight courses. The room capacity is inadequate and has to be expanded. For some of the courses such as Digital Logic and Real-Time Embedded Systems, we have open labs. We need to separate the labs for some of these courses. The current lab is 900 sq.ft., and it should be increased to 1350 sq.ft. The new lab should also have the same 1350 sq.ft.

• Thermodynamics and Heat Transfer lab is very small (470 sq.ft.) and we cannot allow more than 12 students during each session. This has created a lot of problems for managing the labs, and it also added to our TA problems since the labs cannot run without TAs. The other issue is safety, due to the running of a diesel engine in an enclosed space. MSE needs this lab to be entirely moved to a proper location and expanded to 1,000 sq.ft. to accommodate more students.

• MSE originally had a computer lab, which had to be dismantled to address other critical teaching needs of the program. Currently, we are using the campus computer labs, which have half the capacity of our original computer lab. Therefore, we need to book two computer labs at the same time at two different locations of the Surrey campus. This has created many problems for our Instructors and TAs because they have to teach students in the computer labs and cannot be at two rooms at the same time. The other issue is booking those labs. We have to book these rooms one or two semesters before the course begins. MSE requires 2,200 sq.ft for having a computer lab.

• The MSE Instructional and Teaching Machine Shop (IRMS) is currently shut down by WorkSafeBC because of improper ventilation, exhaust, and dust filtration. Also, the lab is too small and cannot accommodate more than six people. MSE requires a 600 sq.ft proper space to run this lab again.

4.2 Resource implications (if any):

The realization of items outlined above, depend on the injection of sufficient additional resources through the SEE program funds and the new SEE building.

4.3 Expected completion date/s:

With a caveat of the resource allocation, these actions are expected to be completed by 2019, as soon as the SEE funding, the new building and administrative approvals are in place.

5. Co-op (OTHER)
5.1 **Action/s:**

- Require better support from Co-op (Both grad and undergrad)

5.2 **Resource implications (if any):**
Co-op requires more funding to allocate more personnel to MSE.

5.3 **Expected completion date/s:**

ASAP

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

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<td>April 30, 2018</td>
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Name: Farid Golnaraghi  Title: Director
Section 2 - Dean’s comments and endorsement of the Action Plan:

The School of Mechatronic Systems is productive, engaged, and successful. It is, however, under-resourced. As mentioned in the Action Plan, I have approved five new faculty positions consisting of both lecturers and research intensive faculty. This will help place their overall undergraduate teaching ratios in better alignment with other academic units. There is more to do regarding enhancing the teaching assistant budget and administrative staffing. Further, as the Sustainable Energy Engineering Programme ramps up, there will be opportunities to achieve double-offerings of various key engineering courses that will be common to the SEE and MSE programmes. As MSE’s professional programmes mature, it will see increased revenues accrue in line with their well-deserved success. The construction of the new SEE building will house various MSE activities that will alleviate their key infrastructure concerns.

I look forward to the MSE Academic Plan, to which the Faculty likely will be able to respond with increased resources as they propose exciting new avenues of academic endeavour. I am very optimistic about the prospects of MSE in the coming years.

Faculty Dean

Date
11 April 2018
EDUCATIONAL GOALS AND LEARNING OUTCOMES

School of Mechatronic Systems Engineering

Educational Objectives

Mechatronics Systems Engineering (MSE) is a multidisciplinary engineering program evolved from a synergistic integration of mechanical engineering, electrical/electronics engineering, systems control and integration, and computing science. The two main engineering disciplines of mechanical and electrical engineering from the foundation of the mechatronics systems engineering program.

Our undergraduate program educates and trains engineers who are proficient in the state-of-the-art as well as emerging technologies in all key areas of the discipline. MSE students acquire proficiency in engineering design and in the use of computational tools for solving engineering problems. An important objective of the program is to offer a curriculum that evolves to keep pace with the rapid growth of technology in various areas of mechanical, electrical engineering, and computing, and systems sciences.

Upon completion of their BASc, the Surrey MSE graduates will have:

1. A strong foundation in science and focus in mechanical, electronics, control, software, and computer engineering, and a solid command of the newest technologies
2. A minimum of nine months of related industry work experience through participation in the mandatory MSE Co-op Program
3. Enhanced oral and written communication skills through our exclusive Technical Communication Program
4. Entrepreneurial and business skills
5. Significant hands-on manufacturing and industrial experience through the Siemens Mechatronics Certification program and the MSE manufacturing training programs

Also, the School strives to achieve the following goals:

❖ To attract and retain a world-class faculty committed to excellence in teaching and research
❖ To offer top quality and relevant CEAB accredited undergraduate programs in each of the degree options
❖ To enhance the students' education through a mandatory co-op experience
❖ To train and nourish future engineers who can speak and write with professional competency. This is to be achieved through SYSTEMS 1 program whose mandate is to ensure that these undergraduates develop the critical thinking, verbal, and written English skills necessary for success in their chosen profession
To establish lasting partnerships with industry, government, and other external organizations that will enhance the School’s educational and research activities

To increase the visibility of the School nationally and internationally to increase our ability to attract high-achieving students into our programs

To provide a learning environment that is conducive to teaching and research and allows students with diverse backgrounds, including women and other minorities, to enter and succeed in their studies.

Within the above framework, the short-term objectives that are specific to the undergraduate program are:

❖ To continue with our efforts to reduce the attrition rate and the time it takes for our students to graduate. This shall be achieved through some avenues including multiple course offering, and curriculum revision

❖ To step up our recruiting activities, which include a greater emphasis on high-school visits, hosting School open houses, and marketing and promotion of the school.

❖ To attract more female students into our program and to make sure that they stay in the program once they are admitted.

The goal is to educate and train hands-on engineers who have a solid understanding of engineering principles and engineering design. An important objective of the program is to offer a curriculum that evolves to keep pace with the rapid growth of technology in various areas of mechanical and electrical engineering. The School has recently become a partner with Siemens to provide a training manufacturing program that is the industry standard across the world. Being the only Canadian University that administers these courses, places the MSE student body in an advantageous position to be integrated into the workforce with minimal need for additional training.

Upon completion of their degree, the MSE graduates are expected to be competent at the following student learning outcomes:

**Student outcomes:**

| (1) | A solid understanding of university-level mathematics, natural sciences, engineering fundamentals, and specialized mechatronics engineering knowledge. |
| (2) | Ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems to reach substantiated conclusions. |
| (3) | Ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis, and interpretation of data and synthesis of information to reach valid conclusions. |
| (4) | Ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, economic, environmental, cultural and |
societal considerations.

(5) Ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools, coupled with their hands-on training to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.

(6) Ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.

(7) Ability to communicate complex engineering concepts within the profession and with society at large. Such abilities include reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.

(8) Understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.

(9) Ability to analyze social and environmental aspects of engineering activities. Such abilities include an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society; the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.

(10) Ability to apply professional ethics, accountability, and equity.

(11) Ability to appropriately incorporate economics and business practices including project, risk and change management into the practice of engineering, and to understand their limitations.

(12) Ability to identify and to address their own educational needs in a changing world, sufficiently to maintain their competence and contribute to the advancement of knowledge.

The curriculum at its core contains a rich and solid foundation of mathematics, natural sciences, and engineering fundamentals. It is believed that the relevant mathematics and natural sciences content play a vital role for seamless integration of disciplines contributing to mechatronics, and provide a natural bridge that links engineering science courses from the two main engineering disciplines. The next layer of the curriculum includes the fundamental courses within the mechanical and electrical engineering areas. The curriculum is culminated by courses on systems integration and design that mold those parts together to complete the integration. The outcome is a new class of engineers who understand engineering concepts and analysis, can distinguish a system from its parts, has competent hands-on skills, is a designer, is a proficient communicator, is aware of safety and design constraints, and above all is able to integrate fragmented knowledge into a coherent and purposeful system/product design.

The program is designed with the concept of outcome-based education in mind and will be ready for full implementation of the outcome-based pedagogy in Fall 2015. We have adopted The Canadian Engineering Accreditation Board (CEAB) Graduate Attributes as outlined in Figure 1.
The MSE program also incorporates the curriculum content and quality based on accreditation unit (AU) coverage of five areas of MATH (M), Natural Sciences (NS), Engineering Science (ES), Engineering Design (ED), and Complementary studies (CS) to Outcome-based format shortly. It is sensible then to see the integration between the two. Figure 2 shows the integration of Graduate Attributes and AU count.
The School also investigated materials on the EGAD project website http://egad.engineering.queensu.ca/ and ABET website http://www.abet.org/home/ and other archived sources to develop a preliminary set of indicators for the CEAB attributes. The indicators were reviewed and discussed by the Undergraduate Curriculum Committee (UCC). Revisions were made to the original indicator list, and the addition of a possible 13th attribute specific to Mechatronics was discussed and the discussion is on-going. The revised indicator list was approved by the UCC and presented to the entire faculty through an OBE focused faculty meeting. Comments and feedback from the entire faculty were requested and compiled. A further revised list was presented to the faculty at the Mechatronic Systems Engineering Spring retreat for final comments and approval. The approved list of indicators (Table 1) is used to map the MSE curriculum and develop performance metrics.

In this process, we have implemented Bloom’s Taxonomy learning domains to redistribute the indicators at different levels of introductory (recall data and facts, comprehension, and some application) to advanced level (application, analysis, synthesis and evaluate). This will significantly streamline the data collection. For instance, for the graduate attribute 1 (knowledge base), we will identify six indicators but at three domains such that for 100 and 200 level courses, we use the first two or three indicators and for 300 and 400 level courses, we employ the latter three indicators. This process is sensible and leads to very reliable data.

The result generated a program map that shows course level indicators in MSE to CEAB-specified graduate attributes.

Table 1: MSE Assessment Indicator List

| Attribute A1: a Knowledge base for engineering | | |
|-----------------------------------------------|-----------------------------------------------|
| Demonstrated competence in university-level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program. |
| **Indicator** | **BT** | **Indicator Description** |
| A1.1 Knowledge recall/retention | C1, C2, A1, A2, P1, P2 | Ability to recall various ideas, concepts, and frameworks in mathematics, natural sciences and engineering that are necessary to solve engineering problems. |
| A1.2 Knowledge Application | C3, A2, A3, P2, P3 | Applies concepts in mathematics, natural sciences, and engineering-related knowledge to solve engineering problems. |
| A1.3 Knowledge Integration and Management | C3, C4, C5, C6, A4, A5, P4, P5 | Ability to integrate, assimilate, manipulate, and manage knowledge, in various contexts, in mathematics, natural science, engineering science, or complementary studies. |

| Attribute A2: Problem analysis | | |
|-----------------------------------------------|-----------------------------------------------|
| An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems to reach substantiated | | |
### Indicator Description

#### A2.1 Problem Definition
- **Indicator**: BT
- **Description**: Describes the problem, notes facts, identifies and prioritizes information, constraints, uncertainties, and biases.

#### A2.2 Problem Formulation
- **Indicator**: BT
- **Description**: Selects (quantitative and qualitative) approach, makes valid assumptions and justifies a mathematical (or otherwise) model of a system or process, accounting for the required accuracy, sources of error, and the limitations of the chosen process. The process also includes determination of the cause(s) of the problem.

#### A2.3 Develop alternative solutions
- **Indicator**: BT
- **Description**: Executes the selected model, simplifying where appropriate, by identifying uncertainties, constraints, sub-problems that can be solved independently, patterns, and possibly atypical cases to develop alternative solutions.

#### A2.4 Verification and Evaluation
- **Indicator**: BT
- **Description**: Evaluates the validity and reliability of the solution against the problem specifications, identifying the limitations and sources of error. Evaluates the outcomes of solving a given problem through a critical analysis of alternative investigation strategies and techniques.

---

**Attribute A3: Investigation** - An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions.

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<tr>
<td>Observes the parameters of interest; Uses appropriate procedures, tools, and techniques to collect and process data to support the investigation.</td>
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<tr>
<td>Studies the problem by analyzing the setting, justifying the need for the investigation, specifying the expectations,</td>
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</table>
Formulation of hypothesis

| Indicator                | A2, A3, A4, A5, P3, P4, P5 | and generating ideas and considering their novelty. Develops an appropriate investigation method to acquire and analyze data: 1) appropriately selects materials and metrics; 2) considers the accuracy and precision of the investigatory apparatus; 3) recognizes any possible biases from the initial sampling from the method; 4) ensures results are reproducible or explains why the results are not reproducible. |

A3.3 Data Analysis and Evaluation

| Indicator                | C4, C5, C6, A3, A4, A5, P3, P4, P5 | Systematically analyzes data to formulate and justify conclusions. Evaluates the validity and applicability of conclusions while recognizing the limitations of the theory and the investigative method, and analyzes the effects of error, including using probabilistic and statistical methods. |

Attribute A4: Design - An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.

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<tr>
<td>A4.1 Design Problem Definition, objectives and Constraints</td>
<td>C3, C4, C5, C6, A3, A4, A5, P3, P4, P5</td>
<td>Gleans and prioritizes stakeholder (e.g., customer, user or enterprise) requirements and preferences, and identifies the applicable objectives, constraints, and parameters including health and safety risks; engineering codes and standards; and economic, environmental, cultural and societal considerations. Defines deliverables and, where appropriate, establish a timeline for their delivery.</td>
</tr>
<tr>
<td>A4.2 Concept Generation and Selection</td>
<td>C3, C4, C5, C6, A3, A4, A5, P3, P4, P5</td>
<td>Produces a variety of potential design solutions that meet the design specifications including new, unique, diverse or untried solutions. Critically evaluates a range of potential solutions and justifies the final selection.</td>
</tr>
<tr>
<td>A4.3 Detailed Design</td>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td>Applies appropriate engineering knowledge, judgment, and tools to create detailed design solutions</td>
</tr>
<tr>
<td>A4.4 Innovation</td>
<td>C4, C5, C6, A4</td>
<td>Synthesis of ideas and designs; Novel perspective on existing designs</td>
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### A4.5 Design Evaluation

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<tr>
<td>A5, P4, P5</td>
<td>C4, C5, C6, A4,</td>
<td></td>
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<tr>
<td></td>
<td>A5, P4, P5</td>
<td>Assesses design performance, health and safety risks, applicable standards, and economic, environmental, cultural and societal impacts with a systematic and thorough series of tests to ensure that it meets the requirements and constraints outlined in the design specifications.</td>
</tr>
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**Attribute A5: Use of engineering tools** - An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.

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<tr>
<td>A5.1 Selection and using tools</td>
<td>C1, C2, C3, A1, A2, A3, P1, P2, P3</td>
<td>Identifies or constructs tools (hardware and software) and techniques for engineering activities including analysis, simulation, visualization, testing, and synthesis. Selects and applies the appropriate tools ensuring consistency with fundamental scientific principles and justifiable simplifying assumptions.</td>
</tr>
<tr>
<td>A5.2 Tool Application</td>
<td>C3, C4, A3, A4, P3, P4</td>
<td>Applies a wide range of engineering tools (hardware and software) for analysis, simulation, visualization, synthesis, and design, including assessing the accuracy and limitations of such tools and demonstrates proficiency with the selected tool.</td>
</tr>
<tr>
<td>A5.3 Safety</td>
<td>C1, C2, C3, A1, A2, A3, P1, P2, P3</td>
<td>Understand safety principles and demonstrates the relevant protocols during experimentation.</td>
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**Attribute A6: Individual and teamwork** - An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.

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<tr>
<td>A6.1 Teamwork</td>
<td>C3, C4, A4, A5,</td>
<td>Contributes as a collaborative member of diverse engineering teams, initiates and contributes to team functioning and goal-setting, recognizing the impact of</td>
</tr>
<tr>
<td>Attribute A7: Communication skills - An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports, and design documentation, and to give and effectively respond to clear instructions.</td>
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<tr>
<td>A7.1 Reading</td>
<td>C1, C2, A1, A2, P1, P2</td>
<td>Responds to assigned technical and non-technical texts demonstrating comprehension of the content and its implications, and recognition of possible author biases.</td>
</tr>
<tr>
<td>A7.2 Writing and Documentation</td>
<td>C3, C4, A3, A4, P3, P4</td>
<td>Uses rhetorical, conventional, and general writing strategies to produces clear, concise, coherent, and well-organized text including essays, papers and business and engineering documents and presentations. Critically selects and designs graphical aids, including block diagrams, flow charts, graphs, and tables to clarify the desired message and enhance the quality of a document or presentation.</td>
</tr>
<tr>
<td>A7.3 Graphical Documentation</td>
<td>C3, C4, A3, A4</td>
<td>Critically selects and designs graphical aids, including block diagrams, flow charts, graphs, and tables to clarify the desired message and enhance the quality of a document or presentation.</td>
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A7.4 Presentation and Discussion

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<tr>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td></td>
<td>Delivers well-organized and effective oral presentations to technical and non-technical audiences. Actively engages in the discussion by encouraging, paraphrasing and acknowledging people's ideas, and developing and presenting arguments and justification.</td>
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**Attribute A8: Professionalism** - An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.

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<tr>
<td>A8.1 Legal Responsibilities</td>
<td>C1, C2, A1, A2, P1, P2</td>
<td>Recognizes the responsibilities of an engineer to identify and address legal issues of occupational safety and intellectual property as well as differentiating moral, legal, and social dimensions of responsibility.</td>
</tr>
<tr>
<td>A8.2 Professional Conduct</td>
<td>C3, C4, A3, A4, P3, P4</td>
<td>Demonstrates punctuality, responsibility and appropriate communication etiquette, and recognizes and avoids misconduct.</td>
</tr>
<tr>
<td>A8.3 Technical Standards and Codes</td>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td>Integrates standards, codes of practice, and legal and regulatory factors into engineering practice as appropriate.</td>
</tr>
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</table>

**Attribute A9: Impact of engineering on society and the environment** - An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.

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<tr>
<td>A9.1 Role of Engineer</td>
<td>C1, C2, C3, A1, A2, A3, P1, P2, P3</td>
<td>Recognizes the engineer's role in the protection of the public and public interest in decision-making in the broader context of the environment, health, safety and public welfare; awareness of issues such as risk management and design's life cycle.</td>
</tr>
<tr>
<td>A9.2 Social</td>
<td>C4, C5,</td>
<td>Incorporates societal, environmental, and economic</td>
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<tr>
<td>Environmental and Economical Sustainability</td>
<td>C6, A4, A5, P4, P5</td>
<td>sustainability considerations into decision-making and engineering problems, including life-cycle analysis. Analyses the relationship between human activity and earth systems, accounting for the uncertainties in the prediction of such interaction and apply management techniques for environmental stewardship by identifying and choosing alternative solutions to mitigate the impact of human activity.</td>
</tr>
<tr>
<td>A9.3 Culture and Global Responsibility</td>
<td>C1, C2, A1, A2, P1, P2</td>
<td>Identifies, describes the cultural and global impact of engineering activities.</td>
</tr>
<tr>
<td>A9.4 Health and Safety</td>
<td>C1, C2, A1, A2, P1, P2</td>
<td>Recognizes and incorporates health and safety considerations and practices in engineering.</td>
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**Attribute A10: Ethics and equity - An ability to apply professional ethics, accountability, and equity.**

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<tr>
<td>A10.1 Professional Ethics</td>
<td>C1, C2, C3, A1, A2, A3, P1, P2</td>
<td>Recognizes established norms of professional conduct pertinent to the engineering discipline. Applies ethical frameworks and professional codes of ethics to analyze and resolve professional dilemmas.</td>
</tr>
<tr>
<td>A10.2 Codes of Conduct and Consequences</td>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td>Recognizes and analyzes the professional and safety accountabilities of the professional engineer and the broader engineering team to the public and the profession which arise under a professional code of conduct. Describes potential legal, professional and ethical consequences of noncompliance with professional, University and employer codes of conduct.</td>
</tr>
<tr>
<td>A10.3 Intellectual Property</td>
<td>C3, A3, P3</td>
<td>Applies principles of intellectual property rights and protection.</td>
</tr>
<tr>
<td>A10.4 Equity and Awareness of Diversity</td>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td>Critically analyzes the legal, professional and ethical responsibilities of an engineer in situations giving rise to discrimination, especially those arising from gender, age and race.</td>
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</table>
**Attribute A11: Economics and project management** - An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of engineering and to understand their limitations.

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<tr>
<td>A11.1 Business Principles</td>
<td>C1, C2, C3, A1, A2, A3, P1, P2, P3</td>
<td>Recognizes and applies various business analytical frameworks to generate and describe strategies for achieving sustainable competitive performance, such as concept summary, business model, competitive analysis, SWOT analysis, marketing, operating and financial plans.</td>
</tr>
<tr>
<td>A11.2 Project Scope and Economic Assessment</td>
<td>C3, C4, C5, C6, A4, A5, P4, P5</td>
<td>Applies economic analysis to assess engineering problems starting with assessing the project scope to estimate costs and scale of effort required. Incorporates cost considerations throughout the design and execution of a project and manages the project budget; evaluates the life-cycle economic and financial costs and benefits of the project.</td>
</tr>
<tr>
<td>A11.3 Project Management</td>
<td>C3, C4, C5, C6, A4, A5, P4, P5</td>
<td>Proficiently applies standard project management tools and methods for assigned project activities on a small team scale and manages all facets of project development and delivery, accounting for the limitations of these processes.</td>
</tr>
<tr>
<td>A11.4 Entrepreneurship</td>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td>Generates, describes and assesses ideas and factors likely to create entrepreneurial opportunities.</td>
</tr>
<tr>
<td>A11.5 Risk Assessment</td>
<td>C5, C6, A4, A5, P4, P5</td>
<td>Conducts risk analysis of projects to comprehend, assess, and quantify the consequences of uncertainties in project parameters; and devises strategies for their management.</td>
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**Attribute A12: Life-long learning** - An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge.

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<tr>
<td>A12.1 Professional Development</td>
<td>C4, C5, C6, A4, A5, P4, P5</td>
<td>Sets clear goals in the self-learning process and professional development. Develops a plan to keep current regarding developments in the field of specialty. Uses a range of self and peer evaluations to reflect critically on</td>
</tr>
</tbody>
</table>
The School is currently running two types of graduate programs, the research-based, and the professional master's programs.

The educational goals and learning outcomes for our research-based graduate programs are as follows:

1. Acquisition of advanced knowledge, creativity, critical thinking, and oral and written communication skills through classroom learning and collaborative research in conventional and specialized subjects
2. Ability to independently conduct innovative research and make contributions to the respective fields
3. Diversification of knowledge and experience beyond the immediate research area by pursuing inter- and cross-disciplinary research activities as well as commercialization of research findings
4. Effective communication of scholarly findings in various forms such as conference presentations, industrial forums, dissemination in scholarly journals, patents, and public outreach activities
5. Commitment to professional and ethical standards
6. Significant hands-on manufacturing and industrial experience through the Siemens Mechatronics Certification program and the MSE manufacturing training programs.

The educational goals and learning outcomes for our professional graduate programs are as follows:

1. A strong foundation in manufacturing (electronics and mechanical Engineering) technologies
2. A minimum of four months of related industry work experience through participation in the mandatory Engineering Co-op Program
3. Enhanced oral and written communication skills through our exclusive Technical Communication Program
4. Entrepreneurial and business skills
5. Significant hands-on manufacturing and industrial experience through the Siemens Mechatronics Certification program and the MSE manufacturing training programs

Dr. Farid Golnaraghi
Professor and Director
School of Mechatronic Systems Engineering
MEMORANDUM

ATTENTION: Senate

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

RE: Full Program Proposal for the Undergraduate Diploma in First Nations Language Proficiency (SCUP 18-18)

DATE: April 30, 2018

At its April 25, 2018 meeting, SCUP reviewed and approved the full program proposal for the undergraduate Diploma in First Nations Language Proficiency (DFNLP) in the Department of Linguistics and the First Nations Languages Centre within the Faculty of Arts and Social Sciences, effective Fall 2018.

Motion:

That Senate approve and recommend to the Board of Governors the full program proposal for the undergraduate Diploma in First Nations Language Proficiency (DFNLP) in the Department of Linguistics and the First Nations Languages Centre within the Faculty of Arts and Social Sciences, effective Fall 2018.

c: M. Ignace
    N. Hedberg
    C. Murray
MEMORANDUM

ATTENTION: Senate Committee on University Priorities

DATE: April 6, 2018

PAGES: 1/1

FROM: Daniel Leznoff, Chair

Senate Committee on Undergraduate Studies

RE: Faculty of Arts and Social Sciences (SCUS 18-33)

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of April 5, 2018, gives rise to the following recommendations:

Motion

That SCUP approve and recommend to Senate the Full Program Proposal for the Undergraduate Diploma in First Nations Language Proficiency (DFNLP) in the Department of Linguistics and the First Nations Languages Centre within the Faculty of Arts and Social Sciences.

The relevant documentation for review by SCUP is attached.
March 27, 2018

Dr. Daniel Leznoff  
Acting Chair  
SCUS  

Re: Submission of the Final Program Proposal for the Diploma in First Nations Languages Proficiency (DFNLP) from FASS (admissions target Fall 2018)  

Dear Dr. Leznoff:

As you may recall, SCUS and SCUP approved the NOI for the Diploma last month and offered constructive comments. As Dr. Parkhouse ruled, we have reworked the NOI into a Final Proposal as attached for SCUP and Senate. We have endeavoured to address all questions concerning admissions, intake proficiency assessment and other matters.

I would particularly like to acknowledge the assistance of Susan Rhodes, Director of University Curriculum and Institutional Liaison and the Rummana Khan Hemani, Registrar for their generous assistance in expediting this proposal, which is intended for launching in Fall of 2018.

The Registrar will be presenting separately her recommendation for the DFNLP Credential definition intended for the calendar which, as instructed, is a narrow one.

I also attach the letter of support from Dean Jane Pulkingham of FASS, and the FPP in full. There are three remaining letters of support expected in time for the meeting of April 5 (From SFU Education, UVIC and FNS) which I hope to table. Dr. Ignace will be available to the Committee in person to speak to this item, and I will connect via teleconference. We will be circulating the five new courses for overlap also today.

Sincerely,

Catherine Murray, PhD.  
Associate Dean, Faculty of Arts and Social Sciences  
Simon Fraser University  
murraye@sfu.ca  
778-782-4416  

CC: Dr. Marianne Ignace, FNLP  
Dr. Nancy Hedberg, Linguistics
March 26, 2018

Dr. Daniel Leznof,  
Chair  
Senate Committee on Undergraduate Studies  
Simon Fraser University  

Re: Final Program Proposal for the Diploma in First Nations Languages Proficiency (DFNLP)

I am pleased to write in strong support for the final expedited proposal of the DFNLP. We have built an excellent faculty base in First Nations language learning over the past thirty years, done groundbreaking work in indigenous community engagement with over 18 nations and are privileged to be the home of Dr. Ignace’s strategic community partnership grant which is researching pedagogies and new media supplements to online learning.

With this Diploma, FASS will consolidate its leadership in first nations language proficiency throughout the Province. As a Faculty, we have signed agreements with UVIC and the Indigenous Languages Fluency Consortium (ILFD) which itself is presenting a degree framework to AVEST and evolving in its proposed articulation with other post-secondary language credentials.

The increased awareness and demand for first nations language training is a positive consummation of FASS’ response to the instructions from the Truth and Reconciliation Commission’s calls to action. Our programs have grown from 101 registered students in the 2015 calendar year to 241 in 2017. With such growth, we have added a continuing faculty position at the Associate level, hired a General Manager, and doubled the operating budget for the program. As well, we have restructured the program, appointed a new Director and two new Associate Directors and continued to improve transparency in governance, shifting administration from FNS (which itself is growing quickly in enrolments) to Linguistics (which has more administrative support capacity). Finally, I acknowledge the urgency of the calls from community partners for such teaching and support the one-time start up development money of $37,500 for the five core courses.

FASS is awaiting the ARC response to its earlier proposals for interim three-year support and is optimistic at least some of these development costs will be recovered within SFU. There has already been impressive response to a BC-application for support, and we await news on a substantial application to the Federal program. Please do not hesitate to call if you require further information.

Sincerely,

Jane Pulkingham  
Dean, Faculty of Arts and Social Sciences  

CC: Catherine Murray, Associate Dean, Undergraduate
April 11, 2018

Dr. Peter Keller
Chair
SCUP

Dear Dr. Keller:

Re: Addendum to the Letter of Support from Dean Pulkingham for the DFNLP

In response to questions at SOUS and SCUP concerning the NOI and FPP for the Diploma on First Nations Languages, I am pleased to provide further information on Faculty Restructuring approved by Dean Pulkingham, creating an autonomous program similar to Cognitive Science, Labour Studies, and Global Asia.

FASS proposes to formalize a separate operating academic program and retitle it the First Nations Languages Program (FNLP), with a Director, two Associate Directors (each with a course release for their community development work), general manager (.7 of the time) and budget officer (.4).

The FNLP will continue to offer a range of Undergraduate and Graduate credentials, including Certificates and Diplomas laddering to BA/MA degree programs and be administered in the Department of Linguistics. Consistent with practice, FNLP curriculum will continue to be developed by a separate academic subcommittee consisting of continuing faculty members with the relevant expertise and be submitted to the appropriate Linguistics curriculum committee for approval before submission to the FASS Undergraduate or FASS-Graduate committees.

The FNLP will have a steering committee of at least five, composed of the Director, two Associate Directors, one continuing faculty member from either of the Department of Linguistics and First Nations Studies or equivalent, and one other representative drawn from the First Nations communities served. The Director and Associate Directors will report to their home department for all matters of employment including biennial reviews.

Each specific community-based program is developed with the prior consent of the participating first nations community partner and involves them fully in planning all aspects of format for delivery (immersion, weekly etc.), recruitment, sources for funding for students, and collaborations with elders/apprentices/ and instructors for each cohort. The educational representative of participating local first nations community/consortium is expected to finalize a Memorandum of Agreement (MOA) with the FNLP normally within six weeks prior to the start of the program, but no later than the end of the first week.

The operational budget for the program will be doubled to $20,000 per year.
Consistent with practice over the past thirty years, the FNLP's autonomous special admissions procedures will be retained in agreement with Admissions, but the Program will formalize a four-person admissions committee, including the Director or Associate, General Manager ex-officio, one other teaching faculty member in the FNLP and a first nations community representative. As a part of each MOA, the sponsoring community will receive a report on the learning success of each cohort of the program. Further information may be found in the strategic discussion paper for the Dean of Arts, Linguistics and First Nations Studies entitled Restructuring the Academic Governance of “FNEP” First Nations Community Academic Outreach Education Programming to “FNLP” the First Nations Languages Program (March 27, 2018).

Please do not hesitate to call if you have any further questions.

Sincerely

[Signature]

Catherine Murray, Associate Dean

CC: Jane Pulkingham, Dean, FASS
    Nancy Hedberg, Chair, Linguistics
    Marianne Ignace, Director, FNLP
Undergraduate Diploma in First Nations Language Proficiency (DFNLP)

Full Program Proposal

March 27, 2018 (Final)
First Nations Languages Program
of the Department of Linguistics
1 Executive Summary

An overview of the institution’s history, mission, and academic goals

This proposal is to establish a new undergraduate diploma to advance training in First Nations Language Proficiency (DFNLP) at SFU, building on the success of the undergraduate certificate.

Rationale:

Given the critically endangered condition of Indigenous languages, there is an urgency and timeliness in making this diploma available as soon as possible to First Nations communities and language learners. Indigenous languages are hanging by a thread throughout Canada, but especially in British Columbia and the Yukon Territory, whose Indigenous communities represent half of the country’s diversity of Indigenous languages. The 2015 Report of the Truth and Reconciliation Commission highlighted the pervasive and traumatic influence of the Indian Residential School system on the fate of Indigenous languages, and the TRC Calls to Action articulate measures to revitalize Indigenous languages, with an appeal to universities to create university and college degree and diploma programs in Aboriginal languages.

Since 1992, in partnership with a large number of BC First Nations communities, the SFU Faculty of Arts and Social Sciences, supported by the Department of Linguistics and the Department of First Nations Studies, has offered First Nations language learning and revitalization avenues to Indigenous communities through an academic community outreach program (First Nations Education Program [FNEP], now renamed the First Nations Languages Program [FNLP]). SFU’s Certificate in First Nations Language Proficiency (CFNLP) is a cohort program comprised of 27 lower division units of courses in a First Nations language. More than 300 adult learners of 18 languages throughout BC and Yukon have completed the CFNLP.

In the early years of offering the CFNLP, many adults with prior proficiency and fluency in their languages completed this credential. More recently, however, given the decline in first language speakers, the students who have sought admission to the certificate are novice students. For such students, 27 units of study, even when coupled with practice and study time, simply does not offer the opportunity to become proficient at intermediate/advanced levels. Such proficiency is an absolute necessity for Indigenous communities as they revitalize use of their languages across generations and strive to create immersion-type programming in preschools, in the K-12 system, and for adults.
Under current Federal funding regulations administered by Indigenous Services Canada (ISC), students who have completed one certificate are ineligible to receive support for a second certificate. In an effort to address the need for an advanced level of program, this proposed Diploma, which is accepted by ISC for funding purposes as a ladder from the certificate, addresses this gap by providing an additional undergraduate credential of 30 units (10 courses) of study in a particular First Nations language. Building upon the CFNLP, students will complete a total of close to 2,000 hours of sustained study and practice of a First Nations language.

Sequenced from courses in the CFNLP or transfer equivalents, the 300-400 level courses in the DFNLP will develop intermediate to advanced oral communication in a First Nations language taught through immersion approaches, combined with courses in advanced grammatical structures, as well as courses that support methodologies of language revitalization and documentation, and the cultural connection of languages. SFU’s DFNLP will advance the inherent rights of Indigenous peoples to their language and culture, as well as provide training appropriate to labour market needs in Indigenous communities and in public institutions that provide support for Indigenous language revitalization.

b) Credential to be awarded:

Diploma in First Nations Language Proficiency (DFNLP)

Laddering:

The DFNLP consists of 30 upper division units. The prerequisite for entry into the Diploma is via one of three options: 1) Completion of the existing SFU Certificate in First Nations Language Proficiency (CFNLP) consisting of 27 lower division units; 2) transfer in from other institutions, or 3) challenge to the Certificate with an intake language assessment. Once completed, credit courses from the CFNLP and DFNLP may be applied toward undergraduate degree programs with approval from both the faculty and academic unit offering the degree program. Normally no course may be counted twice (with the exception being upper division special topics elective courses on different topics).

In combination with the CFNLP or equivalent, courses in the DFNLP may provide various pathways to degree completion including a BA with a joint major in First Nations Studies and Linguistics; a BA with two minors in Linguistics, First Nations Studies, Education and/or other cognate disciplines; a Bachelor of General Studies in Education or pathway to similar credentials at other universities. There will be much future work smoothing these pathways, contingent on the VPA’s overall review of aboriginal pathways through this institution. Although laddering is at present little more than aspirational, it is an important symbolic commitment both to our indigenous community partners and to the spirit of the British Columbia Indigenous Language...
Fluency Degree Consortium which is currently exploring a framework towards Certificates, Diplomas as they may ladder into future degrees by universities.

c) Location of program:
SFU Burnaby Campus, SFU Vancouver Campus, and locations in First Nations communities in British Columbia and Yukon.

d) Faculty offering the proposed new program:
The Faculty of Arts and Social Sciences will offer the DFNLP within the First Nations Languages Program, administered through the Department of Linguistics.¹

e) Anticipated program start date:
Fall 2018

f) Anticipated completion time:
In a group cohort model (e.g. 2016-17 and 2017-18 CFNLP cohorts for Squamish), the diploma program may be completed normally in two to three academic terms as a full-time program, or as a part-time program completed in four to six terms, contingent on funding arrangements and the availability of staff release at participating First Nations organizations.

g) Summary of the proposed program

Aims, goals, and objectives:
The aim of the DFNLP is to provide the opportunity for learners of Indigenous languages to attain high intermediate to advanced level proficiency in a particular Indigenous language.

As research has shown (Ignace 2015, Johnson 2013), Indigenous languages in northwestern North America, due to their structural and phonetic complexity, typically

¹ Marianne Ignace (2017). The need for an Undergraduate Diploma to Address Advanced Proficiency Building in First Nations Language. Submitted to the FASS Undergraduate Curriculum Committee. October 2. See also “Restructuring the Academic Governance of “FNEP” First Nations Community Outreach Education Programming to “FNLP” the First Nations Languages Program” a strategic discussion paper for the Dean of Arts. February 19, 2018 which sets out the history of language revitalization at SFU.
range in the category of highest difficulty among world languages. Thus, it reasonably takes some 1,000 hours of sustained work in the language for a learner to gain high beginner proficiency in a language of this calibre of difficulty, with an additional 1,000 hours to gain intermediate to advanced proficiency. The proposed Diploma is designed to allow students to reach this threshold.

Contribution to the mandate and strategic plan of the institution:

The Truth and Reconciliation Commission’s calls to action as well as the 2017 SFU Aboriginal Reconciliation Council report (see textbox below). Recognize the importance of offering university courses that teach Indigenous languages on site in First Nations communities.

**SFU’S 2013-2018 ABORIGINAL STRATEGIC PLAN VISION/MISSION STATEMENT**

- Aboriginal learners learn in a variety of fashions and in a variety of contexts, both modern and traditional.
- Simon Fraser University works with the Aboriginal community to enhance and engage Aboriginal learners’ participation in the historic, socio-economic, educational, and cultural lives of the traditional, local, provincial, national and global communities.
- Simon Fraser University is committed to being the leading “engaged” university in Canada, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement. Therefore, the university is committed to:
  - Engaging Aboriginal students by equipping them with knowledge, research skills, and experiences to prepare them for life in an ever-changing and challenging world;
  - Engaging research to become a world leader in knowledge mobilization in the service of Aboriginal peoples;
  - Engaging Aboriginal communities in every way possible to contribute to their social, economic, environmental, and cultural well-being.

The Diploma is therefore an excellent fit with SFU’s commitment to engagement and partnerships with First Nations communities, and to the education of Indigenous adults within their communities, grounded in their traditional cultures and languages, supported by their communities’ fluent speakers and knowledge keepers.
Diploma in First Nations Language Proficiency

Linkages between program outcomes and curriculum design:

Students have utilized the CFNLP to advance their confidence in speaking and listening, gain skills in reading and writing (literacy) and also gain analytic skills in the basic phonology and grammar of their languages. Upon admission into the DFNLP program, students will complete 10 upper division courses in a particular language. These include five core FNLC (First Nations Language) courses and five FNLC or LING (linguistics) electives (see Sections 3.2 & 3.3 below).

The overall DFNLP goal is to progress learners to intermediate/advanced proficiency level in a single Indigenous language. Students will be evaluated through course grades in the courses that are required for the program. Oral proficiency interviews and written proficiency assessments adapted from ACTFL (the American Council on the Teaching of Foreign Languages) and CEFR (the Common European Framework of Reference for Languages) methods will be integral parts of student assessment throughout the core courses of the diploma (FNLC 300, 333, 334, 358, and 458). In addition, students will complete summative assessments as they complete the learning activities listed in the course requirements for the diploma courses. Such methods of student assessment will include in-class participation, assignments, testing in the form of quizzes or midterms (written and/or oral), and completion of a final project and presentation of project.

Potential areas/sectors of employment for graduates or opportunities for further study:

Indigenous language communities face the daunting task of training second-language speakers to restore intergenerational transmission of language, culture and every-day First Nations’ speech among youth and adults. A vital step in language revitalization is the creation and maintenance of effective language acquisition programs at the preschool to adult level.

Intermediate to advanced proficiency among adults, in turn, will enable formal and informal training of instructors and mentors for Indigenous preschool language programs (“language nests”) and effective K-12 bilingual and immersion programs. Community partners have confirmed the “dire need for language instructions in our schools from language nests to babies through to post-secondary classes”. Diploma recipients may seek careers as Cultural Teaching Assistants in local public and First Nations schools, language material developers, language researchers for First Nations Bands, and may be able to transfer into degrees in Aboriginal Education, Early Childhood Education, Linguistics, Anthropology, First Nations Governance, Health, Psychology etc. The DFNLP is directed producing the essential skills required for sustainable employment in this area, and the effective foundation for further academic study. It will give students further skills towards becoming leaders, educators and curriculum and resource developers in their Indigenous language communities.
For more, see the letters from community partners in Section 8.3.

Delivery methods:

Initial offerings of the program will be delivered face to face. However, given the current development of interactive First Nations language learning apps through the SSHRC Partnership Grant directed by M. Ignace, together with community partners, there could be opportunities for future combination of face-to-face and online course modules and a variety of flexible immersion/scheduling options.

Program strengths:

Building on the success of the Certificate, the Diploma will advance proficiency through immersion from advanced beginner to intermediate/mid and advanced levels. As section on related programs on page 8 below sets out, there are few academic options for First Nations students to learn their languages. The DFNLP is a unique program not offered elsewhere in British Columbia. It will be the only undergraduate credential that entirely focuses on proficiency building in critically endangered Indigenous languages at an intermediate to advanced level. The program is also distinctive in that it has the potential to ladder to other present and future credentials at SFU and articulates well with other institutions (e.g. UVic). The program is led by outstanding faculty and based in associated SSHRC-recognized Partnership Grants with active research programs on pedagogies and practices of language revitalization that are internationally path-breaking.

Finally, partnership in FNLP cohort learning is based on recognition of the inherent intellectual property in linguistic and cultural knowledge of particular Aboriginal Nations and on mutual respect for one another’s cultures and protocols. Community partners and collaborators will have an active and equitable role in the design, implementation and archiving of local language learning materials. Any digital media app or curricular resource developed to cultivate intermediate language proficiency will be jointly authored by FNLP developers/instructors in tandem with participating partner organizations, and will involve negotiated partner or joint copyrights. The DFNLP will thus work to advance the community of practice around teaching methods and pedagogies in language revitalization in BC and beyond.

Level of support and recognition:

Support for this program has been obtained from the following community partners outlined in Appendix II:

1. Kwi Awt Stelmexw Arts and Education Society, Programming Director Khelsilem
2. Skwxwu7mesh Snichim, Department Head Paul Wick
3. Syilix Language House Association, Michele Johnson
Over the history of its offering, the faculty associated with the CFNLP have developed community partnerships with cohorts in 18 Indigenous languages:

- Dakelh
- Han
- Downriver Halkomelem (Katzie FN)
- Upriver Halq’emeylem (Sto:lo Nation)
- Island Hul’q’um’um’ (Vancouver Island)
- Heilzaqvla (Bella Bella)
- Kaska
- Nlaka’pamuxcin
- Nsyilxcn
- ItNuxalkmc (Bella Coola)
- Secwepemctsin - Eastern and Western dialects
- Skwxwú7mesh sníchim (Squamish)
- Upper St’at’imcets (Lillooet)
- Lower St’at’imcets/Ucwalmicwts (Mount Currie)
- Tlingit
- Tsilhqot’in (Chilcotin)
- Southern Tutchone
- Xaad Kil (Haida - Massett Dialect)

Related programs:

The SFU DFNLP focuses on language proficiency, rather than language revitalization methods or pedagogical practice, or general First Nations cultural studies. The following programs offer combinations of the language learning, language revitalization methods and cultural studies:

University of Victoria: The focus of the University of Victoria Diploma in Indigenous Language Revitalization is only partially and optionally on proficiency-building in a specific language; it mostly includes courses on techniques and methods of Indigenous language revitalization and documentation in general. UVic’s Diploma in Indigenous Language Revitalization leads into a Bachelor of Education in Indigenous Language Revitalization (https://web.uvic.ca/calendar2018-01/undergrad/education).

SFU’s FASS has established a formal partnership with the University of Victoria to determine how to best articulate our respective First Nations Language credentials, and to collaborate and complement one another on delivery and offerings.
University of Northern British Columbia: The UNBC Diploma in First Nations Language also only partially, and less intensively, addresses proficiency building, since it also accommodates courses in First Nations Studies not taught in the First Nations target language.

University of the Fraser Valley: The Intermediate Proficiency Associate Certificate in Halq’eméylem as an option of its modern languages certificates. This certificate, however, only comprises a total of four 3-unit courses at the 100 and 200 levels (Halq 101, 102, 201, 202).

University of British Columbia - Vancouver: UBC’s First Nations and Endangered Languages Program offers four 3-unit courses at the 100 and 200 level in two specific First Nations languages: hən̓q̓ə mín̓əm (Musqueam language) and Kwak’wala. The 300 and 400 level courses of the FNEL Program provide instruction in archiving, conserving and documenting Indigenous languages.

Capilano University: An undergraduate language and culture certificate is offered for Squamish, Lil’wat and Sechelt. Of the nine 3-unit courses that comprise each certificate, only two courses are in the First Nations language; the remainder are courses in English, First Nations Studies and other disciplines that are taught in English.

Nicola Valley Institute of Technology: NVIT offers a lower division Indigenous Language Certificate comprised of 30 units (10 courses), with 15 units (5 courses) in a First Nations language. In addition, an planned Indigenous Language Diploma will consist of 30 units, with 24 of these in a First Nations language. While approved, information on the planned diploma is not yet publicly available on the NVIT website as the program is not yet on offer.

Indigenous Language Fluency Consortium: SFU, UBC, UNBC, UVIC, NVIT and BC First Nations education organizations have formed a consortium and partnership, supported by the BC Ministry of Advanced Education, Skills and Training, to develop a framework for baccalaureate credentials that will provide extensive training in First Nations language proficiency through a Major or equivalent, and with language proficiency courses partnered and offered in Indigenous communities.

h) Contact information:

Dr. Marianne Ignace, Professor, and Director, First Nations Languages Program, 250-574-3869, ignace@sfu.ca

Dr. Nancy Hedberg, Chair, Department of Linguistics, 778-782-3554, hedberg@sfu.ca
2 Credential Recognition and Nomenclature

2.1 Post-secondary recognition

Since this FPP is based on the precedent of the Certificate, it does not include acknowledgement from any other institution than UVIC. The BC Language Fluency Consortium still does not have a credential recognized by AVEST itself (such a proposal will be submitted by June, 2018). Nonetheless, the Consortium has been apprised of SFU’s plans to introduce such a Diploma.

Graduates of the DFNLP may be eligible to pursue further studies either within SFU towards a Bachelor’s degree, or, where applicable, transfer to other post-secondary institutions for academic credits. Transfer agreements are under active consideration by the BC Indigenous Languages Fluency Consortium of which SFU is a partner.

It is expected that in the future, the CFNLP, followed by the DFNLP will be crucial components of an Indigenous Language Proficiency or Fluency Degree. A consortium of BC Universities including SFU is currently developing a framework for such a degree.

2.2 Industry/employer recognition

Based on formal and informal consultations, the SFU First Nations Language Program’s Indigenous partner organizations, notably Squamish Nation, have pointed to the relevance of the DFNLP as put forth here with regards to employer recognition and the employability of graduates.

Graduates of the DFNLP may apply to meet the language proficiency requirements to apply for the Ministry of Education Teacher Regulation Branch’s (TRB) First Nations Language and Culture Teaching Certificate (http://www.bcteacherregulation.ca/Teacher/FirstNationsLanguage.aspx), and will thus be eligible to be classroom teachers for First Nations language and culture under the BC School Act.

Diploma graduates who subsequently complete a teacher education program at SFU or elsewhere will be eligible to apply for Professional Teaching Certificates with the TRB, with a unique additional qualification in a First Nations language. The support letters by First Nations partners attached to this application speak to potential First Nations employers’ recognition of this new credential.
3 Curriculum/Program Content

3.1 Program structure

*Describe in detail the program structure (e.g. length of program, number of units, requirements, options, methods of evaluation etc.).*

The Diploma in First Nations Language Proficiency requires completion of 30 upper division units of coursework consisting of 15 units of core courses and 15 units consisting of FNLG and/or LING elective courses. The Program may be completed part time or full time. Where the Program is offered full time, the minimum time required for program completion is two academic terms.

A core set of courses aimed at building conversational and narrative fluency and proficiency in a language, are taught through an immersion approach: FNLG 333, FNLG 334, FNLG 358, and FNLG 458. In particular, FNLG 358 and 458 may function as intensive full-day “on the land” immersion courses where students work on their language skills through authentic practice of traditional skills (e.g. resource gathering, camping, canoeing, story-telling) and everyday skills (food preparation, daily chores).

A core course, FNLG 300, is taught at least 75% in the target language, through which students will advance to knowledge and mastery of grammatical and phonetic structures of the language. LING 431 and 432 will further build students’ command of vocabulary and will enhance their phonetic and grammatical accuracy.

Two courses, FNLG 433 and 434, focus on Mentor-Apprentice (MAP) learning (Hinton 2002), an effective method of sustained, learner-driven practice, where individual learners, or small groups of two to three learners, work with a fluent speaker carrying out activities that elicit and practice First Nations language content.

3.2 Core Courses

The five core courses are all new courses and focus on a single language:

- FNLG 300 – Advanced Grammar of a First Nations Language (3)
- FNLG 333 – First Nations Language Intermediate Level Proficiency I (3)
- FNLG 334 – First Nations Language Intermediate Level Proficiency II (3)
- FNLG 358 – First Nations Language Immersion III (3)
- FNLG 458 – First Nations Language Immersion IV (3)

See Appendix III for Calendar Descriptions and prerequisites.

3.3 Existing Courses

In addition to the above mentioned new core courses, five electives are to be drawn from the following existing courses:
Diploma in First Nations Language Proficiency

FNLG 335 – Topics in First Nations Language I (3)*
FNLG 435 – Topics in First Nations Language II (3)*
FNLG 433 – Mentor-Apprentice Learning I (3)*
FNLG 434 – Mentor-Apprentice Learning II (3)*
LING 431 – Language Structures I (3)^
LING 432 – Language Structures II (3)^
LING 360 – Introduction to Applied Linguistics (3) *
LING 408 – Field Linguistics (3) *)
LING 430 – Aboriginal Languages of the Americas (3)

* FNLG 335, 433, 434, and 435 are repeatable if taken under different topics.

The first six focus on a single language, and the remaining courses will sometimes focus on a different Indigenous language (LING 408) or on more than one language (LING 360 and LING 430).

These additional FNLG elective courses allow the offering of special topics content that meets the needs of particular speech communities and their learners (e.g. learning story and narrative performance in a First Nations language, Indigenous toponymy, ethnobotany and ethnozoology, advanced literacy and orthography, recording techniques, lexicography) and can also be taught through the medium of the First Nations language. Elective LING courses (LING 360, 430, 408) allow students to build applied linguistic skill sets that assist with language documentation and second language teaching and learning. Consistent with evolving practice, incorporation of unique Indigenous protocols/activities in the curriculum and programming includes culturally appropriate Participant assessment and completion/recognition events. New course outlines are contained below under 8.2.

3.4 Curriculum and program goals

- To build proficiency skills at the intermediate to advanced level in a particular Indigenous language, based on foundational skills obtained through the CFNLP, in order to facilitate intergenerational and institution-focused (early childhood, K-12, adult) language revitalization and use in Indigenous communities.

- To provide access to academic opportunities for Indigenous language learning among learners in remote, semi-remote and urban Indigenous communities through partnerships with community organizations.

- To address present and future labour market needs of First Nations communities and Indigenous institutions by enabling requisite skill sets.

3.5 Work experience/field/practicum placement

Culturally based and relevant contents will be taught in a highly interactive immersion field setting in community partner venues. Students bring their
experience to the learning and contribute towards curriculum design specific to their language. As the DFNLP is delivered on sites of First Nations communities, students learn from Elders traditional teaching methods. They experience and share experiences in and through their language practicums. There is no work experience component at this time.

4 Program Resources

4.1 Target audience and enrolment plan.

The target audience is those who wish to learn an Indigenous language. Students in the DFNLP will come with prior basic skills that they have usually attained by completing the existing undergraduate Certificate in First Nations Language Proficiency (CFNLP), through an equivalent certificate at other institutions, or via equivalent language skills determined through a prior learning assessment (e.g. oral proficiency interview) and/or challenge of courses that comprise the CFNLP.

There are a number of alumni in CFNLP language cohorts who have expressed interest in continuing into the DFNLP: Squamish language cohort (up to 26 students), Hul'qu'min'um language Duncan/Cowichan cohort (26-30 students), Secwepemc language (Skeetchestn and Tk'emlúps te Secwepemc cohort (10-15)), and Yukon language, Whitehorse, Yukon cohort (25+ students).

We expect that enrollment in each DFNLP cohort will be in the 10 to 20 student range. We have capacity to offer three such cohorts simultaneously (or alternate cohorts with the Certificate).

Intake is largely dependent upon CFNLP Certificate completion. Not all such students will continue on. From initial consultations with students, we anticipate a take up by about one in four students conservatively. We anticipate initially offering Diploma courses in alternate years. Demand for such programs is, as yet, not determined in the Province. We anticipate close coordination of our intake plans with the University of Victoria with whom we have an agreement, and with other partners in the newly formed Indigenous Language Proficiency Consortium in BC. The goal is to cooperate and coordinate scarce resources to serve the needs of Indigenous communities across the province, developing some online capacity for completion over time. Given the rapid change in the Province, pending Federal language legislation and new federal envelopes for student funding, it is difficult to

2 The federal government has set aside $89.9 million to protect and promote indigenous languages over the next three years, while the BC government has set aside $50 million for the First People's Cultural Council to administer. It is as yet undetermined how much of this money will flow to student support in postsecondary programs.
forecast demand at this time. Nonetheless, we expect 60 students over the next three years are likely to complete the diploma.

4.2 Resources

Professors in the Department of Linguistics will teach most of the core courses. SFU has already hired one new appointment (Dr. Peter Jacobs) in Linguistics for 2017/18 for a total of four continuing faculty positions (Drs. Marianne Ignace, Donna Gerdts and John Aldrete). The FASS Five Year Academic Plan is exploring a commitment to further joint positions in FN Language and Culture across Departments with such needs in mind. The remainder of the courses will be taught by Sessional Instructors or Limited Term Lecturers who will be selected in conformity with university rules and policies, the needs of the community partners and demonstrated language proficiency and experience in mentor/apprentice language training.

In most instances courses will be offered off campus. Programs and courses are generally delivered in the partnering First Nations communities’ locations where the local First Nation provides classroom space and the use of onsite office equipment.

A FASS review of the FNLP program, due to rising demand, has led to a restructuring into an independent program administered in the Department of Linguistics, with the mutual agreement of First Nations Studies and Linguistics. Staff complement has been increased to 1.5 full time equivalents.

The new SFU First Nations Languages Program (FNLP)’s general manager will facilitate implementation and manages all processes for diploma recruitment, enrolment, scheduling, and completion.

The FNLP Governance consists of a Director, two Associate Directors, an academic and administrative Manager, a Program Assistant and steering committee.

Where the DFNLP is requested by a First Nations community for delivery into a First Nations community, program promotion and student recruitment will be done collaboratively by the FNLP Office and the local First Nations.

There are no programs at SFU to be modified or displaced as a result of this Diploma program. However, as SFU’s participation with the BC Indigenous Language Proficiency Consortium unfolds, it will be important to add a course to the CFNLP certificate to better articulate to other institutions.
5 Program Review and Academic/Administrative Oversight

This program will be assessed as part of the external reviews of the Department of Linguistics that take place every seven years.

6 Program Consultation

Consultations were held within the SFU community ranging from departmental level to decanal and to the Senate committees level: within Department of Linguistics, SFU Units (e.g. First Nations Studies, Office for Aboriginal Peoples), Faculty of Arts and Social Sciences Undergraduate Curriculum Committee, Faculty of Education, The Office of University Curriculum and Institutional Liaison, Senate Committee on Undergraduate Studies (SCUS) and Senate Committee on University Priorities (SCUP).

First Nations communities and organizations where SFU CFNLP and First Nations programs and courses have been offered have expressed their support of the DFNLP. See Appendix 8.3 for letters of support.

7 Evidence of Student Interest and Labour Market Demand

As noted above, more than 300 individuals have graduated to date with the undergraduate CFNLP. Based on enquiries from First Nations partner organizations with currently active or recently completed cohorts in the CFNLP, we are expecting cohorts in 2018 in several First Nations language groups: Squamish, Island Hul’q’umi’num’, Secwepemcstsin, and additional groups to follow. The certificate program has enrolled 448 students over the past three academic years; currently, there are 131 students. The support letters from First Nations/Indigenous partner organizations also speak to the labour market demand of DFNLP graduates.
Diploma in First Nations Language Proficiency

8 Appendices

8.1 Calendar entry

DFNLP Diploma (short)

The Diploma in First Nations Languages Proficiency consists of 30 upper division units to achieve at least an intermediate oral proficiency and minimum 2.0 GPA.

DFNLP Diploma (full)

This program is for students who wish to acquire high intermediate to advanced oral proficiency in a particular First Nations language, to revitalize their languages in their communities by contributing to restore intergenerational transmission through institutional and family-oriented use of the language, to teach this language in schools or to adult learners, and to develop resources for First Nations Language learners at all levels.

The diploma can be completed on a full or part-time basis.

The prerequisite for this Diploma is normally prior completion of the SFU 27-unit undergraduate certificate in First Nations Language Proficiency (CFNLP). Students who have completed a Certificate equivalent to the SFU CFNLP at other post-secondary institutions, or who undergo a Prior Learning Assessment and demonstrate skills in the language equivalent to at least low intermediate language proficiency according to ACTFL (the American Council on the Teaching of Foreign Languages) and CEFR (the Common European Framework of Reference for Languages) or similar benchmarks, may also be admitted into the DFNLP. Advanced placement in the DFNLP may be obtained through course challenge, provided the applicant undergoes assessment equivalent to what is required of regular students (including a Language Proficiency Assessment, where required). Subject to a Letter of Permission from SFU, and subject to not having used transfer credit towards a credential at another university, students may apply to use up to 9 units of transfer credit from other institutions. Credit may be applied to a specific language and is achieved by examination from an instructor in that language with the approval of the Program.

Advising for this certificate is provided by the Department of Linguistics through the First Nations Languages Program (FNLP). Students should plan their program in

3 Courses that students may be able to transfer could include LING 408, LING 360 and LING 430, all of which have similar courses at UBC and UVic.
consultation with the First Nations Languages Program Advisor or an Associate Director (fnlp@sfu.ca).

Program Requirements

The DFNLP consists of 30 units\(^1\). At least 15 units must be earned by completing core upper level courses in the First Nations language itself.

Students complete the following:

- FNLG 300 – Advanced Grammar of a First Nations Language (3)
- FNLG 333 – First Nations Language Intermediate Level Proficiency I (3)
- FNLG 334 – First Nations Language Intermediate Level Proficiency II (3)
- FNLG 358 – First Nations Language Immersion III (3)
- FNLG 458 – First Nations Language Immersion IV (3)

In addition, students must complete at least 15 units selected from the following courses\(^*\):

- FNLG 335 – Topics in First Nations Language I (3)
- FNLG 435 – Topics in First Nations Language II (3)
- FNLG 433 – Mentor-Apprentice Learning I (3)
- FNLG 434 – Mentor-Apprentice Learning II (3)
- LING 431 – Language Structures I (3)
- LING 432 – Language Structures II (3)
- LING 360 – Introduction to Applied Linguistics (3) *
- LING 408 – Field Linguistics (3) *
- LING 430 – Aboriginal Languages of the Americas (3)

*If the course is primarily focused on a First Nations language.

\(^1\) must be the same First Nations Language

\(^*\)The first six focus on a single language, and the remaining courses may focus on a different Indigenous language (LING 408) or on more than one languages (LING 360 and LING 430).

Students must maintain a minimum grade point average of 2.0 calculated on all courses applied to the diploma that are completed at Simon Fraser University.

Notes

- Units applied to this diploma may also be applied to major or minor programs of a bachelor’s degree under the normal regulations governing those programs,
but may not be applied to other Simon Fraser University certificates or diplomas.

- Some of the courses have prerequisites not included in the diploma requirements. Students are responsible for satisfying the prerequisites of all courses in their programs. Prerequisite information can be found in the University calendar in the course descriptions section.
- Students intending to pursue this diploma should consult with the program advisor.
- Any student admitted to a diploma program who subsequently transfers to a degree program must complete the university WQB degree requirements.

8.2 New Courses

The five new course proposals are attached and are being submitted for new course proposal and library review.
COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
Advanced Grammar of a First Nations Language

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
Adv. Grammar of a FN Language

CAMPUS where course will be normally taught:

- [✓] Burnaby
- [ ] Surrey
- [✓] Vancouver
- [ ] Great Northern Way
- [✓] Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Students will gain increasing familiarity with, and practical competence in the use of complex and advanced grammatical patterns of a First Nations language in order to facilitate accurate communication in that language, in both oral and written form.

REPEAT FOR CREDIT

- [✓] YES
- [ ] NO

Total completions allowed

- [ ] Within a term?
- [✓] YES
- [✓] NO

LIBRARY RESOURCES

NOTE: Senate has approved (S 93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.libsfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks. While one of the core courses of the CFNLP, FNLG 200, introduces students to basic grammatical patterns of a particular First Nations language (e.g. pronoun marking, basic word order in simple sentences, content questions and yes/no questions, negatives), at the intermediate to advanced level students require a grammar course which will enable them to gain practical familiarity with more complex grammar patterns in the same language required for this level of proficiency. Such complex patterns will typically include connected and subordinated sentences, and tense and aspect marking in such sentences; expressions of modality and evidentiality, discourse tracking features, directional terms, applicatives, and complex verb morphology.
### SFU Senate Committee on Undergraduate Studies

**Diploma in First Nations Language Proficiency**

**NEW COURSE PROPOSAL**

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016) **1187**

Term in which course will typically be offered  
- [ ] Spring  
- [ ] Summer  
- [x] Fall  

Other (describe) **May be rotated**

Will this be a required or elective course in the curriculum?  
- [x] Required  
- [ ] Elective  

What is the probable enrollment when offered? Estimate: **15-20**

**UNITS**

Indicate number of units: **3**

Indicate no. of contact hours:  
- [ ] Lecture  
- [ ] Seminar  
- [ ] Tutorial  
- [ ] Lab  
- [ ] Other, explain below

**OTHER**

- [ ]

**FACULTY**

Which of your present CFL faculty have the expertise to offer this course?

- Marianne Ignace, Donna Gerds, John Aldere, and Peter Jacobs

**WQB DESIGNATION**

(attach approval from Curriculum Office)

- [ ]

**PREREQUISITE AND/OR COREQUISITE**

Completion of Certificate in First Nations Language Proficiency offered in the same language as FNIG 300, including FNIG 200 or LING 220, or with permission of instructor. Students who have taken FNIG/LING 335 or FNIG/LING 435-3 with the same topic as FNIG 300 may not take this course for further credit.

**JULY 2017**
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency?  

☐ YES  ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.] 

n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees?  

☐ YES  ☑ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

JULY 2017
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
- Final exam required:  
  - □ YES  
  - ✅ NO
- Criminal Record Check required:  
  - □ YES  
  - ✅ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
Ignace, M. (ignace@sfu.ca) (LY- fnlp@sfu.ca)
FACULTY OF ARTS AND SOCIAL SCIENCES  
FIRST NATIONS LANGUAGES

Detailed Course Outline

Course Title: FNLG 300-3 Advanced Grammar of a First Nations Language: Secwepemctsin

Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 0123
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA __days, __:00 - __:20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Campus: Off campus. Location: Tkemlúps te Secwépemc (TTeS)
Office: TBA at TTeS
Office Hours: TBA
Office Tel: 250-574-3869 // FNLP 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
Intended for intermediate level learners of the Western Dialect of Secwépemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency (FNLG 158, 231, 232). Students will acquire knowledge of advanced grammatical structures in the language in order to enhance the repertoire of sentence types they are able to use in oral and written communications, along with accuracy of use of these structures.

Learning Goals:
As they complete this course, students will be able to
- Have detailed practical understanding of transitive and intransitive verbs in Secwepemc sentences, including transitivizers and de-transitivizers.
- Understand and use subordinate sentences and clefts, and pronoun marking in such sentences (e.g., if-when, when-then, because);
- Understand and use determiners in complex sentences;
- Understand and use tense and aspect marking in subordinate sentences;
- Understand and use ditransitives and applicatives (e.g., comitative, locative, instrumental, benefactive and malefactive), as well as evidential markers and their use in discourse;
- Express grammatical mood, e.g., should be, might be, must be, could, able to;
- Express status forms of verbs through affixation, adverbials and nominalizations (prospective, inchoative, repetitive, intensive, completive);
- Use various sentence constructions, according to protocols of politeness, to make requests, give commands, make admonishments.
- Understand and use features of topic tracking and discourse tracking in narrative through subordination and the use of passive voice.

Students will work through the above grammatical structures in seminars, followed up by group practice and exercises, together with weekly oral and written assignments. Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.

Academic Calendar Description:
Students will work on gaining increasing familiarity with, and practical competence in the use of complex and advanced grammatical patterns of a First Nations language in order to facilitate accurate communication in that language in both oral and written form.
### Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Student Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Proficiency Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Required Texts:


Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

### Materials/Supplies:

Students are expected to have a digital audio device (e.g. smartphone or tablet) to listen to audio files.

### Prerequisite/Corequisite:

Completion of Certificate in First Nations Language Proficiency offered in the same language as FNLG 300, including FNLG 200 or LING 220; or with permission of instructor. Students who have taken FNLG/LING 335 or FNLG/LING 435-3 with the same topic as FNLG 300 may not take this course for further credit.

### FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at:
  - [http://www.sfu.ca/policies/gazette/student.html](http://www.sfu.ca/policies/gazette/student.html)

### Registrar's Notes:

SFU's Academic Integrity web site [http://students.sfu.ca/academicintegrity.html](http://students.sfu.ca/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

**ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS**

This print: March 26, 2018 16:47 Hrs.
COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
First Nations Language Intermediate Level Proficiency I

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
FN Lang Intermed Proficiency I

CAMPUS where course will be normally taught: ☑ Burnaby ☐ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Aimed at building conversational and narrative fluency and proficiency in a particular First Nations language. Taught through a “stay in the language” approach through authentic practice of traditional skills and knowledge, as well as everyday communication in both written and oral form. Students may retake this course with focus on a different First Nations language.

REPEAT FOR CREDIT ✓ YES ☐ NO Total completions allowed ☐ Withina term? ✓ YES ☐ NO

LIBRARY RESOURCES
NOTE Senate has approved (S.39-14) that no new courses should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/everyday/collectingevaluations/assessment.

RATIONALE FOR INTRODUCTION OF THIS COURSE

One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 333 is the first of two courses (FNLG 333 and 334) in the DFNL which provide students with the opportunity to acquire new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication. Its intermediate level themes and topics in the particular First Nations language build on and expand on basic traditional culture-related and everyday topics covered in FNLG 133, 134, 233 and 234, all offered as part of the basic Certificate in First Nations Language Proficiency. As a core course, FNLG 333 provides 39 hours of classroom (seminar) practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNL.
Diploma in First Nations Language Proficiency

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2018) 87

Term in which course will typically be offered: ☑ Spring ☑ Summer ☑ Fall

Other (describe) Variable

Will this be a required or elective course in the curriculum? ☑ Required ☐ Elective

What is the probable enrollment when offered? Estimate: 15-20

**UNITS**

Indicate number of units:

Indicate no of contact hours: ☐ Lecture 3 ☐ Seminar ☐ Tutorial ☐ Lab ☐ Other, explain below

**OTHER**

In-language learning in traditional and everyday mixed settings.

**FACULTY**

Which of your present CFL faculty have the expertise to offer this course?

Marianne Ignace, Donna Gerds, John Alderete, and Peter Jacobs.

**WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND/OR COREQUISITE**

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency; or with permission of instructor.

*july 2017*
EQUIVALENT COURSES

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS)].
   Students who have taken *place relevant course(s) in the blank below (ex: STAT 100)* first may not then take this course for further credit.
   n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS].
   *(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.*
   n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS].
   Students with credit for *place relevant course(s) in the blank below (ex: STAT 100)* may not take this course for further credit.
   n/a
   Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO
   Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS]
   n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

july 2017
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required □ YES ☑ NO
Criminal Record Check required □ YES ☑ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (LY, fnlp@sfu.ca)
Course Title: FNLG 333-3 First Nations Language Intermediate Level Proficiency I: Secwepemctsin

Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 4567
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
- Class Schedule: TBA, days, 8:00-9:20 Hrs.
- Classroom: Shuswap Nation Tribal Council Boardroom #1
- Campus: Off campus. Location: Tkemlúps te Secwépemc (TTeS)
- Office: TBA at TTeS
- Office Hours: TBA
- Office Tel: 250.574.3869 or c/o FNLP 778.782.4774 / 1.800.399.5565
- E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
- Intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency, including FNLG 133, 134, 233 and 234. In FNLG 333, students will increase their repertoire of vocabulary around additional domains and themes, and will practice conversation and narration in oral and written forms, together with an increased ability to express themselves with fluency and accuracy in culturally authentic ways.
- As part of the assessment tools of FNLG 333, students will engage in an individual 45 minute oral proficiency interview assessment based on ACTFL methods of rating proficiency, and with feedback from the instructor/fluent speaker about their performance.

Learning Goals:
- As they complete this course, students will be able to
  - Understand and use some 250-300 new vocabulary items in Secwepemctsin around a range of new topics (e.g. preparing foods, complex Secwépemc kinship terms, describing community, travel and visiting);
  - Gain confidence and accuracy in the use of a variety of transitive and intransitive verbs connected to new topics and themes in the language;
  - Increase their repertoire in conversation by responding to and asking questions about self, family, occupations, travel and visiting, daily activities, place of living, community events);
  - Increase their fluency and accuracy in conversation by using sentences in a variety of time frames (past, present, future),
  - Begin to use complex and subordinate sentences (if-when, because of) and sentences that use adverbials like always, never, it is time to...
  - Increase their repertoire of presentational speech by being able to make a 100-word prayer or opening address;
  - Understand and orally tell a short story (traditional or experienced) to an audience with the help of visuals and cue-cards, although sentence structures will still be pared-down.
  - Transcribe a short text in Secwepemctsin, and provide a translation.

Students will work through new vocabulary and themes in whole-group seminar sessions, interspersed with group practice and exercises, together with weekly oral and written assignments. Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.
Academic Calendar

Description: Aimed at building conversational and narrative fluency and proficiency in a particular First Nations language. Taught through an immersion ("stay in the language") approach through authentic practice of traditional skills and knowledge, as well as everyday communication in both written and oral form. Students may retake this course with focus on a different First Nations language.

Grading:

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</tbody>
</table>

Required Texts:

Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

Materials/Supplies:

Students are expected to have a digital audio device (e.g. smartphone or tablet) to listen to audio files.

Prerequisite/Corequisite: Completion of Certificate in First Nations Language Proficiency, or with permission of instructor.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) www.sfu.ca/fnlp.
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2).

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar's Notes:

SFU's Academic Integrity web site http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 16:56 Hrs.
Diploma in First Nations Language Proficiency

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
First Nations Language Intermediate Level Proficiency II

COURSE TITLE SHORT — for enrollment/transcript, no more than 90 characters including spaces and punctuation
FNLG Intermad Proficiency II

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don’t include WQB or prerequisites info in this description box.
Continuation of First Nations language proficiency intermediate level I builds further conversational and narrative fluency and proficiency in a designated First Nations language. Taught through a “stay in the language” approach involving practice of traditional culture-based and everyday skills in a language. Students may retake this course with focus on a different First Nations language.

REPEAT FOR CREDIT
✓ YES ☐ NO Total completions allowed ☐ Withina term? ☐ YES ✓ NO

RATIONALE FOR INTRODUCTION OF THIS COURSE
One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.
FNLG 334 is the second of two courses (FNLG 333 and 334) in the DFNLP which provide students with the opportunity to acquire new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication. Its intermediate level themes and topics in the particular First Nations language build and expand on basic traditional culture-related and everyday topics covered in FNLG 133, 134, 233 and 234, all offered as part of the basic Certificate in First Nations Language Proficiency. As a core course, FNLG 334 provides 39 hours of classroom (seminar) practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNLP.

July 2017
Diploma in First Nations Language Proficiency

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2018-19)

Term in which course will typically be offered

☐ Spring ☑ Summer ☑ Fall

Other (describe) Variable

Will this be a required or elective course in the curriculum? ☑ Required ☐ Elective

What is the probable enrollment when offered? Estimate 15-20

UNITS

Indicate number of units

5

Indicate type of contact hours

Lecture 3 Seminar Tutorial Lab Other, explain below

OTHER

In-language learning in traditional and everyday settings consisting of mixed settings.

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Mariann Ignace, Donna Gerds, John Alderete, and Peter Jacobs.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency including FNLG 333 (or as co-requisite); or permission of instructor. Students may retake this course with focus on a different FN language.

July 2017
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]
   Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.*
   n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]
   *(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.*
   n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]
   Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.*
   n/a
   Does the partner academic unit agree that this is a two-way equivalency?  □ YES □ NO
   Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]
   n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees?  □ YES  □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

july 2017
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required □ YES ☑ NO
Criminal Record Check required □ YES ☑ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (fnlp@sfu.ca)

July 2017
Detailed Course Outline

Course Title: FNLG 334 - 3 First Nations Language Intermediate Level Proficiency II: Secwepemctsin II

Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 8901
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA __days, __00 - __20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Campus: Off campus. Location: Tk'emlúps te Secwépemc (TeS)
Office: TBA at TeS
Office Hours: TBA
Office Tel: 250-574-3869 // FNLP 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
A continuation of FNLG 333, and is intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency, including FNLG 133, 134, 233, 234 and 333. Students will continue to increase their repertoire of vocabulary around additional domains and themes, and will practice conversation and narration in oral and written forms, together with an increased ability to express themselves with fluency and accuracy in culturally authentic ways. As part of the assessment tools of FNLG 334, students will engage in an individual 45 minute oral proficiency interview assessment based on ACTFL methods of rating proficiency, and with feedback from the instructor/fluent speaker about their performance.

Learning Goals:
As they complete this course, students will be able to
- Understand and use an additional 250-300 vocabulary items in Secwepemctsin around a range of new topics (e.g. traditional resource harvesting methods and protocols, sewing, crafts and construction, basketry, tanning, following and making food recipes, travel in the landscape, additional Secwepemctsin kinship terms and terms for in-laws, strangers and friends);
- Gain further confidence and accuracy in the use of a variety of transitive and intransitive verbs connected to new topics.
- Increase their repertoire in conversation by responding to and asking questions about self, family, occupations, daily activities, place of living, steps in the preparation of clothing, foods, crafts);
- Increase their fluency and accuracy in conversation by using sentences in a variety of time frames (past, present, future, habitual);
- Use complex and subordinate sentences with increased accuracy (if-when, because of) and sentences that use adverbials like always, never, it is time to...);
- Increase their repertoire of presentational speech by being able to make a 200-word prayer or opening address at a gathering.
- Understand and orally tell a story of 250+ words (traditional or experienced) to an audience with the help of visuals and cue-cards, with reasonably accurate sentence structure and discourse markers.
- Transcribe one or more texts of increasing length in Secwepemctsin, and provide a translation.

Students will work through the above grammatical structures in seminars, followed up by group practice and exercises, together with weekly oral and written assignments.
Diploma in First Nations Language Proficiency

Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.

Academic Calendar

Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.

Description:
Continuation of First Nations language proficiency intermediate level I at building conversational and narrative fluency and proficiency in a designated First Nations language. Taught through an immersion ("stay in the language") approach involving practice of traditional culture-based and everyday skills in a language. Students may retake this course with focus on a different First Nations language.

Grading:

- Participation: 10%
- Assignments: 30%
- Quizzes: 20%
- Student Presentation: 10%
- Oral Proficiency Assessment: 30%

Required Texts:


Materials/Supplies:
Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio-files.

Prerequisite/Corequisite:
Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 333 (or as co-requisite); or permission of instructor. Students may retake this course with focus on a different FN language.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact* the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) www.sfu.ca/fnlp.
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RGB 8107 (Rm 2)

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar’s Notes:

- SFU’s Academic Integrity web site http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.
- Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 17:42 Hrs.
Diploma in First Nations Language Proficiency

COURSE SUBJECT  FNLG  NUMBER 358

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
First Nations Language Immersion III

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
FN Language Immersion III

CAMPUS where course will be normally taught: Burnaby ☑ Surrey ☑ Vancouver ☑ Great Northern Way ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don’t include WQB or prerequisites info in this description box.

Intensive immersion "on the land" or in a classroom setting led by elder or fluent speaker in a First Nations language at an intermediate level. Exposes learners to a variety of authentic situations where the language is used and spoken in everyday tasks. May be taken again when offered in another First Nations language set of courses.

REPEAT FOR CREDIT  YES ☑ NO  Total completions allowed  ☐  Within a term?  YES ☑ NO

RATIONALE FOR INTRODUCTION OF THIS COURSE

One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 358 is the first of two intensive immersion courses (FNLG 358 and FNLG 458) in the DFNLP which provide students with the opportunity to acquire and new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication, and to practice newly acquired language content in an immersion setting, led by fluent speakers. Its intermediate level themes and topics in the particular First Nations language build and expand on basic traditional culture-related and everyday topics covered in FNLG 158 and 258, all offered as part of the basic Certificate in First Nations Language Proficiency. As a core course, FNLG 358 provides 39 hours of classroom practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNLP.
Diploma in First Nations Language Proficiency

SFU  senate committee on undergraduate studies

NEW COURSE PROPOSAL

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2018)

Term in which course will typically be offered:  
✓ Spring  ✓ Summer  ✓ Fall

Other (describe)  
May be rotated

Will this be a required or elective course in the curriculum?  
✓ Required  □ Elective

What is the probable enrollment when offered?  
Estimate 15-20

UNITS

Indicate number of units

Indicate no. of contact hours

Lecture  Seminar  Tutorial  Lab  Other; explain below

OTHER

Immersion course where method of contact varies. (CH: 3.0)

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Marianne Ignace, Donna Gerdts, John Alderete, and Peter Jacobs

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 258; or permission of instructor.

july 2017
### Equivalent Courses

*For more information on equivalence, see Equivalency Statements under Information about Specific Course Components.*

**1. Sequential COURSE** *(is not hard coded in the student information management system (SIMS)).*

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100)) first, may not then take this course for further credit.

| n/a |

**2. One-Way Equivalency** *(is not hard coded in SIMS).*

*(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.*

| n/a |

**3. Two-Way Equivalency** *(is hard coded and enforced by SIMS)*

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

| n/a |

Does the partner academic unit agree that this is a two-way equivalency?  

| □ YES  □ NO |

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. Special Topics Preclusion Statement** *(is not hard coded in SIMS).*

| n/a |

**Fees**

Are there any proposed student fees associated with this course other than tuition fees?  

| □ YES  □ NO |

### Course - Level Educational Goals (Optional)
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required □ YES ☑ NO
Criminal Record Check required □ YES ☑ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (LY, fnlp@sfu.ca)

july 2017
Diploma in First Nations Language Proficiency

FACULTY OF ARTS AND SOCIAL SCIENCES
FIRST NATIONS LANGUAGES

Detailed Course Outline

Course Title: FNLG 358-3 Intermediate Secwepemctsin Immersion
Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 1234
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA days, 8:00-5:20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Campus: Off campus. Location: Tkemlúps te Secwépemc (TleS)
Office: TBA at TleS
Office Hours: TBA
Office Tel: 250-574-3869 // FNLP 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
This course is intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency (including FNLG 158). It will expose learners to a variety of authentic situations where the language is used and spoken. Its focus is on advancing students' oral listening and speaking skills through hands-on traditional culture based and communication about everyday tasks.

Learning Goals:
Throughout the course, students will:
• Improve their vocabulary by some 200-250 terms beyond the vocabulary they acquired in the FNLP, including FNLG 258. Topics to be addressed, with new and additional vocabulary, will include: Making and tending fire and setting up a camp, butchering, slicing and drying (oxíkem) salmon, toponomy and geography of the Tkemlúps area, directions, preparing and tanning a hide.
• Enhance their repertoire of making conversation (questions and answers) around the topics listed above, introduced in FNLG 158 and introductory level courses (preparing foods, utensils, words for relatives, using a large variety of weather words in descriptive phrases, questions and answers, describing the landscape and geography near Tswetemin/Canoe Creek; describing actions associated with salmon fishing; terms for fish; gutting, cutting and slicing fish);
• Improve practical understanding of intermediate level features of Secwépemc grammar (pronominal marking, word order in sentences) in conversational and presentational speech addressed in the themes and topics of this course.
• Increase knowledge of Secwépemc protocols of speech and traditional activities (thanking, greeting, singing and prayer, fishing, Secwépemc place names and geography) carried out using Secwepemctsin.

Throughout the days, students will alternate between whole group activities, small group practice activities, and time for individual study and practice. Daily audio-files with vocabularies, phrases, grammar activities and short narratives will be available on SFU CANVAS.

Academic Calendar Description:
Intensive "on the land" or in a classroom setting immersion course in a First Nations language at an intermediate level. Will be based on a designated language to be named each time it is taught. May be offered in an intensive all-day camp setting, or as a regularly scheduled course. May be taken again when offered in another First Nations language set of courses.
Diploma in First Nations Language Proficiency

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Proficiency Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Required Texts:

- Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

Materials/Supplies:

Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio lessons.

Prerequisite/Corequisite:

Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 256, or permission of instructor.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) www.sfu.ca/fnlp.
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar’s Notes:

SFU’s Academic Integrity website http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 17:52 Hrs.
Diploma in First Nations Language Proficiency

COURSE SUBJECT: FNLG
COURSE NUMBER: 458

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation:
First Nations Language Immersion IV

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation:
FN Language Immersion IV

CAMPUS: where course will be normally taught:
- ✅ Burnaby
- ✅ Vancouver
- ✅ Great Northern Way
- ✅ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.
Continuation of intensive immersion "on the land" led by elder or fluent speaker in a First Nations language at a high intermediate to early advanced level. Exposes learners to a variety of authentic situations where the language is used and spoken in everyday tasks. May be taken again when offered in another First Nations language.

REPEAT FOR CREDIT:
- ✅ YES
- ☐ NO

LIBRARY RESOURCES:
NOTE: Senate has approved (S 99-1) that new courses should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/courses/collections/courses-assessment.

RATIONALE FOR INTRODUCTION OF THIS COURSE:
One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 458 is the second of two intensive immersion courses (FNLG 358 and FNLG 458) in the DFNLP which provide students with the opportunity to acquire and new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication, and to practice newly acquired language content in an immersion setting, led by fluent speakers. Its high intermediate to advanced level themes and topics in the particular First Nations language build on the basic content covered in FNLG 158 and 258, all offered as part of the basic Certificate in First Nations Language Proficiency, as well as FNLG 358, the intermediate level III immersion and core course in the DFNLP. As a core course, FNLG 458 provides 39 hours of classroom practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2000 hours of sustained practice in the language upon completion of the DFNLP.
SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2011/12)

Term in which course will typically be offered

☐ Spring  ☑ Summer  ☑ Fall

☐ Other (describe) May be rotated

Will this be a required or elective course in the curriculum?

☐ Required  ☐ Elective

What is the probable enrollment when offered? Estimate

15-20

UNITS

Indicate number of units

3

Indicate no. of contact hours

☐ Lecture ☐ Seminar ☐ Tutorial ☐ Lab ☐ Other, explain below

OTHER

Immersion course where method of contact varies. (CH: 3.0)

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Marianne Ignace, Donna Gerdts, John Alderete, and Peter Jacobs

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 358; or permission of instructor.
Senate Committee on Undergraduate Studies

NEW COURSE PROPOSAL

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course Components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

July 2017
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required: □ YES □ NO
Criminal Record Check required: □ YES □ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (fnlp@sfu.ca)
Detailed Course Outline

Course Title: FNLG 458-3 Advanced Secwepemc in Immersion
Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 5678
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA ___ days, ___:00-___:20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Office: TBA at TleS
Office Hours: TBA
Office Tel: 250-574-3869 // FNLG 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
This course is intended for advanced level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who are working at gaining proficiency at a high intermediate to early advanced level, and who have already obtained prior knowledge in the language by completing the Certificate in First Nations Language Proficiency including FNLG 256, in the same language, or have permission of instructor. Building on skills learned in an immersion setting in FNLG 358, it will expose learners to a new set of authentic situations where the language is used and spoken. Its focus is on advancing students' oral listening and speaking skills through hands-on traditional culture based and communication about everyday tasks.

Learning Goals:
Throughout the course, students will:
• Improve their vocabulary by some 200-250 terms beyond the vocabulary they acquired in the FNLP, including FNLG 358. Topics to be addressed, with new and additional vocabulary, will include: organizing and cooking for a feast in a community setting, making speeches to welcome and thank guests; hunting and processing deer meat; Secwepemc traditional science and resource management (ethnobotany, ethnozoology).
• Enhance their repertoire of making conversation (questions and answers) around the topics listed above, adding complex and connected sentences (if-when, when-then, every time that...)
• Improve their ability to understand and produce presentational speech by narrating sequences of actions for tasks listed above, and by being able to tell a traditional narrative (oral history or oral tradition) connected to topics listed above.
• Increase knowledge of Secwepemc protocols of speech and traditional activities (thanking, greeting, protocols and prayers of hunting) through song, oral and written presentations in Secwepemctsin.

Throughout the days, students will alternate between whole group activities, small group practice activities, and time for individual study and practice. Daily audio-files with vocabularies, phrases, grammar activities and short narratives will be available on SFU CANVAS.

Academic Calendar Description:
Continuation of intensive "on the land" immersion practice in a First Nations language at a high intermediate to early advanced level. Will be based on a designated language to be named each time it is taught. May be taken again when offered in another First Nations language.
Diploma in First Nations Language Proficiency

Grading:

- Participation: 10%
- Assignments: 20%
- Oral Quizzes: 20%
- Student Presentation: 20%
- Oral Proficiency Assessment: 30%

Required Texts:


Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

Materials/Supplies:

Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio lessons.

Prerequisite/Corequisite:

Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 358, or permission of instructor.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
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First Nations Languages Program (FNLP) www.sfu.ca/fnlp.
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar's Notes:

SFU's Academic Integrity web site http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 17:59 Hrs.
Re: FNLG New Course Proposals Library Assessment Request (for upcoming SCUS & SCUP Meetings)

From: Patty Gallilee <plg@sfu.ca>  
Subject: Re: FNLG New Course Proposals Library Assessment Request (for upcoming SCUS & SCUP Meetings)  
To: FNLP Mgr., Acad & Admin <fnlpmgr@sfu.ca>  
Cc: ignace@sfu.ca

Dear Lorraine,

I have reviewed the proposals for

- FNLG 300: Advanced Grammar of a First Nations Language
- FNLG 333: First Nations Language Intermediate Level Proficiency I
- FNLG 334: First Nations Language Intermediate Level Proficiency II
- FNLG 358: First Nations Language Immersion III
- FNLG 458: First Nations Language Immersion IV

No additional library resources will be required to support them.

This email will serve as your record that the Library has conducted the assessment of the proposals as they move through the approval process. Once the courses have been approved by Senate, they will appear on this list: [https://www.lib.sfu.ca/about/overview/collections/course-assessments/arts-social-sciences](https://www.lib.sfu.ca/about/overview/collections/course-assessments/arts-social-sciences)

Please let me know if you have any questions.

Patty

Patty Gallilee  
Associate Dean of Libraries, Collections & Scholarly Communication  
Simon Fraser University Library  
V: 778.782.3263
8.3 Market analysis – student interest and labour market demand

The usual evidence of student surveys cannot be obtained from our communities. As proxy for this demand, the following letters of support from educators in the communities identify potential student interest. The best proof of growing demand may be found from the certificate. All records are local to FNS/FNLP administration.

To-date, there are roughly 2538 students with NEPNSA (the rubric in SIMS) attached to their academic record at SFU of which 821 had declared into CFNLP. In SIMS, 125 is noted as graduated with CFNP in Senate Undergraduate Graduands download. The download indicated more: about 209 graduated with CFNLP. (SIMS came in to use around 2003; past SIMON systems records are not be easily downloadable.) From our graduation boxes' file, between September 1, 2010 to end of April 2017, 55 CFNP students were recommended for graduation and 42 NEPNSAs (non-CFNLP) also recommended for graduation with SFU credentials. By no means, has FNEP slowed down.

Calendar Year count:
2015, 2016, 2017
101, 182, 241
Total: 524

Academic Year Count (September to August):
2015-16: 65
2016-17: 252
2017-18: 131*
Total: 448

Instructional Year (TI/TA) (May to April)
2015-16: 51
2016-17: 300
2017-18: 131*
Total: 482

* 1181: Know numbers to-date; not fully confirmed while awaiting instructors' count when class groups next meet.

Letters of Support from community partners are attached.
September 26, 2017

To: Dr. Catherine Murray
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, BC V5A 1S6

Re: Kwi Awt Stelmexw Support for Simon Fraser University joining the First Nations Language Fluency Consortium (FNLFC)

Dear Dr. Murray,

Please accept this letter on behalf of Kwi Awt Stelmexw (KAS Cultural Society). In the past two years has partnered with Simon Fraser University in the development and offering of Sḵwx̱wú7mesh Snichim, our First Nations language, in support of SFU joining the First Nations Language Fluency Consortium (FNLFC) which has in recent months constituted itself through FNESC, IAHLA and B.C. Universities.

We see the development of additional credentials as needed as the goals of our organization, in support of our community, as a way to achieve larger and long-term goals for Sḵwx̱wú7mesh Snichim.

We support the spirit and practice of collaboration among B.C. universities and with First Nations umbrella organizations in sharing information and developing plans for future fluency degree(s) that will advance our goal in training young adults from our community in high-level proficiency in Sḵwx̱wú7mesh Snichim, our language. We look forward to working with Simon Fraser University on this critical goal and see SFU joining the fluency consortium as a welcome and important initiative in this regard.

Yours sincerely

Khelsilem,
Programming Director
Kwi Awt Stelmexw

c o n t a c t@KwiAwtStelmexw.com
w w w.Kwi A w t S t e lm e x w. c o m
Syilx Language House Association
398 Ridge Road Penticton BC V2A 8N7

Dr. Catherine Murray, Associate Dean
SFU Faculty of Arts and Social Sciences

For: Pre-Baccalaureate Diploma in Advanced Proficiency in a FN language.

September 29, 2017

way’ Dr. Catherine Murray,

This letter is written in support of the new Diploma (a Pre-Baccalaureate Diploma) in Advanced First Nations Language Proficiency that is being sent to the SFU senate for approval. This diploma will consist of 30 credit hours (10 courses) of 300 and 400 level courses, laddered from the courses in the beginner/intermediate FN Language Certificate several of my students completed last June. My hope is that this diploma, along with our earlier diploma, will ladder into a BA degree that is appropriate to our language community’s needs.

The Syilx Language House was formed to meet the needs of the Syilx Language community in the Syilx Nation, also known as the Okanagan Nation. Our dual purpose is to create new speakers through intensive adult programs, and to record and document Elders, thereby creating new adult curriculum. Our Nation is in critical need of new adult speakers, and the Syilx Language House provides this service. SFU has been instrumental in providing credit to our intensive program, which ultimately supports our students success in the workplace and our success in lobbying for continued funding from the federal government. Our program delivers 2,000 hours over four years which is the requisite amount for a Bachelor’s degree.

We are supportive of this diploma program in the hopes that it will ladder into a Bachelor’s and that our students will thereby receive credit for their hard work.

If more information is needed I can be reached via email: michelekjohnson@gmail.com.

way’ limliamt thank you,

S?imla?x’ Michele Johnson PhD
Executive Director, Syilx Language House Association

Syilx Language House Association - šast ʔc̓axʷulst - our work will be good
December 13, 2017

Catherine Murray - Associate Dean
Faculty of Arts and Sciences – Simon Fraser University (SFU)
8888 University Drive, Burnaby, B.C., V5A 1S6

Re: Support In Principle for Pre-Baccalaureate Diploma in First Nations Language Proficiency

Dear Catherine,

We understand that the Department of Linguistics at SFU is seeking to add a new path in First Nations Language. This will be a Pre-Baccalaureate Diploma in First Nations Language proficiency.

With the small number of first language speakers that we have within the Skwxwú7mesh Úxwumíxw there is an interest in revitalizing our language and any activities that support this. There is a need to train the current and future generations of speakers, resource developers, teachers and instructors of the language in a laddered approach, from certificate to Doctorate. An undergraduate diploma will help meet this goal.

We are hopeful that a Diploma program will provide not only instruction in Skwxwú7mesh Sníchim and linguistic fundamentals at the 300 and 400 course levels, but also introduce language learning pedagogy, such as total physical response, to the students to assist the graduates of the Diploma in teaching the Sníchim.

As you are aware the Skwxwú7mesh Úxwumíxw and SFU are in the early stages of creating a language stewardship agreement. This will assist in better defining the meaningful and substantive collaboration and partnership required in the implementation of a program like the Diploma. The completion of a stewardship agreement will be required for implementation of the Diploma program for student enrolment.

In the spirit of the recently signed Memorandum of Understanding and the recently completed ARC document, we are please to offer support, in principle, for the Diploma in First Nations Language Proficiency.

Thank you,

Department Head
Sn7éy7nìm t’a SneWéy1h – Education, Employment & Training
Skwxwú7mesh Úxwumíxw – Squamish Nation

CC: Walter Schneider, Executive Operating Officer – Services
Tracy Williams, Manager, Language, Culture and Archives
Jessie Williams, Manager, Advocacy, Support and Services
September 28, 2017

To:
Dr. Catherine Murray
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University

Re: proposed SFU Undergraduate Pre-Baccalaureate Diploma in Advanced First Nations Language Proficiency

Dear Professor Murray,

Please accept this letter on behalf of Xaad Kihlgaa Hl Suu.u Society as our full support for this new diploma in advanced First Nations language proficiency. XKGS Society is a community organization in Old Massett, Haida Gwaii, delegated by the Old Massett Band Council to support Xaad Kil (Haida language, Massett dialect) revitalization and development in our community. In the past decade, we have worked with the SFU Department of Linguistics and the FNEP outreach program to bring Haida language education into our community. With Dr. Marianne Ignace – who has carried out Haida language and culture research with our elders for four decades and is an adopted member of our community, supporting our learning, some 15 individuals from our community have completed the existing Certificate in First Nations Language Proficiency to attain basic to intermediate skills in our language. In 2015, in order to boost the communication skills of a key group of 14 of our community members, Dr. Ignace and Dr. Jordan Lachler from the University of Alberta, together with our elders, taught and coordinated a four-month intensive immersion bootcamp in our community which gave a significant boost to the oral communication skills of a group of adults in our community who had prior skills in the language.

Given that we only have about 5 precious fluent first language speakers of Xaad Kil left, all of them in their 80s and 90s, we face the difficult and important task to train advanced speakers of our language in order to keep our language alive and enable its revitalization. We thus very much welcome SFU’s creation of a Diploma in Advanced First Nations Language Proficiency. Members of the Old Massett community who completed the initial SFU language proficiency certificate and those who participated in our language bootcamp will look forward to continuing language training, and we look forward to Old
Masset community members having this opportunity through continuing partnership with Simon Fraser University. Please do not hesitate to get in touch with me at 250-626-9557 or lbell@uvic.ca if you have further questions.

Haw’aa

[Signature]

Lucy Bell
Xaad Kihlgaa Hl Suu.u Society
September 19, 2017

Dr. Catherine Murray
Associate Dean
SFU Faculty of Arts and Social Science
Simon Fraser University
888 University Dr. Burnaby, BC V5A 1S6

RE: Pre-Baccalaureate Diploma in Advanced Proficiency in a First Nations Language

Dear Dr. Murray:

My name is Kaa’ilijus and I am the Executive Director for our local grass-roots non-profit in Hydaburg, Alaska for the Xaadas Kil Kuyas Foundation (XKKF or Precious Haida Words Foundation). The purpose of this letter is to provide you with a strong record of our support for the Simon Fraser University to advance a pre-baccalaureate diploma in advanced proficiency in a First Nations Language.

The XKKF has collaborated this last year with Simon Fraser University and Dr. Marianne Ignace to develop and encourage the future of the Haida language. The XKKF actively participates in the SFU Certificate in FN Language Proficiency and we are eager to participate in the development of future programs. It is critical at this point in time to develop programs at the University level to address our overwhelming concern for the future of our worldview.

The development of future First Nations Language Programs at SFU is of great importance to the XKKF and we would like to support as well as utilize what we view as a success to for any First Nations working to preserve their worldview.

Please contact me personally so I can attest to the personal success the XKKF curriculum development staff have experienced while attending SFU in 2017.

Sincerely,

Kaa’ilijus
907-229-1540
November 16, 2017

Dr. Lisa Shapiro
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, B.C. V5A 1S6

Re: Master's Degree in the Linguistics of a First Nation's Language

Dr. Shapiro,

Please accept this letter on behalf of the Tk'emlúps te Secwépemc Education Department as unconditional support for the SFU’s inaugural Master of Arts Degree in Linguistics of a First Nations Language.

Over the years, Tk'emlúps te Secwépemc has been steadfast in our dedication and commitment of revitalizing our critically endangered Secwepemctsín (Secwépemc Language) in our community and in our nation. As people, we have been proactive with Secwepemcstín programs and services throughout our organization.

We invest in our language through various initiatives such as creating a position specifically for language revitalization, offering intergenerational Secwepemcstín immersion camps, developing and implementing a Secwepemcstín nest for our early learners and operating the Secwépemc Museum and Heritage Park which serves as the official repository of the Secwépemc nation’s language, heritage and cultural resources. Additionally, our future goal is to house all of these programs and services under its own Culture and Language Department that focuses solely on language revitalization.

As you can see, your Master of Arts Degree in Linguistics of a First Nations Language would be highly valued by our people and through this program, we could better realize our vision of a healthier community through the revitalization of our Secwépemc language.

Kukwststésumc,

Dessa Gottfriedson
Education Manager

200-380 Chief Alex Thomas Way, Kamloops BC V2H 1H1
Phone: 250-828-9700 Fax: 250-828-8833
www.tkelmups.ca
September 26, 2017

Dr. Tina Shapiro
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, BC V5A 1S6

Re: Skeetchestn Indian Band Support for a new Master’s Degree in the Linguistics of a First Nations Language

Dear Dr. Shapiro,

Please accept this letter on behalf of Skeetchestn Indian Band as our unqualified and whole-hearted support for the new SFU Master’s Degree in the Linguistics of a First Nations Language, initially proposed as a special arrangements cohort degree.

Skeetchestn Indian Band and Skeetchestn Community School have collaborated with Simon Fraser University for many years on a variety of initiatives in First Nations language research and education, including the partnered delivery of undergraduate courses to our community members in Skeetchestn and Kamloops. SCS is also currently sponsoring a seven-year, $2.5 million SSHRC partnership grant on language documentation and revitalization, through which our elders, led by Dr. Marianne Ignace and others from our community, have engaged in intensive and innovative language documentation and app development projects.

In our 2016 strategic community plan, Skeetchestn band members prioritized the protection and revitalization of Secwepemctsin, our Indigenous language, as our community’s top goal. While we are fortunate at this point in time to still have a group of about half a dozen precious fluent first speakers of our language, our elders and our leadership are deeply concerned that we need to train the next generation of adults to become fully proficient speakers of our language, in order to become the torch-bearers of our language, and in order to revitalize our language in our community institutions. Several adults from Skeetchestn, through community-based courses taught by Dr. Marianne Ignace and elders, have in the past completed the SFU Undergraduate Certificate in First Nations Language Proficiency for Secwepemctsin, and others have embarked on language courses and mentor-apprentice learning with our elders, some being well on their way to SFU degree completion. We see the new MA in the Linguistics of a FN Language as a very welcome credential that will be available to qualified and prepared adults from our community in the future. Having reviewed its proposed structure and
Important goal, and see SFU joining the fluency consortium as a welcome and important initiative in this regard.

Yours sincerely

[Signature]

Chief Ronald E. Ignace
Skeetchestn Indian Band
September 27, 2017

Dr. Lisa Shapiro, Associate Dean
Faculty of Arts and Social Sciences
Simon Fraser University

RE: YNLC Support for Special Arrangements cohort Master’s Degree in the Linguistics of a First Nations Language

On behalf of the Yukon Native Language Center (YNLC) please accept this letter as our enthusiastic support for the Special Arrangements cohort Master’s Degree in the Linguistics First Nations Language offered through Simon Fraser University.

The Yukon Native Language Center provides a range of language support programs and services to all fourteen Yukon First Nations, to First Nation language programs Yukon schools throughout the territory and to the general public. Language proficiency, planning, documentation, translations, teacher training, curriculum, resource development, linguistic services and promotion are the primary services currently offered through the YNLC. Since April of 2017, YNLC has engaged in discussions with Dr. Marianne Ignace of Simon Fraser University, and we are very pleased and excited to be moving forward with our partnership projects. In partnership with Simon Fraser University, YNLC is offering the FNLG 335 First Nations Language Mentoring I and FNLG 433 Topics in First Nation Language I courses in the Fall 2017 and in Winter 2018 we will be offering FNLG 435 Topics in First Nation Language II and the FNLG 434 First Nations Language Mentoring II courses.

Given the critical and endangered state of all eight of Yukon First Nation languages, creating fluent speakers with higher levels of proficiency and comprehensive documentation of our living speakers, are YNLC priorities. We are very appreciative and grateful that Simon Fraser University provides access and support to Yukon students aspiring to gain in knowledge, skills and abilities in the realm of the language shift that has occurred, with respect to Yukon First Nation languages. The advanced training in both linguistics and proficiency building in a FN language, and skills in language documentation and in the development of FN language resources will with certainly, have a positive impact upon language revitalization in the Yukon.

In closing, please accept our genuine and deep support for the Special Arrangements cohort Master’s Degree in the Linguistics First Nations Language, for the graduates from this program will directly benefit Yukon First Nation languages.

Please do not hesitate to contact us should you have any questions or require any further clarification. You may e-mail me at skylta@ynlc.ca or phone (867) 668-8820.

Respectfully,

Skyla.d.a, Tina Jules
Director, Yukon Native Language Center
April 10, 2018

Dr. Nancy Hedberg, Chair of Linguistics
Simon Fraser University
Robert C. Brown Hall Building, Room 9201
8888 University Drive
Burnaby, BC  V5A 1S6

Re: Letter of Support

We are writing today in response to your request for a letter of support for your current proposal for a Diploma in First Nations Language Proficiency.

Teams of professors from both UVIC and SFU have been working together over the past year towards sharing curricular design and pedagogy of undergraduate proficiency building. This work has occurred within and outside of the Consortium working towards a Proficiency building undergraduate degree for the province of BC. The meetings held between SFU and UVIC have always been productive and consultative discussions regarding collaboration in the language revitalization credentials and programs we both offer and are planning. We have come to understand our approaches to undergraduate proficiency building work (via Certificate and Diploma) complement each other, and we have continued to express support for each other’s work in First Nations language revitalization in various forums.

Finally, given the urgency to produce new language speakers in all languages across Canada, we do not see the proposed Diploma in First Nations Language Proficiency as competition or duplication of our program but rather a welcomed complement to assist in fulfilling the need to increase the number of highly proficient adult Indigenous language speakers in BC and beyond.

With respect,

Dr. Jean-Paul Restoule
Chair of Indigenous Education, UVIC
March 29, 2018
Dr. Jane Pulkingham, Dean
Faculty of Arts and Social Sciences
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6

Dear Dean Pulkingham,

Please accept this letter as support by the Department of First Nations Studies for the proposed Undergraduate Diploma in First Nations Language Proficiency (DFNLP) being proposed by the Department of Linguistics. We understand that for the benefit of Language programs at this stage, that First Nations Language Programs (FNLP) will exist outside of First Nations Studies (FNS). We will continue to support FNLP as a member of its steering committee and hope to support it as it thrives under this new structure.

Yours truly,

Deanna Reder, Ph.D.
Chair, Department of First Nations Studies
Simon Fraser University
8888 University Drive
Burnaby, BC Canada V5A 1S6 phone: 778-782-8192
ATTENTION: Catherine Murray, Ph.D., Associate Dean, Undergraduate Academic Programs & Enrolment Management, Faculty of Arts and Social Sciences

FROM: Natalia Gajdamaschko, Director

RE: Letter of Support for the Full Program Proposal for DFNLP

DATE: March 28, 2018

Dear Catherine:

I am writing to inform you the Undergraduate Program Committee at the Faculty of Education of SFU discussed your Full Program Proposal for the Undergraduate Diploma and First Nation Language Proficiency (DFNLP) and decided to provide this letter in full support for your proposed program.

We wish you all the best in creation and implementation of such an innovative and unique program.

Natalia.
8.4 Admissions Procedure

Students seeking admission to the Diploma in First Nations Language Proficiency (DFNLP) may enter in one of three ways:

1) Completion of the SFU certificate, then internal transfer to the diploma (where the student gets two credentials — certificate and diploma)
2) Transfer of a comparable certificate or suite of courses from another institution (do not get certificate)
3) Proficiency assessment to determine equivalence to level attained in the certificate, and providing advanced standing for 27-30 units (get credit equivalence recognition but do not get certificate).

All students seek admission to either the Certificate or Diploma are processed under a procedure (SCUS 00-30), where SCUS agreed that application for admission is made to the Director of FNEP/FNLP upon the FNLP admissions committee review of documentation provided by the student (explanatory letter, one or more reference letters, in addition to transcripts, optionally a personal interview). Normal deadlines for admission can be adjusted, and the FNEP program is committed under SCUS-00-30 to re-evaluate its admissions policy every three years. This “special category” of diverse qualifications, does not go through Senate’s Diverse Qualifications Adjudication Committee, then, nor does it go through the Student Services Aboriginal Admissions Committee. Admissions application are data entered by FNLP, and subsequently SFU Student Services, Admission, Records, Student Accounts then take care of the official processing of such applications (data entry).

8.5 Financial Plan

The CFNLP and DFNLP normally function under tuition fee recovery based on fees from students funded through Federal or Provincial sources channeled through First Nations, or through a community contract model, or a combination of both as needed.

However, FASS has substantially subsidized the overhead and operational costs, including faculty and staff costs, faculty and staff space and operational budgets including additional travel for the Director/Associate Director’s as needed.

New incremental costs are associated with core course development (estimated at $7,500 for each of 5 core courses or $37,500), additional staff time for promotion, initial recruiting and launch (estimated at 40% of time in year 1, dropping to 30% year 3), as well as a net increase in operating budget (+$10,000).
The program can be implemented mostly with existing faculty positions, 1.5 new staff positions due to the rapid growth in the program, reallocation of space and existing equipment.

8.6 Abbreviated Curriculum Vitae for faculty

John Alderete completed his Ph.D. dissertation on the morphological influences on stress and pitch accent systems. He was an NSF Postdoctoral Research Fellow at University of British Columbia and NIH Postdoctoral Research Associate at Rutgers University Center for Cognitive Science, where he developed expertise in formal learning theory and primary linguistic description of Athabaskan languages. His main areas of research are psycholinguistics, phonology, morphology, and Athapaskan languages.

Donna Gerdts is a Professor in the Department of Linguistics at Simon Fraser University. She has been working with speakers of Hul’q’umi’num’ since 1975, writing her 1982 University of California—San Diego dissertation on syntactic structure. She was also had the privilege of working with some of the last speakers of hən̓q̓əmin̓əm̓, on whose territory the Burnaby campus is located. The Coast Salish peoples who speak these dialects live along the shores of the Salish Sea, and Dr. Gerdts currently spends most of her time at the field site on Vancouver Island, doing SSHRC-funded research on stories. Saddened by the loss of many of the Elders who have shared their language with her, Dr. Gerdts is also heartened by the continuing efforts of the native speaker linguists, especially Ruby Peter and Delores Louie, to pass the language on to the younger generation. SFU regularly runs certificate programs in Duncan, BC, and, during 2017–2018, SFU offered a MA in the Linguistics of a First Nation Language to a cohort of 16 students. Dr. Gerdts has supervised 27 MA and PhD thesis, including four on Salish languages. She has co-authored a monograph on Salish applicatives (Brill, 2010) and published over 70 papers (http://www.sfu.ca/~gerdts/). She served as president of the Society for the Study of the Indigenous languages of the Americas in 2018, giving her presidential address on the semantic basis of gender on determiners. She has served as editor of the International Journal of American Linguistics from 2014–present.

Marianne Ignace focuses her research on the Secwepemc (Shuswap) people of the Plateau and on the Haida. Her interests include aboriginal land use and occupancy, ethnobotany, traditional ecological knowledge, ethnohistory, and the linguistic and anthropological analysis of Aboriginal language discourse. In recent years, she has worked with First Nations communities and elders on various language revitalization projects, including Secwepemctsin, Haida and Sm'algyax. Marianne is Director of the First Nations Language Centre at SFU, and the director of a seven-year (2013-2020) SSHRC Partnership Grant supporting language revitalization in a dozen partner communities through app development, documentation, dictionary-building and other avenues. Marianne served as Academic Coordinator for First Nations
Community Academic Outreach Education Programming (FNEP) renamed in 2011 from the award winning SFU Kamloops Program and is the Director to the SFU First Nations Languages Program (FNLP) that evolved from FNEP.

Peter Jacobs is an Assistant Professor in the Department of Linguistics at Simon Fraser University. He is Skwxwu7mesh (Squamish) on his dad's side and Kwagul on his mother's side. His MA thesis was on subordinate clauses in the Skwxwu7mesh snichim (the Squamish language). His Ph.D. dissertation was on the syntax and semantics of agent control constructions in Skwxwu7mesh. Peter worked for 20 years at the Squamish Nation in language revitalization of the Skwxwu7mesh snichim. He taught the language in the high school and also as college course. He also leads a team the developed and published a bilingual Squamish-English dictionary. He also conducts research on Kwak'wala, the language of his mother's side of his family. He taught at the University of Victoria for 5 years where he taught in the Master of Indigenous Language Revitalization program. He was co-investigator on a SSHRC Partnership Development Grant with Dr. Onowa McIvor. They investigated adult language learners in the Mentor-Apprentice Program (MAP) and other MAP-like programs in B.C. They now have a full Partnership Grant where they are leading research with nine First Nations communities/organizations across Canada on the role of Adult Learners of their Indigenous languages.
For information:

Acting under delegated authority at its meeting of April 5, 2018 SCUS approved the following curriculum revisions effective Spring 2019.

a. Faculty of Applied Sciences (SCUS 18-30)

1. School of Mechatronics Systems Engineering

   (i) Changes to the MSE Co-op requirements

b. Beedie School of Business (SCUS 18-31)

   (i) Addition of BUS 428 into the Accounting Concentration

c. Faculty of Communication, Art and Technology (SCUS 18-32)

1. School of Interactive Arts and Technology

   (i) Changes to the continuance requirements for the SIAT Bachelor of Arts and Bachelor of Science programs
   (ii) Upper division requirement changes to the Second Degree Bachelor of Science and Bachelor of Arts programs
MEMORANDUM

ATTENTION: Daniel Leznoff, Chair
Senate Committee on Undergraduate Studies

FROM: Kevin Qldknow, Associate Dean
Faculty of Applied Sciences

RE: Program changes

DATE: March 22, 2018
PAGES: 1/4

The FAS Undergraduate Curriculum Committee in the Faculty of Applied Sciences has approved the following program change:

1.) Mechatronic Systems Engineering
   1. Calendar Change
      - Revision to Co-op requirement for MSE degree
Co-operative Education Work Experience

Every mechatronic systems engineering student completes three (3) work terms of practical experience in an appropriate industrial or research setting leading to a project under the technical direction of a practicing engineer or scientist. The goal is a complementary combination of work in an industrial or research setting and study in one of the engineering options. Internship may be within the University but in most cases the work site is off campus.

At least two of the three mandatory work terms must be completed in industry (MSE 293, 393, 493). Students may participate in additional work terms but are encouraged to seek diversity in their experience. The three mandatory work terms may include one special co-op term (MSE 294, 394, 494). Special co-op may include, but is not restricted to, self-directed, entrepreneurial, service or research co-op work terms. Permission of the engineering science co-op office is required.

An optional non-technical work term (MSE 193) is also available through the engineering science cooperative education office and is often completed after the first two study terms. MSE 193 does not count toward the mandatory three course requirement.

A member of the external organization and a school faculty member jointly supervise the project.

The mechatronic systems engineering cooperative education program will also seek opportunities for students wishing to complete their thesis requirements in an industrial setting. The honours thesis work can be done on or off campus, either integrated with an optional (or mandatory) work term, or as independent work with appropriate supervision.
Proposed changes:

Co-operative Education Work Experience

Every mechatronic systems engineering student completes three (3) work terms of practical experience in an appropriate industrial or research setting leading to a project under the technical direction of a practicing engineer or scientist. The goal is a complementary combination of work in an industrial or research setting and study in one of the engineering options. Internship may be within the University but in most cases the work site is off-campus.

At least two of the three mandatory work terms must be completed in industry (MSE 293, 393, 493). Students may participate in additional work terms but are encouraged to seek diversity in their experience. The three mandatory work terms may include one special co-op term (MSE 294, 394, 494). Special co-op may include, but is not restricted to, self-directed, entrepreneurial, service or research co-op work terms. Permission of the engineering science co-op office is required.

MSE students normally complete three mandatory co-op terms in industry (MSE 293, 393, 493). They may participate in additional work terms but are encouraged to seek diversity in their experience. The three mandatory work terms may include one special co-op term (MSE 294, 394, 494). Special co-op may include, but is not restricted to, self-directed, entrepreneurial, service or research co-op work terms. Permission of the MSE co-op office is required.

MSE students also have an opportunity to participate in research co-op terms, where they gain experience in an academic, research and/or lab setting at SFU. Ideally, at least two of the three mandatory work terms should be completed in industry unless compelling justification for research co-op is made. Students wishing to take three research co-ops should seek prior approval from the UCC Chair for their third research co-op.

An optional non-technical work term (MSE 193) is also available through the engineering science cooperative education office and which is often completed after the first two study terms. MSE 193 does not count toward the mandatory three co-op terms course requirement.

A member of the external organization and a school faculty member jointly supervise the project.

The mechatronic systems engineering cooperative education program will also seek opportunities for students wishing to complete their thesis requirements in an industrial setting. The honours thesis work can be done on or off campus, either integrated with an optional (or mandatory) work term, or as independent work with appropriate supervision.
Motion 1: Accept the above change for the MSE co-op requirements
MEMORANDUM

ATTENTION
Daniel Leznoff, Chair
Senate Committee on
Undergraduate Studies

FROM
Dr. Peter Tingling, Associate Dean
Beedie School of Business
Undergraduate Programs

RE:
Program changes

DATE
March 19, 2018

PAGES
1/1

The Beedie School of Business Undergraduate Curriculum Committee has approved the following program changes for Spring 2019:

1. Addition of BUS 428 to the Accounting Concentration

Would you please place this item on the agenda for the April 5, 2018 meeting of the Senate Committee on Undergraduate Studies?

Sincerely,

Dr. Peter Tingling
Associate Dean, Undergraduate Programs
Beedie School of Business
Calendar Entry Change  
Beedie School of Business Undergraduate Program

Rationale for change:
This change incorporates BUS 428 Forensic Accounting & Data Analytics (3) into the Accounting Concentration. Please see rationale with the accompanying new course proposal for BUS 428.

Effective term and year:
Spring 2019

The following program(s) will be affected by these changes:

- Major – Business Bachelor of Business Administration
- Major – Mechatronic Systems Engineering and Business Double Degree Program Bachelor of Honours – Business Bachelor of Business Administration
- Joint Major – Business and Economics Joint Major Bachelor of Arts or Bachelor of Business Administration
- Joint Major – Interactive Arts and Technology and Business Bachelor of Arts or Bachelor of Business Administration
- Joint Honours – Business and Economics Bachelor of Arts or Bachelor of Business Administration

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

Accounting
Admission to this concentration requires a cumulative grade point average of 2.70 or higher. Students may apply once they have completed their lower division requirements and have either completed or enrolled in both BUS 320 and 360W. Students must have a minimum grade of a C+ in both of these courses before they are admitted to the concentration. Only students admitted to this concentration will be permitted to enroll in upper division (300- and 400-level) accounting courses required for this concentration (with the exception of BUS 320).

Students must complete all* of

- BUS 320 - Financial Accounting: Assets (3)
- BUS 321 - Financial Accounting: Equities (3)
- BUS 322 - Intermediate Managerial Accounting (3)
- BUS 421 - Accounting Theory (3)

* at least two* of

April 2016
BUS 420 - Advanced Accounting (3)
BUS 424 - Advanced Managerial Accounting (3)
BUS 426 - Auditing and Assurance: Concepts and Methods (3)
BUS 427 - Financial Statement Analysis (3)
**BUS 428 - Forensic Accounting & Data Analytics (3)**
BUS 490 - Selected Topics in Business Administration (3) **
BUS 491 - Selected Topics in Business Administration (3) **
BUS 492 - Selected Topics in Business Administration (3) **
BUS 493 - Selected Topics in Business Administration (3) **
BUS 494 - Selected Topics in Business Administration (3) **
BUS 495 - Selected Topics in Business Administration (3) **
BUS 496 - Selected Topics in Business Administration (5) **
*Must be completed at SFU.

** When offered as a selected topics course in Accounting.
The Undergraduate Curriculum committee in the Faculty of Communication, Art, and Technology has approved the following program changes:

1. Program Change: Motion to add a 2.0 CGPA requirement to the major continuance policy: Students in the School of Interactive Arts and Technology are required to maintain a minimum 2.0 CGPA and 2.40 GPA in their IAT courses. (1 attachment)

2. Program Change: For Second Degree BA/BSc, insert the following statement at the end of the "Upper Division Requirements" section (before the Concentration section): To register for the 400 level courses, students have to complete any required course prerequisites and a required upper division writing course IAT 309W. (2 Attachments)

3. Program Change: For Second Degree BA/BSc, change this statement: "A major in Interactive Arts and Technology requires 30 upper division IAT units. Of these, students must take IAT 309W. Of the total of 44 upper division units required to their degree, students must complete a total of 24 units chosen from the following science courses to satisfy their BSc requirements" to

"Students must complete 44 upper division units as part of their degree. Of these, students must complete 30 upper division IAT units, including IAT 309W – Writing Methods for Research 3 and at least two 400-level IAT courses of 3 credits each, excluding directed studies. 24 of the 30-upper division IAT units must be chosen from the following science/art courses to satisfy BA/BSc requirements". (2 Attachments)
Calendar Entry Change
Name of Program or Name of Faculty

<table>
<thead>
<tr>
<th>Effective term and year: Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following program(s) will be affected by these changes:</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Bachelor of Science</td>
</tr>
</tbody>
</table>

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

Bachelor of Arts/Bachelor of Science

The School of Interactive Arts and Technology (SIAT) offers a bachelor of arts (BA) and a bachelor of science (BSc) degree in interactive arts and technology with three concentrations: design, media arts and interactive systems.

Admission Requirements

Please refer to the admission requirements section.

Program Requirements

Prerequisite Grade Requirement

Interactive Arts and Technology course entry requires a grade of C- or better in each prerequisite course.

Students must obtain permission from the department if they wish to complete, for further credit, any course that is a prerequisite for a course the student has already completed with a grade of C- or higher.

Continuance Requirements

Students in the School of Interactive Arts and Technology are required to maintain a 2.4 GPA in their IAT courses. Students in the School of Interactive Arts and Technology are required to
maintain a minimum 2.0 CGPA and 2.40 GPA in their IAT courses. Students who fall below this continuance requirement will be placed on academic warning in the School of Interactive Arts and Technology and will have two semesters to bring their IAT GPA to a 2.4 or higher. Failure to do so will result in removal from the Interactive Arts and Technology Major or Joint Major program.

Students removed from the Interactive Arts and Technology Major or Joint Major program will be placed in the Faculty of Communication, Art and Technology Double Minor Program. Students wishing to transfer back into the Major or Joint Major will need to meet the admission requirements to obtain re-entry.
Calendar Entry Change  
Name of Program or Name of Faculty

<table>
<thead>
<tr>
<th>Rationale for change:</th>
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<tbody>
<tr>
<td>The School of Interactive Arts and Technology (SIAT) curriculum structure uses a minimum number of essential prerequisites to allow for flexible access to courses across three main areas of concentration. To support an orderly progression through the curriculum, SIAT has historically used a minimum number of credits as a prerequisite mechanism for an orderly progression through the program. This has been distorted over the years, as the changes to the individual courses did not adhere to this curriculum design principle. This motion aims to correct this by stressing the importance of completing lower division requirements and a required upper division writing course before taking 400 level courses.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Effective term and year: Spring 2019</th>
</tr>
</thead>
</table>

The following program(s) will be affected by these changes:

- Second Degree BSc
  

**Calendar Change:** "to" and "from" sections are not required. All deletions should be crossed out as follows: **sample**. All additions should be marked by a **bold**.

**Admission Requirements**

Please refer to the admission requirements section.

**Program Requirements**

**Prerequisite Grade Requirement**

Interactive Arts and Technology course entry requires a grade of C- or better in each prerequisite course.

Students must obtain permission from the department if they wish to complete, for further credit, any course that is a prerequisite for a course the student has already completed with a grade of C- or higher.

April 2016
Continuance Requirements

Students in the School of Interactive Arts and Technology are required to maintain a 2.0 CGPA and a 2.4 GPA in their IAT courses. Students who fall below this continuance requirement will be placed on academic warning in the School of Interactive Arts and Technology and will have two semesters to bring their IAT GPA to a 2.4 or higher. Failure to do so will result in removal from the Interactive Arts and Technology Major or Joint Major program.

Students removed from the Interactive Arts and Technology Major or Joint Major program will be placed in the Faculty of Communication, Art and Technology Double Minor Program. Students wishing to transfer back into the Major or Joint Major will need to meet the admission requirements to obtain re-entry.

Upper Division Requirements

A major in Interactive Arts and Technology requires 30 upper division IAT units. Of these, students must take IAT 309W.

Of the total of 44 upper division units required to their degree, students must complete a total of 24 units chosen from the following science courses to satisfy their BSc requirements:

Students must complete 44 upper division units as part of their degree. Of these, students must complete 30 upper division IAT units, including IAT 309W - Writing Methods for Research and at least two 400-level IAT courses of 3 credits each, excluding directed studies.

24 of the 30 upper division IAT units must be chosen from the following science courses to satisfy BSc requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAT 333</td>
<td>Interaction Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>IAT 336</td>
<td>Materials in Design</td>
<td>3</td>
</tr>
<tr>
<td>IAT 351</td>
<td>Advanced Human-Computer Interaction</td>
<td>3</td>
</tr>
<tr>
<td>IAT 352</td>
<td>Internet Computing Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IAT 355</td>
<td>Introduction to Visual Analytics</td>
<td>3</td>
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<tr>
<td>IAT 381</td>
<td>Special Topics in Interactive Arts and Technology (Science)</td>
<td>3</td>
</tr>
<tr>
<td>IAT 410</td>
<td>Advanced Game Design</td>
<td>3</td>
</tr>
<tr>
<td>IAT 432</td>
<td>Design Evaluation</td>
<td>3</td>
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<td>IAT 437</td>
<td>Representation and Fabrication</td>
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<td>IAT 452</td>
<td>Developing Design Tools</td>
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<td>IAT 455</td>
<td>Computational Media</td>
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<tr>
<td>IAT 481</td>
<td>Special Topics in Interactive Arts and Technology (Science)</td>
<td>3</td>
</tr>
<tr>
<td>IAT 499</td>
<td>Graduation Project</td>
<td>6</td>
</tr>
</tbody>
</table>

Or upper division course from: computing science (CMPT), engineering science (ENSC), biomedical physiology and kinesiology (BPK), management and systems science (MSSC),

April 2016
mathematics (MATH), mathematics and computing science (MACM), cognitive science (COGS), or psychology (PSYC)

To register for 400 level courses, students have to complete any required course prerequisites and a required upper division writing course IAT 309W.
Calendar Entry Change
Name of Program or Name of Faculty

Rationale for change:

The School of Interactive Arts and Technology (SIAT) curriculum structure uses a minimum number of essential prerequisites to allow for flexible access to courses across three main areas of concentration. To support an orderly progression through the curriculum, SIAT has historically used a minimum number of credits as a prerequisite mechanism for an orderly progression through the program. This has been distorted over the years, as the changes to the individual courses did not adhere to this curriculum design principle. This motion aims to correct this by stressing the importance of completing lower division requirements and a required upper division writing course before taking 400 level courses.

Effective term and year: Spring 2019

The following program(s) will be affected by these changes:

Second Degree BA -

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

Admission Requirements

Please refer to the admission requirements section.

Program Requirements

Prerequisite Grade Requirement

Interactive Arts and Technology course entry requires a grade of C- or better in each prerequisite course.

Students must obtain permission from the department if they wish to complete, for further credit, any course that is a prerequisite for a course the student has already completed with a grade of C- or higher.
Continuance Requirements

Students in the School of Interactive Arts and Technology are required to maintain a 2.0 CGPA and a 2.4 GPA in their IAT courses. Students who fall below this continuance requirement will be placed on academic warning in the School of Interactive Arts and Technology and will have two semesters to bring their IAT GPA to a 2.4 or higher. Failure to do so will result in removal from the Interactive Arts and Technology Major or Joint Major program.

Students removed from the Interactive Arts and Technology Major or Joint Major program will be placed in the Faculty of Communication, Art and Technology Double Minor Program. Students wishing to transfer back into the Major or Joint Major will need to meet the admission requirements to obtain re-entry.

Upper Division Requirements

A major in Interactive Arts and Technology requires 30 upper division IAT units. Of these, students must take IAT 309W.

Of the total of 44 upper division units required to their degree, students must complete a total of 21 units chosen from the following science courses to satisfy their BSc requirements:

Students must complete 44 upper division units as part of their degree. Of these, students must complete 30 upper division IAT units, including IAT 309W – Writing Methods for Research and at least two 400-level IAT courses of 3 credits each, excluding directed studies.

24 of the 30 upper division IAT units must be chosen from the following arts courses to satisfy BA requirements:

IAT 312 - Foundations of Game Design (3)
IAT 313 - Narrative and New Media (3)
IAT 320 - Body Interface (3)
IAT 334 - Interface Design (3)
IAT 343 - Animation (3)
IAT 344 - Moving Images (3)
IAT 380 - Special Topics in Interactive Arts and Technology (Arts) (3)
IAT 431 - Speculative Design (3)
IAT 438 - Interactive Objects and Environments (3)
IAT 443 - Interactive Video (3)
IAT 445 - Immersive Environments (3)
IAT 480 - Special Topics in Interactive Arts and Technology (Arts) (3)
IAT 499 - Graduation Project (6)

any upper division course from communication (CMNS), publishing (PUB), cognitive science (COGS), arts (FPA), human geography (GEOG), philosophy (PHIL), business (BUS), or

April 2016
psychology (PSYC)

To register for 400 level courses, students have to complete any required course prerequisites and a required upper division writing course IAT 309W.
For information:

Acting under delegated authority at its meeting of April 5, 2018 SCUS approved the following curriculum revisions effective Spring 2019.

**a. Faculty of Arts and Social Sciences (SCUS 18-28)**

1. Department of Linguistics and First Nations Centre (Fall 2018)

   (i) New Course Proposals:
   
   - FNLG 300-3, Advanced Grammar of a First Nations Language
   - FNLG 333-3, First Nations Language Intermediate Level Proficiency I
   - FNLG 334-3, First Nations Language Intermediate Level Proficiency II
   - FNLG 358-3, First Nations Language Immersion III
   - FNLG 458-3, First Nations Language Immersion IV

**b. Beedie School of Business (SCUS 18-29)**

(i) New Course Proposal: BUS 428-3, Forensic Accounting & Data Analytics
COURSE SUBJECT  FNLG  NUMBER  300

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
Advanced Grammar of a First Nations Language

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
Adv. Grammar of a FN Language

CAMPUS where course will be normally taught:  ✓ Burnaby  ✓ Surrey  ✓ Vancouver  □ Great Northern Way  ✓ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don’t include WQB or prerequisites info in this description box.
Students will gain increasing familiarity with, and practical competence in the use of complex and advanced grammatical patterns of a First Nations language in order to facilitate accurate communication in that language, in both oral and written form.

REPEAT FOR CREDIT  □ YES  ✓ NO  Total completions allowed  □  Within a term?  □ YES  ✓ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE
One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLNP, FNLG 200, introduces students to basic grammatical patterns of a particular First Nations language (e.g. pronoun marking, basic word order in simple sentences, content questions and yes/no questions, negatives), at the intermediate to advanced level students require a grammar course which will enable them to gain practical familiarity with more complex grammar patterns in the same language required for this level of proficiency. Such complex patterns will typically include connected and subordinated sentences, and tense and aspect marking in such sentences; expressions of modality and evidentiality, discourse tracking features, directional terms, applicatives, and complex verb morphology.
SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) 1187

Term in which course will typically be offered ☑ Spring ☑ Summer ☑ Fall

Other (describe) May be rotated

Will this be a required or elective course in the curriculum? ☑ Required ☐ Elective

What is the probable enrollment when offered? Estimate: 15-20

UNITS

Indicate number of units: 3

Indicate no. of contact hours: Lecture 3 Seminar Tutorial Lab Other; explain below

OTHER

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Completion of Certificate in First Nations Language Proficiency offered in the same language as FNLG 300, including FNLG 200 or LING 220; or with permission of instructor. Students who have taken FNLG/LING 335 or FNLG/LING 435-3 with the same topic as FNLG 300 may not take this course for further credit.
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]
Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]
(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]
Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required  □ YES  ✔ NO
Criminal Record Check required  □ YES  ✔ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
Ignace, M. (ignace@sfu.ca) (LY- fnlp@sfu.ca)
Detailed Course Outline

Course Title: FNLG 300-3 Advanced Grammar of a First Nations Language: Secwepemctsin

Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 0123
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA __ days, __:00 - __:20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Campus: Off campus. Location: Tkemlúpsemc te Secwepemc (TteS)
Office: TBA at TteS
Office Hours: TBA
Office Tel: 250-574-3869 / FNLP 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
Intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency (FNLG 158, 231, 232). Students will acquire knowledge of advanced grammatical structures in the language in order to enhance the repertoire of sentence types they are able to use in oral and written communications, along with accuracy of use of these structures.

Learning Goals:
As they complete this course, students will be able to
- Have detailed practical understanding of transitive and intransitive verbs in Secwepemctsin sentences, including transitivizers and de-transitivizers.
- Understand and use subordinate sentences and clitics, and pronoun marking in such sentences (e.g. if-when, when-then, because);
- Understand and use determiners in complex sentences;
- Understand and use tense and aspect marking in subordinate sentences;
- Understand and use di-transitives and applicatives (e.g. comitative, locative, instrumental, benefactive and malefactive), as well as evidential markers and their use in discourse;
- Express grammatical mood, e.g. should be, might be, must be, could, able to;
- Express status forms of verbs through affixation, adverbials and nominalizations (prospective, inchoative, repetitive, intensive, completive);
- Use various sentence constructions, according to protocols of politeness, to make requests, give commands, make admonishments.
- Understand and use features of topic tracking and discourse tracking in narrative through subordination and the use of passive voice.

Students will work through the above grammatical structures in seminars, followed up by group practice and exercises, together with weekly oral and written assignments. Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.

Academic Calendar Description:
Students will work on gaining increasing familiarity with, and practical competence in the use of complex and advanced grammatical patterns of a First Nations language in order to facilitate accurate communication in that language in both oral and written form.
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Proficiency Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Required Texts:


Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

Materials/Supplies:

- Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio files.

Prerequisite/Corequisite:

- Completion of Certificate in First Nations Language Proficiency offered in the same language as FNLG 300, including FNLG 200 or LING 220; or with permission of instructor. Students who have taken FNLG/LING 335 or FNLG/LING 435-3 with the same topic as FNLG 300 may not take this course for further credit.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact* the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) [www.sfu.ca/fnlp](http://www.sfu.ca/fnlp).

First Nations Language Instruction/Community Academic Outreach:

SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar's Notes:

SFU's Academic Integrity web site [http://students.sfu.ca/academicintegrity.html](http://students.sfu.ca/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 16:47 Hrs.
COURSE SUBJECT: FNLG
NUMBER: 333

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
First Nations Language Intermediate Level Proficiency I

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
FN Lang Intermed Proficiency I

CAMPUS: Where course will be normally taught: 
- Burnaby
- Surrey
- Vancouver
- Great Northern Way
- Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.
Aimed at building conversational and narrative fluency and proficiency in a particular First Nations language. Taught through a “stay in the language” approach through authentic practice of traditional skills and knowledge, as well as everyday communication in both written and oral form. Students may retake this course with focus on a different First Nations language.

REPEAT FOR CREDIT
- YES
- NO
Total completions allowed:
Within a term?
- YES
- NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93-ii) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE
One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLG students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 333 is the first of two courses (FNLG 333 and 334) in the DFNLP which provide students with the opportunity to acquire new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication. Its intermediate level themes and topics in the particular First Nations language build and expand on basic traditional culture-related and everyday topics covered in FNLG 133, 134, 233 and 234, all offered as part of the basic Certificate in First Nations Language Proficiency. As a core course, FNLG 333 provides 39 hours of classroom (seminar) practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNLP.

july 2017
SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2015) 87

Term in which course will typically be offered  

- Spring  
- Summer  
- Fall

Other (describe) Variable

Will this be a required or elective course in the curriculum?  

- Required  
- Elective

What is the probable enrollment when offered?  Estimate: 15-20

UNITS

Indicate number of units: 3

Indicate no. of contact hours:  

- Lecture  
- Seminar  
- Tutorial  
- Lab  
- Other; explain below

OTHER

In-language learning in traditional and everyday mixed settings.

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Marianne Ignace, Donna Gerdts, John Alderete, and Peter Jacobs.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency; or with permission of instructor.
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required □ YES ☑ NO
Criminal Record Check required □ YES ☑ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (LY, fnlp@sfu.ca)
**Detailed Course Outline**

**Course Title:** FNLG 333-3 First Nations Language Intermediate Level Proficiency I: Secwepemctsin I

**Term:** Fall 2018 / Term 1187  
**Section:** N100 / SEM / Class Nbr.: 4567  
**Instructor:** Prof. Marianne Ignace

**Class Schedule, Office Hours & Contact Info:**  
Class Schedule: TBA ___ days, __:00 - __:20 Hrs.  
Classroom: Shuswap Nation Tribal Council Boardroom #1  
Campus: Off campus. Location: Tkemlupsemc te Secwepemc (TteS)  
Office: TBA at TteS  
Office Hours: TBA  
Office Tel: 250.574.3869 or c/o FNLP 778.782.4774 / 1.800.399.5565  
E-mail: lgnace@sfu.ca and/or fnlp@sfu.ca

**Description Topics:**  
Intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency, including FNLG 133, 134, 233 and 234. In FNLG 333, students will increase their repertoire of vocabulary around additional domains and themes, and will practice conversation and narration in oral and written forms, together with an increased ability to express themselves with fluency and accuracy in culturally authentic ways. As part of the assessment tools of FNLG 333, students will engage in an individual 45 minute oral proficiency interview assessment based on ACTFL methods of rating proficiency, and with feedback from the instructor/fluent speaker about their performance.

**Learning Goals:**  
As they complete this course, students will be able to  
• Understand and use some 250-300 new vocabulary items in Secwepemctsin around a range of new topics (e.g. preparing foods, complex Secwepemctsin kinship terms, describing community, travel and visiting);  
• Gain confidence and accuracy in the use of a variety of transitive and intransitive verbs connected to new topics and themes in the language;  
• Increase their repertoire in conversation by responding to and asking questions about self, family, occupations, travel and visiting, daily activities, place of living, community events);  
• Increase their fluency and accuracy in conversation by using sentences in a variety of time frames (past, present, future),  
• Begin to use complex and subordinate sentences (if-when, because of) and sentences that use adverbials like always, never, it is time to...,  
• Increase their repertoire of presentational speech by being able to make a 100-word prayer or opening address;  
• Understand and orally tell a short story (traditional or experienced) to an audience with the help of visuals and cue-cards, although sentence structures will still be pared-down.  
• Transcribe a short text in Secwepemctsin, and provide a translation.

Students will work through new vocabulary and themes in whole-group seminar sessions, interspersed with group practice and exercises, together with weekly oral and written assignments. Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.
Academic Calendar

Description: Aimed at building conversational and narrative fluency and proficiency in a particular First Nations language. Taught through an immersion ("stay in the language") approach through authentic practice of traditional skills and knowledge, as well as everyday communication in both written and oral form. Students may retake this course with focus on a different First Nations language.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
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<td>Assignments</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Proficiency Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Required Texts:

Secwepemc Cultural Education Society. 2003. English – Secwepemc Dictionary. Kamloops. (Both dictionaries are available from the instructor in digital format). Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

Materials/Supplies: Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio files.

Prerequisite/Corequisite: Completion of Certificate in First Nations Language Proficiency; or with permission of instructor.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact* the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Language Program (FNLP) www.sfu.ca/fnlp.
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar’s Notes:

SFU’s Academic Integrity web site http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 16.56 Hrs.
<table>
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<th>COURSE SUBJECT</th>
<th>FNLG</th>
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</thead>
<tbody>
<tr>
<td>NUMBER</td>
<td>334</td>
</tr>
</tbody>
</table>

**COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation

First Nations Language Intermediate Level Proficiency II

**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation

FNLang Intermed Proficiency II

**CAMPUS** – Where course will be normally taught:  
- Burnaby  
- Surrey  
- Vancouver  
- Great Northern Way  
- Off campus

**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don’t include WQB or prerequisites info in this description box.

Continuation of First Nations language proficiency intermediate level I builds further conversational and narrative fluency and proficiency in a designated First Nations language. Taught through a “stay in the language” approach involving practice of traditional culture-based and everyday skills in a language. Students may retake this course with focus on a different First Nations language.

**REPEAT FOR CREDIT**  
- **YES**  
- **NO**  

**LIBRARY RESOURCES**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNL, students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 334 is the second of two courses (FNLG 333 and 334) in the DFNLP which provide students with the opportunity to acquire new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication. Its intermediate level themes and topics in the particular First Nations language build and expand on basic traditional culture-related and everyday topics covered in FNLG 133, 134, 233 and 234, all offered as part of the basic Certificate in First Nations Language Proficiency. As a core course, FNLG 334 provides 39 hours of classroom (seminar) practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNLP.
SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2018) 2018

Term in which course will typically be offered: [✓] Spring [✓] Summer [✓] Fall
   Other (describe) Variable

Will this be a required or elective course in the curriculum? [✓] Required [ ] Elective

What is the probable enrollment when offered? Estimate: 15-20

UNITS
Indicate number of units: 3

Indicate no. of contact hours: [ ] Lecture 3 [ ] Seminar [ ] Tutorial [ ] Lab [ ] Other; explain below

OTHER
In-language learning in traditional and everyday settings consisting of mixed settings.

FACULTY
Which of your present CFL faculty have the expertise to offer this course?

Mariann Ignace, Donna Gerdts, John Alderete, and Peter Jacobs.

WQB DESIGNATION
(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE
Prerequisite(s): Completion of Certificate in First Nations Language Proficiency including FNLG 333 (or as co-requisite); or permission of instructor. Students may retake this course with focus on a different FN language.
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]
Students who have taken (place relevant course(s) in the blank below (ex: STAT100)) first may not then take this course for further credit.
\[
\text{n/a}
\]

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]
(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.
\[
\text{n/a}
\]

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]
Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.
\[
\text{n/a}
\]

Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]
\[
\text{n/a}
\]

FEES

Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required □ YES ☑ NO
Criminal Record Check required □ YES ☑ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (fnlp@sfu.ca)

july 2017
Course Title: FNLG 334 - 3 First Nations Language Intermediate Level Proficiency II: Secwepemctsin II

Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 8901
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA ___ days, ___:00 - ___:20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Campus: Off campus. Location: Tkemlúpsemc te Secwepemc (TteS)
Office: TBA at TteS
Office Hours: TBA
Office Tel: 250-574-3869 // FNLP 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
A continuation of FNLG 333, and is intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency, including FNLG 133, 134, 233, 234 and 333. Students will continue to increase their repertoire of vocabulary around additional domains and themes, and will practice conversation and narration in oral and written forms, together with an increased ability to express themselves with fluency and accuracy in culturally authentic ways. As part of the assessment tools of FNLG 334, students will engage in an individual 45 minute oral proficiency interview assessment based on ACTFL methods of rating proficiency, and with feedback from the instructor/fluent speaker about their performance.

Learning Goals:
As they complete this course, students will be able to
- Understand and use an additional 250-300 vocabulary items in Secwepemctsin around a range of new topics (e.g. traditional resource harvesting methods and protocols, sewing, crafts and construction, basketry, tanning, following and making food recipes, travel in the landscape, additional Secwepemc kinship terms and terms for in-laws, strangers and friends);
- Gain further confidence and accuracy in the use of a variety of transitive and intransitive verbs connected to new topics.
- Increase their repertoire in conversation by responding to and asking questions about self, family, occupations, daily activities, place of living, steps in the preparation of clothing, foods, crafts);
- Increase their fluency and accuracy in conversation by using sentences in a variety of time frames (past, present, future, habitual),
- Use complex and subordinate sentences with increased accuracy (if-when, because of) and sentences that use adverbials like always, never, it is time to...);
- Increase their repertoire of presentational speech by being able to make a 200-word prayer or opening address at a gathering.
- Understand and orally tell a story of 250+ words (traditional or experienced) to an audience with the help of visuals and cue-cards, with reasonably accurate sentence structure and discourse markers.
- Transcribe one or more texts of increasing length in Secwepemctsin, and provide a translation.

Students will work through the above grammatical structures in seminars, followed up by group practice and exercises, together with weekly oral and written assignments.
Weekly audio-files and print files with grammatical exercises, conversation and text materials will be available on CANVAS.

**Academic Calendar**

**Description:**
Continuation of First Nations language proficiency intermediate level I at building conversational and narrative fluency and proficiency in a designated First Nations language. Taught through an immersion ("stay in the language") approach involving practice of traditional culture-based and everyday skills in a language. Students may retake this course with focus on a different First Nations language.

**Grading:**
- Participation: 10%
- Assignments: 30%
- Quizzes: 20%
- Student Presentation: 10%
- Oral Proficiency Assessment: 30%

**Required Texts:**
- Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

**Materials/Supplies:**
Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio-files.

**Prerequisite/Corequisite:**
Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 333 (or as co-requisite); or permission of instructor. Students may retake this course with focus on a different FN language.

**FNLP Notes:**
- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact* the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) [www.sfu.ca/fnlp](http://www.sfu.ca/fnlp).
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

*Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

**Registrar’s Notes:**
SFU’s Academic Integrity web site [http://students.sfu.ca/academicintegrity.html](http://students.sfu.ca/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

**ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS**

This print: March 26, 2018 17:42 Hrs.
COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
First Nations Language Immersion III

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
FN Language Immersion III

CAMPUS where course will be normally taught: ☑ Burnaby  □ Surrey  ☑ Vancouver  □ Great Northern Way  ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don’t include WQB or prerequisites info in this description box.
Intensive immersion "on the land" or in a classroom setting led by elder or fluent speaker in a First Nations language at an intermediate level. Exposes learners to a variety of authentic situations where the language is used and spoken in everyday tasks. May be taken again when offered in another First Nations language set of courses.

REPEAT FOR CREDIT ☑ YES  □ NO  Total completions allowed □  Within a term? □ YES  ☑ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE
One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 358 is the first of two intensive immersion courses (FNLG 358 and FNLG 458) in the DFNL which provide students with the opportunity to acquire and new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication, and to practice newly acquired language content in an immersion setting, led by fluent speakers. Its intermediate level themes and topics in the particular First Nations language build and expand on basic traditional culture-related and everyday topics covered in FNLG 158 and 258, all offered as part of the basic Certificate in First Nations Language Proficiency. As a core course, FNLG 358 provides 39 hours of classroom practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNL.
SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2015)

Term in which course will typically be offered

- Spring
- Summer
- Fall

Other (describe)
May be rotated

Will this be a required or elective course in the curriculum?

- Required
- Elective

What is the probable enrollment when offered?

Estimate: 15-20

UNITS

Indicate number of units: 3

Indicate no. of contact hours:

- Lecture 3
- Seminar
- Tutorial
- Lab
- Other; explain below

OTHER

Immersion course where method of contact varies. (CH: 3.0)

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Marianne Ignace, Donna Gerdts, John Alderete, and Peter Jacobs

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 258; or permission of instructor.

July 2017
1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]
Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]
(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]
Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

n/a

FEES
Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required  □ YES  ✔ NO
Criminal Record Check required  □ YES  ✔ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (LY, fnlp@sfu.ca)
july 2017
**Detailed Course Outline**

**Course Title:** FNLG 358-3 Intermediate Secwepemctsin Immersion  
**Term:** Fall 2018 / Term 1187  
**Section:** N100 / SEM / Class Nbr.: 1234  
**Instructor:** Prof. Marianne Ignace  
**Class Schedule, Office Hours & Contact Info:**  
Class Schedule: TBA __days, __:00 - __:20 Hrs.  
Classroom: Shuswap Nation Tribal Council Boardroom #1  
Campus: Off campus. Location: Tkemlúps te Secwépemc (T'leS)  
Office: TBA at T'leS  
Office Hours: TBA  
Office Tel: 250-574-3869 // FNLP 778-782-4774 / 1.800.399.5565  
E-mail:* ignace@sfu.ca and/or fnlp@sfu.ca

**Description Topics:**  
This course is intended for intermediate level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who have already obtained some basic knowledge in the language by completing the Certificate in First Nations Language Proficiency (including FNLG 158). It will expose learners to a variety of authentic situations where the language is used and spoken. Its focus is on advancing students oral listening and speaking skills through hands-on traditional culture based and communication about everyday tasks.

**Learning Goals:**  
Throughout the course, students will:  
- Improve their vocabulary by some 200-250 terms beyond the vocabulary they acquired in the FNLP, including FNLG 258. Topics to be addressed, with new and additional vocabulary, will include: Making and tending fire and setting up a camp, butchering, slicing and drying (cwíkem) salmon, toponomy and geography of the Tkemlúps area, directionals, preparing and tanning a hide.  
- Enhance their repertoire of making conversation (questions and answers) around the topics listed above, introduced in FNLG 158 and introductory level courses (preparing foods, utensils, words for relatives, using a large variety of weather words in descriptive phrases, questions and answers, describing the landscape and geography near Ts'ék'em'c/Canoe Creek; describing actions associated with salmon fishing; terms for fish; gutting, cutting and slicing fish);  
- Improve practical understanding of intermediate level features of Secwepemc grammar (pronoun marking, word order in sentences) in conversational and presentational speech addressed in the themes and topics of this course.  
- Increase knowledge of Secwepemc protocols of speech and traditional activities (thanking, greeting, singing and prayer; fishing, Secwepemc place names and geography) carried out using Secwepemctsin.

Throughout the days, students will alternate between whole group activities, small group practice activities, and time for individual study and practice. Daily audio-files with vocabularies, phrases, grammar activities and short narratives will be available on SFU CANVAS.

**Academic Calendar Description:**  
Intensive "on the land" or in a classroom setting immersion course in a First Nations language at an intermediate level. Will be based on a designated language to be named each time it is taught. May be offered in an intensive all-day camp setting, or as a regularly scheduled course. May be taken again when offer in another First Nations language set of courses.
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Proficiency Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Required Texts:


Materials/Supplies:

Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.

Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio lessons.

Prerequisite/Corequisite:

Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 258; or permission of instructor.

FNLP Notes:

- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact* the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) [www.sfu.ca/fnlp](http://www.sfu.ca/fnlp).
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

* Students: When submitting a request or an inquiry, please email from your SFU Connect email (@sfu.ca) and remember to include your SFU Student ID number in your email. Thank you.

Registrar's Notes:

SFU's Academic Integrity web site [http://students.sfu.ca/academicintegrity.html](http://students.sfu.ca/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 17:52 Hrs.
COURSE SUBJECT: FNLG
NUMBER: 458

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
First Nations Language Immersion IV

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
FN Language Immersion IV

CAMPUS where course will be normally taught: ☑ Burnaby ☐ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don’t include WQB or prerequisites info in this description box.
Continuation of intensive immersion "on the land" led by elder or fluent speaker in a First Nations language at a high intermediate to early advanced level. Exposes learners to a variety of authentic situations where the language is used and spoken in everyday tasks. May be taken again when offered in another First Nations language.

REPEAT FOR CREDIT ☑ YES ☐ NO
Total completions allowed ☐
Within a term? ☑ YES ☐ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE
One of five core courses in the new 30-unit undergraduate Diploma in First Nations Language Proficiency, which in turn ladders from, and has as a normal prerequisite, the basic Certificate in First Nations Language Proficiency. Through the Diploma in FNLNP students will advance their practical proficiency in a First Nations language to a high intermediate to low advanced level as defined in ACTFL and similar benchmarks.

FNLG 458 is the second of two intensive immersion courses (FNLG 358 and FNLG 458) in the DFNLP which provide students with the opportunity to acquire and new vocabulary and sentence structures on traditional and everyday topics required for both oral and written communication, and to practice newly acquired language content in an immersion setting, led by fluent speakers. Its high intermediate to advanced level themes and topics in the particular First Nations language build and expand on basic traditional culture-related and everyday topics covered in FNLG 158 and 258, all offered as part of the basic Certificate in First Nations Language Proficiency, as well as FNLG 358, the intermediate level III immersion and core course in the DFNLP. As a core course, FNLG 458 provides 39 hours of classroom practice in the language combined with an expected 80 hours of student practice and study, and thus helps to meet the goal of circa 2,000 hours of sustained practice in the language upon completion of the DFNLP.

july 2017
Effective term and year (e.g. FALL 2015) 87

Term in which course will typically be offered: ☑ Spring ☑ Summer ☑ Fall

Other (describe): May be rotated

Will this be a required or elective course in the curriculum? ☑ Required ☐ Elective

What is the probable enrollment when offered? Estimate: 15-20

UNITS
Indicate number of units: 3

Indicate no. of contact hours: Lecture 3 Seminar Tutorial Lab Other; explain below

OTHER

Immersion course where method of contact varies. (CH: 3.0)

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Marianne Ignace, Donna Gerdts, John Alderete, and Peter Jacobs

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite(s): Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 358; or permission of instructor.
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

n/a

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

n/a

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

n/a

FEES

Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

July 2017
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required  □ YES  □ NO
Criminal Record Check required  □ YES  □ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
M. Ignace (ignace@sfu.ca) (fnlp@sfu.ca)

july 2017
Detailed Course Outline

Course Title: FNLG 458-3 Advanced Secwepemctsin Immersion
Term: Fall 2018 / Term 1187
Section: N100 / SEM / Class Nbr.: 5678
Instructor: Prof. Marianne Ignace

Class Schedule, Office Hours & Contact Info:
Class Schedule: TBA days, __:00 - __:20 Hrs.
Classroom: Shuswap Nation Tribal Council Boardroom #1
Campus: Off campus. Location: Tkemlúps te Secwépemc (TteS)
Office: TBA at TteS
Office Hours: TBA
Office Tel: 250-574-3869 // FNLP 778-782-4774 / 1.800.399.5565
E-mail: ignace@sfu.ca and/or fnlp@sfu.ca

Description Topics:
This course is intended for advanced level learners of the Western Dialect of Secwepemctsin (Shuswap Language) who are working at gaining proficiency at a high intermediate to early advanced level, and who have already obtained prior knowledge in the language by completing the Certificate in First Nations Language Proficiency including FNLG 258, in the same language; or have permission of instructor. Building on skills learned in an immersion setting in FNLG 358, it will expose learners to a new set of authentic situations where the language is used and spoken. Its focus is on advancing students' oral listening and speaking skills through hands-on traditional culture based and communication about everyday tasks.

Learning Goals:
Throughout the course, students will:
- Improve their vocabulary by some 200-250 terms beyond the vocabulary they acquired in the FNLP, including FNLG 358. Topics to be addressed, with new and additional vocabulary, will include: organizing and cooking for a feast in a community setting, making speeches to welcome and thank guests; hunting and processing deer meat; Secwepemc traditional science and resource management (ethnobotany, ethnozoology).
- Enhance their repertoire of making conversation (questions and answers) around the topics listed above, adding complex and connected sentences (if-when, when-then, every time that....)
- Improve their ability to understand and produce presentational speech by narrating sequences of actions for tasks listed above, and by being able to tell a traditional narrative (oral history or oral tradition) connected to topics listed above
- Increase knowledge of Secwepemc protocols of speech and traditional activities (thanking, greeting, protocols and prayers of hunting) through song, oral and written presentations in Secwepemctsin.

Throughout the days, students will alternate between whole group activities, small group practice activities, and time for individual study and practice. Daily audio-files with vocabularies, phrases, grammar activities and short narratives will be available on SFU CANVAS.

Academic Calendar Description:
Continuation of intensive "on the land" immersion practice in a First Nations language at a high intermediate to early advanced level. Will be based on a designated language to be named each time it is taught. May be taken again when offered in another First Nations language.
Grading:
- Participation: 10%
- Assignments: 20%
- Oral Quizzes: 20%
- Student Presentation: 20%
- Oral Proficiency Assessment: 30%

Required Texts:

Materials/Supplies:
- Additional print hand-outs and audio-files with study materials will be made available through SFU CANVAS.
- Students are expected to have a digital audio device (e.g. smart-phone or tablet) to listen to audio lessons.

Prerequisite/Corequisite:
- Completion of Certificate in First Nations Language Proficiency (CFNLP) including FNLG 358; or permission of instructor.

FNLP Notes:
- Deferred grades will be given only on the basis of authenticated medical disability.
- Students requiring accommodations as a result of a disability must contact* the Centre for Students with Disabilities (CSD) at 778-782-3112 or csdo@sfu.ca. For off-campus FNLG/LING courses offered by SFU FNLP, please contact the FNLP Office (fnlp@sfu.ca) and your course instructor to request accommodations.
- All students are expected to read and understand SFU policies with regard to academic honesty and student conduct (S10). These policies are available at: http://www.sfu.ca/policies/gazette/student.html.

First Nations Languages Program (FNLP) www.sfu.ca/fnlp.
First Nations Language Instruction/Community Academic Outreach:
SFU Burnaby: General Office-Saywell Hall West (Rm 9091). Academic Advising: Robert C. Brown Hall, RCB 8107 (Rm 2)

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Registrar’s Notes:
SFU’s Academic Integrity web site http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

This print: March 26, 2018 17:59 Hrs.
Dear Lorraine,

I have reviewed the proposals for

- FNLG 300: Advanced Grammar of a First Nations Language
- FNLG 333: First Nations Language Intermediate Level Proficiency I
- FNLG 334: First Nations Language Intermediate Level Proficiency II
- FNLG 358: First Nations Language Immersion III
- FNLG 458: First Nations Language Immersion IV

No additional library resources will be required to support them.

This email will serve as your record that the Library has conducted the assessment of the proposals as they move through the approval process. Once the courses have been approved by Senate, they will appear on this list: https://www.lib.sfu.ca/about/overview/collections/course-assessments/arts-social-sciences

Please let me know if you have any questions.

Patty

Patty Gallilee
Associate Dean of Libraries, Collections & Scholarly Communication
Simon Fraser University Library
V: 778.782.3263
MEMORANDUM

ATTENTION
Daniel Leznoff, Chair
Senate Committee on
Undergraduate Studies

FROM
Dr. Peter Tingling, Associate Dean
Beedie School of Business
Undergraduate Programs

RE:
New Course Proposals

DATE
March 19, 2018

PAGES
1/1

The Beedie School of Business Undergraduate Curriculum Committee has approved the following new course proposal for Spring 2019:

1. BUS 428 Forensic Accounting & Data Analysis (3)

Would you please place this item on the agenda for the April 5, 2018 meeting of the Senate Committee on Undergraduate Studies?

Sincerely,

Dr. Peter Tingling
Associate Dean, Undergraduate Programs
Beedie School of Business
COURSE SUBJECT  BUS  NUMBER  428

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
Forensic Accounting and Data Analytics

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
Forensic Accounting and Data Analytics

CAMPUS where course will be normally taught:  
☑ Burnaby  ☐ Surrey  ☐ Vancouver  ☐ Great Northern Way  ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.
This course combines forensic accounting with data analytics. Students explore common fraud schemes, and learn how to identify and investigate them. Students then apply data analytic methods to explore fraud in an accounting case, and communicate their findings to practicing forensic accountants who provide real-world guidance and feedback.

REPEAT FOR CREDIT  
☐ YES  ☑ NO  Total completions allowed  ☐  Within a term?  ☑ YES  ☐ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE
This course is in response to the development of audit tools and techniques in the public accounting practice that have profoundly changed the audit and forensic accounting environment. We will offer this course to give our students a competitive edge in the workplace that is now seeking students with skills in the use of modern sophisticated tools in audit analytics, visualization, and analysis of documents.

The demand for the skills and knowledge to be imparted by this course stems from the prospective employers of our students who have expressed a strong preference for students who possess a keen awareness and practical knowledge of fraud, as well as a working knowledge of the many tools used in the audit and forensic fields. The demand will continue in the long-run as there is a substantial shift happening in the skills needed for our students to be marketable to prospective employers. Many universities in the United States have added courses in audit analytics and forensic accounting. To our knowledge, our course will be the first one in Canada to offer both areas within one course and we hope to serve as an academic leader in this area.
**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016) **Spring 2019**

Term in which course will typically be offered: ✓ Spring ✓ Summer □ Fall

Will this be a required or elective course in the curriculum? □ Required ✓ Elective

What is the probable enrollment when offered? Estimate: **20 to 25**

**UNITS**

Indicate number of units: **3**

Indicate no. of contact hours: □ Lecture 3 □ Seminar □ Tutorial □ Lab □ Other; explain below

**OTHER**


**FACULTY**

Which of your present CFL faculty have the expertise to offer this course?

- Dr. Michael Favere-Marchesi
- Dr. Kim Trottier

**WQB DESIGNATION**

(attach approval from Curriculum Office)


**PREREQUISITE AND / OR COREQUISITE**

Pre-requisite: BUS 360W, 60 units
Co-requisite: BUS 426
EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? □ YES □ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? □ YES □ NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

Upon completion of this course, it is anticipated that students will have a better understanding of the role of the forensic accountant and the career opportunities that exist, will further develop their critical thinking skills and be more cognizant on how to identify internal control weaknesses that can be exploited by fraudsters. Students will also gain exposure to and basic understanding of software/technology used in forensic accounting engagements and data analytics.
RESOURCES
List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS
Final exam required  ☑ YES  ☐ NO
Criminal Record Check required  ☐ YES  ☑ NO

OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator
Stephen Spector
MEMORANDUM

ATTENTION: Senate
FROM: Daniel Leznoff, Chair
Senate Committee on Undergraduate Studies

RE: Course Changes (SCUS 18-27)

DATE: April 6, 2018
PAGES: 1/1

For information:

Acting under delegated authority at its meeting of April 5, 2018 SCUS approved the following curriculum revisions effective Spring 2019.

a. Faculty of Communication, Art and Technology (SCUS 18-27a)

1. School for the Contemporary Arts
   (i) Title change for CA 489

2. Publishing Program
   (i) Description change for PUB 480

b. Faculty of Science (SCUS 18-27b)

1. Department of Molecular Biology and Biochemistry
   (i) Prerequisite change for MBB 308
Dear Daniel,

The Undergraduate Curriculum Committee in the Faculty of Communication, Art and Technology has voted and approved the following course Modification to be brought forward to SCUS.

1. Course modification for CA 489 "Interdisciplinary Project in FPA"

Thank you,

Sabine Bitter
Chair, School for the Contemporary Arts
Undergraduate Curriculum Committee
COURSE MODIFICATION FORM

COURSE SUBJECT: CA  NUMBER: 489  TITLE: Interdisciplinary Project in FPA

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

- [ ] Course number
- [ ] Units
- [ ] Prerequisite
- [X] Title
- [ ] Description
- [ ] Equivalent
- [ ] Statement

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Interdisciplinary Project in FPA Contemporary Arts

EFFECTIVE TERM AND YEAR FOR CHANGES
Fall, Spring, Summer and year (please enter in textbox)

- [ ] Spring 2019

November 2016
It was an oversight to not change the title of the course, when all courses were changed from FPA (Fine and Performing Arts) to CA (Contemporary Arts) in 2017.
MEMORANDUM

ATTENTION: Daniel Leznoff, Chair Senate Committee on Undergraduate Studies
FROM: MariÈve Mauve Pagé, Publishing Program Undergraduate Curriculum Committee
Chair, Faculty of Communication, Art and Technology
RE: Course Changes

DATE: March 14, 2018
PAGES: 1/1

The Undergraduate Curriculum Committee in the Faculty of Communication, Art and Technology has approved the following course change:

1. Course Modification: Motion to add description text PUB480 to limit multiple course enrollment (document).

If further information is required, please contact me at mpage@sfu.ca.

MariÈve Mauve Pagé
Chair, Publishing Program
Undergraduate Studies Curriculum Committee
COURSE MODIFICATION FORM

SFU
SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT  PUB  NUMBER  480  TITLE  Special Topics in Publishing
PUB 480 (4)

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

Course number  □  Units  □  Prerequisite  □

Title  □  Description  □  Equivalent  □

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the “Equivalency statements” section under Information about specific course components if changing equivalent statement(s).

Intensive analysis of a particular topic, practice, or technique in publishing. May repeat for credit a maximum of two times. Prerequisite: 75 credits.

EFFECTIVE TERM AND YEAR FOR CHANGES
Fall, Spring, Summer and year (please enter in textbox)

Spring 2019

RATIONALE (must be included)

Course description consistent with PUB 478.

November 2016
MEMORANDUM

ATTENTION: Daniel Leznoff, Chair
Senate Committee on
Undergraduate Studies

FROM: Carl Lowenberger, Chair, Science UCC
Faculty of Science

RE: Course Changes

DATE: March 26, 2018

PAGES: 1/1

The UCC committee in the Faculty of Science has approved the following course changes:

MBB Motion

Motion 1: MBB 331 – Course co-requisite addition: Add MBB 331 (Molecular Biology) as a co-requisite for MBB 308 (Molecular Biology Laboratory), in addition to it being a pre-requisite. This will give students more flexibility and is not expected to impact their learning in MBB 308.

Rationale: With MBB 331 as a pre-requisite for MBB 308 makes it challenging for some students in MBB and the Faculty of Health Sciences to complete all of their coursework and graduate in a timely manner. In addition, the MBB department is considering reducing the number of offerings of MBB 308, from every semester to 5 times in 2 years, which will exacerbate this problem. Students will have greater flexibility in their schedules if they can take MBB 331 and MBB 308 concurrently. MBB 308 instructors agreed that this change should not impact the students' learning.
COURSE SUBJECT | MBB | NUMBER | 308-3 | TITLE | Molecular Biology Laboratory

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

Course number □ Units □ Prerequisite X

Title □ Description □ Equivalent □

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the “Equivalency statements” section under Information about specific course components if changing equivalent statement(s).

Modern molecular biological and recombinant nucleic acid methods will be covered. Examples are DNA and RNA isolation, plasmid preparation, restriction enzyme digestion, DNA cloning and polymerase chain reaction. Prerequisite or co-requisite: MBB 331 with a minimum grade of C-. Students with credit for BISC 357 may not take this course for further credit.

EFFECTIVE TERM AND YEAR FOR CHANGES
Fall, Spring, Summer and year (please enter in textbox)

Spring 2019

RATIONALE (must be included)

With MBB 331 as a pre-requisite for MBB 308 makes it challenging for some students in MBB and the Faculty of Health Sciences to complete all of their coursework and graduate in a timely manner. In addition, the MBB department is considering reducing the number of offerings of MBB 308, from every semester to 5 times in 2 years, which will exacerbate this problem. Students will have greater flexibility in their schedules if they can take MBB 331 and MBB 308 concurrently. MBB 308 instructors agreed that this change should not impact the students' learning.

November 2016
For information:

Acting under delegated authority at its meeting of April 5, 2018 SCUS approved the following language to be added to the credential section of the undergraduate calendar effective Fall 2017.

'Diploma in First Nations Language Proficiency

The Diploma in First Nations Language Proficiency program is for students who wish to acquire high intermediate to advanced oral proficiency in particular First Nations language. The program consists of 30 upper division units and may be completed on a full- or part-time basis.

Program Requirements
- Admission to this Diploma will normally require prior completion of the SFU Certificate in First Nations Language Proficiency (CFNLP). Students who have completed a certificate or First Nations language courses deemed equivalent to the SFU CFNLP at another post-secondary institution, or who undergo a Prior Learning Assessment and demonstrate skills in a First Nations language equivalent to at least low intermediate language proficiency, may also be admitted into the diploma.
- Students must maintain a minimum grade point average of 2.0 calculated on all courses applied to the diploma that are completed at Simon Fraser University. Duplicate courses are counted only once.
Note

- Units applied to this diploma may be also applied to major or minor programs of a bachelor's degree under the normal regulations governing those programs but may not be applied to other Simon Fraser University certificates or diplomas.
- Some of the courses may have prerequisites not included in the diploma requirements. Students are responsible for satisfying the prerequisites of all courses in their programs. Prerequisite information can be found in the University Calendar in the course descriptions section.
- Students intending to pursue this diploma should consult with the diploma program advisor in the First Nations Languages Program of the Department of Linguistics.
- Any student admitted to this diploma program who subsequently transfers to a degree program will need to complete the university WQB degree requirements. See Writing, Quantitative, and Breadth Requirements.
MEMO

ATTENTION  Members of Senate

FROM  Natalia Gajdamaschko, SCUTL Chair & Teaching Professor, Faculty of Education

RE  SCUTL 2017 – 2018 Annual Report

DATE  May 2, 2018

On behalf of the Senate Committee on University Teaching and Learning (SCUTL), I am pleased to submit to Senate the 2017-2018 SCUTL Annual Report.

Sincerely,

[Signature]

Natalia Gajdamaschko
SCUTL Chair & Teaching Professor, Faculty of Education
Senate Committee on University Teaching and Learning (SCUTL)
Report to Senate (May 2017 – April 2018)

Submitted by:
Natalia Gajdamaschko, Chair 2016-2018 & Teaching Professor, Faculty of Education
Panayiotis Pappas, Chair 2018 – 2019 & Associate Professor, Department of Linguistics

Membership and Terms of Reference

SCUTL is a standing committee of Senate. Its Membership and Terms of Reference are given in Appendix I which is also available at http://www sfu ca/senate-committees/scutl.html

Meetings

SCUTL met 9 times between May 2017 and April 2018:

1. May 24, 2017
2. June 21, 2017
3. July 19, 2017
4. September 11, 2017
5. November 21, 2017
6. January 30, 2018
7. February 27, 2018
8. March 27, 2018
9. April 17, 2018
Guests

The following individuals met with SCUTL during this period:

<table>
<thead>
<tr>
<th>Guest</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Vanchu-Orosco, Manager, Assessment and</td>
<td>September 11, 2017</td>
<td>Student Evaluating of Teaching and Courses (SETC)</td>
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<tr>
<td>Course Evaluation</td>
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<td>Chris Groeneboer, Manager, Student Experience</td>
<td>September 11, 2017</td>
<td>Student Experience Initiative</td>
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<tr>
<td>Elizabeth Elle, Chair, Educational Goals /</td>
<td>November 21, 2017</td>
<td>Educational Goals / Learning Outcomes</td>
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<td>Learning Outcomes Working Group</td>
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<tr>
<td>Barbara Frisken, Chair, Teaching Assessment</td>
<td>January 30, 2018</td>
<td>Teaching Assessment Working Group</td>
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<td>Barbara Frisken, Chair, Teaching Assessment</td>
<td>February 27, 2018</td>
<td>Teaching Assessment Working Group</td>
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<tr>
<td>Panayiotis Pappas</td>
<td>February 27, 2018</td>
<td>Student Evaluation of Teaching and Courses (SETC) Working Group Report</td>
</tr>
<tr>
<td>Barbara Frisken, Chair, Teaching Assessment</td>
<td>March 27, 2018</td>
<td>Teaching Assessment Working Group and Student Evaluation of Teaching and Courses (SETC) Working Group Report</td>
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<tr>
<td>Chris Groeneboer, Manager, Student Experience</td>
<td>March 27, 2018</td>
<td>Student Experience Initiative</td>
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<tr>
<td>Fiona Li, Student</td>
<td>March 27, 2018</td>
<td>Student Experience Initiative</td>
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<tr>
<td>Anna Chmielewski, Project Manager, IT Services</td>
<td>April 17, 2018</td>
<td>DAM Solution Discovery Project, Lecture Capture Stream</td>
</tr>
</tbody>
</table>


Highlights of Completed Activities

This year, SCUTL members provided advice and feedback to a variety of individuals and groups in addition to performing specific committee functions. These are listed below:

1. Representation on the Teaching Assessment Working Group (TAWG).
2. Representation on the Educational Systems Stewardship Committee (ESSC).
3. Representation on the Advisory Committee for SETC (ACE).
5. Representation on the Learning Space Design Committee (LSDC).
6. Participated in the Vice-Provost and Associate Vice-President, Learning and Teaching search by the Chair meeting with the candidates and providing feedback.
7. The SCUTL sub-committee, Student Evaluation of Teaching and Courses Working Group (SETCWG), finalized the report “Developing a Teaching Assessment Framework for SFU” which provides a detailed overview of the relevant academic literature, and related SFU policies, as well as the results of interviews with SFU TPC chairs, teaching fellows, and teaching award recipients, and administrators from other Canadian universities. The report offers an assessment of limitations and recommendations for continued work.
8. The Student Evaluation of Teaching and Courses Working Group shared the report “Developing a Teaching Assessment Framework for SFU” with the Teaching Assessment Working Group (TAWG) to inform and support their work.
9. Provided feedback to the Educational Goals / Learning Outcomes Working Group regarding the terms of reference.
10. Provided feedback to the Teaching Assessment Working Group (TAWG) regarding the terms of reference.
11. Provided feedback regarding the Student Experience Initiative signature events.
12. Continued to act as a conduit for questions regarding the Student Evaluation of Teaching and Courses.
13. Continued active support of teaching and learning within the SFU community through regular dialogue and connections with Faculty Teaching Fellows.
14. Provided feedback to IT Services as well as considering the request to be a working committee regarding the Digital Asset Management (DAM) Solution Discovery, Lecture Capture Stream.
Activities to be Undertaken in the Coming Year (2018-19)

1. Vice-Provost and Associate Vice-President, Learning and Teaching
   ➢ SCUTL anticipates providing support for the initiatives of the new Vice-Provost and Associate Vice-President, Learning and Teaching

2. Student Evaluation of Teaching and Courses (SETC)
   ➢ Continue to support effective practices and principles for evaluating teaching at SFU
   ➢ Present the SCUTL sub-committee Student Evaluation of Teaching and Courses Working Group (SETCWG) report “Developing a Teaching Assessment Framework for SFU” to Senate and disseminate to the broader SFU community
   ➢ With the implementation of online software and the Student Evaluation of Teaching and Course (SETC) tool, SCUTL will continue to collaborate with academic and administrative units as well as the Advisory Committee for SETC (ACE).

3. Task Force on Flexible Education (TFFE)
   ➢ The Task Force’s work is anticipated to have a broad impact on teaching and learning at SFU by identifying priorities, strategic directions and actions related to enhancing the SFU students’ experience. SCUTL participation may include consulting on the implementation plan, forming and/or participating implementation groups to enact specific recommendations.

4. Educational Goals / Learning Outcomes
   ➢ SCUTL will provide support as requested in areas such as compiling effective practices and principles for program and course level assessment planning, analyzing, summarizing, sharing and using results.

5. Teaching Assessment
   ➢ Continue to provide feedback and useful recommendations to the Teaching Assessment Working Group

6. SCUTL will continue to explore ways to contribute to the SFU community by attending to teaching and learning issues and engaging in activities that are appropriate to its mandate.
# Senate Committee on University Teaching and Learning (SCUTL) Report to Senate (May 2017 – April 2018)

Submitted by:
Natalia Gajdamaschko, Chair 2016-2018 & Teaching Professor, Faculty of Education
Panayiotis Pappas, Chair 2018 – 2019 & Associate Professor, Department of Linguistics

## APPENDIX I

### Senate Committee on University Teaching and Learning

Standing committee (Reporting Category "B")

*Last updated April 17, 2018*

<table>
<thead>
<tr>
<th>Members</th>
<th>Conditions</th>
<th>Term</th>
<th>Expiry Date</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Member of SCUTL</td>
<td>Chair, Elected by members of SCUTL</td>
<td>2 years</td>
<td>May 31, 2019</td>
<td>Natalia Gajdamaschko</td>
</tr>
<tr>
<td>Faculty Member (Applied Sciences)</td>
<td></td>
<td>3 years</td>
<td>May 31, 2019</td>
<td>Diana Cukiemian</td>
</tr>
<tr>
<td>Faculty Member (Arts and Social Sciences)</td>
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<td>3 years</td>
<td>May 31, 2020</td>
<td>Panayiotis Pappas</td>
</tr>
<tr>
<td>Faculty Member (Business Admin)</td>
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<td>3 years</td>
<td>May 31, 2019</td>
<td>Victor Song</td>
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<td>Faculty Member (Communication, Art &amp; Technology)</td>
<td>Elected by Senate</td>
<td>3 years</td>
<td>May 31, 2018</td>
<td>Daniel Ahadi</td>
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<tr>
<td>Faculty Member (Education)</td>
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<td>3 years</td>
<td>May 31, 2018</td>
<td>Natalia Gajdamaschko</td>
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<td>Faculty Member (Environment)</td>
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<td>3 years</td>
<td>May 31, 2018</td>
<td>Sirvanand Balram</td>
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<td>Faculty Member (Health Sciences)</td>
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<td>May 31, 2018</td>
<td>Rochelle Tucker</td>
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<td>Faculty Member (Science)</td>
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<td>3 years</td>
<td>May 31, 2020</td>
<td>Julian Christians</td>
</tr>
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<td>Faculty Senator</td>
<td>Elected by and from Senate</td>
<td>3 years</td>
<td>May 31, 2018</td>
<td>Tony Williams</td>
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<tr>
<td>Undergraduate Student</td>
<td>Elected by Senate</td>
<td>1 year</td>
<td>May 31, 2018</td>
<td>Joseph Ssendikaddova</td>
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<td>Graduate Student</td>
<td>Elected by Senate</td>
<td>1 year</td>
<td>May 31, 2018</td>
<td>Erin Hogg</td>
</tr>
<tr>
<td>Director, Teaching and Learning Centre (or designate)</td>
<td>Secretary, Ex-officio (voting)</td>
<td></td>
<td></td>
<td>Brad Johnson</td>
</tr>
<tr>
<td>Associate Dean of Libraries, Learning and Research Services (or designate)</td>
<td>Ex-officio (voting)</td>
<td></td>
<td></td>
<td>Karen Munro</td>
</tr>
<tr>
<td>Executive Director, Student Affairs (or designate)</td>
<td>Ex-officio (voting)</td>
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<td>Nancy Johnston</td>
</tr>
<tr>
<td>Director, Institute for the Study of Teaching and Learning in the Disciplines (or designate)</td>
<td>Ex-officio (voting)</td>
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<td>Sheri Fiske</td>
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<tr>
<td>Associate Director, Application Services, ITS (or designate)</td>
<td>Ex-officio (voting)</td>
<td></td>
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<td>Keith Fong</td>
</tr>
<tr>
<td>Recording Secretary (<a href="mailto:tlclidr@sfu.ca">tlclidr@sfu.ca</a>)</td>
<td>Ex-officio (non-voting)</td>
<td></td>
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<td>Denise Buck</td>
</tr>
</tbody>
</table>
Senate Committee on University Teaching and Learning (SCUTL)
Report to Senate (May 2017 – April 2018)

Submitted by:
Natalia Gajdamaschko, Chair 2016-2018 & Teaching Professor, Faculty of Education
Panayiotis Pappas, Chair 2018 – 2019 & Associate Professor, Department of Linguistics

Terms of Reference

Purpose

1. To provide institutional oversight on matters related to teaching and learning. These include but are not limited to educational goals, curriculum development and assessment, teaching and course evaluation processes, instructional development needs, and evolving teaching practices.
2. To provide advice, guidance, and support to relevant University bodies and stakeholders on matters related to teaching and learning.
3. To consider such matters, related to teaching and learning, referred to the Committee by Senate and its committees.

Operation

1. The Committee quorum shall be five members.
2. The Committee may establish sub-committees to gather information, develop expertise, conduct pilot projects or perform other tasks as assigned.
3. Committee meetings shall be open.
4. Committee meetings will be held monthly at times established before the beginning of each semester.
5. The Committee shall report to Senate in May of each year.
6. The Committee shall regularly solicit and review teaching and learning related surveys such as the annual SFU Undergraduate Survey, as well as reports of various units including but not limited to the Teaching and Learning Centre (TLC), the Centre for Online and Distance Education (CODE) and the Student Learning Commons (SLC).
7. The Committee shall regularly communicate with related committees such as the Education Systems Stewardship Committee and the Academic Integrity Committee.
MEMORANDUM

ATTENTION: Senate  DATE: May 2, 2018

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

RE: Course Changes

For information:
Acting under delegated authority, Jeff Derksen, Chair of Senate Graduate Studies Committee, approved the following course change effective Summer 2018:

Faculty of Arts and Social Sciences
Department of Urban Studies

1) Course change (repeat for credit): URB 697 Research Project
MEMO

ATTENTION: Jeff Derksen, Dean
Graduate & Postdoctoral Studies

FROM: Lisa Shapiro, Chair
Faculty of Arts and Social Sciences Graduate Studies Committee

RE: Graduate Course Change URB697

DATE: May 2, 2018

Associate Dean Lisa Shapiro approved the attached Graduate Course Change under delegated authority. Please place this item on the agenda for the next SGSC meeting.

Lisa Shapiro
Associate Dean, Faculty of Arts and Social Sciences
To: Shelley Gair, Associate Director, Graduate Admissions, Records & Registration
   Office of Graduate Studies and Postdoctoral Fellows

From: Peter Hall, Director, Graduate Program in Urban Studies

24 April 2018

Please see attached course change form regarding URB 697. Amendments to this course were previously approved by the FASS GSC (1 February 2018) and Senate (9 April 2018). However, the "repeat for credit" was set up incorrectly. As discussed with your office we have included a completed course change form. Because this is a special circumstance, we are requesting that they be approved under delegated authority to expedite the process.

- Rationale (from original request): In order to address the continuous enrollment requirement and to have the M.Urb. completion phase more closely match other Master’s programs, we are phasing out URB 699 (Research Project Completion, 2 units) and are instead allowing multiple enrollments within URB 697 (Research Project, 4 units). This change eliminates reference to URB 699 from the Calendar Entry. URB 697 (Research Project) is unchanged as a four-unit course, but internally it will consist of two phases (Phase 1, up to two enrollments allowed; and Phase 2, up to three enrollments allowed), and hence students remain IP (in progress) until they successfully defend. Students will receive 4 units for URB 697 once their thesis is successfully defended, any post-defense revisions have been accepted, and the final version has been submitted to the library.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>URB 697</td>
<td>4</td>
<td>Summer 2018</td>
</tr>
</tbody>
</table>

**Course Title**
- Research Project

**Rationale for Change:**
To allow the students to be enrolled in the course up to three times

**Proposed Changes (Check all that apply)**

- [ ] Course number
- [ ] Units
- [ ] Title
- [ ] Description
- [ ] Prerequisite
- [x] Other - Repeat for credit

**Complete only the fields to be changed**

<table>
<thead>
<tr>
<th>Field</th>
<th>FROM</th>
<th>TO</th>
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</thead>
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<td>Course Subject/Number</td>
<td>Course Subject/Number</td>
</tr>
<tr>
<td>Units</td>
<td>Units*</td>
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<td>Course Title</td>
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<td>Description</td>
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<tr>
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<td>Description</td>
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</table>

Set up "repeat for credit" for a maximum of 3 times.

---

*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.

**CONTACT PERSON**

<table>
<thead>
<tr>
<th>Department / School / Program</th>
<th>Contact name</th>
<th>Contact email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Studies</td>
<td>T. Evans</td>
<td><a href="mailto:urban@sfu.ca">urban@sfu.ca</a></td>
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**DEPARTMENTAL APPROVAL**

<table>
<thead>
<tr>
<th>Department Graduate Program Committee</th>
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<tr>
<th>Department Chair</th>
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<th>Date</th>
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<tbody>
<tr>
<td>P. Hau</td>
<td></td>
<td>17-APR-2018</td>
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**FACULTY APPROVAL**

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<thead>
<tr>
<th>Faculty Graduate Studies Committee (FGSC)</th>
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<tr>
<td></td>
<td></td>
<td>2-May-2018</td>
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**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

<table>
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<tr>
<th>Senate Graduate Studies Committee (SGSC)</th>
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<tbody>
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<td>May 2, 2018</td>
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**ADMINISTRATIVE SECTION (for DGS office only)**

<table>
<thead>
<tr>
<th>Course Attribute</th>
<th>Course Attribute Value</th>
<th>Instruction Mode</th>
<th>Attendance Type</th>
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<td></td>
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</tbody>
</table>

If different from regular units:

<table>
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<tr>
<th>Academic Progress Units</th>
<th>Financial Aid Progress Units</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>
To: Senate

From: Rummana Khan Hemani
Registrar and Executive Director, Student Enrollment

Date: April 27, 2018

Subject: Election Report to Senate (For Information)

The University Act and Rules of Senate require that the Registrar report the results of elections to Senate and the Board of Governors for information.

**Student Election to Senate**

A call for nominations was sent to all undergraduate and graduate students on January 24, 2018 for sixteen student positions on Senate for term of office from June 1, 2018 to May 31, 2019.

Twenty-nine nominations were received: four graduate students and twenty-five undergraduate students.

The election rules state that there shall be at least one student elected from each faculty and at least three undergraduate and three graduate students among the total number of students elected. In accordance with the requirements, the following candidate was elected by acclamation:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
<th>UNDERGRADUATE / GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tavakoli, Camelia</td>
<td>Environment</td>
<td>Undergraduate</td>
</tr>
</tbody>
</table>

Twenty-eight nominations were received for the remaining fifteen positions and online voting resulted in the election of the following candidates:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
<th>Undergraduate/Graduate</th>
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</thead>
<tbody>
<tr>
<td>Batish, Harman</td>
<td>Applied Sciences</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Dangi, Ridhi</td>
<td>Applied Sciences</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Bhalla, Srishti</td>
<td>Arts and Social Sciences</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Freedman, Jackson</td>
<td>Arts and Social Sciences</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Kalra, Mehak</td>
<td>Arts and Social Sciences</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Chandhok, Vikramaditya</td>
<td>Business</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Ho, Shuna</td>
<td>Business</td>
<td>Graduate</td>
</tr>
<tr>
<td>Lord Ferguson, Sarah</td>
<td>Business</td>
<td>Graduate</td>
</tr>
<tr>
<td>Randhawa, Jaskarn</td>
<td>Business</td>
<td>Undergraduate</td>
</tr>
</tbody>
</table>
A call for nominations was sent to all undergraduate and graduate students on January 24, 2018 for two student positions on the Board of Governors: one undergraduate student, elected by and from the undergraduate student body, and one graduate student, elected by and from the graduate student body, for term of office from June 1, 2018 to May 31, 2019.

Four undergraduate student nominations were received and online voting resulted in the election of Alam Khehra to the undergraduate student position on the Board of Governors.

Three graduate student nominations were received and online voting resulted in the election of Thomas Budd to the graduate student position on the Board of Governors.

**Student Election to Senate Graduate Studies Committee**

A call for nominations was sent to all graduate students on January 24, 2018 for four graduate student positions (2 regular, 2 alternate) on the Senate Graduate Studies Committee for term of office from June 1, 2018 to May 31, 2019.

Three nominations were received and the following candidates were elected by acclamation:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho, Shuna</td>
<td>Business</td>
<td>Regular</td>
</tr>
<tr>
<td>Lord Ferguson, Sarah</td>
<td>Business</td>
<td>Regular</td>
</tr>
<tr>
<td>Budd, Thomas</td>
<td>Environment</td>
<td>Alternate</td>
</tr>
</tbody>
</table>

In accordance with the SGSC terms of reference, the remaining vacancy (Graduate Student alternate) will be filled by election by Senate.
Faculty Election to Senate

A call for nominations was sent to all faculty members on March 15, 2018 for faculty positions on Senate. The following candidates were elected by and from faculty members jointly by acclamation for term of office from June 1, 2018 to May 31, 2021:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planchenault, Gaelle</td>
<td>Arts and Social Sciences</td>
</tr>
<tr>
<td>Tingling, Peter</td>
<td>Business</td>
</tr>
<tr>
<td>Plettner, Erika</td>
<td>Science</td>
</tr>
<tr>
<td>Stockie, John</td>
<td>Science</td>
</tr>
</tbody>
</table>

The following candidates were elected by and from the respective faculties by acclamation for term of office from June 1, 2017 to May 31, 2020:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim, Woo Soo</td>
<td>Applied Sciences</td>
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<tr>
<td>Favere-Marchesi, Michael</td>
<td>Business</td>
</tr>
<tr>
<td>Bartram, Lyn</td>
<td>Communication, Art &amp; Technology</td>
</tr>
<tr>
<td>Shaw, Chris</td>
<td>Communication, Art &amp; Technology</td>
</tr>
<tr>
<td>Collard, Mark</td>
<td>Environment</td>
</tr>
</tbody>
</table>

A call for nominations will be issued during the Summer 2018 term to fill the remaining vacancies by and from the faculties jointly: one position from any faculty, one position from Communication, Art and Technology, and one position from Education; and from the faculties of: Environment.

For a summary of all the nominations received and the positions filled on Senate committees and Faculty College resulting from the faculty call on March 15, 2018, please go to:

[http://www.sfu.ca/students/elections/faculty.html](http://www.sfu.ca/students/elections/faculty.html)

Faculty Election to the Board of Governors

A call for nominations was sent to all faculty members on March 15, 2018 for one faculty position on Board of Governors. Online voting by and from faculty members jointly resulted in the election of the following candidate for term of office from June 1, 2018 to May 31, 2021:

- Mary-Catherine Kropinski
Faculty Election to SFU Community Trust

A call for nominations was sent to all faculty members on March 15, 2018 for one faculty position on SFU Community Trust. The following candidate was elected by and from faculty members jointly by acclamation for term of office from April 1, 2018 to March 31, 2020:

- Holly Andersen
MEMORANDUM

ATTENTION Senate
FROM Larissa Chen, SFU Student Senator
DATE Wednesday, May 9th, 2018

SUBJECT Mental Health at SFU

Questions surrounding mental health at SFU were submitted to SCAR by a SFU Student Senator for the May 2018 Senate meeting. The overview and context is attached for the information of Senate.
May 2018 Senate Open Session

*Mental Health at SFU*

**Prepared for Senate Open Session:** Tues, May 22nd, 2018 5:30pm (SFU Burnaby, WMC 3210)

**Resources:** Larissa Chen, Alisa Stanton, Lisa Ogilvie, Martin Mroz, Marco Zenone (Contact Information on pg. 3)

**General Overview**

The 2016 National College Health Assessment highlights trends at SFU, and the SFU data closely resembles country-wide trends, in regards to self-identified mental health. The data shows the percentage of students who report each of these mental health conditions and/or symptoms (at any point in the last 12 months). Note that **stress** (43%) and **anxiety** (31%) are the top factors negatively impacting academics.

![National College Health Assessment](image)

Students report that the factors most affecting academic performance include stress (44%) and anxiety (31%).

The preliminary 2017 SFU Undergraduate Student Survey reports 56% of respondents feel that they are thriving as a university student this term, decreasing in comparison to the 58% rate from the 2015 Survey.

In regards to the institution’s role when it comes to students’ mental health, there are three broad ways we can have an impact:

1. **Settings:** Policies, process, learning environments, cultures created, and physical spaces
2. **Education:** Coordinate and integrated mental health education
3. **Supports:** Unique, integrated, accessible, and inclusive support targeted to needs
The Mental Health Student Support Program (SSP)

- In April 2017, representatives of SFU Student Services, Simon Fraser Student Society (SFSS), Graduate Student Society (GSS), and SFU Graduate Studies collaborated to develop a proposal to help meet the increasing mental health support needs of SFU students.
- They proposed a new initiative, a Mental Health Student Support Program (SSP), that would:
  - (1) Complement existing mental health supports and initiatives,
  - (2) Increase access to support for all students,
  - (3) Provide specialized support and access for underserved or vulnerable student populations.
- After undergoing a competitive Request for Proposal (RFP) process, SFU has signed an agreement with guard.me International Insurance and Morneau Shepell, to bring the keep.meSAFE Student Support Program to SFU students in collaboration with the SFSS.
- The keep.meSAFE Student Support Program will be available starting August 1st, 2018 for all SFU undergraduate and graduate students. It will complement existing mental health services supports and initiatives at SFU.
- This is a two-year pilot and there is no cost to SFU students to access the keep.meSAFE Student Support Program.

Benefits of the SSP include:

- Students will be able to access self-directed digital content as well as connect 24/7 with clinical support.
- 24/7 support, including crisis support, will be available via phone, chat, app and web access.
- On-going short term counselling will be offered over the phone, video or in-person.
- Students living or studying abroad as well as pre-arrival will have access.
- Specialized support is available for underserved or vulnerable populations, including access in multiple languages.
- A consultation service is available for staff, faculty and departments.
- Faculty/staff are able to make expedited, assisted referrals for students needing support 24/7.
- Ability to integrate with SFU’s Health and Counselling Services.
- The keep.meSAFE Student Support Program currently provides services for Fraser International College and specializes in services for post-secondary populations.
- There will be an evaluation component to help inform continued provision of the program following completion of the two-year pilot.

What role can the faculty play?

When thinking of well-being in learning environments, professors and TAs tend to be the “first responders” for students who disclose their mental state and/or well-being. In this sense, faculty members play an essential role in supporting and/or effectively directing students to the appropriate resources and services.

In April 2018, SFU Health and Counselling Services conducted a faculty panel with Faculty of Arts & Social Sciences (FASS) that hosted over 50 registrants*. There was interest expressed in developing a coordinated place for information to be housed related to how faculty members can support. This is an example of how faculty members can explore their roles in regards to mental health for students, as well as identify specific ways to encourage well-being in learning environments, whilst protecting and maintaining their own sense of mental well-being.

Faculty will also play an important role in referring students to appropriate support services. There will be requests sent to departments to provide information to faculty about how to support and refer students to the keep.meSAFE Student Support Plan (as well as other SFU support services) and where they can go for advice when supporting a student. We ask for your help in distributing information about the SSP or booking a presentation for staff and faculty in your area. There will be emails sent to all departments.

---

*Note: The number of registrants is an estimate and may vary.
In the Student Health Advisory Committee’s 2018 report**, summarizing their multi-campus, student-focused consultation, respondents identified policies and processes in playing a role in students’ and faculties’ experiences of stress. We encourage all university members to connect, support, reduce mental health stigma by providing students with links to Mental Health and well-being supports through canvas and in course syllabi. Connect with SFU Health and Counselling Services for more information.

**Question for Senate:**

1. Do you think there would be interest in your faculties for discussion around how we can further support and enhance mental health through changes to supports, education and settings? How should this be brought forward? What would help facilitate this?

2. How can we encourage members in our respective faculties to participate and be proactive on campus-wide mental well-being?

3. Are there specific policies or processes that may be causing undue stress through the policy itself or through the communication of the policy? Are there any procedures that speaks to the faculty’s respective responsibility in regards to promoting the student experience of academia?

4. How can the senate be providing leadership in terms of systemic change to promote mental health and well-being?

**Contact Information**

For any further questions and/or inquiries, please contact:

- Larissa Chen, SFU Student Senator <chenlrss@gmail.com>
- Marco Zenone, SFU Undergraduate Student & SHAC Chair <marcoz@sfu.ca>
- Alisa Stanton, Health Promotions Specialist <alisa_stanton@sfu.ca>
- Lisa Oglivie, HCS Special Projects Advisor <logilvie@sfu.ca>
- Martin Mroz, Director of Health & Counselling Services (HCS) <martin_mroz@sfu.ca>

**Notes**

* The faculty panel with FASS was recorded and is available online through SFU Vault. If interested, please email Martin Mroz.

** The SHAC 2018 Report is currently being finalized and contains summaries from multiple student, faculty and community-oriented facilitated sessions surrounding mental health in post-secondary institutions. If interested, please email Martin Mroz for an e-copy upon its completion.