1. Approval of the Agenda

2. Approval of the Minutes of the Open Session of February 6, 2023

3. The Minutes of the Open Session of March 6, 2023 will be considered for approval at the Senate meeting on May 15, 2023

4. Business Arising from the Minutes

5. Report of the Chair
   i) Report of the Provost (For Information)

6. Question Period *

7. Reports of Committees

   A) Senate Appeals Board (SAB)
      i) Annual Report 2022 (For Information)  S.23-45

   B) Senate Committee on University Priorities (SCUP)
      i) Program Name Change for the Certificate in Creative Technologies in Digital Journalism  S.23-46
      ii) Program Name Change for Theatre (Performance Stream)  S.23-47
      iii) General Education Curriculum Committee Recommendations  S.23-48
      iv) Request for Renewal Extension for the Institute for Black and African Diaspora Research and Engagement (For Information)  S.23-49

   C) Senate Committee on Undergraduate Studies (SCUS)
      i) English Language and Culture (ELC) Conditional Admission Pathway  S.23-50
      ii) Program Changes (For Information)  S.23-51
      iii) New Course Proposals (For Information)  S.23-52
      iv) Course Changes (For Information)  S.23-53

   D) Senate Graduate Studies Committee (SGSC)
      i) Program Changes (For Information)  S.23-54
      ii) New Course Proposals (For Information)  S.23-55
      iii) Course Changes (For Information)  S.23-56
iv) Course Reinstatement (For Information) S.23-57

E) Senate Nominating Committee (SNC)
   i) Senate Committee Elections (For Information) S.23-58

8. Other Business

9. Information
   i) Date of the next regular meeting – Monday, May 15, 2023

Agenda items and papers for the May meeting will be required by the Secretary at noon on Thursday, April 27, 2023. Submissions may be emailed to senate@sfu.ca. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, May 2, 2023 with Senate distribution on Friday, May 5, 2023.

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

Tom Nault
University Registrar and Executive Director | Student Enrolment
Secretary of Senate

*Questions should be submitted in writing to Tom Nault (email tmnault@sfu.ca) with “Senate Question” in the subject line by Wednesday, March 29th at 9:00 am.
March 16, 2023  

Tom Nault  
Secretary, Senate Appeals Board  

Senate Appeals Board Annual Report for 2022  

The Senate Appeals Board (SAB) hears appeals from students on matters involving the application of academic policies and requirements relating but not limited to:  
- withdrawal under extenuating circumstances  
- admission or re-admission to the University, where special circumstances are present  

The SAB normally meets once a month but will convene more frequently when necessary. In 2022, the SAB met 12 times and reviewed a total of 46 student appeals.  

### Number of Appeals by Year  

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>33</td>
<td>57</td>
<td>32</td>
<td>31</td>
<td>28</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Denied</td>
<td>17</td>
<td>13</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Cancelled (no further action by student)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Did not hear (no grounds for appeal)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tabled to the next year</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Number of Appeals</strong></td>
<td><strong>51</strong></td>
<td><strong>72</strong></td>
<td><strong>40</strong></td>
<td><strong>35</strong></td>
<td><strong>34</strong></td>
<td><strong>30</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

In 2022, there were a total of 46 students who appealed for 57 terms. This is a significant increase over the past four years, as case numbers had been decreasing since 2017. We will continue to monitor this trend. It could signify a larger proportion of students struggling with their academic studies and mental and physical health after the transition to in-person learning during the COVID-19 pandemic.  

Of the total 46 student appeals in 2022, 34 applied for WEs on medical grounds and 10 applied under compassionate grounds. The SAB generally decides in favour of those applicants when there is sufficient evidence to demonstrate that instructors offered no accommodations, extensions, or deferrals on exams/assignments.  

### Students Appealed on the following grounds:  

<table>
<thead>
<tr>
<th>Ground</th>
<th>Appeals</th>
<th>Approved</th>
<th>Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>34</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Compassionate</td>
<td>10</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total appeals</strong></td>
<td><strong>46</strong></td>
<td><strong>28</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
The following is a list of appeals by Faculty:

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
<th>15</th>
<th>Faculty of Applied Science</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beedie School of Business</td>
<td>4</td>
<td>Faculty of Communication, Art, and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>1</td>
<td>Faculty of Environment</td>
<td>2</td>
</tr>
<tr>
<td>Faculty of Health Science</td>
<td>2</td>
<td>Faculty of Science</td>
<td>9</td>
</tr>
</tbody>
</table>

By department, Computing Science and Economics had the highest number of appeals, 7 and 5 respectively.

Reasons for Appeal:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>To remedy required to withdraw (RTW) or academic probation status</td>
<td>13</td>
</tr>
<tr>
<td>To remove incomplete or failed courses</td>
<td>16</td>
</tr>
<tr>
<td>To retake a course beyond the normal five-repeat limit <strong>or</strong> to remove one or more repeated courses from a transcript</td>
<td>10</td>
</tr>
<tr>
<td>Students with multiple terms of WE’s</td>
<td>3</td>
</tr>
<tr>
<td>To resolve cases due to a procedural error or decisions made without jurisdiction</td>
<td>4</td>
</tr>
</tbody>
</table>

Total appeals: 46

The SAB observed that 10 cases, or roughly one quarter, were related to students who had reached the normal five-course repeat and where the department/program declined to grant them an opportunity to exceed the normal limit of five course repeat. The current SFU Calendar language on repeated courses omits critical information and, in turn, is inconsistent with the current university policy as specified by the Senate in 1982: “That... the number of courses a student can duplicate in his/her degree program be limited to five; the limit of five duplications may be extended by the Faculty Dean. No course may be duplicated more than once except with the permission of the Department.” [Minutes-19820111.pdf](sfu.ca). The SAB questions if these cases would be more appropriately handled by the departments given their authority to grant a student more than five repeats. However, the SAB agreed to hear the students’ appeals so as not to delay the decision and disadvantage a student.

Current academic standing of the 46 students who appealed:

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated or applied to graduate</td>
<td>8</td>
</tr>
<tr>
<td>In Good Academic Standing</td>
<td>28</td>
</tr>
<tr>
<td>On Academic Probation</td>
<td>5</td>
</tr>
<tr>
<td>Require to Withdraw</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
</tr>
</tbody>
</table>

Procedure:

Each appeal is initially screened to determine whether it meets the grounds for appeal as outlined in the terms of reference. All appeals are heard in-camera (written form only). Students are provided with extensions to allow time to provide either more information or clearer documentation. In rare cases, if the SAB is unable to make a decision because of insufficient information, students may be asked to appear in person if they have indicated their willingness to do so on the application. The case then proceeds to an in-person hearing, at which time the student may present further evidence and answer questions. These hearings typically last 15 – 20 minutes.
Dates of meetings in 2022:

January 20, February 17, March 17, April 21, May 19, June 23, July 21, August 23, September 22, October 12, November 9, and December 8.

**Current SAB Membership:**

- Holly Hendrigan, Faculty Member, Chair
- Alexander Karaivanov, Faculty Member
- Kamal Masri, Faculty Member
- Reema Faris, Graduate Student
- Vacant, Undergraduate Student
- Tina Edmundson, Recording Secretary

- Tom Nault, Secretary
- Shafik Bhaloo, Faculty Member
- Cathy D’Andrea, Faculty Member
- Vacant, Graduate Student (Alternate)
- Vacant, Undergraduate Student (Alternate)

---

Holly Hendrigan, Faculty Member, Chair

Tom Nault, Secretary, SAB
At its meeting on March 8, 2023, SCUP reviewed and approved the program name change from the Certificate in Creative Technologies in Digital Journalism to the Certificate in Digital Journalism within the Faculty of Communication, Art and Technology, effective Fall 2023.

**Motion:** That Senate approve and recommend to the Board of Governors the program name change from the Certificate in Creative Technologies in Digital Journalism to the Certificate in Digital Journalism within the Faculty of Communication, Art and Technology, effective Fall 2023.

**For Information**

Included with the name change and approved by SCUS under delegated authority are the following curriculum revisions effective Fall 2023:

Requirement changes for the Creative Technologies in Digital Journalism Certificate

C: A. Eignefeldt
MEMORANDUM

ATTENTION: Senate Committee on University Priorities

FROM: Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies

RE: Faculty of Communication, Arts and Technology

DATE: February 3, 2023

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of February 2, 2023, gives rise to the following recommendation:

Motion

That SCUP approves and recommends to Senate the program name change from Certificate in Creative Technologies in Digital Journalism to Certificate in Digital Journalism in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology.

For Information:

Included with the name change and approved by SCUS under delegated authority are the following curriculum revisions effective Fall 2023:

Requirement changes for the Creative Technologies in Digital Journalism Certificate

The relevant documentation for review by SCUP is attached.
## Program Name Change

<table>
<thead>
<tr>
<th>Name of Faculty and academic unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Communication, Art and Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current name of program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Creative Technologies in Digital Journalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed program name change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Digital Journalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove the name “Creative Technologies”, which was desirable in 2018 when a suite of certificates in FCAT were considered but is no longer the case.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective term and year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The following credential(s) will be affected by this change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Creative Technologies in Digital Journalism</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.**

<table>
<thead>
<tr>
<th>Certificate in Creative Technologies in Digital Journalism</th>
</tr>
</thead>
</table>
## Calendar Entry Change

**FCAT: Certificate in Creative Technologies in Digital Journalism**

<table>
<thead>
<tr>
<th>Rationale for change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to update the list of courses, ensuring they are accessible to non-majors;</td>
</tr>
<tr>
<td>2. to remove the international component due to the impracticality and expense of international travel and study;</td>
</tr>
<tr>
<td>3. to remove the name “Creative Technologies”, which was desirable in 2018 when a suite of certificates in FCAT were considered but is no longer the case;</td>
</tr>
<tr>
<td>4. to entice students to take courses outside their major from within the faculty.</td>
</tr>
</tbody>
</table>

The three deleted international courses have been replaced by requiring three core courses (9 units), two upper-level courses (6-8 units) and requiring two Publishing courses (6-8 units). Students can only take TWO courses from CA/CMNS/IAT as well as requiring two PUB courses – this requires students to take courses outside their major. All FCAT students, including PUB, will be required to take, at minimum, 12 units outside their major. The requirement to take courses outside one's major should increase interdisciplinarity within the faculty; as this is a certificate in journalism, students are required to take at least two PUB courses. Note that Publishing does not have a Major, so Publishing minors could receive this certificate, but would be required to take at least 12 units outside of Publishing.

**Effective term and year:** September 2023

**The following program(s) will be affected by these changes:**

Certificate in Creative Technologies in Digital Journalism

---

**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.

## Creative Technologies in Digital Journalism

**CERTIFICATE**

This program provides an introduction to and experience in diverse forms of public communication that draw on journalistic traditions that are being transformed by digital platforms and data driven communication. This certificate includes a formal exchange component with Griffith University in Australia.
Admission Requirements

A student in any faculty at SFU may declare this certificate through the Faculty of Communication, Art and Technology. Normal university grade point average requirements apply for entry into all FCAT courses.

Program Requirements

Students must complete a minimum of 23 units, including core creative technologies courses, and elective courses in digital journalism at SFU, and additional coursework in digital journalism at Griffith University.

For this certificate, students may take a maximum of two courses from CA, CMNS, or IAT.

Units applied to one certificate may be applied also to major or minor programs of a bachelor’s degree under the normal regulations governing those programs but may not be applied to another Simon Fraser University certificate or diploma.

Students who wish to complete upper division courses must ensure that they have the prerequisites and be aware that some courses may have limited enrolments.

Core Courses

Students will complete at least two of:

- CA 130 - Fundamentals of Film (4)
- CA 149 - Sound (3)
- CA 150 - Introduction to Acting (3)
- CA 160 - Introductory Studio in Visual Art I (3)
- CA 186 - Art and the Moving Image (3)
- CMNS 110 - Digital Media Communication Techniques (3)
- CMNS 120W - Introduction to Information Technology: The New Media (3)
- CMNS 120W - Creativity and Communication Across Media (3)
- IAT 202 - New Media Images (3)
- IAT 235 - Information Design (3)
- PUB 101 - Publication of Self in Everyday Life (3)
- PUB 201 - The Publication of Professional Self (3)

Digital Journalism Courses Upper Level courses

Students will complete at least two of:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 390</td>
<td>Filmmaking IV</td>
<td>4</td>
</tr>
<tr>
<td>CA 393</td>
<td>Filmmaking V</td>
<td>4</td>
</tr>
<tr>
<td>CA 304</td>
<td>Professional Practices in the Contemporary Arts</td>
<td>3</td>
</tr>
<tr>
<td>CA 319W</td>
<td>Critical Writing in the Arts</td>
<td>3</td>
</tr>
<tr>
<td>CA 341</td>
<td>Music and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CA 344</td>
<td>Thinking and Writing About Sound</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 235</td>
<td>Digital Democracies</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 325</td>
<td>Visualization and Visual Culture in Communication</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 326</td>
<td>Applied Media Workshop: On the Hill</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 331</td>
<td>News Discourse as Political Communication</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 313</td>
<td>Topics in Data &amp; Society</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 314</td>
<td>Topics in Media Production &amp; Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 316</td>
<td>Topics in Popular Cultures and Public Communication</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 425</td>
<td>Applied Communication for Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 426</td>
<td>Video Design for Social Communication</td>
<td>4</td>
</tr>
<tr>
<td>IAT 313</td>
<td>Narrative and New Media</td>
<td>3</td>
</tr>
<tr>
<td>IAT 344</td>
<td>Moving Images</td>
<td>3</td>
</tr>
</tbody>
</table>

and two of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 210W</td>
<td>Professional Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>PUB 212</td>
<td>Public Relations and Public Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PUB 332</td>
<td>Graphic Design in Transition: Print and Digital Periodicals</td>
<td>4</td>
</tr>
<tr>
<td>PUB 448</td>
<td>Publishing and Social Change: Tech, Texts, and Revolution</td>
<td>4</td>
</tr>
<tr>
<td>PUB 458</td>
<td>Journalism as a Publishing Problem</td>
<td>4</td>
</tr>
</tbody>
</table>

**International Component**

Courses will be completed at Griffith University. Students will take one of

- 2506LHS – Global Journalism, Media and Communication
- or,
- 2521LHS – Data Journalism

and at least two of

- 1531QCA – Making Visual Media
- 1703QCA – Ideas in Interactive Media
- 2515LHS – Media Relations
- 2686QCA – The Photographic Message
- 2652QCA – Intro to Photo Media Practice

Remaining units needed to bring total units to 23 should be chosen from Digital Journalism Courses section.
MEMORANDUM

ATTENTION: Senate
FROM: Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic
RE: Program Name Change for Theatre, Performance Stream (SCUP 23 - 07)

DATE: March 9, 2023
PAGES: 1/1

At its meeting on March 8, 2023, SCUP reviewed and approved the program name change from Theater (Performance Stream) to Theatre and Performance in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology, effective Fall 2023.

Motion: That Senate approve and recommend to the Board of Governors the program name change from Theatre (Performance Stream) to Theatre and Performance in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology, effective Fall 2023.

For Information
Included with the name change and approved by SCUS under delegated authority are the following curriculum revisions effective Fall 2023:

Requirement changes to the:
- Theatre (Performance Stream) Major
- Theatre (Performance Stream) Honours

C: A. Eignefeldt, R. Tacata
MEMORANDUM

ATTENTION: Senate Committee on University Priorities

FROM: Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies

RE: Faculty of Communication, Arts and Technology

DATE: February 3, 2023

Action undertake by the Senate Committee on Undergraduate Studies at its meeting of February 2, 2023, gives rise to the following recommendation:

Motion

That SCUP approves and recommends to Senate the program name change from Theatre (Performance Stream) to Theatre and Performance in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology.

For Information:

Included with the name change and approved by SCUS under delegated authority are the following curriculum revisions effective Fall 2023:

Requirement changes to the:
- Theatre (Performance Stream) Major
- Theatre (Performance Stream) Honours

The relevant documentation for review by SCUP is attached.
**Program Name Change**

<table>
<thead>
<tr>
<th>Name of Faculty and academic unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre, School for the Contemporary Arts, Faculty of Communication, Art and Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current name of program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre (Performance Stream) Major (Bachelor of Fine Arts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed program name change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre &amp; Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name change of Theatre to “Theatre &amp; Performance.” The simple addition of “&amp; Performance” to the title of the area (a) clarifies that the primary ‘stream’ within the area, which had historically been offered as the dual streams of “Performance” and “Production &amp; Design,” will focus solely on the study and practice of performance making; and (b) suggests that practices and concepts from the discipline of Theatre will be still be addressed, but alongside an equal and more rigorous focus on the transdisciplinary reach of contemporary performance across the arts and humanities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective term and year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The following credential(s) will be affected by this change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre (Performance Stream) Major (Bachelor of Fine Arts)</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.**

Theatre (and Performance Stream) Major
Program Name Change

<table>
<thead>
<tr>
<th>Name of Faculty and academic unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre, School for the Contemporary Arts, Faculty of Communication, Art and Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current name of program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre (Performance Stream) Honours (Bachelor of Fine Arts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed program name change:</th>
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</thead>
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<tbody>
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</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**.

Theatre (and Performance Stream) Honours
Name of Program or Name of Faculty

Theatre & Performance, School for the Contemporary Arts, Faculty of Communication, Art and Technology

Rationale for change:

Following the SCA’s mandate to support the interdisciplinary study and practice of contemporary art, and in support of our school’s larger Educational Goals, the Theatre & Performance area has overhauled its pedagogical mission to survey performance making beyond the traditional discipline of Theatre. This is in large part due to a full changeover of core faculty in the area and the arrival of four new assistant professors in performance: Dr. Ryan Tacata and Erika Latta (2020); James Long (2022); and Young Joo Lee (2023). As a performance program housed within an interdisciplinary art school, we’ve shifted our focus away from ‘actor-training’ towards original student-led performance creation and now have a stronger emphasis on performance based creative research. While histories and practices of experimental Theatre will still be taught, our updated curriculum supports the study and practice of contemporary performance—drawing from the interdisciplinary fields of Live Art, Social Practice, and Performance Studies.

Effective term and year:

Fall 2023

The following program(s) will be affected by these changes:

Theatre (Performance Stream) Major

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.

Theatre and Performance (Performance Stream) Major

BACHELOR OF FINE ARTS

Theatre students may choose a performance stream or a production and design stream. Both lead to a bachelor of fine arts (BFA) with a major in theatre.

The performance stream emphasizes the development of the theatre artist. The studio courses are supplemented by courses in dramatic literature, theatre history, playmaking,
and technical theatre. Courses chosen from disciplines outside theatre give the program an interdisciplinary component. Students are encouraged to participate in productions and to develop their own scripts and performance pieces.

The production and design stream provides a path for students who wish to study theatre, but prefer production and design aspects of the discipline.

The bachelor of fine arts (BFA) with a major in Theatre and Performance explores a broad range of genres and forms, including devised theatre, live art, and social practice. The program deviates from traditional theatre training by experimenting with contemporary processes of performance, unconventional narrative styles, expanded dramaturgy, experimental forms, new media and creative research. It examines how the fundamentals of performance—time, space, body, text, movement—help stage our burning political questions, enact necessary social interventions, and advance the broad aesthetic fields of contemporary art.

Studio courses are supplemented by courses in theatre and performance studies and public facing production courses. Courses chosen from disciplines outside Theatre & Performance give the program an interdisciplinary component. Students are encouraged to participate in live productions and to develop their own performance projects.

Students whose interest in theatre is primarily historical, critical or theoretical are directed to the Visual Culture and Performance Studies major program, leading to a bachelor of arts.

[...]

Performance Stream

Lower Division Requirements

Students complete the following

Three core courses below

CA 149 - Sound (3)
CA 186 - Art and the Moving Image (3)
CA 285 - Interdisciplinary Studio - Composition/Collaboration (3)

plus one additional CA history course outside their the major* – the area strongly recommends CA217.
and all of

CA 151 - Live Acts I (3)
CA 152 - Acting I: Thinking as an Artist Live Acts II (3)
CA 153 - Acting II: Playing with Form
CA 250 - Acting III: Composing Through Materials (3)
CA 251 - Acting IV: Text as Action Live Acts III (3)
CA 252 - Playmaking Live Acts IV (3)
CA 253 - Black Box Playmaking Co-Lab (4)
CA 254 - Voice/Movement I Body I (2)
CA 255 - Voice/Movement II (4) Body II (2)
CA 256 - Environments I (3)
CA 257W - Context of Theatre I (3)

and two of

CA 170 - Introduction to Production Technology (3)
CA 171 – Introduction to Stage and Production Management (3)
CA 270 - Production Ensemble I (6)
CA 271 - Production Ensemble II (6)

* See advisor for course options.

Upper Division Requirements

Students complete the following

Students complete a minimum of 30 CA units, including:

CA 350 - Acting V: Text in Dramatic Forms (3) Performance as Research I (3)
CA 351 - Acting VI: The Artist in Ensemble Process (3)
CA 354 - Voice/Movement III (2) Social I (2)
CA 355 - Voice/Movement IV (2) Social II (3)
CA 356 - Environments II (3)
CA 357W - Context of Theatre II (3)
CA 450 - Mainstage Performance (4) Performance as Research II (5)
CA 451 - Creative Research (3)
CA 452 - Capstone Projects (5)

and an additional 3 units of upper division credit in CA outside the major – the area strongly recommends CA412W when its topic is Performance –
and an additional 20 units of upper division credit.

No more than eight upper division units from outside CA may be used toward the major.
**Name of Program or Name of Faculty**

Theatre & Performance, School for the Contemporary Arts, Faculty of Communication, Art and Technology

**Rationale for change:**

Following the SCA’s mandate to support the interdisciplinary study and practice of contemporary art, and in support of our school’s larger Educational Goals, the Theatre & Performance area has overhauled its pedagogical mission to survey performance making beyond the traditional discipline of Theatre. This is in large part due to a full changeover of core faculty in the area and the arrival of four new assistant professors in performance: Dr. Ryan Tacata and Erika Latta (2020); James Long (2022); and Young Joo Lee (2023). As a performance program housed within an interdisciplinary art school, we’ve shifted our focus away from ‘actor-training’ towards original student-led performance creation and now have a stronger emphasis on performance based creative research. While histories and practices of experimental Theatre will still be taught, our updated curriculum supports the study and practice of contemporary performance—drawing from the interdisciplinary fields of Live Art, Social Practice, and Performance Studies.

**Effective term and year:**

Fall 2023

**The following program(s) will be affected by these changes:**

Theatre (Performance Stream) Honours (BFA)

**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.

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<td>BACHELOR OF FINE ARTS</td>
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Theatre students may choose a performance stream or a production and design stream. Both lead to a bachelor of fine arts (BFA) with a major in theatre.

The performance stream emphasizes the development of the theatre artist. The studio courses are supplemented by courses in dramatic literature, theatre history, playmaking, and technical theatre. Courses chosen from disciplines outside theatre give the program an interdisciplinary component. Students are encouraged to participate in productions and to develop their own scripts and performance pieces.

The production and design stream provides a path for students who wish to study theatre, but prefer production and design aspects of the discipline.

The bachelor of fine arts (BFA) with a major in Theatre and Performance explores a broad range of genres and forms, including devised theatre, live art, and social practice. The program deviates from traditional theatre training by experimenting with contemporary processes of performance, unconventional narrative styles, expanded dramaturgy, experimental forms, new media and creative research. It examines how the fundamentals of performance—time, space, body, text, movement—help stage our burning political questions, enact necessary social interventions, and advance the broad aesthetic fields of contemporary art.

Studio courses are supplemented by courses in theatre and performance studies and public facing production courses. Courses chosen from disciplines outside Theatre & Performance give the program an interdisciplinary component. Students are encouraged to participate in live productions and to develop their own performance projects.

Students whose interest in theatre is primarily historical, critical or theoretical are directed to the Visual Culture and Performance Studies major program, leading to a bachelor of arts.

[...]

Lower Division Requirements

Students complete the following

Three core courses below

CA 149 - Sound (3)
CA 186 - Art and the Moving Image (3)
CA 285 - Interdisciplinary Studio - Composition/Collaboration (3)
plus one additional CA history/theory course outside their major* – the area strongly recommends CA217.

and all of

**CA 151 - Live Acts I (3)**
CA 152 - Acting I: Thinking as an Artist Live Acts II (3)
CA 153 - Acting II: Playing with Form
CA 250 - Acting III: Composing Through Materials (3)
CA 251 - Acting IV: Text as Action Live Acts III (3)
CA 252 - Playmaking Live Acts IV (3)
CA 253 - BlackBox Playmaking Co-Lab (4)
CA 254 - Voice/Movement I Body I (2)
CA 255 - Voice/Movement II (4) Body II (2)
**CA 256 - Environments I (3)**
CA 257W - Context of Theatre I (3)

and two of

CA 170 - Introduction to Production Technology (3)
CA 171 - Introduction to Stage and Production Management (3)
CA 270 - Production Ensemble I (6)
CA 271 - Production Ensemble II (6)

* See advisor for course options.

**Upper Division Requirements**

Students complete a minimum of 48 CA units, including all of

CA 350 - Acting V: Text in Dramatic Forms (3) Performance as Research I (3)
CA 351 - Acting VI: The Artist in Ensemble Process (3)
CA 353 - BlackBox Performance (4)
CA 354 - Voice/Movement III (2) Social I (2)
CA 355 - Voice/Movement IV (2) Social II (3)
**CA 356 - Environments II (3)**
CA 357W - Context of Theatre II (3)
CA 450 - Mainstage Performance (4) Performance as Research II (5)
**CA 451 - Creative Research (3)**
CA 452 - Capstone Projects (5)
CA 453 - Directing/Performance (4)
CA 457 - Context of Theatre III (4)
and the remaining required units chosen from CA upper division courses – the area strongly recommends CA412W when its topic is Performance.
MEMORANDUM

ATTENTION: Senate
FROM: Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic
RE: General Education Curriculum Committee Recommendations (SCUP 23 - 10)

DATE: March 24, 2023
PAGES: 1/1

At its meeting on March 8, 2023, SCUP reviewed and approved the recommendations of the General Education Curriculum Committee.

Motion: That Senate approve the recommendations of the General Education Curriculum Committee.

C: E. Elle
Recommendations of the General Education Review Committee

February, 2023

Executive Summary

In May of 2020, Simon Fraser University launched the General Education Curriculum Review, a process to explore a forward-looking vision for the general education component of the undergraduate curriculum. The goals include a comprehensive analysis and consideration of the extent to which the Writing, Quantitative, and Breadth (WQB) course model meets SFU’s current and planned curricular and student experience goals, and an evaluation of the support systems available to students, instructors, and staff to ensure that students succeed in meeting the general education requirements.

The committee (Appendix IV) considered General Education models in the sector, consulted undergraduate curriculum committees, faculty members, and advisors, examined the 2021 Undergraduate Student Survey (including an additional question about Breadth) to understand the undergraduate viewpoint, and analyzed course availability and enrollment patterns to summarize the WQB landscape at the institution. After releasing initial recommendations in spring of 2022, we performed another round of consultation, and integrated what we learned from that consultation in the final recommendations presented here.

Our main finding is that the program is seen by the SFU community to have many benefits and does not need to be replaced. There is room for improvement, however, starting with how we define the purpose and benefits of the program, and continuing with how we communicate about the program to members of the university community, especially students. There is concern both within the committee and in the SFU community that we have too many courses that do not always meet the expectations of the program, and that this contributes to a lack of student understanding of the purpose and benefits of Writing, Quantitative, and Breadth courses. There is recognition that a significant number of courses may have ‘drifted’ after initial certification, contributing to the perception that courses aren’t appropriate for their stated purpose, as well as an acknowledgement that we need to improve how we support the development of writing skills in our students.

Recommendations:

Recommendation 1: Revise and clarify the statement of purpose for General Education, and the definitions of Writing, Quantitative, and Breadth courses, both to more accurately reflect contemporary society and to clarify the purpose and improve understanding of the program. The modernization of the definitions may lead to changes in which courses will meet the WQB criteria.

Recommendation 2: No change in the number of units students take to fulfill General Education requirements. We suggest allowing waivers for some B course requirements on a limited basis to be replaced by undesignated Breadth, as originally proposed for the General Education program.
Recommendation 3: Establish a centralized, interdisciplinary committee of faculty members who can review, audit, and approve designations for WQB courses, and recommend the designations to SCUS (the Senate Committee for Undergraduate Studies).

Recommendation 4: Re-certification of courses should occur on a regular basis (every 5 years) to ensure courses continue to meet the expectations for General Education, providing greater clarity regarding the purpose of the program.

Recommendation 5: Improve writing supports and resources for W course instructors and Teaching Assistants, as well as consider new ways to support student development of the craft of writing especially in the lower division.

Recommendation 6: Improve communication about the purpose and value of General Education to students, faculty, and advisors. Promote the program to students and provide guidance for how to thoughtfully select courses to ensure a well-rounded education, particularly in light of their program of study.

Recommendation 7: Implementation of recommendations. All W, Q, B courses should be re-certified under the new definitions. We recommend a process that rolls out over three years, and that the processes used endeavor to reduce the work undertaken within Schools and Departments as much as possible. Courses that are not re-certified after 3 years would lose their W, Q, or B designation.
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Process: The General Education Curriculum Review

The General Education Curriculum Review was launched in May of 2020. All Faculties were invited to provide a representative to the committee, which also included key staff (see Appendix IV). Terms of reference for the General Education Curriculum Committee (hereafter “the committee”) were delegated by the Provost.

The committee had 22 meetings, most 2 hours in length, between May of 2020 and February of 2023. The committee considered important historical documents, such as the Abridged report of the Ad Hoc Curriculum Committee Task Force, 2002; and the Implementation Discussion Paper of 2004; collected additional information as described in the next paragraph; and performed extensive consultation in order to form our recommendations.

Information about current state

The committee gathered information on General Education requirements for a list of comparator institutions. We also performed an analysis of which departments/schools at SFU offered the different courses types, and their utilization. Our goal was to understand the landscape of course availability at SFU, including if particular units had higher or lower than the average numbers of courses, and where those courses fit into curricula (we were especially interested in whether Breadth courses were also part of the requirements of major programs). We gathered information about course enrollments, to understand if students mostly take courses within their Faculties, or if they are using the General Education requirement as an opportunity to explore different subjects at SFU. Finally, we analyzed the grades earned in courses, as we had heard opinions from the community that students choose courses that are “easy”, though we found this was not straightforward to understand from available data, given the landscape of B courses (and how many are required within programs). We had heard also that the courses were used as a way to “get funding”, but our course utilization analysis could not be designed in a way that would uncover underlying motivations for course offerings and enrollments. We have posted a summary document of course availability and utilization.

First round of consultation

In Fall of 2020, the Vice Provost, Learning and Teaching (chair of the committee) brought the project plan to Deans Council, and informed the members of the Senate Committee of Undergraduate Studies (SCUS), the Senate Committee on University Teaching and Learning (SCUTL), and the Standing Committee on Advising (SCOA) that a review of General Education was underway. She subsequently visited all Faculty Undergraduate Curriculum Committees to inform them about the project and consult on how the committee should solicit feedback. All undergraduate curriculum committees were then asked to answer 11 written questions about the General Education program and its associated WQB requirements; 6 of 8 Faculties and 21 of 42 Schools/Departments responded.

Faculty members at SFU were invited to complete an online survey on the General Education program; of the 1,119 faculty members invited to participate, 132 responded. The survey was also sent to the Advisors Forum, whose membership captures our complex landscape of SFU advisors who may be embedded in departments, Faculties, student central, or specialized programs; 59 advisors responded. Finally, we consulted with the library, and with faculty members and units responsible for Foundational courses FAL (Faculty of Education) and FAN (Department of Mathematics).
A summary of the consultation findings is publicly available on the project website.

To capture the student perspective, we used data from the Undergraduate Student Survey (UGSS), which regularly asks students to comment on whether our W, Q, and B courses improve their skills as was intended when the General Education program was launched. In 2021, the committee added an additional open-ended question about whether there were subcategories of breadth the students thought would be useful. We asked this question because we were wondering if our current subcategories (Humanities, Social Science, Science) should be replaced. 3,211 students answered this open-ended question, and an analysis of student responses is posted on our project page.

**Second round of consultation**

The committee came to consensus regarding next steps, based on the many sources of information collected, and released draft recommendations in spring of 2022. The committee chair then visited Deans Council, SCUS, SCUTL, and SCOA (as well as the larger advisor’s forum group) once more to discuss the recommendations. Aligned with the release of the recommendations was a websurvey open to the entire university community from May through October 2022. Multiple reminders about the websurvey were sent via email and in SFU’s Learning and Teaching newsletter.

We received 146 responses to the websurvey about our recommendations, which we have posted in a summary document. We also received longer written responses from a small number (< 10) of individuals, departments or Faculties.
Recommendation 1: Revise and clarify statements and definitions

The statement of purpose from the launch of the program still resonates today. The statement of purpose, and definitions of the designated course types included in the program, needed improvement and modernization, however. The definitions for W, Q, and B were found to differ from one another structurally, to lack clarity, and to be difficult to use when designating courses. The committee recommends definitions that address the skills and opportunities for students more explicitly than the old definitions. There are some instances where it is worth giving context to our proposed changes to the criteria/definitions of W, Q, and B course types.

- For Breadth, we considered a simpler model of having students simply take courses outside of their department or Faculty. However, a strength of our current three B designations (Humanities, Social Science, Breadth) is that they are agnostic to the structure of our Faculties, several of which are transdisciplinary.
- We considered whether the current sub-categories of Breadth (Humanities, Social Science, Science) remain salient today. We solicited feedback as part of our surveys, and realized that alternative suggestions (sustainability; ethics; social justice) tended to fit under the existing sub-categories, rather than having the potential to become new umbrella categories.
- Feedback about Breadth sub-categories frequently brought up SFU’s obligation to Indigenize curriculum as noted in Call to Action 12 of the AFU-Aboriginal Reconciliation Council Report, “Walk This Path With Us”. The ARC report suggested three options for SFU to consider, 1) a required first-year course, 2) a breadth requirement, or 3) integrating Indigenous content with current courses. This work is larger than a review of General Education. The committee therefore calls on the university to undertake the important work in Call to Action 12, which must be done with Indigenous colleagues at the table.
- Modern Language courses have traditionally been excluded from designation as Breadth courses for reasons not apparent to the committee. Our definition for B-Hum explicitly includes the possibility of designating language courses as Breadth.
- W courses have traditionally received extra financial support compared to Q courses. This is because writing intensive courses are required to be offered within each program, acknowledging differences in disciplinary norms for the forms, uses, and genres of writing. In contrast, Q courses are not required to be offered within each program, and thus Q courses are largely offered by departments with a quantitative focus. The committee saw the logic of differentiating between courses required to be offered by each department, and courses that are optional, when considering recommendations for funding/support.
- Although W courses have always had structural constraints (50% of the grade related to written work, with revision built in) there was no parallel for Q courses; the committee thought this should be added.
- The committee additionally added that group work should not be considered for designation as a W course. Although there are many benefits to group work and collaborative writing, the W course requirement is meant to explicitly provide for the development of skills in individual students, which is not straightforward to assess in group projects.
• We discussed at length the need for students to gain skills in numeracy and an ability to understand and interpret data. We have revised the Q definition to reflect this, but recognize the usefulness of formal symbolic logic and retain it in the new definition.

**Revised statement on the purpose of General Education (W/Q/B)**
General Education at SFU enhances undergraduate degrees by informing and complementing students’ programs of study, encouraging students to develop understandings and skills that equip them for lifelong learning, and preparing them to appreciate, critique and contribute ideas and values of diverse, complex, and interdependent local and global communities in an ethical and comprehensive manner.

**Revised definition of a Breadth course**
A BREADTH course provides the opportunity for students to enrich the subject matter knowledge in their program(s) of study by exposing them to new theoretical perspectives, forms of thought, and modes of inquiry. Breadth courses encourage students to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society.

Additionally, a Breadth course must substantially fulfill AT LEAST ONE of the following conditions:
1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

Students must take 6 units from each of the following three subcategories of Breadth, plus another 6 units of “undesignated breadth”, which are any courses of interest outside the major program. These purpose statements are provided to give clarity for interpretation of each category of Breadth, and will be considered as courses are certified.

**Humanities (B-HUM) purpose**
• To build knowledge and understanding of both historical and current trends in human cultural production; to develop an appreciation for how the humanities help us understand and navigate the world.
• To develop cultural, artistic, or linguistic literacies that allow for students to critique of and engagement with controversies and issues informing contemporary societies.
• To prepare students to make connections among cultural, artistic, and social movements within a range of historical, present, and emerging contexts. To foster transferable skills of cultural critique, evaluation, knowledge-making, language-learning, and self-expression.

**Social Science (B-SOC) purpose**
• To build knowledge and understanding of the complexities of social systems and diverse world views; to help students navigate and influence societal challenges around the world.
• To develop understanding of how social scientists think, analyze issues, interpret evidence, and draw conclusions, enabling students to recognize and critique the issues that define contemporary societies.

• To prepare students to make connections between their field of study and the broader contexts of human society. To equip students with transferable skills in social critique, evaluation, and the synthesis of knowledge and understanding.

Science (B-SCI) purpose
• To build knowledge of what science has discovered and accomplished, and how science has affected societies; to gain an appreciation for how science helps us to understand the world.

• To develop an understanding of the scientific method, allowing students to recognize and critique pseudo-science and to differentiate scientifically verifiable fact from opinion.

• To prepare students to be scientifically literate members of society. To develop students’ ability for analytical and technological literacy through the use of scientific data or via participation in experiential activities such as laboratories.

Revised definition of a Writing-intensive course
A WRITING-INTENSIVE course provides students with opportunities to use reading, writing, and revision to increase understanding and further development of ideas. A writing-intensive course fosters the development of transferable writing skills for effective and professional communication, and the ability to express ideas in the forms and genres typical of the student’s program of study. These skills may include structures and styles, accepted modes of reasoning and argumentation, convincing use of evidence, and appropriate technical language.

Writing-intensive courses are expected to explicitly address the craft of writing, and they must include significant levels of timely, actionable instructor feedback and student revision in response to feedback to ensure the development of strong transferable writing skills. A minimum of 50% of the course grade must be based on individual (not group) written work.

Revised definition of a Quantitative course
A QUANTITATIVE course increases student understanding and appreciation of the creative potential and broad application of mathematical, computational, and statistical methods, or formal symbolic logic, as tools for solving problems and a way of representing, interpreting, and communicating about aspects of a complex world. These courses develop transferable skills in problem solving, critical evaluation, or analysis using data represented in a variety of ways.

Quantitative courses are normally expected to explicitly include some aspect of numeracy. A minimum of 50% of the course grade must be based on quantitative assignments.
**Recommendation 2: No change in the number of units required; allow waivers on a limited basis for up to 6 units of Breadth**

Currently, students take 24 units (formerly known as “credits”) of Breadth courses, 6 each in Humanities, Social Science, Science, and Undesignated Breadth, which includes any course outside the major program. In our consultation, some respondents thought this was too many units, but others thought it was the right amount. Our initial response was to recommend removing the requirement to take 6 units of undesignated Breadth and thus reduce the total number of units in General Education from 36 to 30. Feedback from our websurvey, launched after draft recommendations were released, was critical of this recommendation. The community noted that these units are not onerous for students as they include any course outside the department that hosts a student’s major program, and that removing the opportunity for exploration was counter to the purpose of General Education: an exploration of different ideas and ways of knowing. The committee therefore no longer recommends a reduction in the total number of Breadth units.

During the consultation and the committee’s discussion, however, we learned that one reason some members of the community would like to see fewer Breadth units is related to the structure of major programs. In some cases, courses from outside a department but within one of the subcategories of Breadth (Humanities, Social Sciences, Science) are required within the major. A common example given was departments within the Faculty of Science, where students are required to take courses in other Science departments (sometimes multiple other departments) to fulfill their program requirements. Early in the roll-out of the General Education Program, these required courses, designed as central disciplinary introductions, were designated as Breadth, in part because it would make completing B requirements easier for students in allied disciplines in other departments. In effect, if these required, central disciplinary introductions did not “count” as Breadth, students would need to take additional courses in the subcategory (in this example, Science) which would add to the complexity of degrees, and sometimes not be at an appropriate level. Waivers were contemplated at the inception of the General Education program to address this particular issue but never implemented, even though waivers would be true to the purpose of the program and simplify progression through degrees.

The committee therefore recommends that in some circumstances, **programs may waive the requirement that their students take designated breadth courses in their areas**. For example, Biological Sciences may apply to exempt students in the major program from completing designated breadth courses in Science. If approved, students would be required to replace the courses with Undesignated Breadth (UB) courses. In this example, if a waiver was granted to the department, Biological Sciences majors would replace the 6-unit B-Sci requirement (which they currently fulfill with required courses in Physics and Chemistry that have a B-Sci designation) with 6 units of UB, for a total of 12 units of designated breadth (6 in the Humanities and 6 in the Social Sciences) and 12 units of UB (courses outside their department). Some students might still fulfill their UB with the courses required for their major, even if Physics and Chemistry chose to let the certification lapse (no increase in courses taken). This works because UB is defined as any course from outside the department. Other students might instead take different courses of interest, no longer restricted to only taking courses that are certified, which the committee sees as beneficial.
An additional benefit of removing the B designation from courses that are central disciplinary introductions, in the eyes of the committee, could be that the true purpose of Breadth courses would be clearer to all, leading to greater appreciation for our General Education model. Using our science example, we recognize that courses designed for majors in allied disciplines may not be the most effective way to build an appreciation for science and how scientists understand the world for students from outside the sciences. There are other courses, designed specifically for non-majors, that could better fill this need. The committee noted that the majority (206 out of 329) of the current B-designated courses are listed as program requirements for at least one major or minor, suggesting that at least some of these courses are central disciplinary introductions to the major. The implementation of waivers would make it possible for some of these courses to lose certification, if departments so choose. It would require collaboration among departments during the certification process to ensure the needs of students in allied disciplines are met.

The committee recognizes that disciplines vary in the complexity of their pre-requisite structure and thus how introductory courses ladder into courses later in the sequence of the major program. We understand that in some disciplines, introductory courses are quite suitable for non-majors. In other cases, introductory courses are foundational to the discipline and may not be consistent with the stated purpose of the program as broadening the experience of students outside of the discipline. We encourage departments and schools to consider whether their introductory courses are the best way to introduce non-majors to the ideas and dynamics of the discipline. We also recognize that decisions about seeking certification of courses are the jurisdiction of schools and departments.

Waivers would need approval by SCUS. Approval would be more likely for highly specified programs that already require a large number of courses outside the department but within the designated subcategory of Breadth. A waiver should be requested through the undergraduate curriculum committees of schools/departments and Faculties, and sent to SCUS. The memo to SCUS should note which required courses could be considered to meet the designated requirement within the subcategory (Humanities, Science, Social Science) of the waiver. Waivers will only be allowed for one kind of breadth.

**Recommendation 3: Course designation and oversight**

A concern expressed during our consultation is that decisions about whether courses are approved for W, Q, or B certification were not always clear to the Departments, Schools, or Faculties requesting the designation. An improved and transparent process is needed.

We propose an approval process under the auspices of SCUS, the Senate Committee on Undergraduate Studies. Committees for each course designation type (W, Q, B-Hum, B-Soc, B-Sci), each comprised of 3 faculty members, will consider applications for certification and recommend certifications to SCUS. Faculty members normally will have taught the course type they are evaluating. Decisions will be made based on the definitions included in this document. Appeals of the subcommittee decisions can be made to the Chair of SCUS. The Office of University Curriculum and Institutional Liaison will provide administrative support (organize meetings, manage forms and templates, etc.) to reduce the workload.
for faculty members and undergraduate curriculum committees seeking certification. More details about certification of courses are provided in the implementation plan later in this document.

**Recommendation 4: Re-certification Process and Implementation**

The updated definitions, combined with the perception of many survey respondents and undergraduate curriculum committee members that courses can change over time such that they no longer meet the criteria, indicates a need for re-certification of existing courses. We recommend this occur over a 3-year period initially, with support from the Office of University Curriculum and Institutional Liaison (UCIL Office) for timelines, producing pre-populated application forms, meeting organization, and other logistical details. We further recommend that course re-certification occur on a regular, rotating basis, every 5 years. For more details, see the implementation plan.

The committee has learned that there may have been exemptions made for various programs over time, although some of this information and the reasons for exemption have been lost. All exemptions assumed to exist by departments and schools should be submitted for approval by SCUS given the nature of the re-certification process.

The committee recognizes that a rigorous re-certification process, combined with waivers and department decisions about whether to seek re-certification, may reduce the total number of courses that are designated as W, Q, and B. The committee does not find this to be problematic. SFU has more W, Q, and B courses and more seats within courses than are needed to provide all students with the opportunity to complete their General Education requirements. In our study of courses available to students we learned that there are Breadth courses restricted to majors (who cannot receive the B for courses within their school/department), Quantitative courses that have multiple pre-requisites that are also Q courses (so students have already fulfilled the Q requirements prior to enrolling; that is, the designation provides little additional information for students looking to fulfill Q requirements) and disciplines with large numbers of Writing-intensive courses, more than are needed for students to meet their upper division W requirement. While these courses likely meet the criteria for being re-certified, and may have many benefits for students, the committee questions the purpose of certifying them, and wonders if certifying courses such as these might reduce clarity of the purpose and benefits of the program for the intended audience, our students. We encourage departments and schools to consider such questions as they apply for W, Q, and B designations for their courses.

**Recommendation 5: Writing supports and resources**

A common concern expressed by the committee and by the members of the SFU community we consulted is that SFU needs to do a better job supporting students who are developing their writing skills, and supporting the instructors whose work is so fundamental to students gaining better writing skills. Although the committee is not recommending changes to the W requirements (6 units, including an upper-division course within the program of study), we do recommend significant additional analysis beyond what we could accomplish as a broad General Education committee, to inform further decision-making by SFU.
We specifically recommend that a writing support working group should: 1) clarify how the current subsidy provided to W courses is distributed and used, as well as assess its adequacy; 2) investigate the potential for more centralized TA training in the craft of assessing written work; and 3) consider a radical change in how we provide lower-division writing instruction that was suggested during consultation. Specifically, SFU should investigate a model used elsewhere, where only a few courses exist in the lower division that teach “Writing for Academic Purposes”, or even, more broadly, “Academic Communication”. These courses would be specific to very broad disciplines, such as Science, or Business, that may or may not map onto our Faculty structure; there could also be shared teaching and a sharing of the FTEs of these courses. A benefit of such a change would be the provision of a solid foundation in writing for all SFU students. A challenge will be moving to such a centralized model in an institution that largely follows a distributed model. Further investigation is clearly needed.

**Recommendation 6: Communication**

In our consultation, we learned that various sectors of our community are not clear on the purpose and benefits of SFU’s General Education program. Improving how we communicate about General Education, and even how we might promote the program, will create buy-in from faculty, staff and students, support faculty in designing appropriate courses, support students in choosing courses that further the goals they have for their education, and support staff (especially advisors) in steering students to courses that will complement their program of study. A working group composed of faculty, students, advisors, and communicators will be tasked with developing a communication plan in support of the changes in the General Education program.

**Recommendation 7: Implementation Plan 2023-2026**

The recommendations being made represent the need to redefine the purpose of the General Education Curriculum. Their purpose is to update definitions for Writing (W), Quantitative (Q), and Breadth (B) designations and further students’ understanding of the importance of a General Education. By updating the WQB definitions it is acknowledged that some designated courses may no longer meet the intended requirements for said designation, whereas other courses will now be eligible for a designation. Thus, a review of all undergraduate courses, in all units across the university, is recommended.

Recognizing that implementing a review of all current WQB courses (863) will be complex and resource intensive it is recommended that this process of re-certification be spread out over a three-year period. Sub-committees of the Senate Committee on Undergraduate Studies (SCUS), comprised of faculty specialists, will be established to provide oversight of the General Education curriculum (review, audit, and approve designations). The University Curriculum and Institutional Liaison Office (UCIL) will provide administrative support.

**Governance**

It is expected that WQB designations will follow the standard SFU governance policies from Unit UCC through to Senate.
1. Requests for designations (new and re-certification) will be submitted to the University Curriculum and Institutional Liaison Office (ucil_office@sfu.ca) at the same time as they are submitted to SCUS.
2. Subcommittees of SCUS will be struck for each type of designation (W, Q, B-Hum, B-Sci, and B-Soc).
3. Subcommittees will be responsible for regular reviews of the process of certifying courses. The UCIL Office and the Chair of SCUS will ensure that processes are consistent among the different subcommittees.
4. Subcommittees will make recommendations to SCUS for each designation application.
5. The UCIL Office will be responsible for administrative support (pre-populating application forms, organizing subcommittee meetings, communication with SCUS) and for communicating recommendations to the Unit UCC.
6. If the Unit does not agree with the recommendation of the subcommittee, they can appeal the decision to the Chair of SCUS.

A. WQB Sub-Committee Composition
   1. Three faculty members from different Faculties (where possible) for each sub-committee. Normally, committee members should have experience teaching the course designation type they are approving.
   2. One person from the University Curriculum and Institutional Liaison (UCIL) Office (non-voting, for administrative support)

B. WQB Sub-Committee Selection Process
   1. On an annual basis Faculty representatives to SCUS will submit names for the five curriculum sub-committees.
   2. Faculties should follow their own process when submitting names for consideration.
   3. To be considered for a committee nominated individuals would normally have experience teaching within the designated category (e.g. having taught a W course, or a B-Soc course).
   4. Membership will be for a two-year, alternating timeframe with at least one member remaining in place for continuity.
   5. Selection of committee members will be made by the Chair of SCUS, with input from the existing committee members as needed.
   6. The Chair of SCUS will make every effort to include members from three different Faculties on each committee, and representatives from all Faculties spanning all five sub-committees.

C. WQB Sub-Committee Terms of Reference
   1. Taking into consideration the need for coordination and development of undergraduate curriculum within the University, WQB subcommittees shall:
      a. Receive and review applications for WQB designations, ensure they meet the expectations of General Education as included in this document, and forward recommendations to SCUS.
      b. Consider and recommend to SCUS policy recommendations concerning WQB requirements, including transfer credit where necessary.
      c. Recommend procedural changes such as refining the draft forms (Appendix III) used to certify courses to ensure processes meet the needs of faculty experts serving on the sub-committees.
   2. The sub-committee quorum shall be two voting members.
Implementation Timeline

It is recognized that re-certification of all WQB courses will take substantial time and departmental resources in a period where both are limited. Working with the guiding principles that 1) curriculum reform should be equitably applied to all students, 2) will require faculty and staff resources, and 3) is important to the reputation of the university, it is proposed that all courses currently holding a W, Q, or B designation will be reviewed and re-certified (or have the certification removed) within a three-year period beginning September 2023 and completing no later than March 2026. Units wishing to move quickly may begin submitting course certification requests in Summer 2023.

Departments/Schools and Faculties may approach this work at their own pace though it is recommended that 50% of certified courses be reviewed by January 2025.

To support this work, the UCIL office will provide each Faculty with the following:

- a list of courses holding a designation (Appendix I),
- a memo template to remove designations from courses (Appendix II),
- pre-populated W, Q, and B application forms containing course number, name, and annual enrolment (based upon the average over the past 3-year period; drafts in Appendix III).

The application forms will be revised with input from the subcommittees.

New courses and existing courses that do not currently hold a WQB designation may apply for a designation once this document has gone to Senate. Designations will become effective per standard academic calendar timelines, once per year in the fall term.

A. Recertification Process

1. Units review all courses with existing WQB designations, from a list provided by the UCIL office.
2. Determine courses where a designation may be removed and submit a memo to SCUS to remove designations.
3. Determine courses where a designation may be maintained (or changed) and submit the appropriate application form.
4. Determine if courses without a designation may now qualify and submit the appropriate application form.
5. In May 2026 any course that has not applied to maintain or remove a designation will automatically have the designation removed effective Fall 2026.
6. All WQB designations for re-certified courses will be effective in the Fall term following approval by SCUS.
7. Going forward WQB designations will be reviewed every five years on a rolling basis. UCIL will be responsible for coordinating the timelines of reviews.

B. Transfer and Articulation

SFU grants transfer credit through the BC Council on Admissions and Transfer (BCCAT) for most academic courses taken by students at BC institutions (public, private, and Indigenous-operated institutes, colleges and universities) as well as many out-of-province institutions. We will work with BCCAT and sending institutions to determine which transfer courses warrant W, Q, or B designation under the new definitions, and the timelines for the designations being removed or re-certified. This
work will be done collaboratively through the Registrar’s Office Admissions Team, the UCIL Office, and the SCUS Sub-Committees.

Next Steps

We recognize that improvement occurs through an iterative process. We therefore recommend regular review of forms and processes during implementation, and that a study of the impact of recommendations from the committee occur in five years time.
## Appendix I: WQB Courses by Faculty and Department

### Faculty of Arts and Social Sciences

<table>
<thead>
<tr>
<th>Department/School/Program</th>
<th>W courses</th>
<th>Q courses</th>
<th>B courses</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Science</td>
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</tr>
<tr>
<td>Criminology</td>
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<td>2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
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<td>34</td>
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<tr>
<td>English</td>
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<td>7</td>
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<td>French</td>
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<td>3</td>
<td>6</td>
</tr>
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<td>5</td>
<td>8</td>
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<td>Gerontology</td>
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### Faculty of Applied Science

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<th>B courses</th>
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<td>Mechatronic Systems Engineering</td>
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<tr>
<td>Sustainable Energy Engineering</td>
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<td></td>
<td></td>
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<td><strong>Total</strong></td>
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<td><strong>17</strong></td>
<td><strong>11</strong></td>
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</tr>
<tr>
<td>Department/Program</td>
<td>W courses</td>
<td>Q courses</td>
<td>B courses</td>
<td>TOTAL</td>
</tr>
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<td>Beedie School of Business</td>
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<tr>
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<td>Biological Sciences</td>
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<td>Earth Sciences</td>
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<td>Department</td>
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<td>Q courses</td>
<td>B courses</td>
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<td><strong>Total</strong></td>
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<td>Dialogue</td>
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<td><strong>SFU TOTAL</strong></td>
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<td><strong>330</strong></td>
<td><strong>322</strong></td>
<td><strong>863</strong></td>
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</tbody>
</table>
Appendix II: Memo to Remove WQB Designation

MEMORANDUM

ATTENTION: Senate Committee on Undergraduate Studies

FROM:

RE: Removal of WQB Designation

At its meeting on [insert date], the Faculty of [insert faculty] Undergraduate Curriculum Committee approved the removal of Writing, Quantitative, and/or Breadth (WQB) designations from the below listed courses:
Appendix III: DRAFT WQB Designation Application Forms

DRAFT: REQUEST FOR CERTIFICATION AS A WRITING-INTENSIVE COURSE

Thank you for your interest in offering writing-intensive (W) courses. W courses will help meet Simon Fraser University’s commitment to enhance the education of undergraduate students by focusing on the craft of writing within the program of study. Completing this form will provide information for assessment of whether your course meets the criteria for W courses.

Please contact the Director, University Curriculum and Institutional Liaison (UCIL) at ucildir@sfu.ca if you have any questions about completing this form.

A WRITING-INTENSIVE course provides students with opportunities to use reading, writing, and revision to increase understanding and further development of ideas. A writing-intensive course fosters the development of transferable writing skills for effective and professional communication, and the ability to express ideas in the forms and genres typical of the student’s program of study. These skills may include structures and styles, accepted modes of reasoning and argumentation, convincing use of evidence, and appropriate technical language.

Writing-intensive courses are expected to explicitly address the craft of writing, and they must include significant levels of timely, actionable instructor feedback and student revision in response to feedback to ensure the development of strong transferable writing skills. A minimum of 50% of the course grade must be based on individual (not group) written work.

Examples of W courses can be found on the General Education Curriculum page at [Provide link]

<table>
<thead>
<tr>
<th>COURSE TITLE, NUMBER AND DESCRIPTION:</th>
<th>THIS INFORMATION WILL BE PRE-POPULATED</th>
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</thead>
<tbody>
<tr>
<td>Course #:</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Frequency of offering (# / year)</td>
<td>Average enrollment per offering:</td>
</tr>
</tbody>
</table>

OTHER INFORMATION:

Instructor(s) responsible for teaching the course: ________________________________

List course pre-requisites: ________________________________

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).
WRITING-INTENSIVE COURSE RATIONALE (please be concise)

1. This course provides opportunities to use reading, writing, and revision to increase understanding and further development of ideas by:

2. This course fosters the development of skills in the forms and genres typical of the program of study by:

3. Timely, actionable instructor feedback and student revision in response is included in writing assignments by:

4. Other ways in which this course meets the goals and criteria of a Writing-intensive course are:

5. Writing-intensive courses should have at least 50% of the grade earned through individual written assignments with feedback and revision. Please confirm this for your course, and attach example assignments for the committee.

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS WITH THIS FORM.
Thank you for your interest in offering quantitative-intensive (Q) courses. Quantitative-intensive courses will help meet Simon Fraser University’s commitment to the education of undergraduate students by focusing on skills in numeracy, problem solving, critical evaluation, and analysis. Completing this form will provide information for assessment of whether your course meets the criteria for Q courses.

Please contact the Director, University Curriculum and Institutional Liaison (UCIL) at ucildir@sfu.ca if you have any questions about completing this form.

A QUANTITATIVE course increases student understanding and appreciation of the creative potential and broad application of mathematical, computational, and statistical methods, or formal symbolic logic, as tools for solving problems and a way of representing, interpreting, and communicating about aspects of a complex world. These courses develop transferable skills in problem solving, critical evaluation, or analysis using data represented in a variety of ways.

Quantitative courses are normally expected to explicitly include some aspect of numeracy. A minimum of 50% of the course grade must be based on quantitative assignments.

EXAMPLES

Examples of Quantitative courses can be found on the General Education Curriculum page at [Provide link]

<table>
<thead>
<tr>
<th>COURSE TITLE, NUMBER AND DESCRIPTION:</th>
<th>THIS INFORMATION WILL BE PRE-POPULATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #: Course Title:</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering (# / year)</td>
<td>Average enrollment per offering:</td>
</tr>
</tbody>
</table>

OTHER INFORMATION:

Instructor(s) responsible for teaching the course: ________________________________

List course pre-requisites: ________________________________

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).
QUANTITATIVE COURSE RATIONALE

1. This course increases student understanding of mathematical, computational, and statistical methods, or formal symbolic logic, by:

2. This course provides tools for solving problems or data analysis by:

3. This course includes aspects of numeracy:

4. Other ways in which this course meets the goals and criteria of a Quantitative course are:

5. Quantitative courses should have at least 50% of the grade earned through quantitative assignments. Please confirm this for your course, and attach example assignments for the committee.

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS WITH THIS FORM.
Thank you for your interest in offering a designated breadth-humanities (B-Hum) course. B-HUM courses will help to meet Simon Fraser’s commitment to the general education of undergraduate students by encouraging them to reflect on their values, beliefs, and commitments through historical, artistic, social and cultural lenses. Completing this form will provide information for assessment of whether your course meets the criteria for B-HUM.

Please contact the Director, University Curriculum and Institutional Liaison, at ucildir@sfu.ca if you have any questions about completing this form.

**BREADTH CRITERIA**

A **BREADTH** course provides the opportunity for students to enrich the subject matter knowledge in their program(s) of study by exposing them to new theoretical perspectives, forms of thought, and modes of inquiry. Breadth courses encourage students to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society.

Additionally, a Breadth course must substantially fulfill AT LEAST ONE of the following conditions:

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

**BREADTH HUMANITIES PURPOSE**

- To build knowledge and understanding of both historical and current trends in human cultural production; to develop an appreciation for how the humanities help us understand and navigate the world.
- To develop cultural, artistic, or linguistic literacies that allow for students to critique of and engagement with controversies and issues informing contemporary societies.
- To prepare students to make connections among cultural, artistic, and social movements within a range of historical, present, and emerging contexts. To foster transferable skills of cultural critique, evaluation, knowledge-making, language-learning, and self-expression.

**EXAMPLES**

Examples of B-Hum courses can be found on the General Education Curriculum page at [Provide link]
Course Title, Number and Description: THIS INFORMATION WILL BE PRE-POPULATED

Course #: 
Course Title: 

Frequency of offering (# / year) 
Average enrollment per offering: 

Other Information:

Instructor(s) responsible for teaching the course: ________________________________

List course pre-requisites: ________________________________

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).

Breadth Rationale:

Please explain how the course exposes students to new theoretical perspectives, forms of thought, and modes of inquiry, and encourages them to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society:

A Breadth course must fulfill one of the two following conditions. Please explain which one, and how:

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.
BREADTH HUMANITIES RATIONALE

6. This course introduces important concepts for understanding the historical development and current trends in human cultural production and our understanding of the world by:

7. This course explicitly addresses how and why a Humanities discipline (or disciplines) defines, acquires and organizes knowledge in particular disciplinary literacies. It allows students to critique and engage with controversies and issues informing contemporary society by:

8. This course prepares students to make connections among cultural, artistic, and social movements within the context central to the Humanities discipline by:

9. Other ways in which this course meets the goals and criteria of a Breadth Humanities course are:

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS WITH THIS FORM.
**REQUEST FOR CERTIFICATION AS A DESIGNATED BREADTH SCIENCE COURSE**

Thank you for your interest in offering a designated breadth-science (B-SCI) course. B-SCI courses will help to meet Simon Fraser’s commitment to the general education of undergraduate students by encouraging them to reflect on their values, beliefs, and commitments through scientific, analytical, and technological lenses. Completing this form will provide information for assessment of whether your course meets the criteria for B-SCI.

Please contact the Director, University Curriculum and Institutional Liaison, at ucildir@sfu.ca if you have any questions about completing this form.

**BREADTH CRITERIA**

A BREADTH course provides the opportunity for students to enrich the subject matter knowledge in their program(s) of study by exposing them to new theoretical perspectives, forms of thought, and modes of inquiry. Breadth courses encourage students to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society.

Additionally, a Breadth course must substantially fulfill AT LEAST ONE of the following conditions:

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

**BREADTH SCIENCE Purpose**

- To build knowledge of what science has discovered and accomplished, and how science has affected societies; to gain an appreciation for how science helps us to understand the world.
- To develop an understanding of the scientific method, allowing students to recognize and critique pseudo-science and to differentiate scientifically verifiable fact from opinion.
- To prepare students to be scientifically literate members of society. To develop students’ ability for analytical and technological literacy through the use of scientific data or via participation in experiential activities such as laboratories.

**EXAMPLES**

Examples of B-SCI courses can be found on the General Education Curriculum page at [Provide link]
<table>
<thead>
<tr>
<th><strong>Course Title, Number and Description:</strong></th>
<th>This information will be pre-populated</th>
</tr>
</thead>
</table>

**Course #:**

**Course Title:**

**Frequency of offering (# / year):**

**Average enrollment per offering:**

**Other Information:**

Instructor(s) responsible for teaching the course: ____________________________

List course pre-requisites: ____________________________

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).

**Breadth Rationale:**

Please explain how the course exposes students to new theoretical perspectives, forms of thought, and modes of inquiry, and encourages them to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society:

A Breadth course must fulfill one of the two following conditions. Please explain which one, and how:

3. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.

4. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.
BREADTH SCIENCE RATIONALE

1. This course introduces important concepts for understanding what science has discovered and accomplished, and how it has affected our understanding of the world by:

2. This course explicitly addresses how the scientific method can help differentiate verifiable fact from opinion within the specific discipline(s).

3. This course prepares students to make scientific connections through analytical, technological or experiential means within the discipline by:

4. Other ways in which this course meets the goals and criteria of a Breadth Science course are:

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS WITH THIS FORM.
Thank you for your interest in offering a designated breadth-social science (B-SOC) course. B-SOC courses will help to meet Simon Fraser’s commitment to the general education of undergraduate students by encouraging them to build cross-cultural understandings and participate in social critique and evaluation of contemporary society. Completing this form will provide information for assessment of whether your course meets the criteria for B-SOC.

Please contact the Director, University Curriculum and Institutional Liaison, at ucildir@sfu.ca if you have any questions about completing this form.

<table>
<thead>
<tr>
<th>BREADTH CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A BREADTH</strong> course provides the opportunity for students to enrich the subject matter knowledge in their program(s) of study by exposing them to new theoretical perspectives, forms of thought, and modes of inquiry. Breadth courses encourage students to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society.</td>
</tr>
<tr>
<td>Additionally, a Breadth course must substantially fulfill AT LEAST ONE of the following conditions:</td>
</tr>
<tr>
<td>1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.</td>
</tr>
<tr>
<td>2. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BREADTH SOCIAL SCIENCE PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* To build cross-cultural understandings and knowledge of the complexities of social systems and diverse world views; to help students navigate and influence societal challenges in the world.</td>
</tr>
<tr>
<td>* To develop an understanding of how social scientists think, analyze issues, interpret evidence, and draw conclusions, enabling students to recognize and critique the issues that define contemporary society.</td>
</tr>
<tr>
<td>* To prepare students to make connections between their field of study and the broader contexts of human society. To equip students with transferable skills in social critique, evaluation, and the synthesis of knowledge and understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of B-SOC courses can be found on the General Education Curriculum page at [Provide link].</td>
</tr>
</tbody>
</table>
Course Title, Number and Description: This information will be pre-populated

Course #: Course Title:

Frequency of offering (# / year) Average enrollment per offering:

Other Information:

Instructor(s) responsible for teaching the course: ________________________________

List course pre-requisites: ________________________________

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).

Breadth Rationale:

Please explain how the course exposes students to new theoretical perspectives, forms of thought, and modes of inquiry, and encourages them to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society:

A Breadth course must fulfill one of the two following conditions. Please explain which one, and how:

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students’ systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

Breadth Social Science Rationale

1. This course introduces important concepts for developing cross-cultural understandings and knowledge of social systems and diverse world views by:
2. This course equips students with transferable skills in social critique, evaluation, and the synthesis of knowledge and understanding by:

3. This course prepares students to navigate, define, analyze and critique contemporary society by:

4. Other ways in which this course meets the goals and criteria of a Breadth Social Science course are:

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS WITH THIS FORM.
Appendix IV: Members of the General Education Curriculum Review Committee

Elizabeth Elle, Vice Provost, Learning & Teaching (Chair)

Faculty Representatives:
- Ash Parameswaran, Applied Sciences
- David Coley, Arts and Social Sciences
- Shauna Jones, Beedie School of Business
- Chantal Gibson, Communication Arts & Technology
- Natalia Gajdamaschko, Education
- Paul Kingsbury, Environment
- Danny Leznoff, Science
  
  Note: Health Sciences declined to name a representative

I-Chant Chiang, Centre for Educational Excellence
Jill Sutherland, University Curriculum and Institutional Liaison
Kathryn McTavish, Coordinator, Special Projects, Office of the VPA

Additional support:
- Erin Babingao and Rose Evans, Office of the AVPLT
- Jocelyn Chapman, Michelle Grahame, and Kelli Whittle, UCIL
MEMORANDUM

ATTENTION: Senate
FROM: Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic
RE: Request for Renewal Extension for the Institute for Black and African Diaspora Research and Engagement (SCUP 23 - 09)

DATE: March 9, 2023
PAGES: 1/1

At its meeting on March 8, 2023, SCUP reviewed and approved the extension of the renewal date for the Institute for Black and African Diaspora Research and Engagement until June 30, 2023. The documents are attached for the information of Senate.

C: J. Busumtwi-Sam, A. Akinwumi, H. Daniel, J. Francis, M. Richards
Memorandum

From: Michael Richards, Associate Vice-President, Research

Date: Feb 27, 2023

Re: Extension of the Institute for Black and African Diaspora Research and Engagement

To: Wade Parkhouse, Chair, Ex-officio, Senate Committee on University Planning (SCUP)

The Institute for Black and African Diaspora Research and Engagement (IBADRE), formerly known as the Institute for Diaspora Research and Engagement (IDRE) was unable to complete the renewal application due to their reconstitution process started in July 2022, which includes a change of Institute name and scope. I recommend another extension of the Institute be granted to allow more time to finalize their reconstitution process and complete their renewal application.

Motion: That SCUP approve a second extension for the renewal of the Institute for Black and African Diaspora Research and Engagement till June 30, 2023.
February 23, 2023

To: The Office of the Associate Vice-president, Research and International, SFU  
From: Dr. June Francis, Director, Institute for Black and African Diaspora Research and Engagement; Adjua Akinwumi, Administrator, Institute for Black and African Diaspora Research and Engagement

Subject: Extension request for the renewal of the Institute for Black and African Diaspora Research and Engagement

We are writing to request an extension for the renewal of the Institute for Black and African Diaspora Research and Engagement (IBADRE), formerly known as the Institute for Diaspora Research and Engagement (IDRE).

IDRE was constituted as a research institute at Simon Fraser University under the terms of SFU Policy R 40.01 (Research Centers and Institutes) in fall 2013. In July 2022, IDRE began a reconstitution process, which includes a change of Institute name and focus, as well as an affiliation with and formalization of the SFU Black Caucus. These motions are still being deliberated by SFU Senate.

We would like to coordinate the renewal application with our submission to SCUP regarding the issues raised at SCUP. For these reasons, we request an extension till June 2023.

Best Regards

June N. P. Francis LLB; PhD  
Co-Director - The Co-Laboratorio Project  
Director - The Institute for Black and African Diaspora Research and Engagement  
Associate Professor, Beedie School of Business  
Simon Fraser University
MEMORANDUM

ATTENTION: Senate Committee on University Priorities

FROM: Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies

RE: English Language and Culture (ELC) Conditional Admission Pathway (SCUS 23-25)

DATE: March 2, 2023

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of March 2, 2023, gives rise to the following recommendation:

Motion

That Senate approves the three-year pilot Undergraduate Conditional Admission Pathway Program for international application effective January 2024.
The English Language and Culture (ELC) program is proposing a three-year pilot of an undergraduate conditional admission pathway program. This program would offer admission to undergraduate studies for international applicants who are currently overlooked because they have yet to attain the necessary language proficiency requirement.

The admissions office reports that the files of approximately 700 applicants annually are not reviewed because those applicants do not meet SFU’s English language competency requirement. These are students who apply to SFU despite there not being a conditional admission pathway in place.

Under the terms of the proposed pilot, international applicants who meet/exceed all admission requirements other than the English Language requirement would be admitted to undergraduate studies conditional upon successful completion (80%) of ELC’s Low Advanced level. We anticipate attracting approximately 20 students per term for the duration of the pilot.

**Background**

Since 1995, Lifelong Learning’s English Language and Culture program has provided English language skills training to students for whom English is an additional language (EAL). The ELC program immerses learners in both the English language and the Canadian university environment, acculturating them to SFU and post-secondary learning in Canada before they enter credit studies.

On May 25, 2021, Senate approved that a grade of 80% in the English Language and Culture (ELC) Program’s Low Advanced level satisfies the English language competency requirement for undergraduate admission to SFU.

This has provided an additional option for EAL students and has opened an avenue for SFU to recruit and grant conditional admission to international students of excellent academic standing who fall short of the University’s English language competency requirement. To meet the literacy requirement, students admitted via the pilot program would need to complete FAL.
Purpose of the Conditional Admission Pathway Pilot

As the Provost reported to Senate on October 3, 2022, the number of new international undergraduate student registrations for fall 2022 is down 11%, or approximately 90 students. The proposed pilot is one means of responding to this decline.

If successful, the pilot pathway will help the university achieve the following goals:

- Advance SFU’s strategic vision’s foundational principle of internationalization
- Increase and diversify SFU’s international population
- Bring SFU in line with other institutions who have this conditional pathway
- Bring SFU potential additional revenue
- Prepare students for Foundations of Academic Literacy

The proposed three-year pilot will enable ELC and the university to gather evidence of student performance as they move from ELC to undergraduate studies. Measures to be assessed include student time to admission, success in year one, and success beyond that. Should the program move beyond the three-year pilot phase, student time to completion could also be tracked and assessed.

Conditional Admission Pathways in other Universities

The following table shows that several British Columbia degree-granting institutions offer an EAP program that is, like SFU’s, articulated to the BC Council on Admission and Transfer’s (BCCAT) EAP IV. Most of these institutions have conditional admission pathways and many, like SFU, have pathways into year two of university studies.

The table also includes the conditional admission pathways in place at two of the three other Navitas-partner institutions in Canada. Currently, the English Language and Culture program at SFU works closely with Fraser International College to support international students whose goal is to complete their undergraduate studies at SFU.
<table>
<thead>
<tr>
<th>Institution</th>
<th>EAL Advanced Level</th>
<th>BCCAT Articulation</th>
<th>Meets Undergraduate Language Requirement</th>
<th>Conditional Admission pending language upgrade</th>
<th>Existing Pathway with Credit Studies leading into Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFU - ELC</td>
<td>Low Advanced</td>
<td>EAP IV</td>
<td>Yes</td>
<td>No</td>
<td>Fraser International College (Navitas)</td>
</tr>
<tr>
<td>UBC - ELI</td>
<td>600 (lower advanced)</td>
<td>EAP IV</td>
<td>Yes</td>
<td>Yes</td>
<td>Vantage College</td>
</tr>
<tr>
<td>UVic - ELC</td>
<td>University Admission Preparation (UAP)</td>
<td>EAP IV</td>
<td>Yes</td>
<td>Yes</td>
<td>University Pathway Program</td>
</tr>
<tr>
<td>TRU - ESL</td>
<td>ESAL Advanced Academic Preparation Certificate</td>
<td>EAP IV</td>
<td>Yes</td>
<td>Yes (Arts, Business, Fine Arts, Sciences)</td>
<td>None</td>
</tr>
<tr>
<td>UNBC</td>
<td>No current program</td>
<td>NA</td>
<td>Will Accept EAP IV for Admission</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Royal Roads - GLLC</td>
<td>English for Academic Purposes 3 (EAP 3)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Transfer Preparation Program</td>
</tr>
<tr>
<td>Capilano University</td>
<td>English for Academic Purposes (EAP)</td>
<td>EAP IV</td>
<td>Yes</td>
<td>Yes</td>
<td>Some (Business Administration, ECCE, HCA)</td>
</tr>
<tr>
<td>University of Manitoba - ELC</td>
<td>Intensive Academic English Program (IAEP)</td>
<td>Not BC institution</td>
<td>Yes</td>
<td>Yes</td>
<td>International College of Manitoba (Navitas)</td>
</tr>
<tr>
<td>Toronto Metropolitan University – Real Institute</td>
<td>ESL Foundation Program</td>
<td>Not BC institution</td>
<td>Yes</td>
<td>No</td>
<td>Toronto Metropolitan University International College (Navitas)</td>
</tr>
<tr>
<td>Wilfrid Laurier</td>
<td>Laurier English and Academic Foundation (LEAF) Level 5</td>
<td>Not BC institution</td>
<td>Yes</td>
<td>Yes</td>
<td>Wilfrid Laurier International College (Navitas)</td>
</tr>
</tbody>
</table>
Conclusion

Piloting a conditional admission pathway into undergraduate year one offers an opportunity to test drive a potentially valuable addition to current SFU international student recruitment and admission practices. Via this pathway, the university could attract academically excellent international students whose applications are currently unreviewed. By tracking student progress and success, the ELC program and university will be able to assess the impact of providing a made-at-SFU opportunity to students who otherwise are looking elsewhere for their English language instruction.
Appendix A or just notes not to be included in final document

**Resources and Revenue**

The admissions office will need the resources to review the 700 or so applications per year that are currently not looked at.

It is worth noting that these applications are coming in despite there being no conditional admissions pathway available; if the pathway is improved the number of applications would very likely increase.

The salary of a full-time APSA Grade 8 position begins at $64,973, approximately $79,462 per year including benefits.

The salary of a full-time CUPE Grade 6 position begins at $42,964, approximately $55,423 per year including benefits.

As for the recruitment costs for this program, ELC’s Marketing Coordinator is part of SFU’s recruitment network and a training session for recruiters to have an overview of ELC’s program would not take more than a couple of hours.

ELC and the SFU recruitment team have already met several times in 2022. The existence of a conditional admission pathway will assist SFU recruiters in promoting their own programs.

The tuition for the ELC full-time eight-week Low Advanced level portion of this pathway is $3,450.00 ($3,200.00 + $250.00 non-refundable application fee).

We estimate that around 70 students per year would take this pathway, generating a revenue of $241,500 for ELC, which does not differentiate between domestic and international students.

The potential revenue from 70 international students taking a four-year general degree program at SFU is $8.56m, including potentially $2.14m generated from year one, which SFU does not receive in the FIC model.
MEMORANDUM

ATTENTION: Senate

FROM: Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies

RE: Program Changes

DATE: March 3, 2023

For information:

Acting under delegated authority at its meeting of March 2, 2023, SCUS approved the following curriculum revisions effective Fall 2023.

a. Faculty of Applied Sciences *(SCUS 23-34)*

1. School of Computing Science
   (i) Lower division requirement changes to the:
   - Computing Science Honours
   - Computing Science Major
   - Computing Science Dual Degree Program Major
   - Software Systems Major

2. School of Mechatronic Systems Engineering
   (i) Requirement changes to the Agriculture Technology (AgriTech) Concentration
   - Mechatronic Systems Engineering Major
   - Mechatronic Systems Engineering Double Degree Program
   - Mechatronic Systems Engineering Honours

b. Faculty of Arts and Social Sciences *(SCUS 23-35)*

1. Department of Economics
   (i) Requirement changes to the:
   - Economics Major
   - Economics Minor
   - Economics Extended Minor
   - Economics Honours
   - Business and Economics Joint Major
   - Business and Economics Joint Honours
   - Political Science and Economics Joint Major
2. Global Asia Program *(SCUS 23-08(3))*
   - (i) Upper division requirement changes to the Global Asia Minor

3. Labour Studies Program
   (i) Requirement changes to the:
   - Labour Studies Major
   - Labour Studies Minor
   - Labour Studies Certificate in Workplace Rights

4. Department of Philosophy
   (i) Requirement changes to the Philosophy Honours

5. Department of Sociology and Anthropology
   (i) Requirement changes to the:
   - Anthropology Major
   - Anthropology Minor
   - Anthropology Extended Minor
   - Anthropology and Archaeology Joint Major
   - Anthropology and Communication Joint Major
   - Anthropology and Criminology Joint Major
   - Anthropology and Gender, Sexuality, and Women's Studies Joint Major
   - Anthropology and Sociology Joint Major
   - Linguistics and Anthropology Joint Major
   - Sociology Major
   - Sociology Minor
   - Sociology Extended Minor
   - Sociology and Communication Joint Major
   - Sociology and Criminology Joint Major
   - Sociology and Gender, Sexuality, and Women's Studies Joint Major
   - Anthropology Honours
   - Sociology and Anthropology Joint Honours
   - Sociology Honours

6. Department of World Languages and Literatures
   (i) Requirement changes to the:
   - Italian Studies Minor
   - World Literature Honours
   - World Literature Extended Minor
   - World Literature Minor
   - World Literature and History Joint Major
   - World and Literature and International Studies Joint Major
   - World Literature Major
c. Beedie School of Business *(SCUS 23-36)*

(i) Requirement changes for the Business and Geography Joint Major

(ii) Requirement changes to the Business Concentration

- Mechatronic Systems Engineering and Business Double Degree Program
- Business and Communication Joint Major
- Business and Economics Joint Major
- Business and Geography Joint Major
- Business and Psychology Joint Major
- Business, Philosophy and the Law Joint Major
- Information Systems in Business Administration and Computing Science Joint Major
- Interactive Arts and Technology and Business Joint Major BA or BBA
- Interactive Arts and Technology and Business Joint Major BSc
- Molecular Biology and Biochemistry and Business Administration Joint Major
- Sustainable Business Joint Major
- Molecular Biology and Biochemistry and Business Administration Joint Honours

(iii) Upper division requirement changes to the Human Resource Management Concentration:

- Business Major
- Business Honours

(iv) Upper division requirement changes to the Innovation and Entrepreneurship Concentration:

- Business Major
- Business Honours

(v) Program requirement changes to the Innovation and Entrepreneurship Certificate

(vi) Lower division requirement changes to the Sustainable Business Joint Major

(vii) Requirement changes to the:

- Business Major
- Business Honours
- Course Access Information and Grade Requirements

**d. Faculty of Environment**

1. Department of Geography

(i) Upper and lower division requirement changes to the Business and Geography Joint Major *(SCUS 23-38)*

(ii) Upper and lower division requirement changes to the:

- Human Geography Major
- Human Geography Honours
- Global Environmental Systems Major
- Global Environmental Systems Honours
(iii) Lower division requirement changes to the:
   - Physical Geography Major
   - Physical Geography Honours

(iv) Upper division requirement changes to the Climate Change and Society Minor

2. School of Environmental Science *(SCUS 23-39)*

   (i) Requirement changes to the:
   - Environmental Science Major
   - Environmental Science Honours

**e. Faculty of Science**

1. Department of Biomedical Physiology and Kinesiology

   (i) Requirement changes to the: *(SCUS 23-41)*
   - Kinesiology Major
   - Kinesiology Honours
   - Professional Kinesiology Certificate

2. Department of Chemistry *(SCUS 23-42)*

   (i) Upper and lower division requirement changes to the:
   - Chemistry and Earth Sciences Joint Major
   - Chemistry and Earth Science Joint Honours

3. Department of Statistics and Actuarial Science *(SCUS 23-43)*

   (i) Requirement changes to the:
   - Actuarial Science Major
   - Actuarial Science Honours

   (ii) Upper and lower division requirement changes to the:
   - Data Science Major
   - Data Science Honours

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

ATTENTION: Senate

FROM: Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies

RE: New Course Proposals

DATE: March 3, 2023

For information:

Acting under delegated authority at its meeting of March 2, 2023 SCUS approved the following curriculum revisions effective Fall 2023.

a. Faculty of Applied Sciences *(SCUS 23-28)*

1. School of Computing Science

   (i) New Course Proposals:

   - CMPT 478-3, Special Topics in Quantum Computing

b. Faculty of Arts and Social Sciences

1. Dean of Arts Office *(SCUS 23-29)*

   (i) New Course Proposals:

   - FASS 222-1, Special Topics in Arts and Social Sciences: Academic Communication
   - FASS 223-1, Special Topics in Arts and Social Sciences: Working with Others
   - FASS 224-1, Understanding Equity, Diversity and Inclusion in Arts and Social Sciences
   - FASS 225-1, Special Topics in Basic Data Analysis in the Arts and Social Sciences

2. Department of Gender, Sexuality and Women’s Studies *(SCUS 23-02)*

   (i) New Course Proposal: GSWS 388-4, Topics in Queer Global Asias

3. Global Asia Program *(SCUS 23-03)*

   (i) New Course Proposal: GA 388-4, Topics in Queer Global Asias

4. Labour Studies Program *(SCUS 23-30)*

   (i) New Course Proposal: LBST 401-4, How to Make Change: Community-Labour Organizing and Action
c. Faculty of Education *(SCUS 23-31)*


d. Faculty of Environment *(SCUS 23-32)*

1. Department of Geography

   (i) New Course Proposals:
   
   - GEOG 161-3, Urban Change: An Introduction to Dynamic Places *(Fall 2024)*
   - GEOG 461-6, Urban Change Studio *(Fall 2024)*

e. Faculty of Science *(SCUS 23-33)*

1. Department of Chemistry

   (i) New Course Proposals:
   
   - CHEM 296-1, Introduction to Experiential Undergraduate Research
   - CHEM 396-1, Experiential Undergraduate Research

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

ATTENTION: Senate

FROM: Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies

RE: Course Changes (SCUS 23-27)

DATE: March 3, 2023

For information:

Acting under delegated authority at its meeting of March 2, 2023, SCUS approved the following curriculum revisions effective Fall 2023.

a. Faculty of Applied Sciences

1. School of Computing Science

(i) Prerequisite change for CMPT 210
(ii) Description change for MACM 101

2. School of Sustainable Energy Engineering

(i) Prerequisite change for SEE 352

b. Faculty of Arts and Social Sciences

1. School of Criminology

(i) Title and description change for CRIM 311

2. Department of Sociology and Anthropology

(i) Prerequisite, title and description change for SA 351 and 352

c. Beedie School of Business

(i) Prerequisite changes for BUS 314 and 338
(ii) Prerequisite and equivalent statement changes for BUS 320
(iii) Equivalent statement changes for BUS 321
(iv) Description changes for BUS 374
(v) Description and prerequisite changes for BUS 421 and 424
(vi) Prerequisite change for BUS 314 and 338 (Fall 2024)
d. Faculty of Science

1. Department of Chemistry

(i) Description and prerequisite change for CHEM 317

2. Dean of Science Office

(i) Description, unit and prerequisite change for SCI 190

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
ATTENTION: Senate
FROM: Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: Program Changes

DATE: March 15, 2023

For information:
Acting under delegated authority at its meeting of March 7, 2023, SGSC approved the following curriculum item, effective Fall 2023:

**Beedie School of Business**
1) Program Change: Management of Technology MBA

**Faculty of Applied Science**
School of Sustainability Energy Engineering
1) Program Change: Sustainable Energy Engineering MASc
2) Program Change: Sustainable Energy Engineering PhD

**Faculty of Arts and Social Sciences**
Department of Economics
1) Program Change: Economics MA

Department of Linguistics
1) Program Change: Linguistics MA

**Faculty of Communication, Art & Technology**
Publishing Program
1) Program Change: Publishing MPub
MEMORANDUM

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

DATE: March 15, 2023

For information:
Acting under delegated authority at its meeting of March 7, 2023, SGSC approved the following new course, effective Fall 2023:

Beedie School of Business
New course:
1) BUS 742: Leadership Retreat

Faculty of Applied Science
School of Computing Science
New course:
1) CMPT 722: Rendering and Visual Computing for Artificial Intelligence

School of Sustainable Energy Engineering
New courses:
1) SEE 810: Sustainability and Sustainable Energy Technologies
2) SEE 811: Technical Communication Skills

Faculty of Science
Department of Mathematics
New courses:
1) MATH 726: Probability
2) MATH 750: Introduction to Topology
3) MATH 775: Mathematical Data Science

Department of Molecular Biology and Biochemistry
New course:
1) MBB 778: Molecular Epidemiology of Infectious Disease
MEMORANDUM

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

DATE March 15, 2023

For information:
Acting under delegated authority at its meeting of March 7, 2023, SGSC approved the following course changes, effective Fall 2023:

**Faculty of Applied Science**
School of Sustainability Energy Engineering
Course changes (Description, Seminar hours): SEE 896, SEE 897

**Faculty of Communication, Art & Technology**
Publishing Program
Course changes (Units): PUB 899, PUB 900

**Faculty of Environment**
Department of Archeology
Course changes (Title, Description): ARCH 873, ARCH 872, ARCH 892

**School of Resource and Environmental Management**
Course changes (Title): REM 644
Course changes (Title, Description): REM 602, REM 611, REM 643, REM 646, REM 801
Course changes (Description): REM 621
MEMORANDUM

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

DATE: February 16, 2023

For information:
Acting under delegated authority, SGSC approved the following course reinstatement effective Fall 2023:

**Beedie School of Business**
Course Reinstatement: BUS 814 Derivative Securities I
Memo to SGSC

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: Reinstatement of BUS 814 – Derivative Securities
Date: January 17, 2021

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Fall 2023.

- Reinstatement of BUS 814 – Derivative Securities I as part of accompanying program changes

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

Andrew Gemino
Associate Dean, Graduate Programs, Beedie School of Business
To: Senate

From: Kris Nordgren, Secretary
Senate Nominating Committee

Date: March 17, 2023

Subject: Senate Committee Elections

This is a summary of the nominations received and outstanding vacancies for Senate committees.

All nominations must be received by the Senate Office from the Nominating Committee in time to be included in the documentation sent out for the next Senate meeting. Senators will be informed that further nominations may be made by individual members of Senate. Any such nominations must reach the Committee Secretary the Friday before the meeting of Senate, and no further nominations will be accepted after this time. The Committee Secretary will provide members of Senate at the Senate meeting with such further nominations as may have been received. Oral nominations during the meeting of Senate will not then be allowed.

If only one nomination is received for a position, the position will be elected by acclamation. If more than one nomination is received for a position online voting will be held during the week following the Senate meeting on Monday, April 3, 2023. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POSITION</th>
<th>TERM (from June 1, 2022)</th>
<th>NOMINATIONS RECEIVED (after March Senate Elections)</th>
<th>CANDIDATES ELECTED (from March Senate Meeting)</th>
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<tr>
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<td>Undergraduate Student</td>
<td>1 year</td>
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<td>Undergraduate Student (Alternate)</td>
<td>1 year</td>
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<td>Graduate Student (Alternate)</td>
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<td>SCCS</td>
<td>Convocation Senator</td>
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<td></td>
<td>Student (Alternate)</td>
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<td></td>
<td>Graduate Student (at-large)</td>
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<td>SCUH</td>
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<td>(Alternate)</td>
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<td>Faculty Member (Education)</td>
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<td>Student Senator</td>
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<td>SNC</td>
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<td>Graduate Student</td>
<td>1 year</td>
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* SCIA Faculty members: *In the event that the Faculty Member is unable to attend, the Faculty Dean is authorized to appoint an alternate replacement.*

<table>
<thead>
<tr>
<th>CC</th>
<th>Calendar Committee</th>
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<tbody>
<tr>
<td>DQAC</td>
<td>Diverse Qualifications Adjudication Committee</td>
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<td>ESC</td>
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<td>REB</td>
<td>Research Ethics Board</td>
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<td>SAB</td>
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<td>SCAR</td>
<td>Senate Committee on Agenda and Rules</td>
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<td>SCEMP</td>
<td>Senate Committee on Enrolment Management and Planning</td>
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<td>Senate Committee on International Activities</td>
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<td>SCUH</td>
<td>Senate Committee on University Honours</td>
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<tr>
<td>SCUP</td>
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<tr>
<td>SCUTL</td>
<td>Senate Committee on University Teaching and Learning</td>
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<tr>
<td>SGAAC</td>
<td>Senate Graduate Awards Adjudication Committee</td>
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<tr>
<td>SGSC</td>
<td>Senate Graduate Studies Committee</td>
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<tr>
<td>SLC/LPAC</td>
<td>Senate Library Committee/Library Penalties Appeal Committee</td>
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<tr>
<td>SNC</td>
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<td>SPCSAB</td>
<td>Senate Policy Committee on Scholarships, Awards &amp; Bursaries</td>
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<td>SUAAC</td>
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