

B-COURSE PROPOSAL AND REQUEST FOR FUNDS

Please note: Courses directed at providing Science Breadth for students in the Humanities and Humanities Breadth for students in the Sciences will receive priority for the allocation of new funds.

Thank you for your interest in planning and offering a designated breadth (DB) course. Designated breadth courses will help meet Simon Fraser University's commitment to the education of undergraduate students as defined by the new curriculum. This form is intended to assist you in the planning process and enable us to:

- determine whether proposed DB courses meet the DB criteria;
- make decisions about the appropriate level of funding;
- estimate the number of DB seats available to students; and
- assist faculty to think through the elements of a DB course.

This form is divided into three sections:

Section I requests instructor, program and course information;
Section II provides funding guidelines and a structured funding request sheet;
Section III requests detailed course content information.

You may not yet be able to provide complete information about this proposed course, but we would appreciate it if you would answer the following questions as fully as possible. Please contact Susan Rhodes at slrhodes@sfu.ca if you have any questions about completing this form.

To be considered, proposals must be approved by the Chair/Director of your program and by the Associate Dean of your Faculty. Please have them sign off as noted below, or send an email confirmation to slrhodes@sfu.ca:

Chair/Director: _____ Date approved: _____

Associate Dean: _____ Date approved: _____

Section I

INSTRUCTOR/PROGRAM INFORMATION

Name of person proposing the course: _____

Department: _____

Position: _____

E-mail address: _____

Telephone number: _____

Who will be responsible for teaching, revising and/or developing the course? _____

COURSE INFORMATION

Course Title: _____ Course # (if known): _____

Is the course (please select one):

_____ a new course?

_____ a modification of an existing course?

_____ an existing course for which funding is being sought in order to increase enrolment to provide more Breadth seats? (Funding in this instance will only be considered for B-Humanities courses intended for Science students, or B-Science courses intended for Humanities students.)

Please check the semesters during which you plan to offer the course and note your expected enrolments for each:

Spring 2005 enrolment _____
Summer 2005 enrolment _____

Fall 2005 enrolment _____
Spring 2006 enrolment _____
Summer 2006 enrolment _____

Fall 2006 enrolment _____
Spring 2007 enrolment _____
Summer 2007 enrolment _____

Section II

UCITF FUNDING RECORD INFORMATION FOR WQB COURSES

One-time-only course development funds may be used:

- To cover costs associated with attendance at workshops;
- To purchase materials and supplies;
- To hire research assistants;
- In special cases, for course releases to develop new W, Q or B courses. Releases will be funded only for the development of exceptional courses designed to meet a significant portion of the unmet need. Such courses will typically have high enrolments. Funding priority will be given to courses in the “Q for the Humanities”, B-Science and B-Humanities categories, and for courses able to fulfill more than one of the WQB requirements (e.g., W and Q, or Q and B).

Instructional support funds may be used:

- If necessary, to pay for sessional instructors to offer new W, Q or B courses or to “replace” regular faculty who offer new W, Q or B courses.
- To reduce the student/TA ratio for W and “Q for the Humanities” courses by up to 1/3;
- If enrolments in high-priority B courses significantly increase such that additional TA support is necessary.

Notes:

- 1. Instructional support funds must be applied for each time the course is offered until a process is agreed upon by which recurring funding can be transferred directly to the Faculties.**
- 2. These funds are not available for new tenure-track positions.**

Completing the form:

The TA cost for W-intensive courses (and possibly for some Q courses) can be estimated as follows:

- Divide the total number of students by the standard number of students per tutorial section to find the number of tutorials normally offered;
- Divide the number of tutorials by the number of tutorials per fulltime TA to find the number of TAs normally assigned;
- Multiply the number of TAs normally assigned by up to 1.5 to find the projected number of TAs;
- Find the incremental cost by multiplying the number of extra additional TAs (projected – normal) by the average TA cost.

TA cost guidelines from TSSU Agreement:		
1.17	BU	Preparation
1.0	BU	For 1 – hour tutorial
15-18	students	Per tutorial
5.17	BU	Typical full time assignment (4 tutorials)
\$4969		Salary for 5.17 BU for Master’s student
\$5864		Salary for 5.17 BU for PhD student
\$5400		Average salary for 5.17 BU

**SAMPLE
FUNDING RECORD**

Course Name and Number: *MBB 2XX-B (B-Sci)*

Semester(s) funds requested for: *05-3, 06-1*

One-time only development funds requested: *in 05-3*

Requested (proposal)	Approved by UCITF	Requested by Assoc Dean	Funded	Details
<i>\$7000</i>				<i>sessional replacement to allow instructor time for course development</i>
<i>\$300</i>				<i>teaching materials (videos)</i>
<i>\$7300</i>				Total Development Funds

Instructional support funds requested: *in 06-1*

Requested (proposal)	Approved by UCITF	Requested by Assoc Dean	Funded	Details
<i>100</i>				Number of students
				Number of students per tutorial
<i>0</i>				Number of TAs normally assigned to this course
<i>2 TAs (x 3 base units)</i>				Number of TAs projected (multiply by up to 1.5)
<i>2 TAs (x 3 base units)</i>				Subtotal – Incremental TAs
<i>\$6600</i>				Subtotal – Incremental TA cost
<i>\$66</i>				Subtotal – Incremental TA funding per student
				Additional instructional support
<i>\$6600</i>				Total Incremental Instructional Funds
<i>\$66</i>				Total Incremental Instructional Funds per Student

FUNDING RECORD

Course Name and Number:

Semester(s) funds requested for:

One-time-only development funds requested:

Requested (proposal)	Approved by UCITF	Requested by Assoc Dean	Funded	Details
				Total Development Funds

Instructional support funds requested:

Requested (proposal)	Approved by UCITF	Requested by Assoc Dean	Funded	Details
				Number of students
				Number of students/tutorial
				Number of TAs normally assigned to this course
				Number of TAs projected (multiply by up to 1.5)
				Subtotal – Incremental TAs
				Subtotal – Incremental TA cost
				Subtotal – Incremental TA funding/student
				Additional instructional support
				Total Incremental Instructional Funds
				Total Incremental Instructional Funds per Student

Section III

THE DB CRITERIA

Designated Breadth (DB) courses expose students to new theoretical perspectives, forms of thought and modes of enquiry. To qualify as a DB course, a course should be intellectually accessible to “non-majors”; that is, students’ ability to master the course content should not depend on bringing to it the kind of specialized knowledge typically possessed by students majoring in a discipline. Although most DB courses will be introductory in nature, upper-division courses may qualify as DB courses if they do not require students to have specialized knowledge or specific prerequisites.

In addition, a DB course should substantially fulfill AT LEAST ONE of the following three conditions:

1. It explicitly addresses how and why a discipline (or disciplines) defines, acquires and organizes knowledge in particular ways; it identifies important questions and problems in the discipline (or disciplines) and describes procedures used to generate valid answers to the questions or workable solutions to the problems.
2. It is designed to give students a broad understanding of the historical development and/or the contemporary dynamics of the physical, natural, social and/or cultural environments.
3. It provides a survey of a substantial body of the knowledge, theories and/or controversies that are deemed to be central to a discipline (or disciplines).

Please give a one-paragraph description of the content of the course and provide a syllabus (if available).

By definition, DB courses address general issues and introductory content (i.e., non-specialist). Therefore, it will be rare for a Breadth course to have multiple or upper-level prerequisites. Does this course have any prerequisites? If so, please list them.

Which breadth requirement(s) is the course designed to satisfy? B-Hum ___ B-Sci ___ B-Soc ___

Please answer the questions in Appendix 1 pertaining to the criteria for B-Hum, B-Sci and B-Soc courses, depending on the designation(s) you have indicated above.

ASSESSMENT OF COURSE EFFECTIVENESS

At the end of your course, we will be contacting you to provide us with a brief assessment of how things went. We would value your perspective as instructor on the following:

- Was the course intellectually accessible for non-majors? Did the absence of prerequisites pose a significant challenge to you in conveying the course material? For the students in learning it?
- Was the course successful as a B course? If your course had a mix of majors and non-majors, do you think non-majors were at a significant disadvantage in learning the core material?
- Do you feel that students completing the course have successfully achieved the learning outcomes you originally set for the course?
- Based on your experience, would you like to teach this course again? Are you interested in developing other DB courses?

Appendix 1

IMPORTANT: All Designated Breadth courses are assigned to one (or more) of the DB areas: Humanities, Science and/or Social Science. The following sections are intended to clarify how the DB criteria pertain to each of these areas.

Please identify the area that seems most appropriate to the content of your proposed course, then fill out the questionnaire pertaining to that area. (For example, a DB course in Psychology could be best designated as B-Soc or B-Sci, depending on its approach to the subject matter.) If your course seems applicable to more than one area, please complete the sections for each area as appropriate.

Examples of B-Hum courses:

FPA 111: Issues in the Fine and Performing Arts

This course introduces students to some basic issues in the fine and performing arts through the presentation and discussion of selected works in dance, film, music, theatre and visual art. It is designed to give students who intend further study in one or more of these arts some familiarity with critical issues affecting all of them. May be of particular interest to students in other departments.

HIST 105: Western Civilization from the Ancient World to the Reformation Era

An introduction to the Greek and Roman origins of Western Civilization, and its development to the 16th century.

HUM 101: Introduction to the Humanities

An introduction to issues and concepts central to the study of the Humanities. Through exposure to primary materials drawn from different periods and disciplines, students will become acquainted with a range of topics and ideas relating to the study of human values and human experience.

PHIL 120: Introduction to Moral Philosophy

An introduction to the central problems of ethics: for example, the nature of right and wrong, the objectivity or subjectivity of moral judgments, the relativity or absolutism of values, the nature of human freedom and responsibility. The course will also consider general moral views such as utilitarianism, theories of rights and specific obligations, and the ethics of virtue. These theories will be applied to particular moral problems such as abortion, punishment, distributive justice, freedom of speech, and racial and sexual equality.

Examples of B-Sci Courses:

CHEM 110: Introduction to Chemistry

General fundamental concepts and nomenclature; stoichiometry and chemical calculations; nuclear and atomic structures, chemical bonding; properties of gases, liquids, solids and solutions; chemical kinetics and chemical equilibrium. This course has the same lecture component as CHEM 111 but no laboratory work.

EASC 103: The Rise and Fall of Dinosaurs

An introductory course that deals with the class Dinosauria and, in particular, how our understanding of this extinct group of animals has been radically altered in the light of new discoveries during the last few decades. The course addresses the rise of the dinosaurs, criteria for the recognition of the different groups,

fossil data regarding dinosaur metabolism, evidence of dinosaur behavior, possible evolutionary relationships with birds and so-called feathered dinosaurs, and theories of dinosaur extinction.

EVSC 200: Introduction to Environmental Science

The course discusses recent environmental issues, emphasizing the role of science--both how the scientific insight was generated, how it was received, and its role in developing solutions. Issues discussed include: DDT and other persistent organic, toxic effects of oil spills, chlorofluorocarbons in the stratosphere, biological invasions, contamination of drinking water, potential health impacts from electromagnetic fields, and ecosystem impacts of forestry, commercial fishing, and fish farming.

SCI 300: Science and Its Impact on Society

An overview of science for the knowledge and enjoyment of those who have not pursued the physical and natural sciences, but recognize the role and necessity of science and technology in our society. The course is not intended to create scientists and engineers.

Examples of B-Soc courses:

ARCH 105: Evolution of Technology

A history of technology from earliest times to the beginning of the Industrial Revolution. The course will discuss the causes and effects of technological change, as illustrated by specific technological developments including stone tools, metallurgy, agriculture, etc.

CRIM 131: Introduction to the Criminal Justice System - A Total System Approach

An introductory analysis of the structure and operation of the Canadian criminal justice system. Examination of the patterns of crime and victimization; police operations, discretion and decision making; the criminal courts, including sentencing; the corrections system, including correctional institutions and community-based models; the youth justice system. Examination of the patterns of contact and conflict between various social groups and the criminal justice system.

REM 100: Global Change

An overview of global environmental change and its causes from a social science perspective, historically and at the present time. Population growth, an increasing ecological footprint and changes in ideology, social organization, economy and technology will be critically reviewed. New ways of thinking in natural and social science will be considered in relation to specific issues such as land, soil and food; energy, raw materials and solid waste; air pollution and transportation; water, oceans and fisheries; climate change; forestry and biodiversity; urbanization, and alternative futures.

SA 100: Perspectives on Canadian Society

An examination of Canadian society from the perspective of the social sciences — an introduction both to the nature of Canadian society and to the use of sociological and anthropological concepts applied to the analysis of modern societies in general. This course is meant to appeal to those who specifically wish to expand their knowledge of Canadian Society, and also to those who may be considering further work in sociology and anthropology. Topics to be considered include class structure, the nature of Canada's population, regional variation, gender relations, multiculturalism, native issues.

