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MEMORANDUM

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

DATE February 15, 2018

For information:

Acting under delegated authority and at its meeting of February 5, 2018, SGSC approved the following course changes effective **Fall 2018**:

Beedie School of Business

- 1) Unit change for BUS 632
- 2) Title and description change for BUS 642
- 3) Description and prerequisite change for BUS 696

Faculty of Health Sciences

- 1) Prerequisite change for HSCI 801
- 2) Description change for HSCI 802
- 3) Course title, description, prerequisite change for HSCI 807, HSCI 835, HSCI 849, HSCI 855



**BEEDIE SCHOOL
OF BUSINESS**

Segal Graduate School

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Memo to SGSC

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: Curriculum revisions to Executive MBA
Date: January 16, 2018

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Fall 2018.

Please include them on the next SGSC agenda.

- ~~EMBA Aboriginal Business and Leadership cohort name change~~
- ~~New course proposals: BUS 616, 633, 634, 647, 648, 649~~
- ~~Unit change: BUS 632~~
- ~~Title and description change: BUS 642~~
- ~~Description and prerequisite change: BUS 696~~
- ~~EMBA program change: Removal of Applied Project requirement (see attached memo)~~
- ~~EMBA calendar entry has been edited to account for new courses and course changes listed above, and reformatted according to the new standardized format being implemented with the degree audit project. Some clean-up issues were also addressed.~~

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



Dr. Andrew Gemino
Associate Dean, Graduate Programs, Beedie School of Business



Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number BUS	Units 632	Effective Term and Year Fall 2018
Course Title Operations Management		
Rationale for Change: To allow for more complete coverage of topic content. In other SFU MBA programs, Operations is a full-course instead of a half-course.		

Proposed Changes (Check all that apply)

☐ Course number ☒ Units* ☐ Title ☐ Description ☐ Prerequisite ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units 2	Units* 4
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description	Description
Prerequisite	Prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

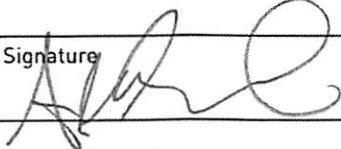
CONTACT PERSON

Department / School / Program Beedie Grad Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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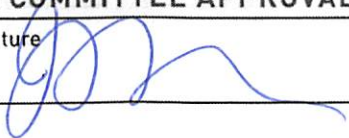
DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Andrew Gemino	Signature 	Date January 16, 2018
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
 Financial Aid Progress Units: _____



BUS 632: Operations Management

Instructor:
Office Phone:
Email:

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

Focuses on the processes by which goods and services are produced and the impact of operations on corporate strategy and elements in the value chain.

OBJECTIVES

All executives and entrepreneurs require a good understanding and knowledge of operations, which typically employs the greatest number of employees and requires the largest investment in assets in a firm.

The course objectives are to: (1) familiarize you with the challenges, opportunities and salient issues in managing operations; and, (2) to provide you with the language, concepts, insights and tools to deal with these issues in order to gain a competitive advantage through operations.

We will see how operational capabilities support business strategies to gain competitive advantage, and how those capabilities are developed and maintained. We will introduce an integrated framework that allows us to systematically analyze key operational dimensions of an organization such as capacity, time, flexibility and quality. Using process view of organizations, we will study how these operational dimensions are managed at the level of a single facility as well as throughout the organization's global supply chain and distribution network. Through lectures, cases, hands-on exercises and class discussions, we will jointly develop a thorough understanding of current best practices, as well as the capability to continuously improve on existing operations and innovate with new solutions.

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time you can expect at least 10 hours of out-of-class work weekly. These out-of-class activities will include, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

BOOK AND MATERIALS

- Course Reader.
- Textbook: *Managing Business Process Flows: Principles of Operations Management* (MBPF) with Student CD, 3rd Edition, by Anupindi, et al. ISBN 0131676865 (Prentice Hall, 2011).
- Additional selected readings will be made available on canvas or through the SFU libraries.

It is strongly recommended that you read the assigned chapters from the book, as well as cases and reading materials for the first two classes, *before* our first class meeting. A basic familiarity with the concepts would be very helpful in making class discussions more productive.

LEARNING AND ASSESSMENT



Assessment summary

Evaluation in this course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

Individual	Contributions to In-Class Learning	25%
	Individual 2-page Case Summaries (3)	25%
Group	Group Case Presentation	25%
	Group Project Presentation	25%
	Total	100%

Assignment Details:

1. Preparation and Contributions to Class Discussions

We will expect students to come to class fully prepared each day. "Prepared" means that you have carefully read the assigned materials, have seriously attempted to complete exercises or answer assigned questions, and are ready and willing to actively engage in the classroom learning experience. Active class participation and case discussions are integral to understanding the concepts and their application. It will be expected that each student has read and analyzed the assigned case and readings and is ready to lead a discussion on them. In addition, please be prepared to share with the class any relevant experiences, readings, and examples you come across. The implicit assumption is that we all have something to contribute to the collective learning experience each day, and we all want to benefit from it. Coming prepared will maximize the benefits for everyone. If circumstances prevent you from coming to class prepared, let the instructor know in advance.

You are encouraged to discuss the cases and study materials with your study groups prior to class.

2. Individual Case Summaries (3)

Students will be required to submit 2-page, individual summaries of their analysis and recommendations for three cases. You may pick any three cases from the list of cases scheduled in the course (including the case assigned to your group for in-class presentation). These summaries are due on canvas before the beginning of the class in which the case is to be discussed (see daily activity summary). You are encouraged to discuss cases with your study group; however, written summaries should reflect your own analysis and understanding of the case. Guiding questions for each case are provided in detailed daily/weekly class schedule. Your written summaries should address most of these questions, but can include other relevant issues you deem to be important. The format for the write-up is flexible: you can write an executive summary of your analysis that addresses most of the questions and issues in the case, or you may choose to answer each question directly.

Submission of a summary does not relieve you from being prepared to discuss the case in class.

3. Group Case Presentation and PowerPoint Report (1)

Each group will take leadership in discussing one of the cases in class. It is expected that the group would have read, analyzed, mastered the issues in the case, and is prepared to lead the class through an insightful discussion of all relevant aspects. The group will present their own analysis and recommendations as if you were a consulting company speaking to a group of senior executives and



stakeholders. However, the goal is not simply to present your own analysis and recommendations, but engage the class in a reflective discussion of issues. A well-managed discussion should converge to well thought-out recommendations.

- Each group will be randomly assigned to a case before classes start.
- Time guidelines are 45 (+/- 5) minutes in total, including presentation and discussion.
- The Report will consist of a set of PowerPoint slides with the notes section filled out to augment the slide content. The Notes section is below the actual slide content.
- Before class in which your presentation is scheduled, upload your PowerPoint slides to the Assignment called Group Case Presentation and Report.
- Bring to class a printout of the slides for me, in 3-up format so I can make notes on them.

- Your analysis and discussion of the case would ideally address all major issues in the case (see guiding questions for each case provided in the detailed schedule to help you focus). In addition, it is expected that you will try and apply key concepts and tools from this and other courses to your analysis of the issues in the case, and develop logical, insightful options for actions that would address the major issues/dilemmas presented in the case.

- The Case Presentation and Report will be assessed for
 - o Quality of presentation (format, style, clarity)
 - o Quality of the class engagement and handling of comments/questions
 - o Depth of analysis (issues, problems and causes)
 - o Quality of the alternatives presented and evaluated
 - o Feasibility of the recommended action plans (if any)
 - o Quality of key insights and strategic focus.

4. Group Project Presentation and PowerPoint Report: FYOB (From Your Organization and Beyond)

To help you better connect this class to a field or industry or ideas you are interested in, we ask that you prepare a presentation with your study group on a topic of mutual interest to the group, and relevant to the course. Topics often focus on experiences that you and/or your group members have being part of an organization. However, you have the flexibility to choose a topic outside the organizations you have worked with. By sharing your experiences, we all learn and have another opportunity to connect practice to theory.

There are several possible routes/topics you could explore:

- Analyze operations and supply chain processes of an existing organization and suggest improvements.
- Study new ideas, operational best practices or challenges in an industry, and an evaluation of the future potential of such practices (e.g., RFID, 3-D printing and other technological advancements), with an application to your chosen industry or organization. You could also choose to focus on an industry, analyze its current state, and suggest operational improvements, or innovations that could “disrupt” or significantly change the industry (e.g., the sharing economy and its impact on delivery and operational performance of online business models).
- Identify a significant business opportunity involving a product or service and build a business plan with a focus on operational aspects.



Your presentation should leverage key concepts and ideas from the course, provide a clear description of your chosen topic, and your key findings/suggestions. If you need more guidance on your topic, please discuss options with me.

- All group project presentations will be scheduled on June 14th, half each in the morning and afternoon sessions.
- Each presentation will be limited to 25 minutes, plus up to 10 minutes for Q&A.
- On the day of your presentation, please bring a copy of your slides for me, in 3 up format, and upload your slide deck on Canvas under the assignment called FYOB; name your file as "GroupName FYOB".
- The Presentations will be assessed for:
 - o Quality of presentation (format, style, clarity)
 - o Depth of analysis (issues, problems and causes)
 - o Quality of the alternatives presented and evaluated
 - o Insight and strategic focus
 - o Leveraging key course concepts
 - o Handling of Q&A.
- Class will have an opportunity to provide anonymous, written feedback to each group. Instructor will take class evaluation of project presentations into account while assessing each presentation.

5. Contribution to your Group:

Being a great group member or group leader is essential in most organizations and our EMBA program recognizes that by including both individual and group learning opportunities in every course. We need to guard against the "freeloader" syndrome by setting aside a penalty for those who chose not to support their group.

I will leave this evaluation up to members of each individual group. If there is an issue with participation within your group, please see me before, after, or between classes. We'll figure out how to deal with it. If the problem persists, I reserve the right to adjust the grade for the individual(s) who are not contributing. In other words, they will receive a percentage of the grade that the group gets for the group case presentation and report. Please notify me about any issues early in the semester; I cannot act if there is no evidence of sustained shirking.

COURSE STRUCTURE

This course will consist of a mixture of case study discussions, small group exercises, case analysis, and group assignments.

DETAILED SCHEDULE (Subject to change)

SESSION 1: Operations, Strategy, and Firm Competitiveness

Objective:

We will begin with an introduction and overview of the course. We will explore the links between competitive strategy, operational design and competitive advantage, using Dell, Toyota, and Wal-Mart as examples. We will then discuss in detail how Zara, a highly successful apparel retailer, derives competitive advantage through operations.



Read:

- Course Reader: *The Power of Virtual Integration: An Interview with Michael Dell. (HBR)*
- MBPF: Chapters 1 and 2.

Prepare:

Case 1: Zara: Fast Fashion. Read and prepare the case for discussion in class. Use the following questions to guide your analysis:

1. What are the major characteristics of the global apparel industry?
2. What are the “dominant business models” or “received wisdom” on how firms can/should compete in the global apparel industry?
3. What are the major characteristics of Zara’s competitive strategy? What is Zara’s operational strategy?
4. How does Zara achieve its strategic vision? Describe how each element of its operations design supports (or does not support) its strategy. Focus on the following elements: Design; Sourcing and Manufacturing; Distribution; Merchandising; Store Operations; Managerial Policies.
5. How does Zara’s operational structure differ from those of its major competitors (H&M, Gap, Benetton)? Describe clearly how Zara derives competitive advantage from operations.
6. Is Zara’s competitive advantage sustainable in the long run? Describe future challenges Zara may face, including options for global expansion.

SESSION 2: (I) Operational Capabilities and Competitive Advantage

Objective:

We will continue to explore how operational capabilities confer competitive advantage, using Southwest Airlines as an example.

Read: MBPF: Chapter 3

Prepare:

Case 2: Southwest Airlines in Baltimore. This case describes the well-known elements of Southwest’s (SWA) operating strategy as well as the details of the organization, processes and information flows required to turn around a plane. This allows you to analyze the process, and establish the link between strategic choices and operational capabilities. Use the following questions as a guide in preparation for class discussion:

1. How does SWA compete? What are its advantages relative to other airlines? Be specific as to how the operations strategy and structure fit with SWA’s corporate strategy and market segments. What measures would you use to evaluate SWA’s performance against its competitors?
2. The plane turnaround process requires coordination among twelve functional groups at SWA to service an incoming plane and match it up with its new passengers and baggage for a prompt departure. Evaluate the plane turnaround process at Baltimore. Draw a process flow chart and indicate the role of different resources. Can you determine the potential ‘critical activities’ or bottlenecks?
3. Why is the operational performance at Baltimore eroding? What issues can you identify that require action?
4. What would you do as Matt Hafner?

(II) Operational Performance Measures and Business Model Innovation

Objective:



We will discuss the basic operational performance measures of flow time, flow rate and inventory, and their unification through Little's Law. We will illustrate how an understanding of trade-offs and relationships between operational measures can stimulate business model innovation, using Netflix as an example.

Read: MBPF: Chapter 4 (skim).

Prepare:

Case 3: Netflix, Inc. (A). This is a short case intended to give an overview of links between operational measures and business model innovation. Questions to help you prepare the case for discussion are at the back of the case: *focus only on questions 1 and 2.*

Please note that the case focuses on Netflix's DVD distribution service, not the streaming segment. You can use updated information on Netflix and the evolution of home entertainment business as a guide in your analysis and recommendations; however, a core analysis of the issues in the case is required.

SESSION 3: (I) Operational Innovation

Objective:

We will discuss different ways organizations can create value via operational innovation. Students are encouraged to read the assigned readings below, reflect on examples discussed in class and from contemporary businesses, and come prepared to class to engage in a debate.

Read:

- Course Reader: *Deep Change – How Operational Innovation Can Transform Your Company.* (HBR)
- Course Reader: *Four Paths to Business Model Innovation.* (HBR)

(II) Operational Measures: Flow Rate and Capacity Analysis

Objective:

This session continues to build on process analysis and introduces terminology needed to analyze flow rates and capacity of processes.

Read: MBPF: Chapter 5.

Prepare:

Case 4: Kristen's Cookie Company (A). You are asked to analyze this simple process using the standard tools of process analysis to gain insights into factors that determine capacity of operations, and possible improvements. The questions for class discussion are in the case.

SESSION 4: (I) Matching Supply and Demand: Resource Constraints and Capacity Investment Decisions

Objective:

We will apply process analysis techniques to understand challenges in matching supply and demand when organizations face resource constraints. We will also learn how investment decisions are made using process knowledge.

Read: MBPF: Chapter 5.

Prepare:



Case 5: National Cranberry Cooperative. This is a classic case on supply-demand mismatch and the application of process analysis techniques to capacity investment decisions. Use the questions below to structure your analysis:

1. Analyze the current process. [Using the process flow map handed out in class of the current process at Receiving Plant #1, mark the capacity and utilization of each of the operations. Show the flows of wet and dry berries separately.]
2. What is the maximum long-term achievable throughput rate? What factors affect it?
3. Assuming that processing actually starts at 7 am on a "busy" day, present the situation during such a day, by constructing an inventory build-up diagram. The plot should have time on the horizontal axis and inventory on the vertical one. Two lines, for holding bins and for the truck, should be included.
4. Evaluate the costs and benefits of three capital investments: the fifth Kiwanee dumper purchased in 1980, Walliston's proposal for two new dryers, and the light meter system for color grading. What other recommendations, both short-term and long-term, would you make to Mr. Schaeffer?

Additional hints and guidelines may be posted on canvas.

(II) Matching Supply and Demand: Variability and Congestion

Objective:

In the second part of this session, we will focus on understanding how operational performance is affected by variability in demand and service processes.

Read: MBPF: Chapter 8.

SESSION 5: Matching Supply and Demand: Variability, Congestion, and Customer Satisfaction

Objective:

We will first use Logan airport as an example to illustrate the relationships between variability and congestion, different ways of matching supply and demand and their impacts on organizational performance and customer satisfaction, and practical challenges in implementing solutions.

We will then discuss these issues in the context of the Canadian healthcare system.

Read: MBPF: Chapter 8.

Prepare:

Case 6: Delays at Logan Airport. Use the following questions as a guide in preparation.

1. What are the major causes of delays at Logan?
2. What are the costs and consequences of delays?
3. Evaluate all possible solutions to mitigate delays. What are the pros and cons? Pay attention to all the stakeholders in the debate and how they would be affected by each option.
4. What is your overall recommendation to the FAA for the city of Boston? Support your recommendation with data and analysis.

Prepare:

Case 7 (Assigned Topic): Access to Healthcare, and Wait Times in Canada: Look at suggested sources on Canvas and think about the following questions (you may use any other sources at your disposal). Please make sure to integrate ideas and concepts from this course (and others) into your analysis.



1. What are the major challenges facing the Canadian healthcare system in terms of matching supply and demand?
2. Identify possible causes for long waiting times in certain "non-emergency" services.
3. What are the possible solutions, their pros and cons, and challenges in implementing these solutions?

SESSION 6: (I) Midway Recap: Concepts and their Applications

Objective:

This is an opportunity for us to stop, digest and summarize lessons learned thus far. Students are expected to actively participate in discussion.

(II) Inventories and Information: Introduction to Supply Chain Management

Objective:

We will start this module by discussing the broader context of supply and distribution networks, and understanding the role of inventories and information in managing supply chains. We will first discuss the basic inventory management models and tools/techniques to manage effects of demand and supply uncertainty.

Read:

- MBPF: Chapter 6 (skip section 6.7).
- MBPF: Read Chapter 7 carefully to understand hedging against demand uncertainty with safety inventory. Skip sections 7.3, 7.4 and 7.7.

SESSION 7: (I) Mass Customization: Centralization, Delayed Differentiation and Risk Pooling Strategies

Objective:

We will discuss various strategies companies can use to reduce risk and better match demand with supply. We will focus on the concept of mass customization and application of inventory models. We will use the HP DeskJet case to see how these models can help managers make strategic decisions.

Read:

- MBPF: Read Chapter 7 carefully to understand hedging against demand uncertainty with safety inventory. Skip sections 7.3, 7.4, and 7.7.
- Course Reader: *Mass Customization: A Long March*.

Prepare:

Case 8: Hewlett Packard DeskJet Printer Supply Chain (A&B). This case allows us to understand the effects of supply chain configuration decisions on costs, customer service and firm profitability, and see the link between product design and supply chain structure. Use the following questions to prepare the case for class discussion:

1. What caused the so-called Inventory/Service "crisis"?
2. What are the different options available to Brent to resolve the problems in HP's European operations? How would each alternative affect the supply chain and the different stakeholders?



3. Examine closely the option to develop a generic printer for the European market. How would it help HP? What changes in the supply chain and its management (operations, engineering, marketing and sales, distribution) would be necessary in order to implement this option?
4. If you were Brent Cartier, what would you recommend? How would you sell your recommendation to the many different organizations involved? Support your answers with analysis and data. (Use the inventory models discussed in class to evaluate the costs and benefits of different options.)

SESSION 8: Supply Chain Coordination Across Firm Boundaries

Objective:

We will illustrate major issues and challenges in coordinating actions across firm boundaries, using a classic in-class simulation exercise (The Beer Game). We will then explore these issues and possible solutions for achieving coordination using Barilla as an example.

Read: Beer Game Instructions (on canvas). Come prepared to play the game in class.

Prepare:

Case 9: Barilla (A). Use the following questions to help prepare the case for class discussion following the Beer Game:

1. What do you think are the main causes for large fluctuations in orders observed at the Pedrignano CDC? What impact does this have on the performance of Barilla?
2. What do you think are the 'pluses' and 'minuses' of the JITD program? What problems do you anticipate in implementing the JITD program? How would you deal with them?
3. What actions should Barilla take to reduce fluctuations in demand? How would you respond to those actions if you were a customer of Barilla?

SESSION 9: (I) Lean Operations

Objective:

We will discuss the Lean approach to organizing and managing operations, widely considered to be an exemplary approach across industries. We will discuss the basic tenets, tools and techniques of lean systems, with its roots in the Toyota Production System (TPS), and their adoption across a range of industries. We will illustrate these principles and challenges in adaptation to software development with a discussion of Lean at Wipro case, and their application in healthcare via the assigned reading.

Read:

- MBPF: Chapter 10
- Course Reader: *Fixing Healthcare from the Inside, Today.* (HBR)

Prepare:

Case 10: Lean at Wipro Technologies. Wipro, a global software services provider based in Bangalore, India, has been experimenting with implementing lean thinking in various projects. It has made significant progress, but the leaders of the program wonder if that progress is sufficient, and what the appropriate way forward is in adapting lean thinking to their context. Use the following questions to prepare the case for class discussion:

1. What is Wipro's value proposition? How can lean help Wipro deliver better value to customers?



2. Describe how Wipro implemented lean thinking. How did it adapt key lean principles to its own needs? How should it adapt?
3. What would you recommend to Wipro in regards to lean implementation and adaptation? Abandon? Expand? Re-package and re-brand?

(II) Technology + Operations = Disruptive Business Models? Re-thinking Operational Competitive Advantage

Objective:

We will discuss how rapid advancements in information & communication technologies (ICT) are affecting business operations. We will first revisit the "Dell approach" to leveraging information and direct customer interaction into sustainable competitive advantage. We will then discuss several examples of (potentially) disruptive business models leveraging ICT/e-business principles, including Netflix, Amazon, Zipcar and others. The Webvan case focuses on a valiant but failed attempt to re-organize the grocery industry operations and allows us to examine the link between technology and operations in detail.

Prepare:

Case 11: Webvan: Groceries on the Internet. Use the following questions to prepare the case for class discussion:

1. Who is the target market for online ordering + home delivery services for groceries?
2. Describe in detail the supply chain design of Webvan. Contrast Webvan's supply chain with that of a typical grocery supermarket. What, if any, are the advantages and disadvantages of Webvan over the supermarket?
3. Can the Webvan business model earn a positive return with the current supply chain design? Explain.
4. Despite the euphoria of direct-to-consumer business model, its implementation for various product categories is mixed. That is, while it has succeeded in some categories, it has not worked in others. Can you identify reasons why? What product categories may be more suited for direct-to-consumer business model?
5. Suggest short and long term recommendations that could have made Webvan successful. If you were to start a groceries-on-the-internet business today, what would be the key success factors you'd want to focus on? How would you operationalize these KSFs into sustainable competitive advantage?

SESSION 10: Ideas in Action: Group Project (FYOB) Presentations

See detailed description in course outline. Schedule will be determined by random draw. Each presentation will be limited to 25 minutes, plus up to 10 minutes for Q&A.



ACADEMIC HONESTY

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment, please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

ABOUT THE COURSE INSTRUCTOR

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.



Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number BUS	Units 642	Effective Term and Year Fall 2018
Course Title International Business		
Rationale for Change: To accurately reflect the course content.		

Proposed Changes (Check all that apply)

☐ Course number ☐ Units* ☒ Title ☒ Description ☐ Prerequisite ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title International Business	Course Title (max 100 characters) International Competitive Strategy
Course Short Title International Business	Course Short Title (max 30 characters) Int'l Competitive Strategy
Description Develops the global competencies and skills needed to manage the operations, develop organization designs and strategies for companies whose activities span national boundaries.	Description Focuses on building global competency and management skills needed to develop strategies, design organizations, and manage the operations of companies whose activities span national boundaries.
Prerequisite	Prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

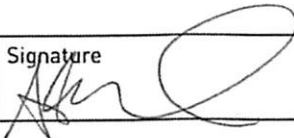
CONTACT PERSON

Department / School / Program Beedie Grad Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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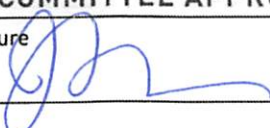
DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Andrew Gemino	Signature 	Date January 16, 2018
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____

Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number BUS	Units 696	Effective Term and Year Fall 2018
Course Title Applied Project		
Rationale for Change: Description change: As EMBA students successfully complete a minimum of 30 units of graduate course work, a capstone project can be offered but is not required. Therefore the program is opting to remove the library submission requirement. Pre-requisite change: EMBA students complete BUS 696 at the end of their program; specific courses are not required.		

Proposed Changes (Check all that apply)

☐ Course number
 ☐ Units*
 ☐ Title
 ☒ Description
 ☒ Prerequisite
 ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description Students will undertake a strategic firm analysis or public policy analysis (public sector students). Students may undertake other types of projects with permission of the executive MBA director. The project is submitted to the library. Prerequisite: BUS 607, 691.	Description Students will undertake a strategic firm analysis or public policy analysis (public sector students). Students may undertake other types of projects with permission of the academic director.
Prerequisite BUS 607, 691	Prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

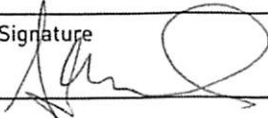
CONTACT PERSON

Department / School / Program Beedie Grad Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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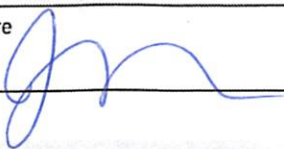
DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Andrew Gemino	Signature 	Date January 16, 2018
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____



**BEEDIE SCHOOL
OF BUSINESS**

Segal Graduate School

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500 Granville Street
Vancouver, BC V6C 1W6

TEL 778.782.9255
FAX 778.782.5122

busadmin@sfu.ca

SGSC additional rationale memo: Removal of EMBA Applied Project Overall Requirement

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: Removal of EMBA Applied Project Requirement
Date: February 13, 2018

Historically, Executive MBA students have been given the option of completing an Applied Project (6-unit BUS 696) or the Capstone Simulation (2-unit BUS 645) plus two additional 2-unit courses in their final term. During the past three years, very few students in the general EMBA have taken the applied project option.

2015: 2 students

2016: 1 student

2017: 1 student

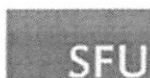
Offering the applied project as an alternative also limits flexibility in course offerings in the final semester of the program. Due to the low interest of BUS 696 in the EMBA, and considering scheduling constraints of including the new course proposals BUS 647, BUS 648, and BUS 649, discontinuing the applied project as an overall EMBA requirement is proposed. The Capstone Simulation (BUS 645) is still a requirement.

Streams and cohorts of the EMBA, such as the EMBA Americas stream and the EMBA Indigenous Business and Leadership cohort, will continue to utilize the applied project requirement to complement their curriculum.

Regards,

A handwritten signature in black ink, appearing to read 'A. Gemino', is written over a horizontal line.

Dr. Andrew Gemino



Education Programs Blusson Hall 10704
8888 University Drive
Burnaby, BC V5A 1S6

TEL 778.782.3071
FAX 778.782.5927

tvb@sfu.ca
www.fhs.sfu.ca

MEMORANDUM

ATTENTION Senate Graduate Studies Committee
FROM Timothy Beischlag, Director, Graduate Programs
RE: HSCI Graduate Course Changes

DATE September 15, 2017
PAGES 1/1

The attached course changes have been approved by the Faculty of Health Sciences and are forwarded to the Senate Graduate Studies Committee for approval. These changes should be effective in ~~summer~~ 2018. Please include them on the next SGSC agenda. *Fall*

1. HSCI 801 prerequisite. Open to all HSCI grad students and HSCI 800 no longer offered.
2. HSCI 802 course description. The revised description more accurately describes the course and will be more easily understood by students.
3. HSCI 807 course title, description and prerequisite. Changes are intended to create stronger connections between critical social theories, research methodologies, and methods central to understanding and addressing complex health inequities.
4. HSCI 835 title, description, prerequisite. Changes are intended to better define the scope of the course to a focus on understanding and addressing social determinants of health.
5. HSCI 849 title, description and prerequisite. Topic and scope of the course communicated more accurately. Students do not need HSCI 845 to succeed.
6. HSCI 855 title, description and prerequisite. Title change makes it clear that other health promotion contexts may be covered. Prerequisite was blocking students who should take this class.

Sincerely,

Timothy Beischlag
Director, Graduate Programs



Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	HSCI 801	Units	4	Effective Term and Year	Fall 2018
Course Title	Biostatistics for Population Health Practice				
Rationale for Change: We no longer offer HSCI 800 and this course is open to all HSCI grad students.					

Proposed Changes (Check all that apply)

☐ Course number ☐ Units* ☐ Title ☐ Description ☒ Prerequisite ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description	Description
Prerequisite An undergraduate course in statistics or completion of HSCI 800	Prerequisite no prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

CONTACT PERSON

Department / School / Program Faculty of Health Sciences	Contact name Kellie Smith	Contact email kellie@sfu.ca
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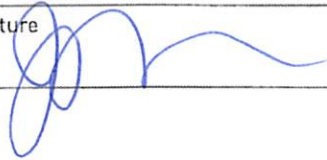
DEPARTMENTAL APPROVAL

Department Graduate Program Committee Malcolm Steinberg	Signature 	Date Sept 17 / 17
Department Chair N/A	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Timothy Beischlag	Signature 	Date Sept. 18 / 17
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
 Financial Aid Progress Units: _____

Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	HSCI 802	Units	4	Effective Term and Year	Fall 2018
Course Title	Principles of Epidemiology for Public Health				
Rationale for Change:	The description more accurately describes the course and will be more easily understood by students.				

Proposed Changes (Check all that apply)

☐ Course number
 ☐ Units*
 ☐ Title
 ☒ Description
 ☐ Prerequisite
 ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description The underlying concepts and methods of epidemiology in the context of population and public health. Study designs (clinical trials, cohort studies, case-control studies, and cross-sectional), measures of disease frequency and effect, validity and precision, confounding and effect modification, analysis of two-by-two tables, and options for control. Students will acquire skills in the critical interpretation of the epidemiologic literature, methodology of estimating measures of disease frequency and effect and common measures of potential impact; evaluation of study design; analysis of bias and confounding; and options for control of extraneous factors. HSCI 801 may be taken concurrently.	Description The underlying concepts and methods of epidemiology in the context of population and public health. Students will acquire skills in the critical interpretation of the epidemiologic literature, methods for measuring disease frequency and effect, evaluation of study design, and assessment of bias and confounding.
Prerequisite	Prerequisite
Other	Other

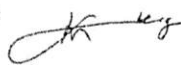
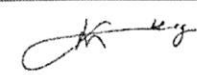
* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

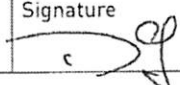
CONTACT PERSON

Department / School / Program Faculty of Health Sciences	Contact name Kellie Smith	Contact email kellie@sfu.ca
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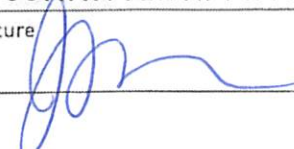
DEPARTMENTAL APPROVAL

Department Graduate Program Committee Malcolm Steinberg	Signature 	Date August 17, 2017
Department Chair Malcolm Steinberg	Signature 	Date August 17, 2017

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Timothy Beischlag	Signature 	Date Aug 21 / 17
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____

Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	HSCI 807	Units	3	Effective Term and Year	Summer 2018
Course Title Researching Health Inequities					
Rationale for Change: Changes are intended to create stronger connections between critical social theories, research methodologies, and methods central to understanding and addressing complex health inequities.					

Proposed Changes (Check all that apply)

☐ Course number
 ☐ Units*
 ☒ Title
 ☒ Description
 ☒ Prerequisite
 ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title Researching Health Inequities	Course Title (max 100 characters) Theorizing and Researching Health Inequities
Course Short Title	Course Short Title (max 30 characters) Research and Theory Inequities
Description Critical examination of methodologies and methods for research on health inequities related to class, race, ethnicity, gender and other social axes of marginalization and power. Covers a range of disciplines (epidemiology, social sciences), methodologies (positivist, critical, feminist, indigenous) and methods (qualitative, quantitative, action-oriented). Emphasis on causes of and solutions to systemic health inequities.	Description Examination of critical theories, research methodologies, and methods central to understanding and addressing complex health inequities. Emphasis on social structural factors, mechanisms and pathways through which gender, racialization, social class and other social axes of marginalization and power intersect to influence health equity at the population level.
Prerequisite HSCI 802, 803 & 838 or permission of instructor	Prerequisite 802 & 803 or permission of instructor
Other	Other

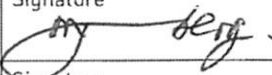
* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

CONTACT PERSON

Department / School / Program Faculty of Health Sciences	Contact name Kellie Smith	Contact email kellie@sfu.ca
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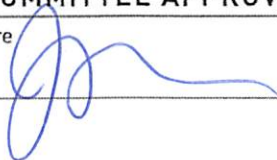
DEPARTMENTAL APPROVAL

Department Graduate Program Committee Malcolm Steinberg	Signature 	Date Sept 17/17
Department Chair N/A	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Timothy Beischlag	Signature 	Date SEPT. 18/17
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
 Financial Aid Progress Units: _____



Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	HSCI 835	Units	3	Effective Term and Year	Summer 2018
Course Title	Social and Behavioural Contexts of Health and Disease				
Rationale for Change: Changes are intended to better define the scope of the course to a focus on understanding and addressing social determinants of health -- preventable disparities in health outcomes that result from interactions between individuals and social and physical environments.					

Proposed Changes (Check all that apply)

☐ Course number ☐ Units* ☒ Title ☒ Description ☒ Prerequisite ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title Social and Behavioural Contexts of Health and Disease	Course Title (max 100 characters) Social Determinants of Health
Course Short Title	Course Short Title (max 30 characters) Social Determinants of Health
Description Examination of the major social and behavioral variables -- social class, poverty, income distribution, gender, race, social networks/support, psychological stress, community cohesion, and the work and neighborhood environment -- that affect the public's health. Evaluation of the empirical research linking each construct to population health status. Methods are introduced to operationalize each construct for the purposes of application in public health research.	Description Examination of the major social determinants of health: income and social status, social support networks, education, employment/working conditions, social environments, physical environments, healthy child development, disabilities, gender, racialization, colonization, and culture. Evaluation of empirical research linking social determinants of health to health outcomes. Theoretical frameworks are introduced to operationalize social factors and their intersections for the purposes of application in public health research.
Prerequisite Admission to the graduate program or permission of the instructor.	Prerequisite
Other	Other

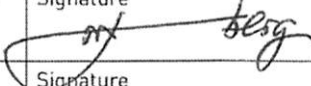
* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

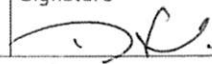
➔ **CONTACT PERSON**

Department / School / Program Faculty of Health Sciences	Contact name Kellie Smith	Contact email kellie@sfu.ca
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➔ **DEPARTMENTAL APPROVAL**

Department Graduate Program Committee Malcolm Steinberg	Signature 	Date Sept 17/17
Department Chair N/A	Signature	Date

➔ **FACULTY APPROVAL**

Faculty Graduate Studies Committee (FGSC) Timothy Beischlag	Signature 	Date SEPT. 18/17
--	--	---------------------

➔ **SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____

Additional rationale for name change of HSCI 849

The scope and content of HSCI 849 have been unchanged since 2014. The reason the two titles (current and recommended) accurately describe the same course is because teaching epidemiological methods (linear and logistic regression), used in environmental epidemiology, are also used in other fields of public health epidemiology.

Students learn linear and logistic regression by each developing their own research hypothesis and testing them using real data. The data used contains variables useful for environmental epidemiology, but also other domains of public health epidemiology. It is the breadth of the data plus the focus on specific research methods that makes this course useful for environmental health students as well as students in other domains of public health practice and research.

The data used are from the United States National Health and Nutrition Examination Survey (NHANES). The NHANES data are comprised of ten cross-sectional data sets of about 10000 individuals each (i.e. they contain data for about 100,000 people) collected every two years since 1999. Data from each 2-year cycle are representative of the US population. There are literally thousands of different variables measured across these data sets in all domains of public health.

The reason for choosing the NHANES data for an environmental epidemiology course is that the NHANES contains data on hundreds of different chemical pollution exposures measured in blood and urine. As such, these data are ideal for environmental epidemiological analysis. But, the broad scope of the NHANES data means that students can test hypotheses from any of multiple domains of public health.

Over the years, this course has become more and more popular with FHS students who are outside the field of environmental epidemiology. Indeed, several FHS professors who work in other domains than environmental health now regularly send their students to the course for training. Thus, although the course still serves the originally targeted group of environmental health students (and will continue to serve them after the name change), the course is now serving other subsets of our student population.

The goal of the name change is to expand student enrollments in the course by increasing its visibility as a methods course with relevance to a broad spectrum of students including, but not limited to, environmental health students. This will enhance the learning environment for students because the breadth of perspectives will be increased in class discussions of student projects.

In summary, the course content is not changing. It has remained constant since 2014. Environmental health students will continue to learn regression methods through an environmental epidemiology lens. And students from other domains of public health will learn these methods through other lenses available in the NHANES data. The new course name will better reflect this reality and emphasize that this is primarily a methods course rather than one centered on one content area.



Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	HSCI 849	Units	3	Effective Term and Year	Fall 2018
Course Title	Environmental and Occupational Epidemiology				
Rationale for Change: The topic and scope of the course will be communicated more accurately with a changed name and updated description. HSCI 845 not deemed to be necessary for students to succeed.					

Proposed Changes (Check all that apply)

☐ Course number ☐ Units* ☒ Title ☒ Description ☒ Prerequisite ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title Environmental and Occupational Epidemiology	Course Title (max 100 characters) Regression Modeling for Public Health
Course Short Title Environmental Epidemiology	Course Short Title (max 30 characters) Regression for Public Health
Description Epidemiological studies of environmental and workplace exposures. Critical evaluation of epidemiological studies of environmental and occupational exposures.	Description Development of linear and logistic regression models from hypothesis to interpretation. Counter-factual framework for causal inference. Directed acyclic graphs for model building. This is a skills developing course in which students will use real data to create authentic models.
Prerequisite HSCI 802, 845 or permission of the instructor.	Prerequisite HSCI 802 or permission of the instructor.
Other	Other

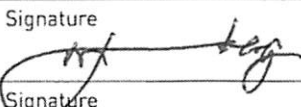
* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

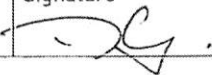
CONTACT PERSON

Department / School / Program Faculty of Health Sciences	Contact name Kellie Smith	Contact email kellie@sfu.ca
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DEPARTMENTAL APPROVAL

Department Graduate Program Committee Malcolm Steinberg	Signature 	Date Sept 17/17
Department Chair N/A	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Timothy Beischlag	Signature 	Date SEPT. 18/17
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
 Financial Aid Progress Units: _____

Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	HSCI 855	Units	3	Effective Term and Year	Fall 2018
Course Title	Health Promotion in Practice: The Canadian Context				
Rationale for Change:					
Title change to make clear that other health promotion contexts may be covered. Prerequisite of HSCI 880 does not work because there is a delayed grade and students who should register can't.					

Proposed Changes (Check all that apply)

☐ Course number
 ☐ Units*
 ☒ Title
 ☒ Description
 ☒ Prerequisite
 ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title Health Promotion in Practice: The Canadian Context	Course Title (max 100 characters) Health Promotion in Practice
Course Short Title	Course Short Title (max 30 characters) Health Promotion in Practice
Description The evolution of health promotion in Canada. Definitions and concepts of health promotion. Approaches to address issues of disease prevention and control, including advocacy, inter-sectoral and community action. Contextual factors that influence health promotion practice and policy and contrasting entry points for	Description The values and principles that guide health promotion practice in Canada and in other contexts. The evolution of health promotion core strategies and concepts. Participatory and system approaches to advocacy, inter-sectoral and community action. Innovation and leadership to influence health promotion interventions and
Prerequisite HSCI 880 or permission of the instructor.	Prerequisite HSCI 901 or permission of the instructor policies.
Other	Other

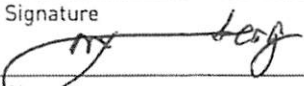
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REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

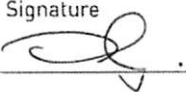
➔ **CONTACT PERSON**

Department / School / Program Faculty of Health Sciences	Contact name Kellie Smith	Contact email kellie@sfu.ca
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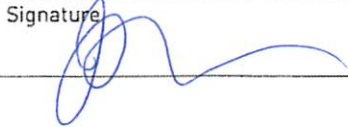
➔ **DEPARTMENTAL APPROVAL**

Department Graduate Program Committee Malcolm Steinberg	Signature 	Date Sept 17 / 17
Department Chair N/A	Signature	Date

➔ **FACULTY APPROVAL**

Faculty Graduate Studies Committee (FGSC) Timothy Beischlag	Signature 	Date Sept. 18 / 17
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➔ **SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date FEB 15 2018
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Course Attribute: _____
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Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____