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MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair
Senate Committee on
Undergraduate Studies
RE: New Course Proposals

DATE January 11, 2019

PAGES 1/1



For information:

Acting under delegated authority at its meeting of January 10, 2019 SCUS approved the following curriculum revisions effective Fall 2019.

a. Faculty of Environment (SCUS 19-02)

1. School of Resource and Environmental Management

- (i) New Course Proposal: REM 202W-3, Technical Communication for Environmental Professionals and Planners with W designation

2. Department of Geography

- (i) New Course Proposal: GEOG 364-4, Cities and Crisis

b. Faculty of Science (SCUS 19-03)

1. Department of Molecular Biology and Biochemistry

- (i) New Course Proposal: MBB 326-3, Introduction to the Immune System

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>.

COURSE SUBJECT REM

NUMBER 202W

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Technical Communication for Environmental Professionals and Planners

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

Tech Com - Enviro Profs & Plan

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

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

REM 202 will teach students to communicate technical information clearly and concisely. Students will improve their skills through writing-intensive assignments related to the fields of resource management and planning. REM 202 will review the fundamentals of writing and progress to the creation and presentation of professional documents including journal manuscripts, technical reports, briefing notes, and emails. Students should familiarize themselves with a reference-management software; the course will reference the free, online program, Zotero.

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

LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

Prospective employers consistently list, "strong communication skills", as a characteristic that is lacking among many university graduates. The discipline of Resource and Environmental Management (REM) requires that students are capable of communicating technical information clearly and concisely.

REM would like to offer REM 202W as a core, writing-intensive course that will improve the technical communication skills of students. REM 202W will provide explicit instruction on writing and will use writing-intensive assignments with opportunity for revision. Class examples will draw on topics related to the management of natural resources. Subject-rich examples and case studies will teach students the purpose and form of writing that is typical of the professional discipline.

Students will receive both summative and formative feedback through criteria-based rubrics and peer evaluations to replicate the collaborative nature of professional practice. Throughout the course, students will revise their assignments to learn the skill of incorporating editorial feedback.



SCHEDULING AND ENROLLMENT INFORMATION

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

Term in which course will typically be offered ☐ Spring ☐ Summer ☒ Fall

Other (describe)

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

What is the probable enrollment when offered? Estimate:

UNITS

Indicate number of units:

Indicate no. of contact hours: Lecture Seminar Tutorial Lab Other; explain below

OTHER

FACULTY

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

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

- Completion of at least 30 units AND
- One of REM 100, or GEOG 100 or 111, or EVSC 100

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

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

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

FEES

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

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

Upon successful completion of this course, students will achieve the following taxonomy of significant learning (Fink, L.D. 2013. Creating significant learning experiences: An integrated approach to designing college courses. Jossey-Bass, San Francisco, California)
Course instruction will reflect all the taxa of significant learning listed below (i.e., A - F) and the associated Learning Objectives (i.e., 1 - 17). Student assessment will focus on the six Learning Objectives under the taxa A) Foundational Knowledge, B) Application, and C) Integration:

A) Foundational Knowledge:

1. Demonstrate an understanding of the foundational components of technical communication including

- grammar (i.e., word-use, syntax, punctuation),
- sentence structure,
- paragraph structure, and
- storyline.

B) Application:

2. Write a concise technical sentence.
3. Link concise sentences into a concise paragraph.
4. Link concise paragraphs to communicate a clear storyline.

C) Integration:

5. Connect thoughts and ideas in ways that are relevant and accessible to the reader.
6. Critically evaluate the technical writing and communication of colleagues.
7. Demonstrate how concise writing improves the communication of technical subject matter in resource management and planning.

D) Human Dimension:

8. Evaluate how your writing reflects your professionalism and character.
9. Evaluate how your punctuality, engagement, and work ethic reflect your professionalism and character.
10. Reflect on the aspects of technical communication that you use proficiently to communicate technical ideas and information.
11. Reflect on the aspects of technical communication that you could improve as a means of communicating your technical work.

E) Caring:

12. Reflect on the accomplishment of learning new skills and improving your writing and communication of technical material.
13. Reflect on the challenge of improving your technical writing and the role of continuous practise.
14. Reflect on how your attention to writing demonstrates respect for your readers.
15. Reflect on how your professionalism demonstrates respect for your colleagues.

F) Learning How to Learn:

16. Learn the value of the editing process through peer review and collaboration.
17. Identify writing techniques and resources that are available to improve your writing.



RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Dr. Scott Harrison



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MEMORANDUM

ATTENTION David Burley, Associate Dean, FENV **DATE** November 20, 2018

FROM Susan Rhodes,
Director, University Curriculum &
Institutional Liaison **PAGES** 1

RE: REM W approval

The University Curriculum Office has approved **W** designation for the following new REM course, to be offered in Fall 2019 (1197):

REM 202-3 Technical Communication for Environmental Professionals and Planners

Please forward this memo to your Faculty UCC, SCUS and Senate for further approval.

cc: Duncan Knowler, UGC Chair, School of Resource and Environmental Management

COURSE SUBJECT NUMBER

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

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

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

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

An examination of urban geographies of crisis, concentrating on what crisis is, what it is used for, how it is differentially experienced, and how it is distributed unevenly. Case studies of environmental, economic, social, and political crises are the main focus. The course concludes by addressing the future(s) of cities.

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

LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

--Enhances our urban and political geography offerings by addressing crisis as a key force and discourse shaping contemporary urban geographies.
--Also resonates with our social and environmental geography offerings, depending on the themes emphasized when it is taught.
--Makes our program even more engaged with 'real world' challenges by bringing a range of geographical perspectives to bear on pressing contemporary problems.
--Provides an opportunity for students in cognate disciplines (e.g., POL or SA) to extend their interests in a GEOG course.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☐ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate:

UNITS

Indicate number of units: Indicate no. of contact hours: Lecture Seminar Tutorial Lab Other; explain below

OTHER

FACULTY

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

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

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

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

FEES

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

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

NA

OTHER IMPLICATIONS

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Geoff Mann

COURSE SUBJECT MBB

NUMBER 326

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Introduction to the Immune System

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

Introductory Immunology

CAMPUS where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Introduction to the structure and function of the immune system and how this system protects against microbial infections. Innate immune responses, including the function of innate immune cells, receptors and complement. Adaptive immune responses, including the organization of lymphoid organs, development and function of T and B cells, and antibodies.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed 1 Within a term? ☒ YES ☐ NO
LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

Currently MBB and FHS jointly offer MBB/HSCI 426-4 (Immune System I: Basis of Innate and Adaptive Immunity) as an introductory immunology course. It is a prerequisite for several other 400-level courses in MBB and FHS. We propose to offer a new 3-unit 300-level Introductory Immunology Course to replace MBB/HSCI 426 in order to expose students to immunology earlier in the program and enable them flexibility to complete other 400 level immunology or infectious diseases courses that require the material currently covered in MBB/HSCI 426 as a foundation. One specific course that follows MBB/HSCI 426 is MBB/HSCI 427-3 (Immune System II: Immune Responses in Health and Disease), which will also be revised to accommodate changes that are needed to change MBB/HSCI 426 to a 300-level course.



SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2019

Term in which course will typically be offered ☒ Spring ☐ Summer ☒ Fall

Other (describe)

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

What is the probable enrollment when offered? Estimate: 150

UNITS

Indicate number of units: 3

Indicate no. of contact hours: 3 Lecture Seminar Tutorial 1 Lab Other; explain below

OTHER

FACULTY

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

Jonathan Choy (MBB), Rob Holt (MBB) Mark Brockman (MBB/FHS), Nienke van Houten (FHS), Ralph Pantophlet (FHS)

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

MBB 231 - prerequisite

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

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

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

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

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

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

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

Students with credit for HSCI/MBB 426 or HSCI 326 may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☒ YES ☐ NO

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

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Understand how the innate immune system responds to and clears microbes and their components.

Know how the adaptive immune system develops.

Understand the structure and function of antibodies and T cell receptors

Understand how the adaptive immune system responds to and clears microbes and their components.



RESOURCES

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

None.

OTHER IMPLICATIONS

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Lisa Craig