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MEMORANDUM

ATTENTION Senate
FROM Elizabeth Elle, Vice-Chair
Senate Committee on Undergraduate
Studies
RE: New Course Proposal

DATE June 3, 2022
PAGES 1/2

For information:

Acting under delegated authority at its meeting of June 2, 2022 SCUS approved the following curriculum revision effective Spring 2023.

a. Faculty of Environment (SCUS 22-35)

1. School of Environmental Science

(i) New Course Proposals:

- EVSC 320-4, Watershed Ecology

b. Faculty of Health Sciences (SCUS 22-36)

(i) New Course Proposals:

- HSCI 220-3, Indigenous Experiences of Health
- HSCI 336-4, Health and Life Sciences Laboratory

c. Faculty of Communication, Art and Technology (SCUS 22-44)

1. School of Communication

(i) New Course Proposals:

- CMNS 311 - 4, Topics in Communication and Social Justice
- CMNS 312 - 4, Topics in Communication Policy and Governance
- CMNS 313 - 4, Topics in Data and Society
- CMNS 314 - 4, Topics in Media Production and Aesthetics
- CMNS 315 – 4, Topics in Media, Difference, and Intersectional Identities
- CMNS 316 – 4, Topics in Popular Cultures and Public Communication

d. Faculty of Science (SCUS 22-45)

1. Department of Biological Sciences

(i) New Course Proposals:

- BISC 327- 4, Algal Biology
- BISC 328- 3, Fungal Biology and Ecology

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 EVSC

NUMBER 320

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

Watershed Ecology

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

Watershed Ecology

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.

Watersheds are fundamental organizational units on the landscape for physical processes, biological communities, and management. They also deliver many services that humans rely on. This course is intended to introduce students to landscape-scale thinking and spatial ecology, and teaches physical and biological approaches in watershed science.

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

Ecological processes, and the services that they provide to humans, are interconnected across the landscape. Watersheds are a fundamental organizational unit: physical and biogeochemical processes are tightly related within them through the flow of water, and the structure of riverine networks within watersheds limits the dispersal of freshwater organisms, and thus their community composition. Watersheds are also highly useful as management units for humans. This course will teach students to think at the landscape scale. It will focus on how physical conditions and ecological communities vary through riverine networks, and how human activities in different parts of a watershed can impact ecology both up- and downstream.

This course fills an existing gap because there are no landscape ecology courses with a focus on watersheds currently being taught at SFU. This course will also go beyond current offerings by taking a spatial approach to understanding the linked ecology of both freshwater and terrestrial ecosystems. It will teach students how such an approach is essential for understanding the consequences of ongoing human population growth, land use change, and climate change on biodiversity and ecosystem services, both of which are highly valuable - and highly threatened - in the freshwater ecosystems that thread their way through watersheds. The course will include a lab with both field data collection and data analysis components. Finally, it will lead students to identify and consider tradeoffs in the delivery of different ecosystem services in different areas of the watershed.

SFU does offer a number of courses that include elements of freshwater ecology (BISC 412, BISC 414, EVSC 460, GEOG 418, and REM 375). However, it is practically impossible for most students to take a series of these courses because some of them have differing prerequisites that are challenging to combine into a course of study. This is particularly true of Environmental Science students in the Applied Biology stream, which is extremely prescribed in order to meet accreditation requirements set by B.C.'s College of Applied Biology. Thus, this course will provide students with the opportunity to learn topics touched on in other courses, and which are highly relevant to their future careers, in a single offering.



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

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.]

Students who have taken EVSC 395 - Watershed Ecology in Spring 2021 may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

- Identify and explain the physical structure of watersheds and riverine networks, and the processes that create them.
- Identify links between terrestrial and aquatic components of watersheds, and explain how these links have contributed to the development of watershed and freshwater ecology theories.
- Explain how biodiversity, nutrient cycling, and ecosystem functions vary across the spatial structure of watersheds, from headwaters to outlets.
- Explain how human modification to aquatic and terrestrial components of watersheds affects their functioning and ability to deliver ecosystem services.
- Recognize the diversity of priorities held by stakeholders in watersheds.
- Gain comfort reading and extracting knowledge from scientific and academic publications.



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. Chelsea Little

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 Indigenous experiences of health and well-being that will encourage respectful, collaborative and ethical relationships with Indigenous peoples and communities. Students will learn about historical and ongoing impacts of colonization in Canada and continuous efforts of Indigenous communities to assert their own practices of health and well-being.

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

The FHS Academic Plan includes the following goals:

III. Academic Quality/Curriculum – Undergraduate

3.1. Cluster 2: Create a culturally safe curriculum and research environment for Indigenous students

3.1.2. develop a lower division perspectives course for all FHS undergraduate students on Indigenous health, that integrates Indigenous perspectives, knowledge systems and ways of knowing;

The proposed course is the first lower division course on Indigenous health. As we increase our complement of Indigenous faculty members and our capacity in teaching about Indigenous health, we hope to move toward requiring this course for all majors.

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

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

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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.]

Students who have taken HSCI 210 under this topic in Spring 2022 and Fall 2022 may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

1. Understand and explain how “colonization as a determinant of health” relates to and is distinctive from a social determinants of health framework with special attention to how colonization impacted Indigenous relationships with land and land-based practices.
2. Demonstrate knowledge of ongoing practices of Indigenous self-determination in health and well-being.
3. Be familiar with and able to analyze the concept of a “strengths-based lens” and be able to assess whether Indigenous health research takes up a “deficit” lens, a “strengths-based lens” or another perspective.
4. Identify diverse perspectives on health through interdisciplinary and comparative perspectives.
5. Be able to connect what we are learning with one’s personal life and understand how our social location can inform our experience of unsettling course content.
6. Have a desire to learn more about Indigenous peoples and history of colonization in Canada.
7. Be familiar with and apply general principles and practices for engaging in culturally-appropriate and ethical practice and/or research with Indigenous communities.



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

Lyana Patrick

COURSE SUBJECT HSCI

NUMBER 336

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

Health and Life Sciences Laboratory

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

Health Sciences Laboratory

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 introduction to selected wet bench laboratory techniques common to biomedical health research. The skills learned will focus on observation, communication, problem solving and critical thinking. These fundamental laboratory skills are designed to prepare students to perform future laboratory studies in many areas of health science research.

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

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RATIONALE FOR INTRODUCTION OF THIS COURSE

This new laboratory course is designed to better scaffold skills and knowledge necessary for the 400-level laboratory courses in the BSc Life Sciences major in the Faculty of Health Sciences. In particular, this course emphasizes animal cell culture techniques which are used extensively in the 400-level laboratory courses (HSCI 441 Cell Pathophysiology Laboratory, HSCI 441 Virology Laboratory, HSCI 442 Immunology Laboratory). Ultimately we anticipate also adding a Molecular Biology and Biochemistry (MBB) laboratory course at the 200-level, which will then create a series of laboratory courses and skill building from the 100- up to the 400-level in this major.

The HSCI 336 course is designed as a 4-unit course based on the time and work associated for successful engagement in the laboratory, including required reading, completion of a lab notebook, preparation for lab meetings (7), presenting at lab meetings (2), practice quizzes (6), supplementary lessons on commonly used calculations (5) and a final exam. The time spent each week involved in this course is thus expected to be ~12-16hrs.



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

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).]

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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.]

Students who have taken HSCI 373 under this topic in Fall 2021 and Spring 2022 may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Review experimental protocols and execute laboratory experiments
Accurately record protocols and the outcomes of experiments
Utilize appropriate methods to analyze data
Appropriately communicate research findings and interpretations in written and oral form
Exhibit confidence in the execution of basic cell culture techniques
Contextualize experimental findings to relevant research literature

RESOURCES

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

This course uses the teaching laboratory in the Faculty of Health Sciences - Blusson 9650. New equipment has been purchased to support the introduction of this course. Additional equipment needs and space reorganization may be needed if enrollment in the program increases or larger sections of this course are offered.

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

Mark Lechner

COURSE SUBJECT **CMNS**NUMBER **311****COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Topics in Communication and Social Justice

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

Topics: Comm and Social Justice

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.

Topics pertain to issues of inequality, resistance and activism with a focus on entanglements with media and communication. Explores how relations of power are shaped and contested through media and communication. Topics include: racial justice, environmental policies, globalization, social activism, and labour. This course can be repeated once for credit (up to a maximum of two times).

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed **2** Within a term? ☒ YES ☐ NO**LIBRARY RESOURCES**

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RATIONALE FOR INTRODUCTION OF THIS COURSE

In response to its most recent external review, the School of Communication is revising its undergraduate curriculum. Following an initial first phase of revisions that included the restructuring of lower-division course prerequisites, this second phase deals specifically creating a series of 3rd-year topics courses that provide students with a bridge between general domains covered in 2nd year and the specialised skills, competencies, and theoretical knowledge needed for 4th year courses. These six new topics courses (Topics in Data & Society, Topics in Media Production & Aesthetics, Topics in Communication Policy & Governance, Topics in Media, Difference, & Intersectional Identities, Topics in Communication & Social Justice, and Topics in Popular Cultures & Public Communication) along with the already established CMNS 353 Topics in Technology and Society will replace most of the courses previously taught at the third year level and offer students a more clearly ladder prerequisite structure with more consistent calendar offerings all while maintaining curriculum flexibility.

Topics covered in Topics in Communication & Social Justice focus on issues of inequality, resistance and activism with a particular focus on their entanglements with media and communication. Explores how relations of power are shaped and contested through media and communication in local and global contexts. The topics vary and example topics include: racial justice, climate change, environmental policies, globalization, social activism, and labour.

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?

Many CMNS faculty have the ability to offer this topics course based on their areas of specialization.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.

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

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

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

n/a

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

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

n/a

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

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

n/a

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

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

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Communication knowledge: By the end of the course, the student will have had the opportunity to read key texts pertaining to social justice. The student will have a greater understanding of how theories in media and communication can be applied to the pursuit of social justice.

Analytical Proficiency: By the end of the course, the student will have been introduced to practical skills in the interpretation and analysis of social justice.

Research Proficiency: By the end of the course, the student will have had the opportunity to conduct and apply basic contextualizing and investigative research.



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

COURSE SUBJECT CMNS

NUMBER 312

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

Topics in Communication Policy and Governance

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

Topics: Comm Policy

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.

Topics cover a range of policy and governance concerns and processes pertaining to communication, media, and/or culture in national and international contexts. Topics vary and include: content regulation, copyright, media institutions, media advocacy, and different perspectives to study these issues. This course can be repeated once for credit (up to a maximum of two times).

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed 2 Within a term? ☒ YES ☐ NO

LIBRARY RESOURCES

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RATIONALE FOR INTRODUCTION OF THIS COURSE

In response to its most recent external review, the School of Communication is revising its undergraduate curriculum. Following an initial first phase of revisions that included the restructuring of lower-division course prerequisites, this second phase deals specifically creating a series of 3rd-year topics courses that provide students with a bridge between general domains covered in 2nd year and the specialised skills, competencies, and theoretical knowledge needed for 4th year courses. These six new topics courses (Topics in Data & Society, Topics in Media Production & Aesthetics, Topics in Communication Policy & Governance, Topics in Media, Difference, & Intersectional Identities, Topics in Communication & Social Justice, and Topics in Popular Cultures & Public Communication) along with the already established CMNS 353 Topics in Technology and Society will replace most of the courses previously taught at the third year level and offer students a more clearly ladder prerequisite structure with more consistent calendar offerings all while maintaining curriculum flexibility.

Topics covered in Topics in Communication Policy & Governance will cover a range of policy and governance concerns and processes pertaining to communication, the media, and/or culture. The topics explore the policies of media and cultural industries in national and international contexts. The topics vary and example topics include: content regulation, copyright, media institutions, and media advocacy, as well as different theoretical perspectives to explore these policy issues.

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?

Many CMNS faculty have the ability to offer this topics course based on their areas of specialization.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.

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

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

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

n/a

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

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n/a

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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)

Communication knowledge: By the end of the course, the student will have had the opportunity to read key texts pertaining to the study of communication policy and governance. The student will have a greater understanding of how theories of media and communication can be applied to the study of communication policy and governance.

Analytical Proficiency: By the end of the course, the student will have been introduced to practical skills in the interpretation and analysis of communication policy & governance.

Research Proficiency: By the end of the course, the student will have had the opportunity to conduct and apply basic contextualizing and investigative research.



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

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Name of Originator

COURSE SUBJECT **CMNS**NUMBER **313****COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Topics in Data and Society

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

Topics: Data and Society

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.

Topics in the social, political, and cultural aspects of data and datafication. Explores social and philosophical implications of gathering, interpreting, and managing data. Topics include: data protection, visualization or sonification, data activism, big data, algorithmic bias and decision making, AI harms, big data, and the political economy of data. This course can be repeated once for credit (up to a maximum of two times).

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed **2** Within a term? ☒ YES ☐ NO**LIBRARY RESOURCES**

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RATIONALE FOR INTRODUCTION OF THIS COURSE

In response to its most recent external review, the School of Communication is revising its undergraduate curriculum. Following an initial first phase of revisions that included the restructuring of lower-division course prerequisites, this second phase deals specifically creating a series of 3rd-year topics courses that provide students with a bridge between general domains covered in 2nd year and the specialised skills, competencies, and theoretical knowledge needed for 4th year courses. These six new topics courses (Topics in Data & Society, Topics in Media Production & Aesthetics, Topics in Communication Policy & Governance, Topics in Media, Difference, & Intersectional Identities, Topics in Communication & Social Justice, and Topics in Popular Cultures & Public Communication) along with the already established CMNS 353 Topics in Technology and Society will replace most of the courses previously taught at the third year level and offer students a more clearly ladder prerequisite structure with more consistent calendar offerings all while maintaining curriculum flexibility.

The topics covered in Topics in Data & Society will focus on the social, political, and cultural aspects of data and datafication. Explore the social and philosophical implications of gathering, interpreting, exchanging and managing data. The topics vary and example topics include: data protection, data visualization or sonification, data activism, big data, questions of algorithmic bias and AI harms, the human and moral implications of algorithmic decision making big data, and the political economy of data. May repeat for credit if topic studied is different.

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?

Many CMNS faculty have the ability to offer this topics course based on their areas of specialization.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.

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

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

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

n/a

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

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

n/a

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

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

n/a

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

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

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Communication knowledge: By the end of the course, the student will have had the opportunity to read key texts pertaining to theories and techniques of data collection and analysis. The student will have a greater understanding of how theories of media and communication can be applied to the study of data collection, analysis, and storage.

Analytical Proficiency: By the end of the course, the student will have been introduced to practical skills for critically analysing research methodologies and their applications.

Research Proficiency: By the end of the course, the student will have had the opportunity to conduct and apply basic contextualizing and investigative research. The student will also be equipped with basic skills pertaining collecting, analysing, and managing data.

RESOURCES

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

Lab space and data analysis equipment may be required depending on the specific topic and the approach taken to teaching the topic.

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

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.

Topics on the cultural production of acoustic, visual, and/or multimodal communication. Explores cultural contexts of media production, media artifacts, media perceptions, and alternative media practices. Topics include: advertising, film, gaming, radio, television, and questions of representation in media professions. This course can be repeated once for credit (up to a maximum of two times).

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

In response to its most recent external review, the School of Communication is revising its undergraduate curriculum. Following an initial first phase of revisions that included the restructuring of lower-division course prerequisites, this second phase deals specifically creating a series of 3rd-year topics courses that provide students with a bridge between general domains covered in 2nd year and the specialised skills, competencies, and theoretical knowledge needed for 4th year courses. These six new topics courses (Topics in Data & Society, Topics in Media Production & Aesthetics, Topics in Communication Policy & Governance, Topics in Media, Difference, & Intersectional Identities, Topics in Communication & Social Justice, and Topics in Popular Cultures & Public Communication) along with the already established CMNS 353 Topics in Technology and Society will replace most of the courses previously taught at the third year level and offer students a more clearly ladder prerequisite structure with more consistent calendar offerings all while maintaining curriculum flexibility.

The topics covered in Topics in media production and aesthetics will focus on the cultural production of acoustic, visual, and/or multimodal communication. These topics explore the diverse cultural contexts of media production as well as the values embedded in media artifacts, media perceptions, and alternative media practices. Courses may include seminars with accompanying labs in order to cover both the theoretical and applied aspects of media analysis. The topics vary and areas covered by the topics include: advertising, film, gaming, radio, television, and debates about equity, diversity and inclusion in media professions.

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?

Many CMNS faculty have the ability to offer this topics course based on their areas of specialization.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.

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

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

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

n/a

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

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

n/a

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

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

n/a

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

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

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Communication knowledge: By the end of the course, the student will have had the opportunity to read key texts pertaining to theories of acoustic, visual, and/or multimodal communication. The student will have a greater understanding of techniques and formats related to media production.

Analytical Proficiency: By the end of the course, the student will have been introduced to practical skills in the interpretation and analysis of media production, media analysis, and aesthetic analysis.

Research Proficiency: By the end of the course, the student will have had the opportunity to conduct and apply basic contextualizing and investigative research, including the ability to conduct project work.



RESOURCES

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

Lab space and media production equipment may be required depending on the specific topic and the approach taken to teaching the topic.

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

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.

Focus on how media play a role in the representation, construction, and circulation of difference and identities by drawing from feminist theories, cultural studies and/or political economy to critique dominant conceptions. Topics may include how difference and identities intersect with: gaming, film, and technology. This course can be repeated once for credit (up to a maximum of two times).

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

In response to its most recent external review, the School of Communication is revising its undergraduate curriculum. Following an initial first phase of revisions that included the restructuring of lower-division course prerequisites, this second phase deals specifically creating a series of 3rd-year topics courses that provide students with a bridge between general domains covered in 2nd year and the specialised skills, competencies, and theoretical knowledge needed for 4th year courses. These six new topics courses (Topics in Data & Society, Topics in Media Production & Aesthetics, Topics in Communication Policy & Governance, Topics in Media, Difference, & Intersectional Identities, Topics in Communication & Social Justice, and Topics in Popular Cultures & Public Communication) along with the already established CMNS 353 Topics in Technology and Society will replace most of the courses previously taught at the third year level and offer students a more clearly ladder prerequisite structure with more consistent calendar offerings all while maintaining curriculum flexibility.

Topics covered in Topics in Media, Difference, & Intersectional Identities focus on how media and communication play a role the representation, construction, and circulation of difference and identities. Topics will draw from various approaches including feminist theories, cultural studies and/or political economy to critique and develop alternatives to dominant conceptions of race, class, sexuality and gender as well as explore their social intersections with other aspects of of identity. The topics vary and will touch on various ways in identities and difference intersect with gaming, film, television, and technology.



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?

Many CMNS faculty have the ability to offer this topics course based on their areas of specialization.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.

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

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

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

n/a

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

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

n/a

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

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

n/a

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

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

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Communication knowledge: By the end of the course, the student will have had the opportunity to read key texts pertaining to theories of gender and sexualities. The student will have a greater understanding of how theories in media and communication can be applied to the study of gender and sexualities. Students will increase their knowledge of contemporary and/or historical examples of how issues pertaining to gender and sexualities shape media and communication.

Analytical Proficiency: By the end of the course, the student will have been introduced to practical skills for reading and understanding media using feminist and/or intersectional perspectives.

Research Proficiency: By the end of the course, the student will have had the opportunity to conduct and apply basic contextualizing and investigative research. Students will continue to develop their ability to write clearly about issues pertaining to gender, sexualities, and the media.



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

COURSE SUBJECT **CMNS**NUMBER **316****COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Topics in Popular Cultures and Public Communication

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

Topics: Popular Cultures

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.

Topics on public and popular cultures with a focus on social, political, and cultural dynamics. Explores audiences, publics, and institutions at a global, national, and/or local level. Topics vary and may address themes like: news, music, public media, advertising, sports, childhood, youth cultures, art, and everyday life. This course can be repeated once for credit (up to a maximum of two times).

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed **2** 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

In response to its most recent external review, the School of Communication is revising its curriculum in order to make it simpler for students to progress through the School's undergraduate curriculum. Following an initial first phase of revisions that included the restructuring of lower-division course prerequisites, this second phase deals specifically creating a series of 3rd-year topics courses that provide students with a bridge between general domains covered in 2nd year and the specialised skills, competencies, and theoretical knowledge needed for 4th year courses. These six new topics courses (Topics in Data & Society, Topics in Media Production & Aesthetics, Topics in Communication Policy & Governance, Topics in Media, Difference, & Intersectional Identities, Topics in Communication & Social Justice, and Topics in Popular Cultures & Public Communication) along with the already established CMNS 353 Topics in Technology and Society with a simpler and clearer prerequisite structure replace most of the courses previously taught at the third year level.

The topics covered in Topics in Public & Popular Cultures will focus on the social, political, and cultural dynamics between media institutions and social groups. The topics explore the communicative relations between various audiences, publics, and institutions at a global, national, and/or local level, with attention to power relations based on race, gender, sexuality, and/or class. The topics vary and may address a range of different themes including: news, media events, popular music, public media, advertising, sports, childhood, youth cultures, art, and everyday life.

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?

Many CMNS faculty have the ability to offer this topics course based on their areas of specialization.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.

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

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

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

n/a

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

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

n/a

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

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

n/a

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

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

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Communication knowledge: By the end of the course, the student will have had the opportunity to read key texts pertaining to the study of public and popular cultures. The student will have a greater understanding of how theories in media and communication can be applied to the study of public and popular cultures.

Analytical Proficiency: By the end of the course, the student will have developed their abilities to speak and write analytically about contemporary challenges in public and popular cultures.

Research Proficiency: By the end of the course, the student will have had the opportunity to conduct and apply basic contextualizing and investigative research.



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

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.

A survey of the major groups of algae, including cyanobacteria and other microscopic algae, seaweeds and freshwater algae. Addresses aspects of evolution, taxonomy, ecology, anatomy, life history, and the importance of algae in our lives. The course includes labs and a weekend field trip to the Bamfield Marine Sciences Centre.

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

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

This course is being proposed as part of a plan to split an existing course into two separate courses. Our existing course BISC 326 (Fungi and Algae) functions like two half courses that have been joined into a single course. The lecture portion of the course is taught by separate instructors, with separate exams. The lab instructor and TA require double expertise in these distinct topics. The course includes a field trip to Bamfield, that supports primarily the algae portion of the course.

Our department wishes to separate Fungi and Algae, and offer stand alone courses in each discipline: BISC 327 (Algae), and BISC 328 (Fungal Biology, Ecology, Pathology). Each course would be offered in alternate years. Separate courses offer several benefits to both students and the department: each course will be a coherent package with a single instructor for the lectures, each course can cover the lecture and lab content in more detail, students can choose between distinct topics, assigned TAs can be expected to provide expertise throughout the course. The field trip to Bamfield will be retained by the new Algae course, and is no longer constrained to the first few weeks of the semester.

BISC 327 Algal Biology will be 4 units (3-0-3 plus Bamfield trip), and BISC 328 Fungal Biology and Ecology will be 3 units (2-0-3, no Bamfield trip). This is in line with our other organismal lab courses.



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?

Drs. Sherryl Bisgrove (lectures) and Miranda Meents (labs).

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Pre-requisites: BISC 101 and 102, both with a grade of C- or better.



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.

BISC 326 Biology of Algae and Fungi

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:

BISC 327 requires lab space and technician support, comparable to the course it is replacing (BISC 326). No additional resources are required to support the labs. BISC 327 will include a weekend trip to Bamfield (as did BISC 326). Course fees for BISC 326 do not fully cover the cost of the trip. It's anticipated that the course fees for BISC 327 will be higher than for BISC 326.

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

Erin Barley

COURSE SUBJECT BISC

NUMBER 328

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

Fungal Biology and Ecology

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

Fungi

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 overview of the fungi including their identification and ecological roles, with emphasis on molds and mushrooms. Topics include: identification using morphological and molecular techniques, roles in natural and agricultural ecosystems, and the uses and detrimental effects of fungi in food production and medicine. Lab course.

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

LIBRARY RESOURCES

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RATIONALE FOR INTRODUCTION OF THIS COURSE

This course is being proposed as part of a plan to split an existing course into two separate courses. Our existing course BISC 326 (Fungi and Algae) functions like two half courses that have been joined into a single course. The lecture portion of the course is taught by separate instructors, with separate exams. The lab instructor and TA require double expertise in these distinct topics. The course includes a field trip to Bamfield, that supports primarily the algae portion of the course.

Our department wishes to separate Fungi and Algae, and offer stand alone courses in each discipline: BISC 327 (Algae), and BISC 328 (Fungal Biology, Ecology, Pathology). Each course would be offered in alternate years. Separate courses offer several benefits to both students and the department: each course will be a coherent package with a single instructor for the lectures, each course can cover the lecture and lab content in more detail, students can choose between distinct topics, assigned TAs can be expected to provide expertise throughout the course. The field trip to Bamfield will be retained by the new Algae course, and is no longer constrained to the first few weeks of the semester.

BISC 327 Algal Biology will be 4 units (3-0-3 plus Bamfield trip), and BISC 328 Fungal Biology and Ecology will be 3 units (2-0-3, no Bamfield trip). This is in line with our other organismal lab courses.



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?

Dr Zamir Punja (lectures) and Dr Miranda Meents (labs).

WQB DESIGNATION

(attach approval from Curriculum Office)

None

PREREQUISITE AND / OR COREQUISITE

Pre-requisites: BISC 101 and 102, both with a grade of C- or better. Recommended: BISC 204.



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.

BISC 326 Biology of Algae and Fungi

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:

BISC 328 requires lab space and technician support, comparable to the course it is replacing (BISC 326). No additional resources are required to support the labs.

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

Erin Barley