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MEMORANDUM

ATTENTION Senate
FROM Paul Kingsbury, Vice-Chair
 Senate Committee on Undergraduate Studies
RE: New Course Proposals

DATE January 7, 2024**PAGES** 1/2

For information:

Acting under delegated authority at its meeting of January 9, 2025 SCUS approved the following curriculum revisions effective Fall 2025.

a. Faculty of Arts and Social Sciences (SCUS 24-102)1. Department of French (SCUS 25-12)

- (i) New Course Proposal: FREN 350-3, Global View of Francophone Literature in North Africa

2. Department of Global Humanities (SCUS 25-13)

- (i) New Course Proposal: HUM 329-4, Health in Global Humanities

3. School of Public Policy (SCUS 25-14)

- (i) New Course Proposal: PLCY 100-3, Public Policy in Canada and the World

b. Faculty of Communication, Art and Technology1. School for the Contemporary Arts (SCUS 25-16)

- (i) New Course Proposals:
 - CA 333-3, Film Forms
 - CA 438-3, Creative Producing

2. School of Communication (SCUS 25-17)

- (i) New Course Proposal: CMNS 457-4, Migration and Media (*Spring 2026*)

c. Faculty of Environment (SCUS 25-18)

1. School of Resource and Environmental Management

- (i) New Course Proposals:

- PLAN 363 – 3-8, Special Topics in Planning
- PLAN 463 – 3-8, Special Topics in Planning
- REM 486 – 9-12, International Field Studies
- REM 485 – 3-9, Field Studies

d. Faculty of Science

1. Department of Molecular Biology and Biochemistry (SCUS 25-19)

- (i) New Course Proposal: MBB 304-3, Introduction to Cells and Disease

2. Office of the Dean (SCUS 25-20)

- (i) New Course Proposals: SCI 100-1, Success Strategies in Science

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 FREN

NUMBER 350

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

Global View of Francophone Literatures in North Africa

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

Global French African Lit

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.

Focuses on literature written in French across North Africa. The course work will include critical analysis of literary texts and exploration of topics such as identity, language, feminism, family, music, politics, exile, diaspora, religion and sport.

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 provides a comprehensive overview of North African Francophone literature, focusing on the texts and the socio-political and historical contexts that give rise to the French language and literary creation. The course will also address themes such as identity, language, feminism, family, music, politics, exile, diaspora, religion and sport.

This course is important for the French Department today, as North Africa is also essential for mapping the Francophone world. It will therefore open up this part of the French-speaking world to students, work on their written and oral expression on spaces and authors that are often ignored or little mentioned, and encourage them to look beyond the media and prejudices to see the richness, diversity, beauty and interesting themes that the Francophone literatures of North Africa have to offer.



SCHEDULING AND ENROLLMENT INFORMATION

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

Fall 2025

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:

35

UNITS

Indicate number of units:

3

Indicate no. of contact hours:

3

Lecture

☐

Seminar

☐

Tutorial

☐

Lab

☐

Other; explain below

OTHER

FACULTY

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

Dr. Anas Atakora, Dr. Joel Akinwumi

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

FREN 245

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)

- Understand the socio-political and historical context of French in North Africa
- Discover new authors and texts in French
- Apply and develop critical thinking skills in French
- Improve oral and written French on specific topics
- Grasp various linguistic influences and the mapping on Francophone North Africa



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

Sarah Henzi, UG Chair

COURSE SUBJECT HUM

NUMBER 329

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

HEALTH IN GLOBAL HUMANITIES

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

HEALTH IN GLOBAL HUMANITIES

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.

Investigates historical, cultural (literature, film, art) and philosophical understandings of health, disease, healing, and death through interdisciplinary humanities perspectives. Focuses on historical and contemporary representation and lived experience across cultures, responses to health crises, the environment, and negotiations within information ecology. May be repeated for credit when a different topic is taught.

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

This course is taught alternately by six different instructors, who have committed to offering each of the two attached models every second year. Instructors will teach one of two course topics in line with their research interests: ecology/spirituality/wellbeing, and literary/historical. The instructors involved have met with the department Chair to ensure that, though each instructor's final syllabus may vary slightly, teaching variations from the proposed attached syllabi will be minimal. Topics under examination span the chronological spectrum from antiquity to the contemporary. The course examines representation and lived experience in order to explore a range of themes: 1) understandings of health, healing and death across cultures; 2) the role of social language, culture (literature, film, theatre, art), media, and institutions in producing, distributing and consuming knowledge about health; 3) how competing knowledges about health are negotiated by individuals and social groups; 4) the history of health institutions; 5) the broad relationship between medicine (dominated by the empirical sciences) and the humanities; and 6) the relationship between health/disease and environmental crises. The course is interdisciplinary, drawing together texts from history, literature, cultural studies, art history, religious studies, media, environmental humanities, philosophy and critical theory. Topics may include: body and mind; healing and illness as metaphors; health/disease and environmental crises; religious beliefs and spirituality in health care practices; the historical development of health systems and the rise of hospitals across cultures; the relationship between medicine and culture; the role of institutions in shaping perspectives about health, and in the same area, the role of media (from criers and pamphlets to newspapers and digital media); the portrayal of patients and caregivers; popular responses to health crises; the negotiation of contemporary understandings of health and healing within western medical contexts (e.g., the relationship between western medicine and non-western or non-scientific approaches, Chinese Traditional Medicine, Indigenous health practices, and other forms of 'complementary' or 'alternative' healing); medical misinformation and challenges to scientific authority; dietary fads; and the role of emotions in health, healing, disease, and death.



SCHEDULING AND ENROLLMENT INFORMATION

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

Fall 2025

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

Other (describe) For scheduling purp. it can shift to fall. Offered once/year

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

What is the probable enrollment when offered? Estimate:

30-40

UNITS

Indicate number of units:

4

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?

Instructors: Jason Brown, Adrian Ivakhiv, Emily O'Brien, Alessandra Capperdoni, Eirini Kotsovili, and Dimitrios Krallis.

WQB DESIGNATION

(attach approval from Curriculum Office)

Breadth-Humanities.

PREREQUISITE AND / OR COREQUISITE

Prerequisite: 45 units.

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)

LEARNING OBJECTIVES. By the end of the course, students will be able to: Examine cross-cultural perspectives about health, healing, the medical practice, disease, and death. Analyze the representation of health, disease, and suffering (physical and mental suffering) in literature, film, and the arts. Examine the entanglements of diseases, ecology and climate. Examine the environmental politics of global health. Examine popular responses to health crises (e.g., vaccines). Explore the relation of Western medicine to non-Western and 'alternative' ways of healing (e.g., Indigenous knowledge or Chinese Traditional Medicine). Explore religious cosmologies/ecologies of personhood, death, dying and afterlife. Examine the discourse about health, healing, and death produced by institutions and science. Examine public health communications. Analyze the language of health, illness, and healing as metaphors for various preoccupations. Examine how individuals navigate official and non-official sources of information. Study the development of health systems and the rise of hospitals throughout history. Gain an understanding of the possibilities offered by artistic practices and community organizing in order to develop a position of ethical responsibility for life. Gain research skills and communicate ideas effectively through argumentation and dialogue. Analyze texts critically and creatively, and develop sustained, persuasive, and well-structured arguments in academic essays.

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

Alessandra Capperdoni

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.

Offers first-year students a foundation in public policy studies in both Canadian and international contexts focusing on a survey of methods and approaches in public policy. Students will develop an interdisciplinary understanding of policy analysis and policy development through weekly lectures from faculty in diverse fields such as political science, economics, public health, Indigenous studies, and urban studies.

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

Provides a foundation in public policy including the role of ideas, actors, interests, and institutions. The first part of the course focuses on basic understandings of the policy cycle, questions of power and agency in making policy, the role of various interests groups, and the intersection of history, colonialism, and equity as it relates to public policy studies. In the second part of the course, students will be exposed to a range of viewpoints, analytical techniques, methods, and research ideas that tackle the most pressing contemporary social problems. These areas of research include Canadian policy, international policy, labour policy, migration and refugee policy, Indigenous policy, environment and sustainability, housing policy, health policy, and a range of other topics which are intended to introduce students to the large variety of issues relevant to policymakers, academics, and governments in Canada and the World.

Course aims include: 1) introduce students to key terms, concepts, and theories relevant to public policy. 2) introduce students to the real-world of public policy including cutting-edge research, and actively contested topics relevant to Canada and the World. 3) Develop practical writing, reading, and presentation skills relevant for further study in public policy and in social sciences and humanities in general.

The School of Public Policy is also interested in expanding its undergraduate offering. We believe that an introductory survey style course is necessary for students who are interested in completing the Public Policy Minor and will complement existing offerings such as PLCY 200 and PLCY 300 which focus on more in-depth analysis of public policy processes. PLCY 100 will provide a more sequential ladder so students are not overwhelmed with content as they progress through their undergraduate degree. Moreover, the introduction of this course allows students to familiarise themselves with various instructors in the School of Public Policy. It is important for students to recognize that public policy is a diverse and interdisciplinary field that covers a range of methods, viewpoints, and analytical techniques to tackle the most pressing issues impacting Canada and the World today.



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?

This course is designed to be offered by any continuing or term faculty in the School of Public Policy.

WQB DESIGNATION

(attach approval from Curriculum Office)

N/A

PREREQUISITE AND / OR COREQUISITE

None

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)

The course aims include: 1) introduce students to key terms, concepts, and theories relevant to public policy. 2) introduce students to the real-world of public policy including cutting-edge research, and actively contested topics relevant to Canada and the World. 3) Develop practical writing, reading, and presentation skills relevant for further study in public policy and in social sciences and humanities in general.

RESOURCES

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

Not required

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

Ali Bhagat

COURSE SUBJECT CA

NUMBER 333

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

Film Forms

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

Film Forms

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.

Intensive study of a specific approach to film praxis, in which students create projects through experimentation with film form. This course can be repeated once for credit if the topic is different. This course cannot be taken concurrently with other Film Forms courses.

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

Film Forms are Selected Topics courses. Students would be able to repeat Film Forms courses for credit if the title is different. Up to Four Film Forms courses can be offered throughout the year to allow four continuing research faculty to further facilitate this new and exciting shift towards a continually expanding art form. Some examples of topics for film form courses would be Archive Filmmaking, Analogue Practices & Handmade Cinema, Hybrid Fiction, Essay Film, etc. The description reflects on our program focus with the SCA EdGos of "Openness to experimentation and surprise," and to expose students new contemporary film practices that may emerge. This course will allow the film area to accommodate non-film major SCA students.



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.

NA

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.

NA

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.

NA

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.]

NA

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

Noé Rodríguez

COURSE SUBJECT CA

NUMBER 438

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

Creative Producing

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

Creative Producing

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.

Students will explore and apply a range of creative producing strategies for film projects. They will develop proposals for funding, examine distribution and exhibition models, and identify ethical approaches for producing.

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 reflects on our program focus with the SCA EdGos of "Artistic and Intellectual Independence," through the exposure of practical organizational and communication skills throughout the entire filmmaking process that are essential for all independent artists.



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?

Chris Chong, Simone Rapisarda, Noé Rodríguez, Nadia Shihab

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite: 55 Units in CA courses or prior instructor approval

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.

NA

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.

NA

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.

NA

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.]

NA

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:

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

Noé Rodríguez

COURSE SUBJECT

CMNS

NUMBER

457

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

Migration and Media

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

Migration and Media

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.

Students will explore how migration, the mass movement of human populations, is deeply intertwined with capitalist uneven development and globalization, with a special focus on the relationship between migration and media, including mainstream media, social media, and digital technologies.

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

Migration is one of the most significant and complex phenomena of our time, intricately linked to processes of globalization, economic stratification, and social transformation. This course is designed to equip students with a critical understanding of how human migration, driven by a range of political, economic, and social factors, is shaped by global power structures, including capitalism, imperialism, and colonialism. The course is particularly relevant in today's world, where the movement of people across borders continues to generate political debate and social tensions. Students will gain an in-depth understanding of the diverse and unequal experiences of migrant populations. This exploration will enable students to grasp how historical injustices, such as colonialism and racism, continue to shape migration patterns today.

The course addresses the crucial intersection of migration and media, highlighting the powerful role media plays in constructing narratives around migrants. In an age where digital technologies and social media platforms have become central to activism and resistance, understanding how these tools are used by migrant communities to challenge dominant representations and advocate for their rights is essential. This knowledge is critical for students pursuing careers in media, communications, social justice, international relations, or any field where migration is a central issue.

The proposed course fills a gap in the current curriculum by addressing the intersection of migration and media. The course has been offered as a special topics CMNS course four times—in Spring 2021, 2022, 2023, and 2024—and has consistently received positive feedback from students. Throughout these offerings, student responses have emphasized the course's relevance and the valuable insights it provides for understanding the complex relationship between migration and media. This underscores the need for the course to be incorporated into the regular curriculum.



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? **DYES** **DNo**

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

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

CMNS487 Special topics in Communication-Migration and Media

FEES

Are there any proposed student fees associated with this course other than tuition fees? **DYES** **[{}No**

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

By taking this course, students will explore theoretical frameworks and real-world case studies to develop a nuanced and critical understanding of the intersection between migration and various forms of media. This knowledge is critical for students pursuing careers in media, communications, social justice, international relations, or any field where migration is a central issue.

RESOURCES

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

Students will have access to audio and visual equipment and spaces provided by the School of Communication.

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

Siyuan Yin

COURSE SUBJECT PLAN

NUMBER 363

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

Special Topics in Planning

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

Special Topics in Planning

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 specific topic within the field of planning not examined in depth in regular courses. This course will provide students with understanding, perspective and experience in emerging and important areas of planning. Variable units: 3, 4, 5, 6, 7, 8.

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

To offer greater flexibility to curriculum innovation and respond to student demand for structured study of topics in a variety of emerging topics in planning. This course is the PLAN equivalent to REM 363 (Special Topics in Resource and Environmental Management).



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?

Laura Tate, Meg Holden, Tom Gunton, Tammara Soma, Sean Markey, Andreanne Doyon, Clifford Atleo, Jonathan Boron

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

45 units or permission of instructor

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)

Topic specific

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

Pascal Haegeli

COURSE SUBJECT PLAN

NUMBER 463

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

Special Topics in Planning

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

Special Topics in Planning

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 specific topic within the field of planning not examined in depth in regular courses. This course will provide students with understanding, perspective and experience in emerging and important areas of planning. Variable units: 3, 4, 5, 6, 7, 8.

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

To offer greater flexibility to curriculum innovation and respond to student demand for structured study of topics in a variety of emerging topics in planning. This course is the PLAN equivalent to REM 463 (Special Topics in Resource and Environmental Management).



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?

Laura Tate, Meg Holden, Tom Gunton, Tammara Soma, Sean Markey, Andreanne Doyon, Clifford Atleo, Jonathan Boron

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)

Topic specific

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

Pascal Haegeli

COURSE SUBJECT REM

NUMBER 486

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

International Field Studies

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

International Field Studies

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.

Examines challenges and solutions in resource and environmental management and sustainability in an international setting. Uses immersive and experiential learning techniques to develop students' ability to meaningfully explore issues across cultural, political, social, and environmental contexts. Variable units: 9, 10, 11, 12.

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

REM currently does not have its own field school course code and one is needed for the new Tanzania Field School program that has been offered twice so far (Summer 2023 and 2024).

Having this course code will more accurately highlight this REM-specific field school in the calendar, allow us to market this course to our student body more strongly, and avoid the need to use existing course codes (e.g., directed studies or special topics) which students may have already taken.

The reasoning for the variable units is the following:

We believe that an international field school should have at least 9 units due to the substantial time commitment (2-3 weeks), which likely prevents students from taking other courses. An additional 1-3 units could be offered if the field school requires substantial preparation or follow-up.

SCHEDULING AND ENROLLMENT INFORMATION

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

Fall 2025

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:

20

UNITS

Indicate number of units:

9, 10, 11, 12

Indicate no. of contact hours:

Lecture

Seminar

Tutorial

Lab

Other; explain below

OTHER

FLD - Students will be immersed full-time in an international settings for 2-3 weeks.

FACULTY

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

Various REM faculty members

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

60 units or permission of instructor, and permission of department.

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 participated in the Tanzania field studies course in Fall 2023, Summer 2024 or Summer 2025 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)

Some of the general education goals for this course include:

- Develop awareness and understanding of how cultural, political, social, and environmental contexts shape sustainability challenges and solutions
- Work with community partners to develop deliverables in an international context
- Apply key frameworks for analyzing sustainability practices
- Strengthen critical thinking and writing skills

The specific educational goals of a particular field school will depend on its theme and the expertise of the instructor (e.g., conservation, food systems, planning).

The course syllabus of the Tanzania Field School by Dr. Tammara Soma (Summer 2024) is attached as an example of an outline for this course.



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

Pascal Haegeli

COURSE SUBJECT REM

NUMBER 485

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

Field Studies

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

Field Studies

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.

Examines challenges and solutions in resource and environmental management and sustainability in a Canadian setting. Uses immersive and experiential learning techniques to develop students' ability to meaningfully explore issues within specific cultural, political, social, and environmental contexts or across contexts in Canada. Variable units: 3, 4, 5, 6, 7, 8, 9.

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

REM currently does not have its own local field school course code and one is needed for future field school courses in British Columbia or Canada. This course code is the local equivalent to the proposed course code REM 480 for international field studies.

In Summer 2025, REM will be offering a Sts'ailes Community Field School in collaboration with Archeology and the Sts'ailes community (<https://www.sfu.ca/fenv/sea-land-and-sky/sea-land-sky-field-courses.html>). For this first offering, undergraduate students will get credits for REM 463 (Special Topics) and REM 491 (Directed Studies).

The current draft course outline and syllabus is attached to this application to provide more details about the type of field schools that would be offered under this course code. See <https://www.sfu.ca/fenv/sea-land-and-sky/sea-land-sky-field-courses.html> and <https://www.sfu.ca/fenv/sea-land-and-sky/sea-land-sky-field-courses/sts-ailes-field-school-2024.html> for more information.

Having an explicit field studies course code will more accurately highlight this REM-specific field school in the calendar, allow us to market this course to our student body more strongly, and avoid the need to use existing course codes, which students may have already taken.

The reasoning for the variable units is the following:

We proposed 3-9 units for this course to have flexibility and adjust the number depending on the length of the field school and overall time commitment.

SCHEDULING AND ENROLLMENT INFORMATION

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

Fall 2025

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:

20

UNITS

Indicate number of units:

3, 4, 5, 6, 7, 8, 9

Indicate no. of contact hours: Lecture Seminar Tutorial Lab 80 Other; explain below**OTHER**

FLD - Students will be immersed full-time in a local setting for 2-3 weeks.

FACULTY

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

Various faculty members

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

60 units or permission of instructor, and permission of department.

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 participated in the Sts'ailes field studies course in Summer 2024 or Summer 2025 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)

Educational goal will depend on the theme of the field school and the expertise of the instructor(s). See attached draft course outline and syllabus for the 2025 field school for an example.



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

Pascal Haegeli

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.**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

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.

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.

MBB 438

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:

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

Stephanie Vlachos

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 introduction to recommended strategies to be a successful science student. Topics include study skills, time management, university resources, program options, and research and extracurricular opportunities for undergraduate students in the Faculty of Science. Graded on a pass/fail basis.

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 aimed at easing the transition from high school to university for undergraduate science students. We have noticed that some new students need additional support in order to be successful in their science courses. For example, the study methods they employed in high school are not necessarily effective at the university level. New students are also not aware of the many programs of study in the Faculty of Science and how they can get involved in departmental activities such as research as an undergraduate. Another motivating factor for offering this course is that most of the first-year science courses are quite large (> 150 students). This course will provide new undergraduate students with a small class experience and the opportunity to get to know a continuing faculty member.

We have successfully offered this course in Fall 2023 and 2024 as special topics course SCI 190. We would like to create a new course so that more information about the course is available in the calendar. We hope this will encourage more students to register for the course. Only Faculty of Science students will be allowed to register for this course.



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 with credit for SCI 190 under the title, "First Year Success Strategies in Science" 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)



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

Sarah D. Johnson