SFU OFFICE OF THE PROVOST AND VICE-PRESIDENT, ACADEMIC

MEMORANDUM

ATTENTION	Senate	**DATE**	June 6, 2025
FROM	Paul Kingsbury, Vice-Chair	**PAGES**	1/2
RE:	Senate Committee on Undergraduate Studies New Course Proposals		

For information:

Acting under delegated authority at its meeting of June 5, 2025 SCUS approved the following curriculum revisions effective Spring 2026.

a. Faculty of Applied Sciences

1. <u>School of Computing Science</u>

  (i) New Course Proposals:
- CMPT 401-3, Computability and Logic *(Fall 2026) (SCUS 25-94)*
- CMPT 455-3, Data Mining *(SCUS 25-95)*

b. Faculty of Communication, Art and Technology

1. <u>Publishing Program</u>

  (i) New Course Proposal: PUB 222-3, Podcasting in Practice *(SCUS 25-96)*

c. Faculty of Environment

1. <u>Department of Archaeology</u>

  (i) New Course Proposal: ARCH 249-3, Museums and Society *(Fall 2026) (SCUS 25-98)*

2. <u>Department of Geography</u> *(SCUS 25-82)*

  (i) New Course Proposal: GEOG 467-4, Sḵwx̱wú7mesh Ethnobotany Field Course

3. <u>School of Environmental Science</u>

  (i) New Course Proposal: EVSC 195-3, Special Topics in Environmental Science *(SCUS 25-99)*

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate document repository at https://www.sfu.ca/senate/documents.html .

SFU

SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT CMPT **NUMBER** 401

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

Computability and Logic

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

Computability and Logic

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.

Explores the nature and limitations of computation and logic, and how they are connected. Topics include: Computable functions, Church's thesis, computationally unsolvable problems, recursively enumerable sets; Predicate calculus, including the completeness, compactness, and Lowenheim-Skolem theorems; Formal theories and the Gödel Incompleteness Theorem.

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 notion of what is means to be computable is at the very core of Computer Science. The course provides a standard treatment of these foundational topics, similar to courses that have long been offered in many highly ranked computer science departments. The proposed course has already been offered at CS SFU for many years as a special topics course. Detailed course description is attached.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **FALL 2026**

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: **30**

UNITS

Indicate number of units: **3**

Indicate no. of contact hours: **39** Lecture ☐ Seminar ☐ Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Eugenia Ternovska, Valentin Kabanets, Matt Amy, Andrei Bulatov

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

One of CMPT 307, PHIL 310, MACM 201; or a minimum of 6 upper division units in MATH.

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.]

Student with credit for CMPT 409 under the title "Computability and Logic" 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 responsiblity 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

Eugenia Ternovska

SFU

COURSE SUBJECT CMPT   **NUMBER** 455

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

Data Mining

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

Data Mining

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.

Data mining is the efficient discovery of useful patterns in large datasets and is a key area in big data analytics. This course focuses on fundamental data mining tasks and algorithms as well as key applications. Topics include data preprocessing, classification techniques, cluster analysis and outlier detection.

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 data mining course has been offered under CMPT 459 Special Topics in Databases for many years in the past since at least the early 2000.

Given its regular offerings in the past and planned continued offering in the future, this proposal creates a new permanent course number and title for the course to move away from the CMPT 459 temporary course number and title.

Some offerings in the past: Fall 2024, Fall 2022, Spring 2022, Summer 2021, Spring 2020, Spring 2019, Fall 2015, Fall 2017, Fall 2018, Fall 2020. There are many more that are not listed since the early 2000s.

Planning future offerings: once per year stating Spring 2026

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) | Spring 2026

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: | 50-100

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?

Martin Ester
Ke Wang

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisites: CMPT 354 and STAT 271

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.]

If the student has taken CMPT 459 with the topic being Data Mining, the student cannot take this new course again for credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Upon completing the course, students will:
- Have an overall understanding of the key problems, solutions and outlook of data mining.
- Understand data preprocessing techniques: data cleaning, completion, transformation, normalization.
- Understand classification techniques: evaluation, decision trees, Bayesian classification, NN, SVM, ensemble methods.
- Be able to perform cluster analysis: partitioning, hierarchical, density-based methods, subspace clustering.
- Be able to perform outlier detection using various approaches: probabilistic and distance-based methods, LOF, non-parametric methods
- Understand frequent pattern mining: association rules, a-priori, FP-growth, pattern summarization.
- Be familiar with the impact of data mining.
- Have a basic understanding of research issues in the field of data mining.

RESOURCES

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

N/A

OTHER IMPLICATIONS

Final exam required ☑ YES ☐ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Martin Ester; Tianzheng Wang

COURSE SUBJECT PUB   **NUMBER** 222

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

Podcasting in Practice

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

Podcasting in Practice

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.

Taking a practice-based approach to learning, this course introduces students to the ever-expanding world of podcasts and the creative possibilities of sound-based storytelling. Students will come away with a strong understanding of the history and development of the medium and a grounding in the core skills of podcasting, including scripting, recording, sound editing, branding, and audience development.

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 Publishing Program has a track record of teaching practice-based courses that introduce students to various aspects of the publishing industry by immersing them in the process of creating professional-quality work themselves (see for example PUB 372: The Book Publishing Process and PUB 375: Magazine Publishing). While other Publishing courses have incorporated podcasting (e.g. PUB 448: Publishing and Social Change), our curriculum does not currently include any courses dedicated to the practice and theory of this born-digital medium. Podcasting is a distinct digital medium with its own professional norms and practices; it's also a distinct kind of digital text that demands different analytic approaches rooted in an understanding of the medium's history, affordances, and politics. This course will offer a valuable new learning opportunity for Publishing students interested in hands-on experience working with a popular digital medium, rooted in the same rigorous professional and theoretical frameworks as our other practice-based courses.

Students will develop skills including critical listening, contextualizing works within their media history, project management, audio production, and brand development. The course has potential appeal for students across the university, as they will be encouraged to bring their own interests and passions into the podcast they create.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   SPRING 2026

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: 60

UNITS
Indicate number of units: 3

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

OTHER

OLC - The course will be developed as an asynchronous online offering through Canvas.

FACULTY

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

Hannah McGregor

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

I am working with CEE to do a full online course build; this course will be housed entirely in Canvas, and will require no resources beyond that.

OTHER IMPLICATIONS

Final exam required   ☐ YES   ☑ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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 ARCH   **NUMBER** 249

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

Museums and Society

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

Museums 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.

An introduction to the history, purpose, methods, and theories of museums. Emphasis on the role and relation(s) museums have to society. Topics will include collecting and caring for objects, designing and marketing exhibitions, ethics of managing Indigenous heritage, and public engagement strategies.

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 course will be an introduction to the history, purpose, methods, and theories of museums. Topics will be varied, including conservation, exhibitions, decolonization, and marketing. Emphasis will be on the relevance of museums, and their relationships(s) to society. With no pre-requisites, it will attract students from different departments (likely to include anthropology, art, history, Indigenous studies, etc.). It fills the need for an introductory course in this subject, which is currently lacking at SFU. With on-campus resources including the Museum of Archaeology and Ethnology (MAE), and the new Marianne and Edward Gibson Art Museum, the creation of this course is relevant and timely.

While upper-level courses related to museums have been offered through the Department of Archaeology for some time (ARCH 348: Archaeological Conservation and ARCH 349: Management of Archaeological Collections), a lower-level introductory course to museums does not seem to have ever been offered. This means students are subject to completing a prerequisite archaeology class (ARCH 101: Reconstructing the Human Past) before they are able to enroll in a course associated to museums. Offering students the choice to learn about the basics of museums through a dedicated introductory course is necessary to attract more students to the museum field and/or the study of archaeology. It will also enable students who want to take upper-level courses relevant to museums to gain essential foundational knowledge, prior to taking a specialized class.

With the creation of a Museum Studies Certificate within the Department of Archaeology currently underway, the creation of an introductory museum course is relevant and timely. While the primary instructor would likely be Dr. Cara Tremain, as she was hired as an Assistant Professor in Museum Practice and has extensive experience within museums, Dr. Sabrina Higgins (Department of Archaeology/Global Humanities) also has experience of working as a museum assistant curator and is willing to teach the class. Another option is Barbara Hilden, Director of the Museum of Archaeology and Ethnology, who has prior experience teaching classes in museum studies and is also willing to teach the class. In addition to three very strong options for instructors, it is possible that advanced graduate students, post doctorate fellows, and visiting researchers would have the required experience to teach the content. Therefore, it is not a course exclusively restricted to the expertise of one faculty member within the department. This will ensure the course could be offered to students on a yearly basis.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Fall 2026

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: 50

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?

Cara Tremain and Sabrina Higgins are both able and willing to teach the class, as is Barbara Hilden, Director of the Museum of Archaeology & Ethnology (all have experience within museums). Graduate students, post-doctoral fellows, and visiting researchers may also have ability to teach the course from time to time.

WQB DESIGNATION

(attach approval from Curriculum Office)

B-HUM

PREREQUISITE AND / OR COREQUISITE

None

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

Upon successful completion of this course, students will be able to:
1) Describe different types of museums, and how they relate to society
2) Identify responsibilities of museums, and how this influences their organization
3) Explain how the social and political role of museums has changed through time
4) Discuss the importance of ethical museum standards
5) Critically evaluate a museum in relation to a specific topic

RESOURCES

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

No new space or resources required to offered the class. No specialist equipment necessary.

OTHER IMPLICATIONS

Final exam required   ☑ YES   ☐ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Cara Tremain

**SENATE COMMITTEE ON
UNDERGRADUATE STUDIES**

COURSE SUBJECT GEOG   **NUMBER** 467

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

S̲kwx̲wú7mesh Ethnobotany Field Course

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

S̲kwx̲wú7mesh Field Course

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.

This five-day field course is a hands-on and experiential exploration of the cultural interrelationships between plants and people through land-based and community-based learning opportunities. This course will be carried out in partnership with Indigenous community members.

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 five-day field course explores Indigenous botany and how plants connect Indigenous Peoples to land, language and culture. Indigenous botany, otherwise known as ethnobotany, is the study of the cultural interrelationships between people, culture and plants. The term Indigenous botany is utilized in this course context as we will be specifically drawing on examples and knowledges from local Indigenous cultures throughout the course to learn about the importance of plant foods, medicines and materials. Our course will focus primarily on the traditional territory of the S̲kwx̲wú7mesh (Squamish) First Nation and other Indigenous communities in the area now known as coastal British Columbia. During this field course we will be based in community and able to experience different community-based and land-based learning opportunities daily. We will examine a timeline of events that have impacted land access and cultural land-based practices and knowledge in order to better understand the importance of Indigenous cultural and political resurgence that is taking place today.

We will learn about land-based knowledge and relationships by visiting culturally important places and learning about culturally important plants and ecosystems to S̲kwx̲wú7mesh and other Indigenous peoples in and around coastal British Columbia. This course explores the role of Indigenous botany, Indigenous land-based knowledge and traditional land management strategies and their interrelationships with cultural approaches to ecosystem maintenance, climate adaptation and ecological restoration. Further we will explore how Indigenous botany and land-based knowledge connects deeply to Indigenous culture and identity. We will also highlight the relational aspects of how Indigenous botany and land-based knowledge weave interconnections between people, place and non-human kin.

Students will be introduced to immersive, experiential, community-based and land-based ways of learning about Indigenous botany in the Pacific Northwest. The course will include asynchronous lectures, in person meetings leading up to the field course and a five day field trip after the exam period in late April/early May. An application to have mandatory course fees ($735) attached to the course was approved in early May 2025. Every effort has been made to keep student costs as low as possible and to ensure the accessibility of the course and field trip.

****Please see attached document for additional information and responses to queries from SCUS.****

[*The Instructor is a member of the S̲kwx̲wú7mesh Nation; the Nation is in full support of the course.*]

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Spring 2026

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

Other *(describe)*   Intersession

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

What is the probable enrollment when offered?   Estimate: 25

UNITS

Indicate number of units: 4

Indicate no. of contact hours: 34   Lecture   ☐ Seminar   ☐ Tutorial   ☐ Lab   90   Other; explain below

OTHER

FLD: 5 full days (50hrs); Pre-field meetings: 4x2=8hrs; asynchronous lectures (26hrs) & coursework (40 hrs)

FACULTY

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

Leigh Joseph

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

GEOG 267

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

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)

Students will gain from this course:
•a chance to learn in the field about land-based knowledge of culturally important plants
• a chance to learn from and engage with knowledge holders from local Indigenous communities to learn about and contribute to culturally rooted ecological restoration work and learn more about the knowledge renewal and reconnection with place that is happening in Sḵwx̱wú7mesh, along with other Indigenous communities in BC and the Yukon
•experience community-engaged learning opportunities and enacting reciprocity through course work (i.e. contributing to local restoration projects, engaging in knowledge sharing activities, creating gifts for elders and community mentors)
• a deeper, critically engaged, understanding of the colonial impacts on Indigenous Knowledge
• current examples of cultural knowledge renewal taking place in Sḵwx̱wú7mesh and other local Indigenous Communities
• appreciation of the concepts, principles and practices of Indigenous Knowledge

RESOURCES

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

We will need transportation throughout the five day field course for the students. We will need some field equipment including: transects, quadrants, plant presses and dissecting microscopes.

OTHER IMPLICATIONS

Final exam required   ☐ YES   ☑ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Leigh Joseph & Geoff Mann

COURSE SUBJECT EVSC   **NUMBER** 195

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

Special Topics in Environmental Science

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

Topics in Environmental Science

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 topics in environmental science that are not currently offered within the undergraduate course offerings. Topics will vary depending on instructor.

REPEAT FOR CREDIT   ☑ YES   ☐ NO   Total completions allowed 3   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 School of Environmental Science would like to offer courses that provide an introduction to timely and relevant topics that are not part of the standard curriculum. This course will allow for the flexibility to explore current and emerging subjects and can help students discover new interests. This course may be developed into a B-Sci course.

Note: A course outline is not included as this is a special topics course and the course outline would vary with the topic and the instructor.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Spring 2026

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: 60

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?

Chelsea Little, Shawn Chartrand, Ruth Joy, Brendan Murphy, Jeremy Venditti, Karen Kohfeld, Jessica Pilarczyk, new lecturer

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☑ YES ☐ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Margaret Schmidt