

**GRADUATE STUDIES AND
POSTDOCTORAL FELLOWS**

Simon Fraser University
Maggie Benston Centre 1100
8888 University Drive
Burnaby, BC V5A 1S6

TEL 778.782.3042
FAX 778.782.3080

gradstudies@sfu.ca
www.sfu.ca/grad

MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair of Senate
Graduate Studies Committee (SGSC)
RE: Faculty of Education

DATE December 9, 2015
No. GS2015.44

A handwritten signature in blue ink, appearing to read 'Wade Parkhouse', written over a horizontal line.

For information:

Acting under delegated authority at its meeting of December 7, 2015, SGSC approved the following curriculum revisions effective **Fall 2016**:

Faculty of Education

Program changes: MA in Counselling Psychology, M.Ed. in Counselling Psychology

Course changes (units): EDUC 801, EDUC 802

New course: EDUC 895 Conceptions of Numeracy

MEMO

ATTENTION: Senate Graduate Studies Committee

Graduate Programs

FROM: Ann Chinnery, Acting Director

8888 University Drive
Burnaby BC V5A 1S6
Canada

RE: Program and Course Changes

DATE: 2015 November 03

T: 778.782.3297
F: 778.782.4320

www.sfu.ca/education/gs

The following program and course changes have been approved by the Faculty of Education and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for the Fall 2016 term. Please include them on the next SGSC agenda.

Please do not hesitate to contact me directly should you have any questions regarding this matter.

Program changes to MA in Counselling Psychology
Program changes to M.Ed. in Counselling Psychology
~~Program changes to M.Ed. in Educational Practice~~

Course changes: EDUC 801, 802



Ann Chinnery
Acting Director

c: Phil Winne
Associate Dean Graduate Studies and Research
Faculty of Education

Calendar Entry Change for Master of Arts Counselling Psychology

<p>Summary of change:</p> <ul style="list-style-type: none"> • Change minimum unit requirement • Change units: EDUC 801, EDUC 802
<p>Rationale for change:</p> <ul style="list-style-type: none"> • Weekly delivery of a 3-credit course exceeds the requirement for supervised clinical hours for post-graduation registration/certification. A course delivered every other week will meet these requirements.
<p>Effective term and year:</p> <ul style="list-style-type: none"> • Fall 2016
<p>Will this change impact current students? If yes, what is the plan for current students?</p> <ul style="list-style-type: none"> • Current students will have adequate supervision to be eligible for registration/certification post-graduation.

FROM	TO
<p>Simon Fraser University Calendar Fall 2015</p> <p>Counselling Psychology</p> <p>Master of Arts</p> <p>The master of arts (MA) degree signifies the acquisition of advanced knowledge in the student's field of specialization and competence in conducting significant and original research in education. Graduate programs leading to this degree culminate with a master's thesis (EDUC 898).</p> <p>This program is for students interested in careers as counsellors in schools, colleges, and community agencies. Students pursue a general program with specialized course and fieldwork opportunities.</p> <p>The program requires the completion of a minimum of 37 units of required and elective graduate courses and EDUC 898-10.</p> <p>Admission Requirements</p> <p>See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.</p> <p>Graduate education admission is granted to a specific degree and to a particular program or specialization. Application information is available from the Faculty of</p>	<p>Simon Fraser University Calendar Fall 2016</p> <p>Counselling Psychology</p> <p>Master of Arts</p> <p>The master of arts (MA) degree signifies the acquisition of advanced knowledge in the student's field of specialization and competence in conducting significant and original research in education. Graduate programs leading to this degree culminate with a master's thesis (EDUC 898).</p> <p>This program is for students interested in careers as counsellors in schools, colleges, and community agencies. Students pursue a general program with specialized course and fieldwork opportunities.</p> <p>The program requires the completion of a minimum of 34 units of required and elective graduate courses and EDUC 898-10.</p> <p>Admission Requirements</p> <p>See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.</p> <p>Graduate education admission is granted to a specific degree and to a particular program or specialization. Application information is available from the Faculty of</p>

Education.

Program Requirements

Students complete a thesis and a minimum of ~~37~~ units of coursework, including all of

EDUC 799 - Supervised Counselling Clinic I (3)
EDUC 800 - Supervised Counselling Clinic II (3)
EDUC 801 - Counselling Practicum I (~~3~~)
EDUC 802 - Counselling Practicum II (~~3~~)
EDUC 862 - Individual Assessment in Counselling (3)
EDUC 870 - Theories of Counselling (3)
EDUC 872 - Ethics in Counselling Psychology (3)
EDUC 874 - Counselling Skills and Strategies (5)
EDUC 878 - Group Counselling (5)

and one methodology research course selected from the list below, in consultation with the senior supervisor

EDUC 863 - Quantitative Methods in Educational Research (3)
EDUC 864 - Research Designs in Education (5)
EDUC 866 - Qualitative Methods in Educational Research (5)

and one of

EDUC 871 - Family Counselling (3)
EDUC 873 - Career Counselling (3)

Thesis

Normally, before the fifth course, a master's thesis research plan is presented to the tenured or tenure track member of the faculty whom the student proposes to be senior supervisor. The senior supervisor and at least one other faculty member chosen in consultation with the senior supervisor constitutes the supervisory committee and the student proceeds to the thesis by completing

EDUC 898 - Master's Thesis (10)

The master's thesis is examined as prescribed in graduate general regulations 1.9 and 1.10.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the

Education.

Program Requirements

Students complete a thesis and a minimum of **34** units of coursework, including all of

EDUC 799 - Supervised Counselling Clinic I (3)
EDUC 800 - Supervised Counselling Clinic II (3)
EDUC 801 - Counselling Practicum I (**1.5**)
EDUC 802 - Counselling Practicum II (**1.5**)
EDUC 862 - Individual Assessment in Counselling (3)
EDUC 870 - Theories of Counselling (3)
EDUC 872 - Ethics in Counselling Psychology (3)
EDUC 874 - Counselling Skills and Strategies (5)
EDUC 878 - Group Counselling (5)

and one methodology research course selected from the list below, in consultation with the senior supervisor

EDUC 863 - Quantitative Methods in Educational Research (3)
EDUC 864 - Research Designs in Education (5)
EDUC 866 - Qualitative Methods in Educational Research (5)

and one of

EDUC 871 - Family Counselling (3)
EDUC 873 - Career Counselling (3)

Thesis

Normally, before the fifth course, a master's thesis research plan is presented to the tenured or tenure track member of the faculty whom the student proposes to be senior supervisor. The senior supervisor and at least one other faculty member chosen in consultation with the senior supervisor constitutes the supervisory committee and the student proceeds to the thesis by completing

EDUC 898 - Master's Thesis (10)

The master's thesis is examined as prescribed in graduate general regulations 1.9 and 1.10.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the

program in which they are enrolled, as shown above.

program in which they are enrolled, as shown above.

Calendar Entry Change for Master of Education Counselling Psychology

<p>Summary of change:</p> <ul style="list-style-type: none"> • Change minimum unit requirement • Change units: EDUC 801, EDUC 802
<p>Rationale for change:</p> <ul style="list-style-type: none"> • Weekly delivery of a 3-credit course exceeds the requirement for supervised clinical hours for post-graduation registration/certification. A course delivered every other week will meet these requirements.
<p>Effective term and year:</p> <ul style="list-style-type: none"> • Fall 2016
<p>Will this change impact current students? If yes, what is the plan for current students?</p> <ul style="list-style-type: none"> • Current students will have adequate supervision to be eligible for registration/certification post-graduation.

FROM	TO
<p>Simon Fraser University Calendar Fall 2015</p> <p>Counselling Psychology</p> <p>Master of Education</p> <p>The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice.</p> <p>This program is for students who wish to become counsellors in educational settings.</p> <p>The program requires 42 units of required and elective course work and a comprehensive examination. The program culminates with a comprehensive exam (EDUC 883) which occurs after completing course work and supervised field experiences.</p> <p>Admission Requirements</p> <p>See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.</p> <p>Graduate education admission is granted to a specific degree and to a particular program or specialization. Application information is available from the Faculty of Education.</p>	<p>Simon Fraser University Calendar Fall 2016</p> <p>Counselling Psychology</p> <p>Master of Education</p> <p>The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice.</p> <p>This program is for students who wish to become counsellors in educational settings.</p> <p>The program requires 39 units of required and elective course work and a comprehensive examination. The program culminates with a comprehensive exam (EDUC 883) which occurs after completing course work and supervised field experiences.</p> <p>Admission Requirements</p> <p>See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.</p> <p>Graduate education admission is granted to a specific degree and to a particular program or specialization. Application information is available from the Faculty of Education.</p>

Program Requirements

Students complete a comprehensive examination and a minimum of ~~42~~ units of coursework, including all of

EDUC 799 - Supervised Counselling Clinic I (3)
EDUC 800 - Supervised Counselling Clinic II (3)
EDUC 801 - Counselling Practicum I (~~3~~)
EDUC 802 - Counselling Practicum II (~~3~~)
EDUC 862 - Individual Assessment in Counselling (3)
EDUC 864 - Research Designs in Education (5)
EDUC 870 - Theories of Counselling (3)
EDUC 872 - Ethics in Counselling Psychology (3)
EDUC 874 - Counselling Skills and Strategies (5)
EDUC 877 - Contemporary School Counselling (3)
EDUC 878 - Group Counselling (5)

and one of

EDUC 871 - Family Counselling (3)
EDUC 873 - Career Counselling (3)

Comprehensive Examination

Candidates complete a comprehensive examination by enrolling in

EDUC 883 - MEd Comprehensive Examination (5)

Normally, the comprehensive examination occurs in the term in which course requirements are completed, or in the term immediately following.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled, as shown above.

Program Requirements

Students complete a comprehensive examination and a minimum of **39** units of coursework, including all of

EDUC 799 - Supervised Counselling Clinic I (3)
EDUC 800 - Supervised Counselling Clinic II (3)
EDUC 801 - Counselling Practicum I (**1.5**)
EDUC 802 - Counselling Practicum II (**1.5**)
EDUC 862 - Individual Assessment in Counselling (3)
EDUC 864 - Research Designs in Education (5)
EDUC 870 - Theories of Counselling (3)
EDUC 872 - Ethics in Counselling Psychology (3)
EDUC 874 - Counselling Skills and Strategies (5)
EDUC 877 - Contemporary School Counselling (3)
EDUC 878 - Group Counselling (5)

and one of

EDUC 871 - Family Counselling (3)
EDUC 873 - Career Counselling (3)

Comprehensive Examination

Candidates complete a comprehensive examination by enrolling in

EDUC 883 - MEd Comprehensive Examination (5)

Normally, the comprehensive examination occurs in the term in which course requirements are completed, or in the term immediately following.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled, as shown above.



Graduate Course Change

Attach a separate document if more space is required.

Fall 2016

Course Subject/Number	EDUC 801	Units	3	Effective Term and Year	Summer 2016
Course Title	Counselling Practicum I				
Rationale for Change:					
Weekly delivery of a 3-credit course exceeds the requirements for supervised clinical hours for post-graduate registration/certification.					

Proposed Changes (Check all that apply)

Course number
 Units*
 Title
 Description
 Prerequisite
 Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units 3	Units* 1.5
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description	Description
Prerequisite	Prerequisite
Other	Other

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

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

CONTACT PERSON

Department / School / Program <i>Education</i>	Contact name Robin Brayne	Contact email <i>rbrayne@sfu.ca</i>
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DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) <i>ANN CHINNEY</i> <i>FOR R. BRAYNE</i>	Signature <i>[Signature]</i>	Date <i>NOV. 4/15</i>
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>[Signature]</i>	Date <i>Dec 10, 2015</i>
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ADMINISTRATIVE SECTION (for DGS office only)

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

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



Graduate Course Change

Attach a separate document if more space is required.

Fall 2016

Course Subject/Number	EDUC 802	Units	3	Effective Term and Year	Spring 2016
Course Title	Counselling Practicum II				
Rationale for Change:					
Required level of supervised clinical hours for post-graduate registration/certification					

Proposed Changes (Check all that apply)

- Course number
 Units*
 Title
 Description
 Prerequisite
 Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units 3	Units* 1.5
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description	Description
Prerequisite	Prerequisite
Other	Other

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

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

CONTACT PERSON

Department / School / Program <i>Education</i>	Contact name Robin Brayne	Contact email <i>rbrayne@sfu.ca</i>
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DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) <i>ANN CHINNEY for R. BRAYNE</i>	Signature <i>[Signature]</i>	Date <i>NOV. 4/15</i>
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>[Signature]</i>	Date <i>Dec 10, 2015</i>
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ADMINISTRATIVE SECTION (for DGS office only)

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

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



MEMO

ATTENTION: Senate Graduate Studies Committee

Graduate Programs

FROM: Robin Brayne, Director

8888 University Drive
Burnaby BC V5A 1S6
Canada

RE: New Graduate Course Proposal – EDUC ~~841~~895

DATE: 2015 November 09

T: 778.782.3297
F: 778.782.4320

www.sfu.ca/education/gs

The following new graduate course proposal has been approved by the Faculty of Education and is forwarded to the Senate Graduate Studies Committee for approval. This curriculum item should be effective for the Fall 2016 term. Please include on the next SGSC agenda.

Please do not hesitate to contact me directly should you have any questions regarding this matter.

New graduate course proposal: EDUC ~~841~~⁸⁹⁵⁻⁵, Conceptions of Numeracy

Robin Brayne
Director

c: Phil Winne
Associate Dean Graduate Studies and Research
Faculty of Education

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	EDUC	Number (eg. 810)	895	Units (eg. 4)	5
Course title (max 100 characters including spaces and punctuation) Conceptions of Numeracy					
Short title (for enrollment/transcript - max 30 characters) Conceptions of Numeracy					
Course description for SFU Calendar * Exploration of the notion of numeracy and its role in contemporary society. An examination and enhancement of personal numeracy through immersion in a problem-solving environment.					
Rationale for introduction of this course The Special Topics course 711-5, Conceptions of Numeracy is a component of the Curriculum and Instruction: Numeracy, Master of Education program, and has been scheduled a minimum of three times. Faculty of Education policy states a course offered three times under the heading of Special Topics may not be offered again until such time as it is regularized through the appropriate Faculty and Senate Committees; therefore, we are proposing regularization of this course.					
Effective term and year	Fall 2016	Course delivery (eg 3 hrs/week for 13 weeks) 4 weekends, Fri-Sat-Sun, 16 hours each			
Frequency of offerings/year	every second year	Estimated enrollment/offering 15-20			
Equivalent courses [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.] None.					
Prerequisite and/or Corequisite ** This course is designed for the M.Ed. program in Numeracy					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? _____		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Rina Zazkis
Additional faculty members, space, and/or specialized equipment required in order to offer this course n/a

CONTACT PERSON

Department / School / Program	Contact name	Contact email
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

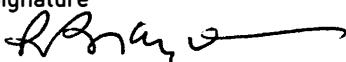
OVERLAP CHECK

Overlap check done? YES N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Robin Brayne	Signature 	Date Nov 19/2015
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Dec 10, 2015
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ADMINISTRATIVE SECTION (for DGS office only)

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

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

2015



EDUC 895 Conceptions of Numeracy

COURSE RATIONALE

This introductory course is designed for the M.Ed. program in Numeracy. The rationale for this course is twofold: (a) to examine the evolving conceptions of numeracy in contemporary society and the consequences of innumeracy, (b) to reflect on personal experiences as a learner enhancing numeracy skills.

DESCRIPTION

Exploration of the notion of numeracy and its role in contemporary society. An examination and enhancement of personal numeracy through immersion in a problem-solving environment.

REQUIRED TEXT

No required text.

RECOMMENDED TEXT

Paulos, J. A. (1988). *Innumeracy: Mathematical illiteracy and its consequences*. New York: Hill & Wang.

Additional readings will be provided by the instructor.

COURSE OVERVIEW

Numeracy can be referred to as 'mathematics in action'. It is a response to the growing number of high school graduates who, although well educated, are not able to apply the mathematics they have learned to real life problem solving situations. Numeracy is not a curriculum item. It is not a chapter in a text book. Numeracy is a disposition – an ability and a willingness to apply and communicate mathematical knowledge and procedures in novel and meaningful problem solving situations. As such, the development of numeracy skills is heavily dependent on the mathematical experiences one has. This course will provide numeracy-rich experiences to its students through their immersion in a problem-solving environment in which they can come to experience the wonders of mathematical discovery.

Mathematics is more than just a collection of facts and skills: the facts to be memorized and the skills to be mastered. Mathematics is an activity to be experienced and an endeavor to be

pursued. It is essential for teachers to understand this aspect of mathematics in order that they can help their students to experience, first hand, the wonder of creation and discovery in mathematics. This experience is essential in an attempt to develop numeracy in learners. The course is designed to provide teachers with the opportunity to examine their own learning processes, and to draw upon these processes in order to develop meaningful learning activities that will foster an appreciation of both the utility and the aesthetics of mathematics – and as such, become more informed learners and teachers of numeracy.

Tentative list of topics:

- Conceptions of numeracy, relationship between numeracy and mathematics, relationship between numeracy and literacy
- Numbers and number systems: a journey from counting pebbles to counting machines
- Problem solving: Connecting mathematics classroom to the “real” world
- Statistical data
- Beyond numbers: Mathematics in Art
- Humans as patterning animals
- Numeracy around us – examination of examples from newspapers, movies, flyers etc.
- Innumeracy and its consequences

ASSIGNMENTS AND ASSESSMENT (tentative)

Attendance and participation in all class activities and discussions	Compulsory
Homework portfolio assignments (4), as requested during class sessions, that include response to readings and problem solving tasks	60% (4 x 15%)
Completion of a problem solving log (journal), detailing the process, analyzing personal problem solving experiences, linking (where applicable) their experience to the research literature;	20%
Review of a chapter or article	10%
Presentation of a problem	10%

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>