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MEMORANDUM -

ATTENTION

Senate

DATE

December 6, 2019

FROM

Wade Parkhouse, Chair

PAGES

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Senate Committee on Undergraduate Studies

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RE:

New Course Proposals (SCUS 19-71)

For information:

Acting under delegated authority at its meeting of December 5, 2019 SCUS approved the following curriculum revisions effective Fall 2020.

a. Undergraduate Semester in Dialogue (SCUS 19-71)

- (i) New Course Proposals:
 - DIAL 393-5, Semester In (Dialogue Component)
 - DIAL 394-5, Semester In (Seminar Component)
 - DIAL 395-5, Semester In (Final Project Component)

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 DIAL NUMBER 393
COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
Semester In (Dialogue component)
COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
Semester In (Dialogue)
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.
The Dialogue component of the Semester In will immerse students in the art and practice of thinking and communicating. The focus will be on strategies and methods to use in understanding diverse perspectives.
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
We propose to create three new courses, DIAL 393W, DIAL 394, DIAL 395, that could be used by SFU Departments or Faculties to pilot semester-long, full-time, cohort based learning models. (We use Departments/Faculties throughout this document to recognize that a Semester In could be offered at either level). While the course numbers would be housed with our Dialogue program, Departments/Faculties would build their own course models adhering to an underlying set of principles common to the Semester in Dialogue and Semester In (see below), and provide funding.
The Semester in Dialogue has thrived in part because it is outside the Department/Faculty structure, but that position also made it complex to establish and govern within the SFU academic structure that is organized almost exclusively around Departments and Faculties. We are excited about creating a pathway to facilitate Semesters organized within traditional Departments and Faculties the might be simpler to establish and more discipline focused. Our experience with the Semester in Dialogue, as well as similar semester-long programs such as Radius Change Lab (https://radiussfu.com/programs/sfu-student-programs/change-lab/), CityStudio (https://radiussfu.com/programs/sfu-student-programs/change-lab/health-change-lab/), CityStudio (https://www.citystudiovancouver.com/), and Surrey CityLab (https://www.surrey.ca/community/28110.aspx), and the developing proposal in the Faculty of Education for a Semester in Indigenous Reconciliation, has affirmed the value of these more intensive learning opportunities, both for students and faculty. We believe there is an important opportunity at SFU for other semester-long programs with their own flavour that are embedded in Department and Faculty disciplines.
The Semester In concept is designed to share pedagogy with SFU Departments and Faculties that might want to incorporate similar learning and teaching approaches into their curriculum. SFU Faculty members would develop their own courses as part of their Department/Faculty academic offerings, with the support and mentorship of Semester in Dialogue faculty. The Centre's staff will also provide support to the host Department/Faculty with logistics, budgeting and communications feedback.



SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2020
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: 5
Indicate no. of contact hours: Lecture 5 Seminar Tutorial Lab Other; explain below
OTHER
FACULTY
Which of your present CFL faculty have the expertise to offer this course?
To be determined by each offering Department or Faculty.
WQB DESIGNATION
(attach approval from Curriculum Office)
(without approved from Curriculum Office)
PREREQUISITE AND / OR COREQUISITE
45 units or permission of instructor. Co-requisite: DIAL 394.



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

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.
2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]
(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.
3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]
Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.
Students who take DIAL 390 may not take 393 for 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
Are there any proposed student fees associated with this course other than tuition fees? YES NO





RESOURCES

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

Departments/Faculties to provide suitable classroom and work space for students.
OTHER IMPLICATIONS Final exam required YES NO Criminal Record Check required YES NO
OVERLAP CHECK Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee. Name of Originator
Mark L. Winston





COURSE SUBJECT	DIAL	NUMBER	394]
COURSE TITLE LONG	G — for Calendar/schedule, no more than 100 char	racters includi	ing spaces and punctuation	
Semester In (Sen	ninar component)			
COURSE TITLE SHOP	RT — for enrollment/transcript, no more than 30 c	haracters incl	uding spaces and punctuation	
Semester In (Sen	ninar)			
CAMPUS where course	e will be normally taught: 🗸 Burnaby 🗸 Si	urrey 🗸	Vancouver	n Way Off campus
COURSE DESCRIPTION	ON — 50 words max. Attach a course outline. Don	ı't include W	QB or prerequisites info in this des	cription box.
	each term will vary, but generally each probes provocative issues. Learning wi e and discuss.			
REPEAT FOR CREDIT	T YES NO Total completions	s allowed	Within a term?	YES NO
materials. Each new co	ess roved (S.93-11) that no new course should be approurse proposal must be accompanied by the email th .ca/about/overview/collections/course-assessments	at serves as pr		
RATIONALE FOR INT	RODUCTION OF THIS COURSE			
pilot semester-long, that a Semester In condense Departments/Faculti Dialogue and Semes The Semester in Dia complex to establish	e three new courses, DIAL 393W, DIAL 394, full-time, cohort based learning models. (We ould be offered at either level). While the course would build their own course models adhered the ster In (see below), and provide funding. alogue has thrived in part because it is outside and govern within the SFU academic structu	use Departn rse numbers ring to an ur the Departn re that is org	ments/Faculties throughout this would be housed with our Dial anderlying set of principles comment/Faculty structure, but that ganized almost exclusively arou	document to recognize logue program, mon to the Semester in position also made it and Departments and
Faculties. We are ex might be simpler to semester-long progra Change Lab (https:// (https://www.citystu proposal in the Facu learning opportunitie	cited about creating a pathway to facilitate Se establish and more discipline focused. Our ex ams such as Radius Change Lab (https://radiu/radiussfu.com/programs/sfu-student-program idiovancouver.com/), and Surrey CityLab (http://type.com/) and Surrey CityLab	emesters orgo perience with assfu.com/pross/change-lab ps://www.su a Reconciliate there is an in	anized within traditional Departh the Semester in Dialogue, as rograms/sfu-student-programs/cb/health-change-lab/), CityStudurrey.ca/community/28110.aspation, has affirmed the value of the program opportant opportunity at SFU for	tments and Faculties that well as similar change-lab/), Health io x), and the developing hese more intensive
learning and teaching Department/Faculty	ncept is designed to share pedagogy with SFU g approaches into their curriculum. SFU Facu academic offerings, with the support and mer to the host Department/Faculty with logistics	ilty members ntorship of S	s would develop their own cour Semester in Dialogue faculty. T	rses as part of their he Centre s staff will



SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2020
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: 5
Indicate no. of contact hours: Lecture 5 Seminar Tutorial Lab Other; explain below
OTHER
FACULTY
Which of your present CFL faculty have the expertise to offer this course?
To be determined by each offering Department or Faculty.
WQB DESIGNATION
(attach approval from Curriculum Office)
PREREQUISITE AND / OR COREQUISITE
45 units or permission of instructor. Co-requisite: DIAL 393.



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

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.
we call the course for interest electric
2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]
Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.
3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]
students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.
Students who take DIAL 391 may not take 394 for credit.
Does the partner academic unit agree that this is a two-way equivalency? VES NO Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).
S. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]
EES
are there any proposed student fees associated with this course other than tuition fees?
OURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)
Given the unique nature of each Semester In, the courses might best be described generically by a set of guiding principles. We have attempted to capture the essence of the Semester In, as well as the current Semester in Dialogue, in the form of seven principles stated as outcomes that the Semesters enable the students to achieve. These principles would serve as a focus for discussion and construction of each novel Semester In:
Dialogue: Practice and harness the power of dialogue to facilitate shared inquiry by demonstrating active listening, asking critical questions, and embracing the challenges of thinking together. Experiential Learning: Learn from your experiences by immersion in complex real-world situations, implementing ideas you care

Communication: Develop core communication and organizational skills; find your 'voice' and grow professionally.
Content Knowledge: Bridge the knowledge gap between your personal interest and the semester topic by bringing passion,

• Self-Reflection: Grow in your knowledge of yourself through your experiences, opportunities and self-reflection.

curiosity and developing a rich understanding of the course material.



NEW COURSE PROPOSAL

4 OF 4 PAGES

RESOURCES

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

Departments/Faculties to provide suitable classroom and work space for students.
OTHER IMPLICATIONS
Final exam required YES VINO
Criminal Record Check required YES YES NO
OVERLAP CHECK
Checking for overlap is the responsibility of the Associate Dean.
Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.
Name of Originator
Mark L. Winston



NEW COURSE PROPOSAL

1 OF 4 PAGES

COURSE SUBJECT DIAL	NUMBER 395	
COURSE TITLE LONG — for Calendar/schedule, no more than 100 chara	cters including spaces and punctuation	
Semester In (Final Project component)		
COURSE TITLE SHORT — for enrollment/transcript, no more than 30 ch	aracters including spaces and punctuation	
Semester In (Final Project)		
CAMPUS where course will be normally taught: ✓ Burnaby ✓ Sur	rrey Vancouver Great Northern	Way Off campus
COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't	include WQB or prerequisites info in this descr	ription box.
Students will develop a class-wide final project, including report. As well, each student will present a final individual.		
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 approx materials. Each new course proposal must be accompanied by the email that please visit www.lib.sfu.ca/about/overview/collections/course-assessments .	ved by Senate until funding has been committed e serves as proof of assessment. For more informa	for necessary library
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Indicate no. of contact hours: Lecture 5 Seminar Tutorial Lab Other; explain below
OTHER
FACULTY
Which of your present CFL faculty have the expertise to offer this course?
To be determined by each offering Department or Faculty.
WQB DESIGNATION
(attach approval from Curriculum Office)
PREREQUISITE AND / OR COREQUISITE
45 units or permission of instructor. Co-requisite: DIAL 393 and DIAL 394.



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

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2 TWO WAY FOUNDALENOVE LITTLE CONTROL
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Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit. Students who take DIAL 392 may not take 395 for 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.]
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Dialogue: Practice and harness the power of dialogue to facilitate shared inquiry by demonstrating active listening, asking critical questions, and embracing the challenges of thinking together. Experiential Learning: Learn from your experiences by immersion in complex real-world situations, implementing ideas you care about and critically reflecting on the process as a whole. Impact: Make a positive impact with/within the community by developing a nuanced understanding of public issues and the skills to foster mutually beneficial partnerships that are grounded in the qualities of reciprocity, mutual respect, shared authority and co-creation of goals and outcomes. Relationships: Building relationships is central to doing meaningful work in the Semester; initiate and nurture relationships based on mutual respect between students, instructors and community partners. Communication: Develop core communication and organizational skills; find your voice and grow professionally. Content Knowledge: Bridge the knowledge gap between your personal interest and the semester topic by bringing passion, curiosity and developing a rich understanding of the course material. Self-Reflection: Grow in your knowledge of yourself through your experiences, opportunities and self-reflection.



NEW COURSE PROPOSAL 4 OF 4 PAGES

RESOURCES

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