SFU OFFICE OF THE PROVOST AND VICE-PRESIDENT, ACADEMIC

8888 University Drive, TEL: 778.782.6654 avpacad@sfu.ca
Burnaby, BC FAX: 778.782.5876 www.sfu.ca/vpacademic
Canada V5A 1S6

MEMORANDUM

ATTENTION	Senate	DATE	March 8, 2024
FROM	Peter Hall, Chair	PAGES	1/2
	Senate Committee on Undergraduate Studies		
RE:	New Course Proposals		

For information:

Acting under delegated authority at its meeting of March 7, 2024 SCUS approved the following curriculum revisions effective Fall 2024.

a. Faculty of Applied Sciences *(SCUS 24-15)*

1. School of Sustainable Energy Engineering

   (i) New Course Proposal: SEE 465-3, Environmental Life Cycle Assessment and Sustainability

b. Faculty of Arts and Social Sciences

1. Department of French *(SCUS 24-30)*

   (i) New Course Proposals:
   - FREN 203-3, Contemporary Francophone Issues in the Humanities and Social Sciences
   - FREN 302-3, Critical Thinking & Public Speaking on Contemporary Francophone Cultural, Social & Political Issues
   - FREN 303-3, Practical French for a Practical World I
   - FREN 365-3, Survey of African Literature in French
   - FREN 401-3, Practical French for a Practical World II
   - FREN 445-3, Studies in Gender and Sexual Diversity in Francophone Literatures
   - FREN 450-3, Contemporary Issues in Biopolitics in Francophone Literatures
   - FREN 465-3, Special Topics in African Literature in French

SIMON FRASER UNIVERSITY ENGAGING THE WORLD

2. Department of Gender, Sexuality and Women's Studies *(SCUS 24-31)*

   (i) New Course Proposal: GSWS 103-3, Body Talk

3. Department of Sociology and Anthropology *(SCUS 24-32)*

   (i) New Course Proposal: SA 219-4, Cultural, Mental Health and Therapeutic Governance

c. Faculty of Communication, Art and Technology

1. School of Interactive Art and Technology

   (i) New Course Proposals:
   - IAT 360-3, Exploring Artificial Intelligence: Its Use, Concepts, and Impact *(SCUS 24-16)*
   - IAT 460-4, Generative AI and Computational Creativity *(SCUS 24-17)*
   - IAT 461-4, Data Science for Human-Centered Systems *(SCUS 24-18)*

d. Faculty of Environment *(SCUS 24-33)*

1. Department of Geography

   (i) New Course Proposal: GEOG 267-3, Introduction to Indigenous Land-Based Knowledge and Place-based Relationships *(Spring 2025)*

e. Faculty of Science

1. Department of Statistics and Actuarial Sciences *(SCUS 24-34)*

   (i) New Course Proposals:
   - ACMA 231-3, Tools for Data-Driven Decision Making
   - ACMA 421-3, Advanced Models for Short-Term Insurance

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.

SFU SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT SEE **NUMBER** 465

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

Environmental Life Cycle Assessment and Sustainability

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

Env Life Cycle Assess Sustain

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.

Introduction to environmental life cycle assessment, data collection and modeling, environmental product declarations, impact measures, and whole-building LCA. Introduction to ISO LCA standard for life cycle assessment, LEED LCA credit, and international, national, and local standards for whole-building LCA. Application of industry standard software to conduct LCA.

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

SEE is a new program developing it's technical elective courses. This course was developed as a special topics course to gauge interest and applicability to the program. The course has been well-received and attended and aligns well with the program. Additionally, it pairs well with an existing technical elective on energy modeling for buildings giving students a well-rounded introduction to zero-carbon (or low-carbon) building as well as a broad understanding of environmental life cycle assessment.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 20-30

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 39 Lecture ☐ Seminar 13 Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Molly McVey
Mehran Ahmadi

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Pre-req: SEE 310 or MSE 312

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 SEE 475 under the title "Life Cycle Assessment and Sustainability" 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 (RECOMMENDED)

Explain the role of life cycle assessment in the context of sustainability and engineering professional practice including an awareness of relevant standards and codes.

Critically reflect on current literature, podcasts, and articles related to life cycle assessment.

Perform LCA on products and buildings and analyze the environmental impact over the life cycle using industry standard software.

Quantify environmental impact of a baseline building and analyze, recommend, and justify design changes to a building to reduce environmental impact.

Professionally communicate topics related to life cycle assessment in verbal, written and visual formats.

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

Molly McVey

SFU

COURSE SUBJECT FREN   **NUMBER** 203

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

Contemporary Francophone Issues in the Humanities and Social Sciences

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

Contemporary Francophone Issues

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 aim of this course is to enable students to deepen their ability to read and understand French texts on contemporary socio-political issues. Students will do close readings of essays, newspaper articles or short excerpts from opinion pieces, so as to develop an analytical and critical reading methodology.

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 French department is revamping its programs and courses. This course is part of an interdisciplinary approach to training students in reading, analyzing, and developing critical thought.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2024

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: ☐ Lecture 3 Seminar ☐ Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Linda Bruneau-Jolly, Paola de Rycke, Claire Bossavit

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequiste: FREN 202 with a minimum of C-

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)

- Develop a reading methodology.
- Highlight the main ideas of a text.
- Critique texts.
- Highlight an essayist's argument.
- Write coherent, well-structured and convincing texts.

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

Sarah Henzi

COURSE SUBJECT FREN   **NUMBER** 302

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

Critical Thinking & Public Speaking on Contemporary Francophone Cultural, Social & Political Issues

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

Contemporary Francophone Issues

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 aim of this course is to help students strengthen their ability to express themselves orally and debate contemporary Francophone cultural and sociopolitical issues. Students will work with audiovisual productions such as documentaries, news reports, interviews, talk shows and podcasts, and critically analyze the ideas presented in them.

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 French department is revamping its programs and courses. This course is part of an interdisciplinary approach to training students in reading, analyzing, and developing critical thought.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **FALL 2024**

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: [ ] Lecture **3** Seminar [ ] Tutorial [ ] Lab [ ] Other; explain below

OTHER

FACULTY

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

Linda Bruneau-Jolly, Paola de Rycke, Claire Bossavit

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequiste: FREN 202 with a minimum of C-

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)

- Highlight the main ideas of public speaking.
- Critique audiovisual productions.
- Point out the flaws in an argument.
- Develop a coherent, well-structured and convincing oral argument.
- Efficiently structure thoughts and clearly convey a message orally.
- Learn to present concepts and research results orally.

**SENATE COMMITTEE ON
UNDERGRADUATE STUDIES**

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

Sarah Henzi

COURSE SUBJECT FREN

NUMBER 303

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

Practical French for a Practical World I

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

Practical French I

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 language course uses an interactive, action-oriented approach to help refresh and improve oral comprehension, fluency, and spontaneity in various interactions. It aims to expand vocabulary, which will help to better understand radio and TV shows, songs, documentaries, interviews, and conferences.

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 French department is revamping its programs and courses. This course is part of an interdisciplinary approach to training students in reading, analyzing, and developing critical thought, as well improve oral skills.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   FALL 2024

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: ☐ Lecture   3 Seminar   ☐ Tutorial   ☐ Lab   ☐ Other; explain below

OTHER

FACULTY

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

Linda Bruneau-Jolly, Paola de Rycke, Claire Bossavit

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

FREN 202 with a minimum of C- or Grade 12 French Immersion or with the permission of the Department of French

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)

By the end of this course, students will
- communicate easily and spontaneously in a clear and detailed manner;
- understand and be understood in most situations;
- produce clear and detailed texts on a wide range of subjects
- explain a viewpoint on a topical issue giving advantages and disadvantages of various options;
- understand the main ideas of complex texts on concrete or abstracts topics;
- self-correction.

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

Sarah Henzi

COURSE SUBJECT FREN   **NUMBER** 365

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

Survey of African Literature in French

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

Survey of African Literature in French

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 African literature across various cultural genres and themes. Topics may include identity, gender issues, family, colonialism, memory, migration, and culture.

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 serves as an introduction to the historical, social, and linguistic realities of Africa as a crucial site of postcolonial identity, imagination, and resistance. Topics to be covered include the politics of language, identity quest, migration, diaspora, orality, Négritude, hybridity, transnationalism, gender, and the place of women in African societies.

At SFU, there is no course in the Department of French entirely devoted to African literature and cultures. Survey of African Literature will be beneficial not only to students in the Department of French but also to students in other departments who have a considerable knowledge of the French language. Through the study of various genres including novel, drama, and film, students will equally improve or refine their oral and written communication skills in French.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 25

UNITS
Indicate number of units: 3

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

OTHER

FACULTY

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

Dr. Joel Akinwumi; Cécile Vigouroux; Jorge Calderon

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)

- To have first-hand exposure to African literature in French.
- To be introduced to African historical, cultural, social, and political dynamics.
- To unravel the influence of African cultures on the French language and vice versa.
- To help students refine their oral and writing skills in French, as well as their transcultural competence.
- To excavate the centrality of orality in African literature.

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

Sarah Henzi

COURSE SUBJECT FREN   **NUMBER** 401

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

Practical French for a Practical World II

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

Practical French II

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 Advanced French course prepares students to reach a proficient level of French language. An interactive, action-oriented approach will improve oral and written communication and improve listening and reading skills of both professional and academic works. This course also develops students' knowledge of French and Francophone cultures.

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 French department is revamping its programs and courses. This course is part of an interdisciplinary approach to training students in reading, analyzing, and developing critical thought, as well improve oral skills.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2024

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: 25

UNITS
Indicate number of units: 3

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

OTHER

FACULTY

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

Linda Bruneau-Jolly, Paola de Rycke, Claire Bossavit

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

2 300-level FREN courses

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)

By the end of this course, students will:
- perform complex oral and written tasks related to work and study;
- express themselves spontaneously, clearly and coherently;
- speak about complex topics in an appropriate and well-organized way;
- have a large vocabulary and choose the appropriate expression to introduce their comments;
- grasp implicit meanings;
- show controlled use of complex structures;
- synthesize various documents;
- develop a reflection on proposed themes;
- build a coherent argument and express their opinion in a fluent and structure way;
- self-correct.

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

Sarah Henzi

SFU

COURSE SUBJECT FREN　　　　**NUMBER** 445

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

Studies in Gender and Sexual Diversity in Francophone Literatures

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

Gender & Sexual Diversity

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.

Advanced study of gender and sexual diversity in French and Francophone literature, film, arts, social discourses, cultures and societies.

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 French department is revamping its programs and courses. This course is part of an interdisciplinary approach to training students in literary, film and cultural studies.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 21

UNITS
Indicate number of units: 3

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

OTHER

FACULTY

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

Jorge Calderón; Joel Akinwumi; Sarah Henzi

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

2 300-level FREN courses

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 and evaluate scholarship relevant to the field of gender and sexuality

Think critically about core concepts in gender and sexuality studies

Identify and evaluate culturally and historically constructions of genders and sexualities

Find and filter print, digital, and visual data relevant to the study of gender and sexuality

Evaluate how gender intersects with categories of race, ethnicity, class, sexuality, etc.

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 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

Sarah Henzi

COURSE SUBJECT FREN **NUMBER** 450

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

Contemporary Issues in Biopolitics in Francophone Literatures

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

Biopolitics in French 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.

Advanced study of processes disciplining the individual and regulating populations through biopolitical power by studying literary, cinematic, and cultural works that question the social construction of gendered, sexual, national, ethnic and racial identity; of the subject, subjectivity and subjection; of the body, affectivity and performance/performativity.

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 French department is revamping its programs and courses. This course is part of an interdisciplinary approach to training students in literary, film and cultural studies.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Fall 2024

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: 21

UNITS

Indicate number of units: 3

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

OTHER

FACULTY

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

Jorge Calderón; Joel Akinwumi; Sarah Henzi

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

2 300-level FREN courses

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)

Demonstrate critical awareness of local and global social justice issues

Engage with issues of inequality, oppression and justice

Engage with cultural and social realities at the local, national and global levels

Demonstrate comprehensive understanding of core concepts in biopolitics

Apply core concepts and theories in biopolitics to print, digital, and visual data

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 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

Sarah Henzi

COURSE SUBJECT FREN   **NUMBER** 465

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

Special Topics in African Literature in French

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

Special Topics in African Literature

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.

Advanced study of selected works of African literature in French. Genres may include novel, essay, drama, film and songs. Topics to be covered may include identity politics, gender issues, African feminism, motherhood, family, decolonization, postcolonialism, migration, diaspora and transculturality.

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

For students who took FREN 365 - Survey of African Literature, this course will offer an in-depth exploration of African literature. We will discuss the colonial legacies and the imaginative responses of African writers and communities to these legacies. At the core of this study are tensions around the representation of colonial and postcolonial identities. Along the way, we will turn to the postcolonial era, marked by the spate of tribal and civil wars, violences, corruption and exile. In that regard, students will reflect on what the "post" in postcolonialism stands for and how the articulation and contestation of the postcolonial malaise can lead to true decolonization not just as a freedom from imperialist forces but also as a freedom from internal cultural and political shackles that have impinged upon the emancipation of African nations. This course will enable students to appreciate the diversity of African cultures and geographies and form their opinions about African politics. Through directed reading and discussions, students will sharpen their critical reasoning and hone their writing and oral communication skills in French.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Fall 2024

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: 25

UNITS
Indicate number of units: 3

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

OTHER

FACULTY

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

Dr. Joel Akinwumi; Cécile Vigouroux; Jorge Calderon

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

2 300-level FREN courses

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)

- To have a well-rounded knowledge of key African authors and texts.
- To critically analyze African politics, cultures, and various forms of identity formation.
- To reflect on key concepts of postcolonial studies such as négritude, hybridity, diglossia, transnationalism, and transculturality.
- To examine some African post-independence problems such as neocolonialism and tribal conflicts.
- To know and participate in major debates on African feminism, motherhood, and female agency.
- To understand the complex relationship between Africa and its diasporas and how reimagining this relationship integrates global cultural trends and the decolonial project.

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

Sarah Henzi

SFU

COURSE SUBJECT GSWS   **NUMBER** 103

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

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

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.

Introduces students to the field of GSWS through the body as a site of inquiry. We ask how bodies are disciplined and surveilled, and a source of resistance and change. Topics include: state management of bodies, the body as a source of self-determination and self-expression, bodies and technology.

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, Body Talk, is an extension of the GSWS 100-level sequence that includes Sex Talk and Gender Talk. It draws from the expertise of two newer CFL, Coleman Nye and Vaibhav Saria, whose research engages with philosophical and material questions of bodies in medical anthropology and feminist science and technology studies. It also creates an introduction for students interested in studies of the body from the perspective of critical social science or medical humanities, who may go on to take upper division GSWS special topics courses like Critical Disability Studies and Global Trans Health.
The 100-level GSWS courses are important large-enrollment service courses that introduce students to the department and to FASS. These courses attract students from across the university and, because they are taught by engaging teachers, encourage many students to pursue GSWS as part of their degree program. We anticipate the same outcomes with this course.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **Fall 2024**

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: **150**

UNITS

Indicate number of units: **3**

Indicate no. of contact hours: **2** Lecture ☐ Seminar **1** Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Vaibhav Saria, Coleman Nye

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)

Through these course materials and activities, students will:
1.   Learn about how the body is sexed, gendered, sexualized, and abled.
2.   Explore the significance of the state in policing the bodies as they are differentiated and classified.
3.   Examine how myriad forms of social difference -such as race, sexuality, disease, physical ability- are embodied.
4.   Appreciate how bodies are also a site of resistance and change, learning and activism.
6.   Apply their learning through critical engagement and reflective writing.

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

Tiffany Muller Myrdahl

SFU SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT SA **NUMBER** 219

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

Culture, Mental Health, and Therapeutic Governance

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

Therapeutic Governance

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 social, cultural, economic and political underpinnings of mental distress and medical practices. Topics include somatization, medicalization, psychologization, global inequities, local desires, and the use of mental illness and psychology by states and institutions as technologies of governing. Attention given to how Indigenous psychology challenges universal claims of Euro-American psychology.

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 was taught three times as a special topics course in Fall 2017, Fall 2019, and Fall 2020 with strong student interest. It is being adapted to the 200-level to increase our 200-division (A) courses for the anthropology program.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 4

Indicate no. of contact hours: ☐ Lecture   4 Seminar ☐ Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Jie Yang, Stacy Pigg, Dany Lacombe

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

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.]

Students who have taken SA 359: Culture, Mental Health, and Therapeutic Governance in Fall 2017, Fall 2019, or Fall 2020 may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

1 Master key theories in medical and psychological anthropology
2 Learn how to conceptualize through ethnography and cultivate ethnographic sensibility
3 Develop skills for critical reading/ thinking/writing
4 Develop professional communication/presentation
5 Cultivate collaborative (learning) competency

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

Kathleen Millar

SFU

COURSE SUBJECT IAT   **NUMBER** 360

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

Exploring Artificial Intelligence: Its Use, Concepts, and Impact

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

Exploring AI

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.

Designed to provide a comprehensive and accessible introduction to the world of artificial intelligence that will empower the students to navigate the AI-driven future. Students will explore fundamental AI concepts, including machine learning, neural networks, natural language processing, and computer vision; discover real-world applications, ethical considerations, and the societal impact of AI.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed 1   Within a term? ☐ YES ☑ NO

LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

The field of artificial intelligence (AI) has experienced exponential growth and has become increasingly pervasive in our everyday lives. From voice assistants to recommendation systems and autonomous vehicles, AI technologies are shaping various industries and transforming the way we live, work, and interact. It is essential for individuals from diverse academic backgrounds to have a foundational understanding of AI concepts, applications, and societal implications. By equipping students with AI knowledge, this course empowers students to navigate the AI-driven world, make informed decisions, and contribute meaningfully to the development and ethical implementation of AI technologies.

Although there exists an Introduction to AI course in Computing Science Department, it focuses on mathematical foundations and being algorithm heavy, as it is intended for students with a Computer Science background and prior coursework. In contrast, the "Introduction to AI for All" undergraduate course at SIAT aims to provide students with a comprehensive introduction to the fundamental principles and practical applications of AI in an accessible and inclusive manner for students in a variety of backgrounds and interests, as is the student population at SIAT. By offering an introductory course that does not require extensive prior technical knowledge, we create a learning environment that is inclusive and encourages participation from students with diverse academic backgrounds.

This course will cover key topics such as machine learning, neural networks, natural language processing, computer vision, and ethical considerations in AI. By providing a broad understanding of AI fundamentals, students will be better equipped to navigate and adapt to the evolving AI landscape. It will draw examples from the vast applications across various disciplines, including healthcare, finance, education, design and entertainment. This course will also dedicate specific modules to exploring these issues, encouraging critical thinking and responsible AI development and deployment.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **Fall 2024**

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: **48**

UNITS

Indicate number of units: **3**

Indicate no. of contact hours: **2** Lecture ☐ Seminar **2** Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

O. Nilay Yalcin, Steve DiPaola, Philippe Pasquer, Jon Corbett

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

CMPT 120, IAT 265, and IAT 267, all with a minimum grade of C-.

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.

CMPT310 Introduction to Artificial Intelligence

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 students will:
- Develop an understanding of the fundamental concepts and principles of AI, including machine learning, neural networks, and data analysis.
- Gain familiarity with various AI techniques, algorithms, and methodologies used for problem-solving and decision-making, such as classification, regression, clustering, and reinforcement learning.
- Acquire practical skills in applying AI techniques through hands-on exercises and projects, including data preprocessing, model training, evaluation, and deployment. Students will use readily available libraries and tutorials to build upon and will not be required to implement from scratch.
- Explore the ethical implications of AI technologies, including issues of bias, fairness, transparency, and privacy, and develop an awareness of responsible AI development and deployment.
- Develop their critical thinking skills to analyze and evaluate AI algorithms, models, and results, and apply them effectively to solve complex problems in various domains including healthcare, finance, design, marketing, and robotics, and gain insights into emerging trends and challenges.
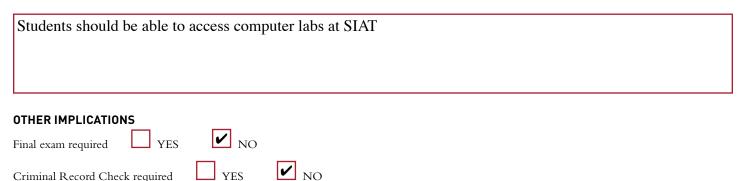- Develop a mindset of continuous learning and adaptability to stay updated with advancements, emerging trends, and research in the field of AI.

RESOURCES

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

Students should be able to access computer labs at SIAT

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

O. Nilay Yalcin

COURSE SUBJECT IAT   **NUMBER** 460

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

Generative AI and Computational Creativity

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

GenAI and Comp Creativity

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.

Proposes an in-depth introduction to design and use of generative systems in the context of creative practices. It surveys the families of algorithms and interfaces used in generative artificial intelligence (AI) and computational creativity, to augment or automate creative tasks across domains.

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 a refreshed and updated version of the SFU/Kadenze class "Generative Art and Computational Creativity". Since 2016, this online offering has served thousands of students across the world. The class has also been offered to SIAT students and listed as special topics (IAT 380) two times.

In the context of the new concentration proposed by SIAT on "Human-centered AI", we would like this course to become a permanent yearly offering.

Generative systems, or so-called generative AI, are rising as a central element in any creative field. There is a strong demand by students, industry, and society for skilled production, and educated reflection in this fast growing and sometimes controversial field.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 24

UNITS
Indicate number of units: 4

Indicate no. of contact hours: 2 Lecture ☐ Seminar ☐ Tutorial 2 Lab ☐ Other; explain below

OTHER

FACULTY

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

Pr. Philippe Pasquier, Pr. Steve Dipaola

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

IAT 360

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.]

Students with credit for IAT 380 under the title "Generative Art and Computational Creativity", or received credit through Kadenze, 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)

Learning Goals:
- Students will be able to recognize, define, and describe generative AI systems
- Students will be able to recognize, define, and discuss computational creativity
- Students will be able to define, and describe the main algorithms used for generative systems in the various creative domains covered in class
- Students will be able to develop, deploy, and test generative systems, and as such acquire an intermediate level in such application development.
- Students will be able to articulate and discuss the issues and open questions surrounding generative AI practices.
Accomplishments - by the end of this class each student will have:
- Analyzed and documented a generative system of his/her liking
- Designed, developed, and tested a generative system in a domain of his/her choice, and using one of the algorithmic approaches covered in class.

RESOURCES

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

We need access to a lab with machines equipped with modem GPUs.

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

Dr. Philippe Pasquier, School of Interactive Arts and Technology

SFU

COURSE SUBJECT IAT **NUMBER** 461

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation
Data Science for Human-Centered Systems

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation
DataSci Human-Centered Sys

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.

Analytical approaches examining user interaction data to understand how interactive systems meet their users' goals are covered. The data preprocessing techniques, feature engineering for summative and temporal characteristics, statistical, data mining and machine learning techniques used to derive insights are compared, focusing on their benefits and pitfalls.

REPEAT FOR CREDIT ☐ YES ☑ NO Total completions allowed 1 Within a term? ☐ YES ☑ NO

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

SIAT program's focus on HCI, Information Visualization and Visual Analytics is being modernized to reflect a rapid development in new technologies using data-driven and AI approaches. The new methodologies of design, development and testing of new human-centred technologies make extensive use of data for making design decisions, evaluating the impact of new technologies on human activity and behaviours, and deriving new insights about the nature of the underlying activities. To prepare SIAT graduates for the data-driven paradigm of design and development, they need to gain familiarity with data-driven approaches and develop fundamental skills in applying them in specific situations. This course contributes to the learning outcomes of the new concentration in AI and Data Science for Human-Centered Systems, which is aimed to empower students to navigate the data-driven world, make informed decisions, and contribute meaningfully to the development and ethical implementation of AI technologies.

Data science is concerned with deriving insights from data to increase our understanding, improve critical thinking and support processes in many different domains. It lies at the intersection of computer science, statistics, and machine learning. SIAT's approach to data science further focuses on building interactive systems and technologies by using a data-driven way. Building on the existing Visual Analytics course (IAT-355) and newly proposed "Exploring Artificial Intelligence" (IAT-360) this course will examine how data science can help practitioners evaluate, understand, and design systems that interact with people as they work, play and learn. The course pays attention to the sources of the data, the purpose of the interaction with the system, and the data analysis goals. It will address steps in the data analysis pipeline from gathering and cleaning the data, integrating data capture mechanisms into the system design, engineering data features most suitable to answer questions about user interactions with the system and their desired behaviours, and review the most commonly used methods and techniques.

The course will take an applied focus, introducing methods and techniques through concrete examples from SIAT's domains of interest. Given SIAT's focus on human-centered systems, it will spend more time on temporal techniques and critical analysis of the impact of the introduced techniques, complementing statistical approaches. Machine learning approaches will be covered from the practitioner's perspective, highlighting their applicability and suitability for answering questions in human-centered systems.

The course will be cross listed with our graduate program, where it will support our newly established project-based masters program.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **Fall 2024**

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: **48**

UNITS
Indicate number of units: **4**

Indicate no. of contact hours: **3** Lecture ☐ Seminar ☐ Tutorial **2** Lab ☐ Other; explain below

OTHER

FACULTY

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

Marek Hatala
Alireza Karduni
Nilay Yalcin

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

IAT 355 and IAT 360, both with a minimum grade of C-.

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)

Students will be able to:

- carry out the data analytics process for human-centered systems from beginning to end
- use proper terminology of the field
- understand various types of data, and the issues in analyzing each type of data
- identify the techniques used for each step, and when a technique is appropriate
- integrate data capture mechanisms into the system design based on the analysis of needs
- to use the tools available in the Python ecosystem to carry out the analysis

RESOURCES

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

A computer lab with installed Python libraries as specified by the instructor.

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

Marek Hatala

SFU

COURSE SUBJECT GEOG   **NUMBER** 267

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

Introduction to Indigenous Land-Based Knowledge and Place-Based Relationships

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

Indigenous Land-Based Knowledge

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 Indigenous place-based knowledge, this semester long course will explore interrelationships between people to their local environments, with a focus on the Sḵwx̱wú7mesh (Squamish) Nation and other Indigenous peoples and environments in and around coastal British Columbia. The course will integrate knowledge of culturally important plants and animals, their habitats and ecological interrelationships.

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

Explores Indigenous geographies and how these connect to place-based knowledge and land-based practices. Our course will focus primarily on the traditional territory of the Sḵwx̱wú7mesh (Squamish) First Nation and other Indigenous communities in the area now known as coastal British Columbia. We will examine a timeline of events that have impacted land access and cultural land and place-based practices and knowledge. We will learn about land-based and place-based knowledge and relationships by exploring systems of land and cultural environmental management traditionally practiced by Sḵwx̱wú7mesh and other Indigenous peoples in and around coastal British Columbia.

Explores the role of Indigenous geographies and Indigenous Knowledge in documenting and understanding the complexity of ecosystems and considers the contributions of Indigenous Knowledge and traditional land management strategies to ecosystem maintenance and restoration. Further we will explore how Indigenous geography connects deeply to Indigenous Peoples sense of self and identity. We will also highlight the relational aspects of how Indigenous Geographies weave interconnections between people, place and non-human kin. It is impossible to discuss these topics without addressing the impacts of Canadian colonial history and how these impacts have shaped the history and ongoing reality of barriers to Indigenous access to the land.

I have worked extensively with my home nation of Sḵwx̱wú7mesh and other Indigenous communities in BC and the Yukon. I take a respectful and reciprocal approach to community collaborations. I will draw on existing relationships I have in community to support the students learning and give back to the Indigenous communities we partner with. Building meaningful learning opportunities for students that are grounded in giving back to the land and local Indigenous communities is central to this course offering.

I am proposing this as a 200 level course in which the students will be introduced to systems of Indigenous land-based knowledge in the Pacific Northwest. This blended course will include asynchronous lectures, in person tutorials and a longer field trip at the end of each month that the course runs. An application to have MSF attached to the course will be submitted once we have more budget certainty. Every effort will be made to keep potential costs to students as low as possible and to ensure accessibility of the course and field trip(s). The addition of this new course reflects integrating the expertise of a newly hired Indigenous geography faculty member. Having this course offered by an Indigenous faculty member will bring an important perspective and voice to integrating Indigenous geographies into the broader course offerings in the geography department.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Spring 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: 40

UNITS

Indicate number of units: 3

Indicate no. of contact hours: 2 Lecture   ___ Seminar   1 Tutorial   ___ Lab   ___ Other; explain below

OTHER

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

Three GEOG courses including at least one of the following: GEOG 100, GEOG 104, or GEOG 162.
Recommended: INDG 101 and INDG 286.

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)

Students will gain from this course:
• a chance to learn from and engage with knowledge holders from local Indigenous communities to learn about and contribute virtually to culturally rooted restoration work and learn more about the knowledge renewal and reconnection with place that is happening in many communities
• a deeper understanding of the colonial impacts on Indigenous Knowledge
• current examples of cultural knowledge renewal taking place in local Indigenous Communities
• appreciation of the concepts, principles and practices of Indigenous Knowledge;
• awareness of the potential, protocols, and issues associated with applications of TEK in academic and professional settings

RESOURCES

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

We will need to secure transportation for the three field days in the semester.

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

COURSE SUBJECT ACMA

NUMBER 231

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

Tools for Data-Driven Decision Making

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

Tools for Decision Making

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.

Introduction to key analytical tools used to organize and process data to support decision making.

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 provide effective input to decision making, actuaries must be able to organize and analyze data using common software and programming tools. Recognizing this fact, the National Capstone Exam of the Canadian Institute of Actuaries (CIA), which our students typically take just after they graduate, now uses Excel and the R programming language to examine candidates' subject-matter knowledge in a more realistic setting (relative to what paper-and-pencil exams used to provide). The Society of Actuaries' early professional exams also now use Excel and R. In addition, employers' actuarial systems still rely on Excel, as well as Visual Basic for Applications (VBA) to automate calculations and workflow, and SQL to retrieve and manipulate data.

Given the increased use of these tools in the professional actuarial qualification process, and their continued importance to employers, it is essential that they be integrated meaningfully with our syllabus. ACMA 231 will introduce students to commonly used software and programming languages for data processing and analysis (Excel, VBA, R, SQL) using simple data sets. Upper division actuarial courses will then apply these tools to solve problems of increasing complexity, including ones that resemble actual actuarial applications by the 400 level. This will increase our students' competitiveness for co-ops/internships and will better prepare our graduates for the computing aspects of the CIA's National Capstone Exam.

We have explored alternatives to this new course. CMPT 110 used to teach Visual Basic but with a much broader focus than our students need, and it is no longer offered by Computing Science. STAT 240 and 260 offer instruction in R but mostly deal with data acquisition, data wrangling and visualization, and less so with decision-making based on simulation and what-if analysis. BUS 232 relies heavily on Excel in a business context but duplicates much of the statistical content our students acquire in STAT 270. BUS 336 uses Excel in a decision-making context, but, as a third-year course, it would be too late in our program sequence.

The proposed ACMA 231 incorporates all of the tools the actuarial students need into a single course; it is the most efficient way to meet our objective. In fact, this efficiency–a quick introduction to a collection of widely-used tools, without any prerequisites–may appeal to students in other majors as well.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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 1 Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Himchan Jeong, Barbara Sanders, Jean-François Bégin

WQB DESIGNATION

(attach approval from Curriculum Office)

n/a

PREREQUISITE AND / OR COREQUISITE

Prerequisite: BC Mathematics 12 (or equivalent) or any 100-level MATH course with a minimum grade of C

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

Barbara Sanders

COURSE SUBJECT ACMA   **NUMBER** 421

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

Advanced Models for Short-Term Insurance

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

Adv Models for Short-Term Ins

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.

Risk measures. Extreme value theory: models and applications. Aggregate models for claims. Regression-based approaches to claims modeling: generalized linear models, linear mixed models.

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 are revising our 3-course sequence on short-term insurance (ACMA 355/455/470) to better align with the professional syllabi of the Society of Actuaries, the Canadian Institute of Actuaries, and the Casualty Actuarial Society. This course replaces ACMA 455 as the second course in this sequence; it includes both traditional topics (e,g,. aggregate models for claims) that were previously in ACMA 455 as well as new, more modern topics (extreme value theory and generalized linear models) that are required in order to maintain the actuarial program's accreditation.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 25

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 3 Lecture ☐ Seminar 1 Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Cary Tsai, Himchan Jeong, Barbara Sanders, Jean-François Bégin

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Prerequisite: ACMA 321 with a minimum grade of C.
Corequisite: STAT 350.

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:

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

Barbara Sanders