



OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC AND
ASSOCIATE PROVOST

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MEMORANDUM

ATTENTION	Senate	DATE	August 3, 2012
FROM	Bill Krane, Chair	PAGES	1/2
RE:	Senate Committee on Undergraduate Studies Faculty of Arts and Social Sciences (SCUS 12-38)		

For information:

Acting under delegated authority at its meeting of August 2, 2012, SCUS approved the following curriculum revisions effective Summer 2013:

1. Department of French (SCUS 12-38a)

- (i) Prerequisite changes for FREN 407W, 320, 321, 322, 416, 417,
- (ii) Description change for FREN 215
- (iii) Deletion of FREN 407
- (iv) Reinstate French Practicum courses 185 and 285
- (v) Upper Division requirement changes to the French Major Program
- (vi) Upper Division requirement changes to the French and Humanities Joint Major Program
- (vii) Change to the French and Education Certificate Program – electives list

2. Department of Gerontology (SCUS 12-38b)

- (i) Deletion of GERO 400
- (ii) New Course Proposal: GERO 450-4, Evaluation of Health Programs for Older Adults

3. Explorations Program (SCUS 12-38c)

(i) New Course Proposals:

EXPL 135-2, Thinking Through Images

EXPL 235-3, Images in Society and History

(ii) Title, description and learning outcomes changes to EXPL 110

(iii) Deletion of EXPL 140, 330

(iv) Changes to the Explorations in the Arts and Social Sciences Certificate Program

4. School for International Studies (SCUS 12-38d)

(i) Upper Division requirement changes to the International Studies Major Program

(ii) Program requirement changes to the International Studies Honours Program

5. Latin American Studies Program (SCUS 12-38e)

(i) Deletion of LAS 100, 402, 404

(ii) Deletion of the Latin American Studies Field School

(iii) Program requirement changes to the Latin American Studies Co-operative Education Program

Senators wishing to consult a more detailed report of curriculum revisions may do so by going to Docushare: <https://docushare.sfu.ca/dsweb/View/Collection-12682>
If you are unable to access the information, please call [778-782-3168](tel:778-782-3168) or email shelley_gair@sfu.ca.



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

ATTENTION: Bill Krane, Associate Vice-President, Academic

FROM: Paul Budra, Associate Dean, Faculty of Arts & Social Sciences
Chair, Faculty of Arts & Social Sciences Curriculum
Committee

RE: FASSCC Proposals

DATE: July 9, 2012

FASSCC met on June 27, 2012 and passed the attached motions. Would you please place them on the agenda for the next SCUS Meeting?

A large, stylized handwritten signature in black ink, appearing to be "P. Budra".



FACULTY OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FRENCH

Catherine Black

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FASSCC 12-25

SCUS 12-38a

MEMORANDUM

ATTENTION Paul Budra

DATE February 21, 2012

FROM Catherine Black, Chair

PAGES 2 incl.

RE:

At its meeting of February 9, 2012, the Department of French approved the attached prerequisite change, and calendar revision for FREN 407W.

Would you please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Curriculum Committee?

Please note: The calendar presently shows a double entry for FREN 407 (FREN 407 and FREN 407W). FREN 407 was given the W designation effective the Fall 2011 term (SCUS 11-19f); however, it has come to our attention that the original entry was not removed. There is no FREN 407 without the W designation and this should be removed to avoid confusion.

Encl: Course Change/Deletion Form



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM TO
Course Subject/Number FREN 320/321/322 Course Subject/Number _____
Credits _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: TO:

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: TO:

DESCRIPTION

FROM:

DESCRIPTION

TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM:

Prerequisite: FREN 206 or 222, and FREN 230 or 240, and 270.

PREREQUISITE

TO:

Prerequisite: FREN 206 or 222, FREN 230 or 240, FREN 245, 270 and 275.

LEARNING OUTCOMES

RATIONALE

FREN 320/321/322 Field School Special Topics in French I, II, III are missing the updated prerequisites FREN 245 and FREN 275. Please see attached document.

Effective term and year As soon as possible. SUMMER 2013



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM **TO**
Course Subject/Number FREN 416 _____ Course Subject/Number _____
Credits _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ **TO:** _____

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: _____ **TO:** _____

DESCRIPTION

FROM: _____

DESCRIPTION

TO: _____

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: _____

PREREQUISITE

TO: _____

Prerequisite: FREN 275 or 370, and FREN 301. Prerequisite: FREN 275 or 270, and FREN 301W.

LEARNING OUTCOMES

RATIONALE

FREN 416 still indicates FREN 370 as a prerequisite instead of FREN 270. When the program changed in 2009, all 300-level courses were dropped as prerequisites for 400-level courses. FREN 301 should also be changed to 301W. See attached document.

Effective term and year As soon as possible. SUMMER 2013



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM **TO**
Course Subject/Number FREN 417 Course Subject/Number _____
Credits _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ **TO:** _____

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: _____ **TO:** _____

DESCRIPTION
FROM: _____

DESCRIPTION
TO: _____

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be **noted in the prerequisite.**

FROM: Prerequisite: FREN 270 or 275, and FREN 301. **TO:** Prerequisite: FREN 270 or 275, and FREN 301W.

LEARNING OUTCOMES

RATIONALE

FREN 417 is still indicating FREN 301 as a prerequisite instead of FREN 301W. See attached document.

Effective term and year As soon as possible. SUMMER 2013



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM **TO**
 Course Subject/Number FREN 215 Course Subject/Number _____
 Credits _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ **TO:** _____

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: _____ **TO:** _____

DESCRIPTION

FROM:
 Students with credit for FREN 205, 300 or 330 may not take this course for further credit.

DESCRIPTION

TO:
 Students with credit for FREN 205 or 300 may not take this course for further credit.

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: _____ **TO:** _____

LEARNING OUTCOMES

RATIONALE

FREN 330 should be deleted from the description since it is not a French oral practice course anymore. Please see both attached documents (for FREN 215 and FREN 330).

Effective term and year ~~As soon as possible.~~ SUMMER 2013



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM **TO**
 Course Subject/Number FREN 407 _____ Course Subject/Number _____
 Credits _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ **TO:** _____

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: _____ **TO:** _____

DESCRIPTION

FROM: _____ **DESCRIPTION** **TO:** _____

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: _____ **PREREQUISITE** **TO:** _____

LEARNING OUTCOMES

RATIONALE

FREN 407 needs to be deleted from the list of courses in the calendar as it has been awarded a "W" standing, and FREN 407W is already in the calendar. See attached document.

Effective term and year ~~As soon as possible.~~ SUMMER 2013



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

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ATTENTION Bill Krane, Chair of SCUS

FROM Paul Budra, assoc. dean FASS

RE Courses not offered in past semesters

DATE Dec. 27/2012

Back in 2010, two French practicum courses, 185 and 285, were temporarily withdrawn (see <https://docushare.sfu.ca/dsweb/Get/Document-401465/S.10-151.pdf>).

I'm writing to request that both of these courses be reinstated as they are necessary parts of the French Co-op Program. They are currently included in the program description (<http://students.sfu.ca/calendar/french/fren-co-op.html>) but no longer appear in the list of courses (<http://students.sfu.ca/calendar/french/fren-courses.html>). This has created some confusion.

We would like to have FRENCH 185 and 285 back in the books by Fall of 2012 if possible.

Many thanks,

SUMMER 2013

Calendar Revisions, June 27, 2012
 Department of French | Faculty of Arts and Social Sciences
 Simon Fraser University Calendar 2012 Summer

1. French Major Program, Upper Division Requirements
 (<http://students.sfu.ca/calendar/french/fren-maj.html>)

From:

Students complete a total of 30 units, including of

- FREN 301W-3 Advanced French Composition

~~and one~~ of the following group 1 courses

- FREN 331-3 Accents of French
- FREN 332-3 Social Approaches to the French language
- FREN 333-3 The Magic of French Words
- FREN 334-3 Topics in French Applied Linguistics

~~and one~~ of the following group 2 courses

- FREN 340-3 Readings In Francophone Literature from Quebec and Canada
- FREN 341-3 Readings in French Literature from the Middle Ages to the Eighteenth Century (pre-1789)
- FREN 343-3 Reading French as a World literature
- FREN 344-3 Readings In French literature after 1789

and 21 units of FREN courses, 12 of which must be from 400 division FREN courses, and the remaining nine FREN units can be from either 300 division or 400 division or a combination. (See FREN courses for details about the FREN courses that the department offers.)

To:

Students complete a total of 30 units, including

- FREN 301W-3 Advanced French Composition

and at least one of the following group 1 courses

- FREN 331-3 Accents of French
- FREN 332-3 Social Approaches to the French language
- FREN 333-3 The Magic of French Words
- FREN 334-3 Topics in French Applied Linguistics

and at least one of the following group 2 courses

- FREN 340-3 Readings In Francophone Literature from Quebec and Canada
- FREN 341-3 Readings in French Literature from the Middle Ages to the Eighteenth Century (pre-1789)
- FREN 343-3 Reading French as a World literature
- FREN 344-3 Readings In French literature after 1789

and 21 units of FREN courses, 12 of which must be from 400 division FREN courses, and the remaining nine FREN units can be from either 300 division or 400 division or a combination. (See FREN courses for details about the FREN courses that the department offers.)

Calendar Revisions, June 27, 2012
 Department of French | Faculty of Arts and Social Sciences
 Simon Fraser University Calendar 2012 Summer

2. French and Humanities Joint Major Program, Upper Division Requirements
 (<http://students.sfu.ca/calendar/humanities/fren-hum-joint-maj.html>)

From:

French

Students complete

- FREN 301W Advanced French Composition (3)

and one of

- FREN 360 Intermediate French Literature (3)
- FREN 370 Introduction to French Linguistics II (3)
- and 15 units from the 400 division French linguistics or literature offerings.

Humanities

Students complete 20 units in upper division humanities courses.

Recommended

- HUM 307 Carolingian Civilization (4)
- HUM 311 Italian Renaissance Humanism (4)

To:

French

Students complete

- FREN 301W Advanced French Composition (3)

and one of

- either FREN 360 Intermediate French Literature (3) or FREN 245 Introduction to Literary Studies (3)
- either FREN 370 Introduction to French Linguistics II (3) or FREN 275 French Linguistics Today (3)
- and 15 units from the 400 division French linguistics or literature offerings.

Humanities

Students complete 20 units in upper division humanities courses.

Recommended

- HUM 307 Carolingian Civilization (4)
- HUM 311 Italian Renaissance Humanism (4)

SCUS 12-38a (vii)

- FREN 307-3 The Right Word: Advanced Vocabulary and Translation
- FREN 330-3 Francophone World
- FREN 331-3 Accents of French
- FREN 333-3 The Magic of French Words
- FREN 352-3 French and Francophone Cultures through Films and/or Media Texts
- ~~FREN 407-3~~ Language in Translation: A Contextual Approach to French
- FREN 423-3 Topics in the History of French
- FREN 425-3 Topics in the Varieties of French
- FREN 452-3 Topics in French and Francophone Cultures or Cinemas

Change to
Fren 407W-3

and one course chosen from

- EDUC 326-3 Classroom Management and Discipline
- EDUC 341-3 Literacy, Education and Culture
- EDUC 367-4 Teaching Children from Minority Language Backgrounds in Elementary Classrooms

Course Challenge

Students are responsible for completing prerequisites for the above required and elective courses, and it is possible to challenge prerequisite courses, in accordance with the Department of French's policies. However, none of the actual required and elective above may be challenged for credit.

[Return to education index page.](#)

[Return to French index page.](#)

For calendar inquiries and technical problems, contact calendar-sfu@sfu.ca | [Calendar changes and corrections](#)



DEPARTMENT OF GERONTOLOGY
GERONTOLOGY RESEARCH CENTRE

SCUS 12-38b

MEMO

Department of Gerontology
Gerontology Research Centre

2800-515 West Hastings Street
Vancouver BC Canada V6B 5K3
T: 778.782.5062
F: 778.782.5066

Email: gero@sfu.ca

ATTENTION Paul Budra, Chair of FASSCC	TEL 24416
FROM Andrew Wister, Chair, Dept. of Gerontology	
RE Gerontology Calendar revisions	
cc: Anne Marie Barrett, Gerontology; Sonia Parissenti, FASS	
DATE June 12, 2012	

At its meeting of February 17, 2012, the Department of Gerontology approved the attached deletion of Gero 400 and new course proposal: Gero 450. A library report for Gero 450 is in progress and will be sent separately.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Curriculum Committee.

Thanks and regards,

Andrew Wister, PhD.
Chair, Department of Gerontology



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

- Course number
- Credit
- Title
- Description
- Prerequisite
- Course deletion
- Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar 4 Tutorial _____ Lab _____

FROM **TO**
 Course Subject/Number Gero 400 Course Subject/Number _____
 Credits 4 Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ **TO:** _____

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: Seminar in Applied Gerontology **TO:** Evaluation of Health Programs

DESCRIPTION **DESCRIPTION**
FROM: _____ **TO:** _____

PREREQUISITE **PREREQUISITE**
 Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses?
 If so, this should be noted in the prerequisite.
FROM: _____ **TO:** _____

LEARNING OUTCOMES

RATIONALE

Gero 400 will be replaced with a new course: Gero 450.

Effective term and year Spring 2013 Summer 2013



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL
I OF 3 PAGES

COURSE SUBJECT/NUMBER

COURSE TITLE

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

Evaluation of Health Programs for Older Adults

AND

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

Evaluation of Health Programs

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

How to design, implement and evaluate health and social programs and services for older adults. Divergent theoretical and methodological perspectives including process and impact evaluation methods will be covered.

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 a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Campus where course will be taught: Burnaby Surrey Vancouver Great Northern Way Off campus

Library report status

RATIONALE FOR INTRODUCTION OF THIS COURSE

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?

Gero 450 will replace Gero 400 which only attracted Gero diploma students and had low enrollment. The new course will appeal to a wider range of students from a variety of departments. In addition, evaluation research has become an extremely important skill set for students to learn in support of their work careers in Gerontology and related disciplines.

SCHEDULING AND ENROLLMENT INFORMATION

Indicate effective term and year course would first be offered and planned frequency of offering thereafter:

It will be offered in the ~~Spring~~ 2013 semester and once/year each Spring semester after that.
SUMMER

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

What is the probable enrollment when offered? Estimate: 20

CREDITS

Indicate number of credits for: Lecture Seminar 4 Tutorial Lab



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

Andrew Wister and Andrew Sixsmith

WQB DESIGNATION

(attach approval from Curriculum Office)

na

PREREQUISITE

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

60 units. Gero 301 or Psyc 201 or SA 255 or HSCI 307 Required
Gero 101 or 300 Recommended

COREQUISITE

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of the course students will be able to:

Students will learn about different types of evaluation designs; will be able to identify strengths and limitations of each type; will be able to write an evaluation framework; will learn how to collect and analyze evaluation research data.

FEEES

Are there any proposed student fees associated with this course other than tuition fees? YES NO
(If yes, attach mandatory supplementary fee approval form.)

RESOURCES

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

None

Articulation agreement reviewed? YES NO Not applicable

OTHER IMPLICATIONS

Exam required: YES NO
Criminal Record Check required: YES NO



APPROVALS

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

_____ Date July 13/12

Chair, Department/School

_____ Date July 9/12

Chair, Faculty Curriculum Committee

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

_____ Date _____

Dean or designate

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Outline was sent to FASS overlap email list. Everyone who replied indicated no overlap concerns: Economics; Asia-Canada; Labour Studies; First Nations Studies; Criminology; Psychology.

Other Faculties approval indicated that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

_____ Date _____

_____ Date _____

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

_____ Date _____

APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.

Evaluation of Health Programs for Older Adults

GERO 450-4

Instructor: Wister/Sixsmith/Sessional

Office Hours: TBA

Course Description and Learning Outcomes:

This course will teach students how to design, implement, and evaluate health and social programs and services targeting older persons or those transitioning into old age. A selection of approaches will be covered that reflect divergent theoretical and methodological perspectives, including process and impact evaluation methods. Examples of programs include: managing chronic illness; exercise programs targeting frail elders; cancer screening programs; innovative home and assistive technologies, intergenerational programs; post-occupancy evaluations; community-based health programs; age-friendly and sustainable community programs; caregiver interventions; elder abuse education; media campaigns; and programs for institutional populations.

Prerequisites:

GERO 301 Research Methods in Gerontology (or an equivalent methods course from another department or program)

GERO 101/300 Recommended

Students enrolled in the Gerontology Diploma Program are strongly advised to complete GERO 450 near the end of their program. Students who have taken Gero 400 may not take this course for credit.

Distribution of Grades:

Grades in the course will be determined as follows:

25% - Development of an Evaluation Framework

50% - Group Evaluation Research Project

25% - Final Exam

Development of an Evaluation Framework

Each student will develop an evaluation framework that provides the rationale, design, and methodology necessary to carry out a hypothetical program evaluation. This is a mini proposal for an evaluation (details to be covered in class). It will be due by Week 5.

Group Evaluation Research Project

The purpose of the group evaluation research project is to provide students with first-hand experience in conducting evaluation research. Students will work in small groups of 3-5 students (depending on class size) and will conduct an approved evaluation study, and submit a report to the class by Weeks 12/13. Given that there are different types of evaluation designs, and that some studies take time to collect pre-post outcome data (i.e. randomized clinical trials), students will only be required to collect primary (new) data on the process evaluation component of an

actual ongoing program through one or more of the following designs that they will learn in class: stakeholder or opinion leader survey; focus group study; observational analyses; or client survey. In special circumstances, students may conduct a pre-post design or post occupancy evaluation.

Each group will be required to submit an evaluation proposal, which must be approved by the instructor, prior to conducting the study. Individual evaluation frameworks may be used for this purpose, but may need to be retrofitted to meet the group evaluation criteria. The group project will typically only complete part of the evaluation study, given time limits. The proposal will include:

- 1) a rationale for the evaluation;
- 2) a description of the program;
- 3) a detailed description of the proposed methodology including:
 - i) the number and type of participants and how they will be obtained;
 - ii) the design and measures that will be used;
 - iii) the procedures to be followed in conducting the study including those designed to safeguard participants' confidentiality.

Final Exam

The final exam will entail critiquing a completed evaluation study published in a peer reviewed journal. This will be an open book exam with access to all course materials.

DESCRIPTION	Grade
<u>Exceptional or excellent performance:</u> Strong evidence of original and critical thinking; excellent organization; demonstrated capacity to analyze and synthesize information; outstanding grasp of subject matter with ability to provide sound critical evaluation; evidence of careful and precise reading of required and other materials; ability to relate theory to practice; fluent and appropriate use of relevant concepts; completed assignment as outlined; careful courteous consideration of ideas of others; clear, grammatically and stylistically sound writing; correct spelling	A range
<u>Very good performance:</u> Clear use of relevant literature and background reading; appropriate use of relevant concepts; good organization; sound critical evaluation; clearly made links with wider issues; completed assignment as outlined; courtesy in dealing with others' ideas and opinions; good quality writing (i.e., clarity of expression largely good, basically sound grammatically, correct spelling)	B+
<u>Good performance:</u> Reasonably accurate grasp of key concepts and issues relevant and appropriate analyses and discussions; some evidence of critical thinking; adequate organization; readings sensibly incorporated into arguments; accurate and sensible evaluative discussions; assignment completed as outlined; courtesy in dealing with others' opinions and ideas (appropriate citation); reasonably clear expression of ideas, writing free of spelling errors	B, B-

<p>Satisfactory performance to minimal standards: Less evidence of required reading or of understanding of required reading; partial grasp of concepts being discussed; divergence from main point to peripherally or superficially related items; inadequate application of principles of critical thinking; largely dealing with anecdotal or concrete examples rather than with principles and theories; largely descriptive presentation or writing with little analysis, though showing some grasp of main issues; assignment not completed as outlined; less well organized; problems with clarity of expression, grammar</p>	<p>C range</p>
--	-----------------------

Criteria for evaluation of student work (the 7 Cs)

These should be used to assist you in evaluating your own work:

1. **Clear** (Clarity of expression)
2. **Concise** (Have arguments been made as simply as possible? Is there any unnecessary repetition or inclusion of irrelevant or tangential points?)
3. **Comprehensive** (Has the topic been covered fully? Has the question been answered fully? Have any key points been left out?)
4. **Cohesive** (Are the ideas connected? Are the arguments developed logically?)
5. **Correct** (Are statements of fact correct? According to whom? Are references provided where needed?)
6. **Critical** (Is information evaluated critically? Is there an attempt to analyze, evaluate, or draw conclusions?)
7. **Creative** (How original are the arguments, ideas? How creative is the content, presentation, organization?)

SCUS 12-38c

TO: Paul Budra, Chair of FASSCC

FROM: Alistair Lachlan, Director, Explorations Program

DATE: March 28, 2012

RE: Explorations Curriculum Changes and Calendar Revision

At its meeting of Monday, March 26th, 2012, the Explorations Program Steering Committee approved the following curriculum changes and proposed calendar entry revision:

New Course Proposal: EXPL 135 – Thinking Through Images

New Course Proposal: EXPL 235 – ~~Thinking Through~~ Images *in Society and History*

Course Change: EXPL 110 – Society and Sustainability

Course Deletion: EXPL 140 – Global Identities

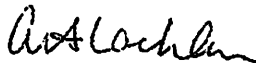
Course Deletion: EXPL 330 – Interdisciplinary Approaches to Writing

Calendar Entry Revision – Explorations Program

Would you please place these proposals on the agenda for the next meeting of the Faculty of Arts and Social Sciences Curriculum Committee.

Thank you.

Sincerely,



Alistair Lachlan



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL
I OF 3 PAGES

COURSE SUBJECT/NUMBER EXPL 135

COURSE TITLE

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

Thinking Through Images

AND

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

Thinking Through Images

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Interdisciplinary introduction to the study of images in contemporary society and history.
Combines social science and humanities perspectives on issues in visual culture.

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 a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Campus where course will be taught: Burnaby Surrey Vancouver Great Northern Way Off campus

Library report status

RATIONALE FOR INTRODUCTION OF THIS COURSE

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?

- Reflects faculty expertise (Dr. Heather Dawkins).
- Reflects the proposed focus of Explorations as a first-year program presenting arts and/or social science perspectives on contemporary issues (see calendar revision).
- Proposed for deletion: EXPL 140-3 Global Identities.

SCHEDULING AND ENROLLMENT INFORMATION

Indicate effective term and year course would first be offered and planned frequency of offering thereafter:

Fall 2013, and annually thereafter.

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

What is the probable enrollment when offered? Estimate: 60

CREDITS

Indicate number of credits for: Lecture 2 Seminar Tutorial 1 Lab



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

Dr. Heather Dawkins

WQB DESIGNATION

(attach approval from Curriculum Office)

n/a

PREREQUISITE

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses.? If so, this should be noted in the prerequisite.

Enrolment restricted to students accepted into the Explorations program.

COREQUISITE

n/a

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of the course students will be able to:

- respond to images using perceptual, formal, contextual, historical, personal or social perspectives
- articulate connections between social context and image creation or interpretation
- question the use of images in academia and everyday life.

FEES

Are there any proposed student fees associated with this course other than tuition fees? YES NO
(If yes, attach mandatory supplementary fee approval form.)

RESOURCES

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

Articulation agreement reviewed? YES NO Not applicable

OTHER IMPLICATIONS

Exam required: YES NO
Criminal Record Check required: YES NO



APPROVALS

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

W.A. Lachlan April 5 2017
 Chair, Department/School Date
[Signature] 9/17
 Chair, Faculty Curriculum Committee Date

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

 Dean or designate Date

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties approval indicated that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

_____ Date _____
 _____ Date _____

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

_____ Date _____

APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.

EXPL 135 Thinking Through Images

Professor: Dr. Heather Dawkins

Course Description

Illustrations, advertisements, infographics, photographs, art, scientific illustrations, cartoons, diagrams: we are surrounded by images. They are used to entertain, persuade, educate, promote, document, shock, provoke curiosity, amuse, and provide evidence. This course will approach the study of images and meaning from several angles, asking how people see, how image-making has evolved in Western cultures, and how images create meaning.

The course will combine humanities and social science perspectives to examine still (rather than moving) images. We will explore what is revealed about images when asking social science questions: questions about empirical evidence, social relations, inequality, and social theory. We will also explore what is revealed about images when asking questions informed by the arts and humanities: questions about subjectivity, imagination, creativity, tradition, and historical context. The course will also further students' academic skills through readings, assignments, and quizzes.

Learning Outcomes

On successful completion of this course, students will be able to:

- respond to images using perceptual, formal, contextual, historical, personal, or social perspectives,
- articulate connections between social context and image creation or interpretation,
- question the use of images in academia and everyday life.

Required Texts

Practices of Looking: An Introduction to Visual Culture, Marita Sturken and Lisa Cartwright, Oxford University Press, 2008.

Assigned Websites (online images and readings)

Assignments and Evaluation

Thinking with Images Assignment	10%	Exam	20%
Note-taking Assignment	10%	Tutorial Team Project	10%
Quiz	10%	Attendance & Participation	10%
		Final Exam	30%

**SIMON FRASER UNIVERSITY
School for International Studies
FACULTY OF ARTS AND SOCIAL SCIENCES
M E M O R A N D U M**

SCUS 12-38d

**To: Paul Budra, Chair
Faculty of Arts and Social Sciences
Curriculum Committee**

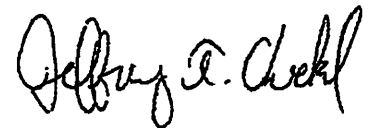
**From: Jeffrey T. Checkel
Undergraduate Chair,
School for International Studies**

Subject: Program Requirement Changes

Date: June 8, 2012

At its meeting of June 1, 2012, the School for International Studies approved the attached calendar changes.

Would you please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Curriculum Committee.



**Jeffrey T. Checkel
Undergraduate Chair,
School for International Studies**

International Studies Major Program

FROM:

Program Requirements

Upper Division Requirements

Students complete 32 upper division IS units including both of

IS 450W-4 Seminar on Global Problems in Interdisciplinary Perspective

IS 451-4 Seminar on Core Texts in International Studies

The remaining 24 units are chosen from one of the three streams (see below).

TO:

Program Requirements

Upper Division Requirements

Students complete 32 upper division units including both of

IS 450W-4 Seminar on Global Problems in Interdisciplinary Perspective

IS 451-4 Seminar on Core Texts in International Studies

The remaining 24 units are chosen from one of the three streams (see below).

International Studies Honours Program

FROM:

Program Requirements

Upper Division Requirements

Students complete 50 upper division IS units including both of

- IS 450W-4 Seminar on Global Problems in Interdisciplinary Perspective
- IS 451-4 Seminar on Core Texts in International Studies
- IS 490-5 Honors Seminar
- IS 499-5 Honors Essay

The remaining 24 units are chosen from one of the three streams (see below).

The additional upper division units can be from any of the streams or foreign cultural component.

TO:

Program Requirements

Upper Division Requirements

Students complete 50 upper division units including all of

- IS 450W-4 Seminar on Global Problems in Interdisciplinary Perspective
- IS 451-4 Seminar on Core Texts in International Studies
- IS 490-5 Honors Seminar
- IS 499-5 Honors Essay

The remaining 24 units are chosen from one of the three streams (see below).

The additional 8 upper division units can be from any of the streams or foreign cultural component.

Rationale = Correcting calendar errors.

SIMON FRASER UNIVERSITY
Latin American Studies Program
FACULTY OF ARTS AND SOCIAL SCIENCES
M E M O R A N D U M

SCUS 12-38e

To: Paul Budra, Chair
Faculty of Arts and Social Sciences
Curriculum Committee

From: Alec Dawson
Director,
LAS Program

Subject: Program/Calendar Changes

Date: June 12, 2012

At its meeting of June 12, 2012, the LAS Program Steering Committee approved the following changes:

1. Course deletions

- LAS 100-3 Introduction to Latin American Issues
- LAS 402-5 Field Study
- LAS 404-3 Special Topics: Field School I

Rationale: There is no faculty member available to teach these courses.

2. Latin American Studies Fieldschool deletion

(<http://students.sfu.ca/calendar/latin-american-studies/las-field-school.html>)

Rationale: There is no faculty member available to run the LAS fieldschool.

3. Calendar changes (See attachment.)

Would you please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Curriculum Committee.



Alec Dawson
Director
Latin American Studies Program



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM _____ TO _____
 Course Subject/Number LAS 100 Course Subject/Number _____
 Credits 3 Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ TO: _____

Introduction to Latin American Issues

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: _____ TO: _____

DESCRIPTION

FROM: _____

DESCRIPTION

TO: _____

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: _____ TO: _____

LEARNING OUTCOMES

RATIONALE

There is no faculty member who can teach this course (due to faculty loss).

Effective term and year Summer 2013



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM TO
Course Subject/Number LAS 402 _____ Course Subject/Number _____
Credits 5 _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: TO:

Field Study

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: TO:

DESCRIPTION

FROM:

DESCRIPTION

TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses?
If so, this should be noted in the prerequisite.

FROM: TO:

LEARNING OUTCOMES

RATIONALE

There is no faculty member who can teach this course .

Effective term and year Summer 2013 _____



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM TO
Course Subject/Number LAS 404 Course Subject/Number _____
Credits 3 Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: TO:

Special Topics: Field School I

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: TO:

DESCRIPTION

FROM:

DESCRIPTION

TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses?
If so, this should be noted in the prerequisite.

FROM:

PREREQUISITE

TO:

LEARNING OUTCOMES

RATIONALE

There is no faculty member who can teach this course.

Effective term and year Summer 2013

FROM:

~~Latin American Studies Field School~~

~~Latin American Studies Program | Faculty of Arts and Social Sciences
Simon Fraser University Calendar 2012 Summer~~

~~The field school is a full term in Latin America. Students gain, through direct experience, a deeper insight into the cultural, political, and economic issues of Latin American development. One faculty member and up to 20 students travel every second year to a selected location.~~

~~Please contact the department for details regarding application, dates, pre-requisites.~~

TO:

RATIONALE:

We are no longer able to offer the LAS fieldschool. The last LAS fieldschool was in 2006.

FROM:

Latin American Studies Co-operative Education Program

*Latin American Studies Program | Faculty of Arts and Social Sciences
Simon Fraser University Calendar 2012 Summer*

Program Requirements

For admission, students must have credit for 30 units with a minimum 2.75 CGPA.
Prior to admission, students should complete

- ~~LAS 100~~
- SPAN 102-3 Introductory Spanish I
- and two other lower division courses

Transfer students complete at least 15 Simon Fraser University units.

Work term arrangements are made through the faculty's co-op co-ordinator who should be consulted at least one term in advance.

TO:

Latin American Studies Co-operative Education Program

*Latin American Studies Program | Faculty of Arts and Social Sciences
Simon Fraser University Calendar 2012 Summer*

Program Requirements

For admission, students must have credit for 30 units with a minimum 2.75 CGPA.
Prior to admission, students should complete

- SPAN 102-3 Introductory Spanish I
- and two other lower division courses

Transfer students complete at least 15 Simon Fraser University units.

Work term arrangements are made through the faculty's co-op co-ordinator who should be consulted at least one term in advance.

RATIONALE:

We are no longer able to offer LAS 100 due to faculty loss.



COURSE SUBJECT/NUMBER EXPL 235

COURSE TITLE

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

Images in Society and History

AND

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

Images in Society and History

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Introduction to the study of images in contemporary society and history, with an emphasis on the origin, function, and meaning of images in diverse social and historical contexts. Introduces perceptual, formal, contextual, historical, personal, and social approaches to the research, analysis and interpretation of images.

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 a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Campus where course will be taught: Burnaby Surrey Vancouver Great Northern Way Off campus

Library report status

RATIONALE FOR INTRODUCTION OF THIS COURSE

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?

- Reflects faculty expertise (Dr. Heather Dawkins).
- Offers interested students and visual learners a foundation in visual culture and communication.
- Lecture format will increase Activity FTEs of the Explorations Program.
- Proposed for deletion: EXPL 330-3 Interdisciplinary Approaches to Writing.

SCHEDULING AND ENROLLMENT INFORMATION

Indicate effective term and year course would first be offered and planned frequency of offering thereafter:

Fall 2013 and annually thereafter.

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

What is the probable enrollment when offered? Estimate: 60

CREDITS

Indicate number of credits for: Lecture 3 Seminar Tutorial Lab



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

Dr. Heather Dawkins

WQB DESIGNATION

(attach approval from Curriculum Office)

n/a

PREREQUISITE

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

Students who have completed EXPL 135 for credit cannot receive credit for EXPL 235.

COREQUISITE

n/a

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of the course students will be able to:

- analyze images using perceptual, formal, contextual, historical, personal or social perspectives
- articulate connections between social context and image creation or interpretation
- understand social and humanities perspectives on images and visual culture
- evaluate the use of images in academia and everyday life

FEES

Are there any proposed student fees associated with this course other than tuition fees? YES NO
(If yes, attach mandatory supplementary fee approval form.)

RESOURCES

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

Articulation agreement reviewed? YES NO Not applicable

OTHER IMPLICATIONS

Exam required: YES NO
Criminal Record Check required: YES NO

EXPL 235 Images in Society and History

Instructor: Dr. Heather Dawkins

Course Description

Illustrations, advertisements, infographics, photographs, art, scientific illustrations, cartoons, diagrams: we are surrounded by images. They are used to entertain, persuade, educate, promote, document, shock, provoke curiosity, amuse, and provide evidence. This course will approach the study of images and meaning from several angles, asking how people see, how image-making has evolved in Western cultures, and how images create meaning.

The course will combine humanities and social science perspectives to examine still (rather than moving) images. We will explore what is revealed about images when asking social science questions: questions about empirical evidence, social relations, inequality, and social theory. We will also explore what is revealed about images when asking questions informed by the arts and humanities: questions about subjectivity, imagination, creativity, tradition, and historical context.

Learning Outcomes

On successful completion of this course, students will be able to:

- analyze images using perceptual, formal, contextual, historical, personal, or social perspectives,
- articulate connections between social context and image creation or interpretation,
- understand social science and humanities-based perspectives on images and visual culture, and
- evaluate the use of images in academia and everyday life.

Required Texts

Practices of Looking: An Introduction to Visual Culture, Marita Sturken and Lisa Cartwright, Oxford University Press, 2008.

Assigned Websites (online images and readings)

Assignments and Evaluation

Thinking with Images	20%	Quiz	10%
Images in Context	10%	Exam	30%
		Final Exam	30%



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number
 Credit
 Title
 Description
 Prerequisite
 Course deletion
 Learning Outcomes

Indicate number of hours for: Lecture 2 Seminar _____ Tutorial 1 Lab _____

FROM TO
 Course Subject/Number EXPL 110 _____
 Credits 3 _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: Organizing Society
 TO: Society and Sustainability

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: TO:

DESCRIPTION

FROM: Organizing Society
 TO: Society and Sustainability

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: TO:

LEARNING OUTCOMES

- describe social organization from an interdisciplinary perspective.
- outline the origins and critical principles of sustainability and sustainable development.
- explain the principles of sustainability using specific examples.

RATIONALE

- Reflects the proposed focus of Explorations as a first-year program that presents arts and social science perspectives on contemporary issues (see calendar revision).
- Reflects the focus of the course as it has evolved in accord with faculty expertise and student interest.

Effective term and year Fall 2013



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM **TO**
Course Subject/Number EXPL 140 _____ Course Subject/Number _____
Credits 3 _____ Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: **TO:**

Global Identities

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: **TO:**

DESCRIPTION

FROM:

A study of migration, culture and identity through thematic or historical topics, selected case studies, and interdisciplinary scholarship in the Arts.

DESCRIPTION

TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM:

PREREQUISITE

TO:

LEARNING OUTCOMES

RATIONALE

- The course is proposed for deletion to accommodate EXPL 135, which reflects CFL faculty expertise.
- The delivery of EXPL 140 has depended on sessional stipends.

Effective term and year Fall 2013



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar 3 Tutorial _____ Lab _____

FROM Course Subject/Number EXPL 330 TO Course Subject/Number _____
Credits 3 Credits _____

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: _____ TO: _____

Interdisciplinary Approaches to Writing

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: _____ TO: _____

DESCRIPTION

FROM: _____

Examines a selected thematic, historical, or theoretical topic in the arts and/or social sciences from an interdisciplinary perspective, with an emphasis on forms of, and approaches to writing and the integration of knowledge across disciplines.

DESCRIPTION

TO: _____

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: _____

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses?

TO: _____

LEARNING OUTCOMES

RATIONALE

- The deletion of EXPL 330 will support the introduction of EXPL 235, a new lecture course.

Effective term and year Fall 2013

FROM:

Explorations in the Arts and Social Sciences Certificate Program*Faculty of Arts and Social Sciences @ Simon Fraser University Calendar 2012 Summer*

This interdisciplinary program, based at Simon Fraser University Surrey, provides a broad, coherent and stimulating introduction to university studies. Students explore ideas and issues in courses that introduce arts and social science perspectives to first year students. Students learn to question, research and think independently and they are encouraged to develop the communication and reasoning skills that are required to debate central ideas that shape society and community. Core first year courses are offered in fall and spring terms at Simon Fraser University Surrey. These core courses are the foundation for the certificate which recognizes the completion of an individual plan for interdisciplinary inquiry. The certificate requires the completion of 24 units including lower and upper division requirements and may be completed in conjunction with a degree program, or by students not seeking a degree.

For more information visit <http://www.fass.surrey.sfu.ca/exp/>.

Program Requirements

Students complete a total of 24 units, including a minimum total of nine units from the following core courses*

- ~~EXPL 110 3 Organising Society~~
- ~~EXPL 120 3 Experiencing Society~~
- ~~EXPL 130 3 Global Development: Issues and Patterns~~
- ~~EXPL 140 3 Global Identities**~~
- ~~EXPL 145W 3 Selected Topic**~~

and both of

- ~~EXPL 150 3 Introduction to Research Approaches in the Social Sciences~~
 - ~~EXPL 160 3 Introduction to Research and Interpretation in the Arts~~
- and a minimum of six units which must be at the 200 division or higher, including three units in arts or humanities disciplines, and three units in social sciences and at least one of the following capstone courses

- ~~EXPL 310W 3 Selected Topic I†~~
- ~~EXPL 320 3 Selected Topic II†~~

*students who fail a core course must make a written request for permission to continue in the program**in exceptional circumstances, and with permission of the director, another 100 division Faculty of Arts and Social Sciences course that is germane to a student's interest may be substituted†in exceptional circumstances, and with permission of the director, another 300 division Faculty of Arts and Social Sciences course that is germane to a student's interest may be substituted

From First Year University to a Major Program

Students are encouraged to meet with the advisor to discuss and plan their future choice of major or minor programs. Doing so may prevent unnecessary education delays by planning ahead to meet program requirements, because some programs

Mar 27, 2012

~~may have enrolment limitations with competitive entry standards that are based on academic performance.~~ Students who are unable to gain admission to such programs should consult the advisor regarding other options.

TO:

Explorations in the Arts and Social Sciences First-Year Program

This interdisciplinary program, based at Simon Fraser University Surrey, introduces first-year students to arts and social science perspectives on select contemporary issues. The program helps students advance university-level academic skills, and to question, research, and think independently. Students are encouraged to develop communication and reasoning skills that will serve them well in and beyond the university.

Courses in the first semester focus on contemporary issues, examined from a variety of disciplinary perspectives. Courses in the second semester introduce approaches to research and to academic writing.

The program is offered in fall and spring terms at Simon Fraser University Surrey. Students register in two Explorations courses in the fall term, and in one or more Explorations course in the spring term. In each term students also select at least one elective offered by the Faculty of Arts and Social Sciences at Surrey. Students may add other electives as they wish. For more information on Explorations and first-year Arts and Social Science options see <http://www.fass.surrey.sfu.ca/exp>

From First Year University to a Major Program

Students are encouraged to meet with the advisor to discuss the majors or minors they are considering, and to plan how to meet the requirements for entry into them. Some programs have enrolment limitations with competitive entry standards that are based on academic performance. Students who are unable to gain admission to such programs should consult the advisor regarding other options.

Rationale:

- The demand for Explorations as a first-year program is excellent. Applications have increased every year since the inception of the program, and we currently receive four applications for each place in the program. The 24 unit Certificate Program that builds on the first-year program has been less successful, however. We propose to delete it due to insufficient demand, and to concentrate on the first-year program. We will retain the Explorations capstone courses (EXPL 310W and EXPL 320). They provide students at SFU Surrey with interdisciplinary studies, experiential learning, or capstone experiences; enrollment and pedagogical innovation justify their continuation.