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## MEMORANDUM

ATTENTION Senate  
FROM Wade Parkhouse, Chair  
Senate Committee on  
Undergraduate Studies  
RE: Course Changes (SCUS 20-72)

DATE November 6, 2020  
PAGES 1/2

**For information:**

Acting under delegated authority at its meeting of November 5, 2020 SCUS approved the following curriculum revisions effective Summer 2021.

**a. Faculty of Arts and Social Sciences**1. Department of Economics

(i) Prerequisite change for ECON 220W

2. Global Asia Program

(i) Description change for GA 202, 205, 300 and 301

3. Department of Indigenous Studies

(i) Course deletion of INDG 376

4. School for International Studies

(i) Title change for IS 322

5. Labour Studies Program (Fall 2021)

(i) Prerequisite change for LBST 202 and 301W

6. Department of Linguistics

- (i) Description change for LING 100, 220, 282W and 290
- (ii) Description and equivalent statement LING 160
- (ii) Title and description change for LING 111, 200 and 280

## 7. Department of Sociology and Anthropology

- (i) Equivalent statement changes for SA 496 and 497

## **b. Beedie School of Business**

- (i) Unit change for BUS 446

## **c. Faculty of Education**

- (i) Description and title change for EDUC 311
- (ii) Description and prerequisite change for EDUC 341
- (iii) Equivalent statement and description change for EDUC 452

## **d. Faculty of Environment**

### 1. Department of Geography

- (i) B-Sci and B-Soc designations for GEOG 312, Geography of Natural Hazards

### 2. School of Resource and Environmental Management

- (i) Title and description change for REM 350

## **e. Faculty of Science**

### 1. Department of Molecular Biology and Biochemistry

- (i) Prerequisite and equivalent statement changes for MBB 424
- (ii) Course number, title and prerequisite change for MBB 428

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at <https://docushare.sfu.ca/dsweb/View/Collection-12682>.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Examine and review today's global economy through critical analysis of differing perspectives. Develop techniques and strategies for clear and effective written and oral communication of economic ideas. Improve critical and analytical thinking via the application of core principles to news stories or other economic data in writing and presentations. Prerequisite: ECON 201, minimum 30 units and no more than 80 units. ~~This course is only open to approved Economics majors/joint majors/honours/joint honours/extended minor students.~~ Writing.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)



**RATIONALE (must be included)**

Declaration restrictions make it difficult for students to enroll in this course on their own and in a timely/efficient manner and this in turn is interfering with student degree progression. These restrictions were originally intended to help students better progress through the degree but are in practice inhibiting their progress.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

An introduction to the culture of one or more Asian regions. The emphasis will be on the cultural importance of the themes covered and on their relationship to contemporary societies. This course may be repeated for credit only when a different topic is taught. Prerequisite: 15 units. Students with credit for ASC 202 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)



COURSE SUBJECT  NUMBER  TITLE

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
Title  Description  Equivalent Statement

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using ~~strike-through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

This course is part of the core courses offered in the China Field School covering topics on various aspects of Chinese culture and society, from Chinese medicine, martial arts, painting and calligraphy, etc. to contemporary life and local history in the area. This course may be repeated for credit only when a different topic is taught. Prerequisite: 15 units. Students with credit for GS 201 or 251 may not take this course for further credit.

EFFECTIVE TERM AND YEAR FOR CHANGES

Fall, Spring, Summer and year (please enter in textbox)

RATIONALE (must be included)

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

A cross-cultural examination of the ways we perceive and represent each other in public discourse, including literature, news media, cinema, and other education and entertainment media. This course may be repeated for credit only when a different topic is taught. Prerequisite: 45 units. Students with credit for ASC 300 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

We intend to offer this course with different topics, and it should be repeatable for credit, to maximize student choice and flexibility.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

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This course will explore the experience of Asian immigrants and their children, focusing in particular on social and cultural aspects. This course may be repeated for credit only when a different topic is taught. Prerequisite: 45 units. Students with credit for ASC 301 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)



COURSE SUBJECT  NUMBER  TITLE

**RATIONALE** (must be included)

Course has not been offered in four years, and no longer aligns with the curricular goals of the Department.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (enter in textbox)

**PLEASE DO THE FOLLOWING:**

1. Attach a program impact list along with your course deletion form. Contact the Senate and Academic Services Office (sfucal@sfu.ca) for a program impact list.
2. Once you have the program impact list, please review how deleting this course affects each program's requirements.
3. If more substantial changes are required to programs as a result of this deletion, please also submit a program modification form.
4. If no further changes other than deletion is required in program requirements, please list those programs in the box below:

1. Archaeology and First Nations Studies Joint Major
2. First Nations Studies Major
3. First Nations Studies Minor
4. Post Baccalaureate Diploma in First Nations Studies
5. First Nations Studies and Linguistics Joint Major
6. Certificate in First Nations Studies Research

5. Lastly, please conduct a course impact analysis, which reviews the effect of a course number change and/or course deletion on course prerequisites. For instructions on how to do a course impact analysis, please visit [our page](#) and click on "deleting a course" and review Step 2. Course Impact Analysis.



COURSE SUBJECT	IS	NUMBER	322	TITLE	Central Asia: Democracy, Development and Conflicts
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

IS 322 - Central Asia: ~~Democracy, Development and Conflicts~~ Conflict and Security  
(4)

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

The new title reflects the course content better as advised by the regular CFL who teaches this course.



COURSE SUBJECT

LBST

NUMBER

202

TITLE

Labour Research for Social Change: Methods and Approaches (3)

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number

Units

Prerequisite

Title

Description

Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Prerequisite: LBST 100 or LBST 101 or with permission of instructor. Quantitative.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2021



**RATIONALE (must be included)**

The Labour Studies Program currently has only one 100-level foundational course (LBST 101: Introducing Labour Studies), which focuses on the evolution of labour, labour markets and unions in Canada. In implementing our Major, and fine-tuning our Program-level educational goals, we have noticed that Labour Studies students taking our upper-division classes often lack a foundation in concepts and understandings of equality, equity and inequality in the workplace, in labour markets, and in the division of labour. This course addresses that gap for our Major and Minors, while also offering a broad introduction to first and second year students and undecided Majors who are interested in equity and diversity issues and want to understand how they relate to the worlds of work and employment.



<b>COURSE SUBJECT</b>	LBST	<b>NUMBER</b>	301W	<b>TITLE</b>	Labour Movements: Issues, Images and Popular Culture (3)
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

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Prerequisite: LBST 100 or LBST 101 or on permission of instructor. Students with credit for LBST 301 may not take this course for further credit. Writing.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2021

**RATIONALE (must be included)**

The Labour Studies Program currently has only one 100-level foundational course (LBST 101: Introducing Labour Studies), which focuses on the evolution of labour, labour markets and unions in Canada. In implementing our Major, and fine-tuning our Program-level educational goals, we have noticed that Labour Studies students taking our upper-division classes often lack a foundation in concepts and understandings of equality, equity and inequality in the workplace, in labour markets, and in the division of labour. This course addresses that gap for our Major and Minors, while also offering a broad introduction to first and second year students and undecided Majors who are interested in equity and diversity issues and want to understand how they relate to the worlds of work and employment.



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

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~~A non-theoretical approach to the study of language using examples from a variety of languages. Breadth-Social Sciences.~~

Explores the foundations of human language from a variety of perspectives. Young children acquire language effortlessly. How is this possible, and why is it so much more challenging to learn a new language later in life? How does the human brain use complex grammatical systems to communicate? Students will learn new ways to think critically about language and communication. Breadth Social Sciences. Open to all students.

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

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~~The description and analysis of language patterns. Focuses on the structure of sounds, words, sentences, and meaning. Breadth-Social Sciences.~~

Explores how language works. Introduces students to the systematic nature of language by exploring the patterns of sounds, words, sentences and meanings in English and other languages. Develops problem-solving and critical thinking skills through hands-on training in pattern recognition and language data analysis. Breadth-Social Sciences.

Open to all students.

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

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~~Develops skills in writing in linguistics while providing a closer look at fundamental concepts of the discipline. As topics examined may vary by term, this course may be repeated once for credit if the topic is different. Prerequisite: [LING 220](#). Writing/Quantitative.~~

Develops skills in language analysis by focusing on reading and writing of linguistic argumentation. Explores the foundations of such argumentation in the core areas of linguistics. Students read and discuss primary literature in linguistics in order to understand how to formulate hypotheses and evaluate them. They also learn how to use writing to construct their own solutions to challenging linguistic problems. Prerequisite: LING 220. Writing/Quantitative

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
Title  Description  Equivalent Statement

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Introduces the scientific study of speech, focusing on the mechanisms of speech production and perception, the ways in which speech is described and analyzed, the relationship between speech and technology, and the practical applications of phonetic science. Breadth-Social Sci/Science. Open to all students.

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

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An introduction to language in its social and cultural dimensions. Students who have taken LING 260 prior to Fall 2008 may not take LING 160 for further credit. Breadth-Social Sciences.

Examines the relationship between language use and social structure. Considers how social factors such as gender, class, age, and ethnicity may be reflected in language use, as well as "big picture" topics that include multilingualism, dialect variation, language policy and linguistic stereotypes. Encourages students to think critically about the social dimensions of language. Breadth-Social Sciences. Open to all students.

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

~~Introduction to English Vocabulary Analysis~~ The wonder of words

~~Introduces the linguistic pathways by which selected contemporary English vocabulary has arisen. Word etymologies are derived through the application of analytical tools leading to a deeper understanding of language change and word meaning. Students with credit for LING 110 may not take this course for further credit. Breadth-Social Sciences.~~

Introduces students to theories about words and vocabulary. Explores topics such as the roots of the English vocabulary, how we create new words and how we learn them. Also discusses practical applications such as constructed languages for use in science fiction, and word recognition in artificial intelligence. Students with credit for LING 110 may not take this course for further credit. Breadth Social Sciences. Open to all students.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)



COURSE SUBJECT	LING	NUMBER	200	TITLE	Introduction to English Sentence Analysis
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about](#)

~~Introduction to English Sentence Analysis~~ Foundations of English Grammar

~~A practical overview of English grammar based on linguistic principles, for those desiring basic knowledge of language structure, grammatical categories and grammatical analysis. This course is particularly suited for students interested in the teaching of English as a second language.~~

Provides a practical overview of English grammar based on linguistic principles. Explores fundamentals of English sentence structure, grammatical categories and grammatical analysis through lectures and hands-on work in the classroom. Develops skills that are applicable in language analysis, writing and communication. Open to all students.

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

The new title is more appropriate for the more generalist approach of the course. The new description provides a more substantial overview of course subject

<b>COURSE SUBJECT</b>	LING	<b>NUMBER</b>	280	<b>TITLE</b>	Interdisciplinary Topics in Linguistics
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about](#)

Interdisciplinary Topics in Linguistics—Linguistics in the real world

~~Introduces students to topics in which fundamental concepts of Linguistics are combined with concepts from other fields in order to answer applied or theoretical questions.~~

Examines "real-world" issues from a linguistic perspective. Topics may range across a wide spectrum: in-depth analysis of specific languages, social issues (stereotypes, inequality), business matters (linguistics in advertising, legal language), the role of linguistics in the technology sector, as well as more general workplace applications for linguistics. As topics examined may vary by term, this course may be repeated once for credit if the topic is different. Open to all students.

[specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

The new title is more informative. The new description provides a more substantial overview of course subject



COURSE SUBJECT	SA	NUMBER	496	TITLE	Directed Readings in Anthropology
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Directed readings in a selected field of study under the direction of a single faculty member. A paper will be required. Prerequisite: Minimum of 72 units including SA 101 or SA 150 or SA 201W. ~~Students with credit for SA 497 are not eligible to take SA 496 for further credit.~~

**EFFECTIVE TERM AND YEAR FOR CHANGES**  
Fall, Spring, Summer and year (please enter in textbox)

Summer 2021



**RATIONALE (must be included)**

The intent behind the equivalency statement is to assure that students may only count one SA Directed Reading toward their SA major or minor; we are clarifying this policy in the program calendar descriptions. Different directed readings courses are not equivalent, however, so we are removing the limitation on getting university credit for doing more than one.





COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

- |               |                          |             |                          |                      |                                     |
|---------------|--------------------------|-------------|--------------------------|----------------------|-------------------------------------|
| Course number | <input type="checkbox"/> | Units       | <input type="checkbox"/> | Prerequisite         | <input type="checkbox"/>            |
| Title         | <input type="checkbox"/> | Description | <input type="checkbox"/> | Equivalent Statement | <input checked="" type="checkbox"/> |

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Directed readings in a selected field of study under the direction of a single faculty member. A paper will be required. Prerequisite: Minimum of 72 units including SA 101 or 150 or 201W. ~~Students with credit for SA 496 are not eligible to take SA 497 for further credit.~~

**EFFECTIVE TERM AND YEAR FOR CHANGES**  
Fall, Spring, Summer and year (please enter in textbox)

Summer 2021



**RATIONALE (must be included)**

The intent behind the equivalency statement is to assure that students may only count one SA Directed Reading toward their SA major or minor; we are clarifying this policy in the program calendar descriptions. Different directed readings courses are not equivalent, however, so we are removing the limitation on getting university credit for doing more than one.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

BUS 446 ~~(4)~~ (3) - Marketing Strategy in Sports, Entertainment and Other Creative Industries

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

The title and description of this course were updated for the Spring 2021 calendar to provide more specificity on the type of content now present in this course, but should have also included a reduction in course units. The Marketing area and instructors have reviewed the course content and workload and determined that BUS 446 should be a 3-unit course.

<b>COURSE SUBJECT</b>	EDUC	<b>NUMBER</b>	311	<b>TITLE</b>	Foundations in Aboriginal Education, Language, and Culture
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Title: Foundations in ~~Aboriginal~~ Indigenous Education, Language, and Culture

Description: An introduction to ~~Aboriginal~~ Indigenous education in Canada and BC. There will be a critical examination of historical and contemporary issues in education and an exploration of culturally based ~~Aboriginal~~ Indigenous education grounded in ~~Aboriginal~~ Indigenous philosophies. Prerequisite: 60 units. Breadth-Humanities.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

These changes reflect the current political-social-cultural context in which we do this work in the Faculty. We are taking the word Indigenous to be more inclusive of the diversity of nations across Canada, North America, and globally.



<b>COURSE SUBJECT</b>	EDUC	<b>NUMBER</b>	341	<b>TITLE</b>	Literacy, Education and Culture
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike-through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Literacy has a far-reaching impact on the creation of knowledge, the organization of society, and the formation of institutions. This course explores leading policies, practices and ideologies guiding literacy education for adults, youth, and children in formal and informal education settings, in which traditional print literacy and digital literacy cultures intersect. What counts as literacy and whose literacies are valued? What does this mean for the organization of societies, and for teaching and learning? How is literacy implicated in projects of social ordering, colonialism, oppression and empowerment? This course explores these questions through case studies, histories, policies and place-based investigations of literacy education across the life course and inside and outside formal schooling. ~~This course is required for the certificate in literacy instruction.~~ Prerequisite: 60 units including three units in EDUC courses. Breadth-Humanities.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

The course content has changed over time in relation to new theories and research and to the changing contexts of literacy education in formal and informal settings.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Examines the educational problems entailed in developing human awareness and understanding of the environment. Explores environmental issues through a multi-disciplinary approach and relates historical and contemporary problems in human-environment interactions to school curricula from the elementary to the secondary level. Includes a laboratory component. Grading will be on a pass/fail basis. A field activity fee will be levied in this course. Normally offered in ~~summer session~~ term only. Prerequisite EDUC 401W/402W or corequisite EDUC 403. Students may be required to successfully complete a Criminal Record Check. Students with credit for EDUC 454, REM/ENV 452 may not take this course for further credit. Quantitative/Breadth-Science.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

Environmental education is not only practised in the K-12 Education system. A large part of the programming is run in informal settings such as parks, science museums and nature centres. Students enrolled in either EDUC 452 or REM 452 will be covering the same content, participating in the same experiences and completing the course with the same learning outcomes.



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8888 University Drive  
Burnaby, BC Canada V5A 1S6

## MEMORANDUM

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To: Wade Parkhouse, Chair, SCUS  
From: Paul Kingsbury, FENV, Chair, UCC

October 26, 2020

### Re: Rationale for requesting B-Sci and B-Soc designations for GEOG 312

Dear Wade,

Given the case-by-case basis for approving new WQB designated courses, I am writing this memo to request B-Sci and B-Soc designations for GEOG 312 “Geography of Natural Hazards.” This request has been on hold since the informal moratorium was first announced back in the Fall of 2019. During this time, the only existing upper division Breadth course GEOG 318 “Soils in Our Environment” was temporarily withdrawn because of a reduction in teaching capacity.

Per Kris Nordgren’s advice, I am bypassing the UCIL Office and including the pre-existing forms in my SCUS package. Please know, I also make this request with the understanding that any request “may be submitted to SCUS for review ... with strong supporting evidence that the course designation is essential to the program” (July 9, SCUS meeting minutes). I believe the Department of Geography’s (GEOG) request meets these criteria as follows:

1. Currently, there are **no upper division breadth courses in GEOG**. Students who come into the university as transfer students have limited opportunities to fulfill their breadth requirements within the remaining credits they have for graduation. Having GEOG 312 as an upper-level breadth allows access to this and is therefore a significant way in which upper level students can interface with Geography and become connected to its programs.
2. A Breadth designation will allow GEOG students to **fulfill professional accreditation requirements**. If, for example, students have a very full list of courses specified by professional accreditation programs, like that for the Professional Geoscientist (P.GEOG) certification through Engineers and Geoscientists BC (EGBC), they will be able to use an in-house breadth course like GEOG 312 as their B-Soc that also counts towards their professional certification requirements.
3. Students applying for professional certifications like P.GEO (EGBC) or Professional Agrologist (British Columbia Institute of Agrologists) in degrees outside of GEOG would be attracted to such a Breadth course because it could also count towards their educational requirements for these certifications. Having students from outside the BSc program in GEOG, but also training for similar expertise (e.g. Earth Sciences, Biological Sciences, or Environmental Science), would **significantly benefit all GEOG students from a programmatic perspective**.

4. Finally, and related to the above point, the inclusion of students with broad experience from other units directly helps achieve **the educational goals in 4 GEOG programs**: “building upon geography’s interdisciplinary character” (BA Human Geography), “Foundational understanding of the relationship between GIS and other areas of geographical scholarship and to the social, physical and environmental sciences in general” (BSc GIScience), “Understand the ways in which the geographical study of global environmental systems is related to other sciences and social sciences” (BENV degree), “Define and explain how physical and environmental processes are related to society and space” (BSc Physical Geography degree).

I hope the above provides sufficient explanation for requesting this B designation exception and helps to secure its approval at SCUS.

Sincerely,

Paul/ 

Dr. Paul Kingsbury  
Associate Dean, Undergraduate, Faculty of Environment



COURSE SUBJECT	REM	NUMBER	350	TITLE	Sustainable Energy and Materials Management
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

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REM 350 ~~Sustainable Energy and Materials Management~~ Energy Management for a Sustainable Climate and Society (4)

~~Takes an interdisciplinary approach to sustainable management of society's energy and materials flows. Topics range from thermodynamics and estimates of global resources to market-based policies and governance Institutions. Peak oil, renewable energy and carbon capture and storage are also discussed. The role for green consumerism in light of climate challenge are highlighted.~~ An interdisciplinary approach to transforming energy systems in pursuit of sustainable climate and society. Perspectives include thermodynamics, resource potentials, technological potentials, economic evaluation, implementation of transformative public policies, political-economy assessment of policy constraints, national and sub-national governance options, behavioural change potentials, global diplomacy, and pursuit of greater equity within and between countries. Prerequisite: 45 units.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE** (must be included)

The new title and course description better reflects the course's broad, interdisciplinary focus on "sustainability of climate and society.". Without this change, there will continue to be prospective students who assume that it is a narrowly focused management course, and on that basis decide not to enrol. In fact, this is an interdisciplinary course that helps students with no prerequisite expertise to achieve an effective level of understanding of the multiple dimensions involved in the major societal transformation required by the climate change threat.

<b>COURSE SUBJECT</b>	MBB	<b>NUMBER</b>	424	<b>TITLE</b>	Membrane Transport Mechanisms
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**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Coursenumber	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	EquivalentStatement	<input type="checkbox"/>

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**EFFECTIVE TERM AND YEAR FOR CHANGES**

Structure and function of molecules that mediate transport across membranes including channels, carriers, and pumps. Primary literature from the fields of biochemistry and physiology will be explored through lectures and independent study. Prerequisite: MBB 321, and any two of MBB 322, and either MBB 323, MBB 324, or CHEM 360, with a minimum grade of C, or permission of the instructor. ~~Students who have taken MBB 420 under the same topic may not take this course for further credit.~~

Fall, Spring, Summer and year (please enter in textbox)

Summer 2021

**RATIONALE**(must be included)

MBB 324 (Protein Biochemistry) is a suitable prerequisite for MBB 424 but was not available for previous offerings of MBB 424.

The prerequisites have been relaxed and can now be waived with permission of the instructor to allow more students access to this course.

Membrane Transport Mechanisms has not been offered as a special topics course (MBB 420) for many years so the final sentence is no longer needed.



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Coursenumber  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

MBB ~~428~~ 328 - Introduction to Microbial Pathogenesis (3)

The molecular strategies that bacterial and viral pathogens use to colonize the human body and cause disease will be studied. Emphasis will be placed on the specific microbes and their virulence factors, secretion systems, toxins and surface adhesions. Strategies for combating microbial infections - antibiotics, antiviral agents and vaccines - will be discussed in detail. Prerequisite: MBB ~~322~~231 with a minimum grade of C.

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE**(must be included)

Most 400-level MBB courses are literature based, focusing on critical analysis of current papers and methodology, with student presentations and discussions. Understanding the literature in this discipline requires a foundation in bacterial and viral biology and immunology. As the only Microbial Pathogenesis course offered by MBB, and with relatively high enrolments (60-100 students), MBB 428 is an introductory course that is primarily lecture-based. Thus it is more suited to a 300-level course. As MBB 328 this course will be called "Introduction to Microbial Pathogenesis" and will provide foundational knowledge using important human pathogens to illustrate principles of virulence. This course will nicely complement our 300-level introductory immunology course, MBB 326-3 (Introduction to the Immune System). We plan to introduce a 400-level "Advanced Microbial Pathogenesis" course that will focus on the literature. These courses will be important components of the Immunology and Infectious Disease Program we are developing with Health Sciences.

MBB 428 is not a pre/corequisite for any other course so will have no impact on programming.