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MEMORANDUM

ATTENTION Senate  
FROM Wade Parkhouse, Chair  
Senate Committee on Undergraduate Studies  
RE: New Course Proposals (SCUS 19-71)

DATE December 6, 2019  
PAGES 1/1



For information:

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

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

(i) New Course Proposals:

- DIAL 393-5, Semester In (Dialogue Component)
- DIAL 394-5, Semester In (Seminar Component)
- DIAL 395-5, Semester In (Final Project Component)

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

COURSE SUBJECT NUMBER **COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation**CAMPUS** where course will be normally taught:  Burnaby  Surrey  Vancouver  Great Northern Way  Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.**REPEAT FOR CREDIT**  YES  NO Total completions allowed  Within a term?  YES  NO**LIBRARY RESOURCES**

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

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

We propose to create three new courses, DIAL 393W, DIAL 394, DIAL 395, that could be used by SFU Departments or Faculties to pilot semester-long, full-time, cohort based learning models. (We use Departments/Faculties throughout this document to recognize that a Semester In could be offered at either level). While the course numbers would be housed with our Dialogue program, Departments/Faculties would build their own course models adhering to an underlying set of principles common to the Semester in Dialogue and Semester In (see below), and provide funding.

The Semester in Dialogue has thrived in part because it is outside the Department/Faculty structure, but that position also made it complex to establish and govern within the SFU academic structure that is organized almost exclusively around Departments and Faculties. We are excited about creating a pathway to facilitate Semesters organized within traditional Departments and Faculties that might be simpler to establish and more discipline focused. Our experience with the Semester in Dialogue, as well as similar semester-long programs such as Radius Change Lab (<https://radiussfu.com/programs/sfu-student-programs/change-lab/>), Health Change Lab (<https://radiussfu.com/programs/sfu-student-programs/change-lab/health-change-lab/>), CityStudio (<https://www.citystudiovancouver.com/>), and Surrey CityLab (<https://www.surrey.ca/community/28110.aspx>), and the developing proposal in the Faculty of Education for a Semester in Indigenous Reconciliation, has affirmed the value of these more intensive learning opportunities, both for students and faculty. We believe there is an important opportunity at SFU for other semester-long programs with their own flavour that are embedded in Department and Faculty disciplines.

The Semester In concept is designed to share pedagogy with SFU Departments and Faculties that might want to incorporate similar learning and teaching approaches into their curriculum. SFU Faculty members would develop their own courses as part of their Department/Faculty academic offerings, with the support and mentorship of Semester in Dialogue faculty. The Centre's staff will also provide support to the host Department/Faculty with logistics, budgeting and communications feedback.



SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2020

Term in which course will typically be offered [x] Spring [x] Summer [x] Fall

Other (describe) [ ]

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

What is the probable enrollment when offered? Estimate: 20

UNITS

Indicate number of units: 5

Indicate no. of contact hours: [ ] Lecture 5 Seminar [ ] Tutorial [ ] Lab [ ] Other; explain below

OTHER

[ ]

FACULTY

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

To be determined by each offering Department or Faculty.

WQB DESIGNATION

(attach approval from Curriculum Office)

[ ]

PREREQUISITE AND / OR COREQUISITE

45 units or permission of instructor. Co-requisite: DIAL 394.

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

Students who take DIAL 390W may not take 393 for credit.

Does the partner academic unit agree that this is a two-way equivalency?  YES  NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

**FEES**

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

**COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)**

Given the unique nature of each Semester In, the courses might best be described generically by a set of guiding principles. We have attempted to capture the essence of the Semester In, as well as the current Semester in Dialogue, in the form of seven principles stated as outcomes that the Semesters enable the students to achieve. These principles would serve as a focus for discussion and construction of each novel Semester In:

**Dialogue:** Practice and harness the power of dialogue to facilitate shared inquiry by demonstrating active listening, asking critical questions, and embracing the challenges of thinking together.

**Experiential Learning:** Learn from your experiences by immersion in complex real-world situations, implementing ideas you care about and critically reflecting on the process as a whole.

**Impact:** Make a positive impact with/within the community by developing a nuanced understanding of public issues and the skills to foster mutually beneficial partnerships that are grounded in the qualities of reciprocity, mutual respect, shared authority and co-creation of goals and outcomes.

**Relationships:** Building relationships is central to doing meaningful work in the Semester; initiate and nurture relationships based on mutual respect between students, instructors and community partners. **Communication:** Develop core communication and organizational skills; find your voice and grow professionally.

**Content Knowledge:** Bridge the knowledge gap between your personal interest and the semester topic by bringing passion, curiosity and developing a rich understanding of the course material.

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



**RESOURCES**

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

Departments/Faculties to provide suitable classroom and work space for students.

**OTHER IMPLICATIONS**

Final exam required  YES  NO

Criminal Record Check required  YES  NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Mark L. Winston

COURSE SUBJECT NUMBER 

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

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

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

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Topics covered each term will vary, but generally each course will examine a subject that encourages broad approaches and probes provocative issues. Learning will be active rather than passive, stimulating students to research, explore and discuss.

REPEAT FOR CREDIT  YES  NO Total completions allowed  Within a term?  YES  NO**LIBRARY RESOURCES**

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[ ]

FACULTY

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

To be determined by each offering Department or Faculty.

WQB DESIGNATION

(attach approval from Curriculum Office)

[ ]

PREREQUISITE AND / OR COREQUISITE

45 units or permission of instructor. Co-requisite: DIAL 393.

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

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Students who take DIAL 391W may not take 394 for credit.

Does the partner academic unit agree that this is a two-way equivalency?  YES  NO

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**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

#### FEES

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

#### COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

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- **Experiential Learning:** Learn from your experiences by immersion in complex real-world situations, implementing ideas you care about and critically reflecting on the process as a whole.
- **Impact:** Make a positive impact with/within the community by developing a nuanced understanding of public issues and the skills to foster mutually beneficial partnerships that are grounded in the qualities of reciprocity, mutual respect, shared authority and co-creation of goals and outcomes.
- **Relationships:** Building relationships is central to doing meaningful work in the Semester; initiate and nurture relationships based on mutual respect between students, instructors and community partners.
- **Communication:** Develop core communication and organizational skills; find your 'voice' and grow professionally.
- **Content Knowledge:** Bridge the knowledge gap between your personal interest and the semester topic by bringing passion, curiosity and developing a rich understanding of the course material.
- **Self-Reflection:** Grow in your knowledge of yourself through your experiences, opportunities and self-reflection.



**RESOURCES**

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

Departments/Faculties to provide suitable classroom and work space for students.

**OTHER IMPLICATIONS**

Final exam required  YES  NO

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WQB DESIGNATION

(attach approval from Curriculum Office)

[ ]

PREREQUISITE AND / OR COREQUISITE

45 units or permission of instructor. Co-requisite: DIAL 393 and DIAL 394. [ ]



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[Empty text box for sequential course information]

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[Empty text box for one-way equivalency information]

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Does the partner academic unit agree that this is a two-way equivalency?  YES  NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

[Empty text box for special topics preclusion statement]

FEES

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COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

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