DEPARTMENT OF CHEMISTRY AND BIOMOLECULAR SCIENCES

UNIT GUIDE

CBMS235 – ENGAGING THE COMMUNITY IN SCIENCE
PROFESSIONAL AND COMMUNITY ENGAGEMENT (PACE) UNIT
THREE (3) CREDIT POINTS

D3 – DAY; OFFERED OVER FULL YEAR (INTERNAL MODE)

UNIT CONVENOR – A/PROF JOANNE JAMIE
F7B231, PH 9850 8283, E-MAIL joanne.jamie@mq.edu.au

PREREQUISITE 15 CP AND PERMISSION OF EXECUTIVE DEAN OF
FACULTY OF SCIENCE

URL ilearn.mq.edu.au
(login and follow prompts to CBMS235 Engaging the Community in Science)
CBMS235 Engaging the Community in Science

About this Unit
When offered: D3 - Day; Offered over full year commencing D1
Credit points: 3 (equivalent to an average of 5 hr/week of contact and self study)
Contact hours: vary per week – on average 1-2 hr meeting every week, plus 50 hr towards
Experiential (participation) component
Assessed as: Pass/Fail
Staff contact: A/Prof Joanne Jamie
Department of Chemistry and Biomolecular Sciences, F7B231
Phone: 9850 8283, Fax: 9850 8313, E-mail: joanne.jamie@mq.edu.au

CBMS235 is a Professional and Community Engagement (PACE) unit that provides an opportunity for university students from all disciplines to undertake science outreach that has the potential to provide positive educational changes for all involved. Through participation and community engagement this unit aims to inspire an appreciation of the fascination of science and its relevance to everyday life, as well as provide leadership skills and positive role models at the school and university levels.

Expanding on the National Indigenous Science Education Program (NISEP), which has been run through Macquarie University since 2005, activities in this unit will include the opportunity to work with primary and/or secondary and tertiary students and staff to run interactive science shows and other science activities for Indigenous and non-Indigenous students, rural and refugee students, Aboriginal community members and the wider public. The curriculum will develop student skills in mentoring and working with children and Indigenous people, as well as interactive science-based activities. Further, this unit will provide leadership and communication skills and an appreciation of ethics, and through the interaction with the wider community, will be an important part of preparing Macquarie students to become a socially responsible global citizen.

Background on PACE
CBMS235 is an accredited PACE unit and will be running according to the PACE criteria and with support from the PACE team in the Faculty of Science.

As the third pillar of the Macquarie undergraduate curriculum, PACE is a key component of the University's strategic direction, emphasising its commitment to excellence in research, learning and teaching and community engagement. According to the Macquarie PACE website, “PACE units provide an academic framework through which students can engage with the community, learn through participation, develop their capabilities and build on the skills that employers value. By completing a PACE unit, students develop all these skills and capabilities, and also gain academic credit towards their degree” (Macquarie University, PACE website, 2014).

As a PACE unit, CBMS235 will be flagged on academic transcripts with the symbol ‘π’ after the unit code and before the unit title. Students can highlight this designation to future employers and academic institutions as the following definition:

π: Units marked with a π are designated PACE units. These units provide students with an opportunity to learn through practical experience and make a valuable contribution to the community by applying knowledge and skills acquired at the University.

For more information about PACE see:
http://mq.edu.au/about_us/offices_and_units/participation_and_community_engagement/
Teaching staff

- A/Prof Joanne Jamie, F7B231, ph 98508283, mob 0439170683, email joanne.jamie@mq.edu.au
- Dr Ian Jamie, F7B236, ph 98508293, email ian.jamie@mq.edu.au
- A/Prof Subramanyam Vemulpad, email subramanyam.vemulpad@mq.edu.au
- Wayne Charters, email wayne.charters@mq.edu.au
- Dr Katherine Stewart, email katherine.stewart@mq.edu.au

A/Prof Joanne Jamie is the coordinator of this unit and should be your main point of contact. You will get to meet the other staff during scheduled sessions and/or during the various activities. They will all be happy to help in answering questions relevant to their expertise throughout this unit. You are encouraged to direct any questions or queries first to A/Prof Jamie, who will pass them on to the other teaching staff as needed. A/Prof Jamie has an open door policy, but you are encouraged to phone or email to organise a meeting. You are also encouraged to ask questions using the general discussion forum on the iLearn website.

Pace Team Within Faculty of Science

PACE units in Science are supported by a PACE Team within the Faculty. Throughout the unit offering, members of the Team may be in contact with students to provide or collect information. Similarly, if students have any questions about PACE, they can email: pace.science@mq.edu.au

Required Reading

There is no textbook recommended. Instead CBMS235 makes use of web-based teaching resources on the unit iLearn web site (see below for more information). This includes resources especially designed for PACE units.

iLearn Unit Web Page and Other Technology

The web page for this unit can be found at ilearn.mq.edu.au. Just login and follow the prompts to CBMS235. You can use any web browser such as Firefox, Internet Explorer or Safari to login.

iLearn is the name for Macquarie University’s Learning Management System (LMS). The iLearn online learning environment enables learning, teaching, communication and collaboration.

It is essential that you login to the unit iLearn web site on a regular basis. As well as web-based teaching resources, the iLearn web site will also provides other support for this unit, including an Announcement board for important notices, the Unit Outline, Discussion Forums, and access to your grades.

You can log directly into iLearn by going to ilearn.mq.edu.au or you can log in by going to the “Students” homepage of Macquarie’s website: http://students.mq.edu.au/home/ (select “online units” from the top right hand side of the page). If you have any problems with iLearn go to http://www.mq.edu.au/iLearn/student_info/index.htm.

If you do not have your own computer you may wish to access the iLearn web resources on campus using the PC computers in the Library or in the C5C computer laboratories. To view pdf documents on the web site, you will require Adobe Acrobat Reader Version 9 or later to be installed on your computer. Acrobat Reader can be downloaded from the Adobe web site http://get.adobe.com/uk/reader/. If you are using the computers at Macquarie, then Acrobat has already been installed. **Please note information will also be sent frequently by email to your student email account so please look at your email account on a frequent basis.**
Teaching and Learning Strategies

CBMS235 will consist of a mixture of face to face training workshops and/or lectures and group discussion sessions, online discussions and interactive science activities. There will be a dedicated 1 hr session (Tuesday 9-10am throughout both session 1 and 2, with some classes extended (8-10am) for training workshops. The community activities – the experiential science activities component of the unit – will be timetabled once their dates are known. Enrolled students will identify which activities they can be a part of. The range of activities provided over the year will allow sufficient choice for all students to be a part of many wonderful science outreach events.

Introduction: Week 1 will be a meet and greet session to get to know everyone’s interests in the unit, the strengths you bring to the unit and the potential areas of growth.

Meetings/group discussions and workshops: Once a week there will be 1-2 hour group session. From weeks 2-8, the focus will be on workshops related to mentoring, working with children, working with Indigenous people and ethical aspects, reflective practices, and an introduction to the overall science outreach activities to be undertaken. These sessions will also be used throughout the year to discuss about upcoming activities, including with other teaching staff and community partners, to prepare and plan for the actual activities and evaluate and improve on resources; and following activities to critique on their effectiveness and consider changes needed, etc. These sessions will also be used to reflect more broadly.

Online Discussion: You are expected to participate regularly in online discussion using the iLearn Discussion Forum about the unit content, science activities and methods of presentation, and issues that may arise, as well as reflect more broadly.

Experiential Activities: The experiential component will involve engaging community (eg school students) in science activities including those of relevance to everyday life (eg examining the microscopic world, extracting DNA from fruit, making slime from wood glue and borax). The activities are expected to commence April/May and will be spread throughout the year. At least 30 hours of direct interaction with the community with the science activities will be expected from you and an average of 10 hours committed to the preparation and 10 hours to reflection.

Reflection: Reflection will be a particularly important tool for you in this unit. The PACE activities will inherently challenge your approaches, ideas, and understandings about the communities around us and the communication of science therein. You will keep an on-going private journal reflecting on your experiences and at the end of each semester, be required as a part of your assessment to present a seminar to fellow students and staff about the key achievements. This includes a summary of your contributions to the partner organisation(s) and community.

Workload expectation: CBMS235 is a 3 credit point unit and as such it is generally expected that you will commit at least 5 hours per week throughout the combined semesters (1 and 2). However, as a PACE unit, there is recognition that workload may vary in comparison to traditional unit offerings. This is due to teaching delivery, which is in-class, online and in the community, differences in timing for PACE activities, and individual styles of learning. Further, experience to date in other PACE units has indicated that students often choose to commit more time than required to their PACE activities in response to the associated personal and professional reward and learning opportunities, which could not otherwise be achieved in the classroom. With this in mind, you should understand that workload associated with a 3 credit point unit must ultimately constitute 150 hours in total. The following workload hours have therefore been allocated and approved for CBMS235 with the recognition that some variation may occur:

Orientation/introduction - 15 hours (includes induction course, private study and 5% supervisors’ mark).
Scaffolding for skills and knowledge development - 35 hours (includes private study and assessment, science activities preparation workshops, preparation of essay on role of science outreach; participation in weekly meetings).

Experience (community engagement activities) - 50 hours (includes at least 30 hours for the actual participation, 10 hours for the planning outside of meetings and 10 hours reflective practice through online journal).

Self study/assessment preparation - 40 hours total for preparation and conduct of actual assessment tasks beyond the ‘in class’ or ‘in workshop’ activities and participation with community.

Wrap-up/debrief - 10 hours towards presentation sessions.

**Expected learning outcomes**

CBMS235 starts with an overview of mentoring, working with children, working with Indigenous people, reflective practice and ethical aspects. This foundation will be used to then work through and understand the following outcomes:

- An understanding of the need for community engagement to help encourage students to maintain at their studies in order to complete high-school and tertiary education.
- An understanding of the social disadvantages present within Indigenous, rural and refugee communities, and the benefits that community engagement provides.
- To develop presentation and communication skills needed to effectively communicate with students, peers and the wider community through science activities, verbal communication and presentations.
- Research and planning skills necessary to understand the content and to present the science activities to students and the wider community.
- An understanding of scientific processes and the ability to present these processes in an interesting and engaging fashion to students and/or wider community.
- Cooperative skills necessary for working effectively with peers in a variety of activities.
- Commitment to continual learning and/or revision of scientific processes that can be used to engage students and the wider community in science.
- The ability to adjust content to the levels of the students/community member in regards to their knowledge of science and their personal interest in science.

CBMS235 will also help develop your graduate capabilities through the unit outcomes. These are the building blocks for developing the attributes valued in a university graduate. Some of the attributes and skills that CBMS235 can help you develop are:

- **Discipline Specific Knowledge and Skills**: The science activities employed in this unit overlap with discipline knowledge and skills from various sciences, including chemistry, biomolecular sciences, biology and physics (with the possibility of extension in other sciences). By learning the scientific processes involved in the activities, you will gain a greater understanding of scientific processes in general and specific knowledge and skills required to safely perform experiments in these disciplines.

- **Problem Solving and Research Capability**: You will begin the unit by undertaking a search of the literature relating the benefits of outreach especially to those groups under-represented in higher education. The presentation of this research into a brief ~2 page document forms a beneficial and appropriate research task to introduce you to the value and importance of science outreach/engagement. Planning and running of the science activities, and working with fellow students and the outside community will pose many challenges that you will need to overcome. The unit is designed to give you many opportunities for reflection, discussion and assistance where necessary. As a result, you will develop confidence in facing such challenges in the future.
• **Critical, Analytical and Integrative Thinking:** Your engagement in presenting the science activities to the community requires you to be capable of planning, reasoning, questioning and analysing. You will need to critique constraints, assumptions and limitations, be able to think independently and yet work as a team. As you present science to others from a variety of different backgrounds, you will need to incorporate your scientific and academic knowledge with social and ethical concerns. You will be required to relate your knowledge in a form understandable by the community (e.g., secondary education students). This will challenge you to synthesise and distill your university-level knowledge and skills into a useable form for this context.

• **Creativity and Innovation:** There are many opportunities in this unit for you to express your own creativity and innovative ideas. You will be encouraged to create new activities for the science program if you wish and your ideas about how the activities could be run will be actively encouraged, discussed and implemented where appropriate. You will also encounter situations during the science outreach activities that will require you to act creatively to accommodate changing circumstances and unexpected events.

• **Effective Communication:** This unit will develop your ability to communicate on a variety of different levels. The communication of science to the community is the focus of the science activities and you will be involved in all stages of this process from planning, to implementation, and final assessment of the outcome. Furthermore, you will be required to communicate in a more formal academic manner, through an initial written assessment task introducing the value of outreach/community engagement, online discussions, written assignments and a final oral presentation.

• **Engaged and Ethical Local and Global citizens:** In working with culturally diverse communities this unit fosters the development of ethical awareness, responsibility, co-operation, group management and teamwork.

• **Socially and Environmentally Active and Responsible:** You will be working in small teams for much of CBMS235, especially in the demonstration component of the course, giving you the opportunity to develop your ability to work with others as you make informed decisions and play an active role within society.

• **Capable of Professional and Personal Judgement and Initiative:** Especially during your demonstration of science activities, you will be expected to develop discernment and common sense in your professional and personal judgement as to the level of content appropriate for presentation. Further, the experience of working with groups from outside the university will broaden your outlook, equipping you with the knowledge to make appropriate professional and personal judgements about a range of issues affecting the community. Periods of reflection through the unit will enable you to learn from your experiences and to develop confidence in your own personal judgement skills and abilities to take initiative in challenging situations in the future.

• **Commitment to Continuous Learning:** Throughout the unit you are expected to strive to understand and learn about each event that you participate in, in addition to you continuously revising and discussing with peers the best method for the presentation of the science activities.

**Relationship between Assessments and Learning Outcomes**

Assessment: The grade you achieve at Macquarie University is descriptive rather than numeric. The assessments and personal performance in this unit (attendance, participation, communication, etc.) help decide which descriptive grade is applicable to your work throughout the entire unit.

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>Pass</td>
<td>Has successfully completed the outcomes through consistent and diligent work that has been applied throughout the year. This has been shown through their understanding of the</td>
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ethical issues that exist when working with children, Indigenous people or refugees, the ability to interact and present scientific information to primary, secondary students and the wider community through the science shows and other similar activities, the ability to reflect and communicate with peers in regards to the shows and the ability to summarise and present orally to peers.

Fail
Has failed to achieve the unit objectives

Your grade awarded at the completion of the unit will be based on the marks and their weighting as listed below:

Orientation/Induction: 5% Completed through attending meetings (face to face and/or online), reading online resources and online discussions. Week 1-8

Science activities training: 5% Due weeks 3-8

Outreach/community engagement essay: 10% Due week 7

Participation in group discussions: 10% Through weekly meetings

Participation in science activities: 40% Due D2 W14, but achieved throughout the year

Reflection journal: 10% Throughout D1 and D2

Written and oral presentations: 20% Due D1 W13/14 and D2 W13/14

The orientation/introduction will involve directed reading of online resources and workshops related to mentoring, working with children, working with Indigenous people and ethical aspects, reflective practice and an introduction to various science outreach activities that CBMS235 will encompass (weeks 1-8). Participation in these workshops and online resources is compulsory and will contribute 5% of the assessment tasks.

Scaffolding for skills and knowledge development will include hands-on workshops early on to familiarise you with the main types of science experiments used in the science outreach activities and role playing with your peers (week 3-8). This will contribute 5% towards assessment and will include peer evaluation of the role playing. Developing knowledge will also come from completion of a written report of ~1500 words (10%) on why such outreach/community engagement is important, especially to those in groups previously under-represented in higher education, and an example from the literature showing how such outreach can improve educational outcomes. This will be submitted in week 7. You will also attend weekly 1 hour meetings throughout D1 and D2 (excluding mid-session and mid-year breaks) to discuss as a group about upcoming activities, including with community partners, to prepare and plan for the actual activities and evaluate and improve on resources; and following activities to critique their effectiveness and consider changes needed, etc. The active participation in these meetings will contribute 10% towards the assessment total. Feedback on this participation will be provided in week 10 of D1 and week 5 and week 9 of D2 to allow opportunity for improvement.

The experiential component will incorporate the science activities with the community and ongoing reflection. A range of science activities will be available. Activities and interaction with partner organisations will occur throughout the year subsequent to the initial orientation and familiarisation exercises. The activities are expected to commence April/May and will be spread throughout the year. A reflective journal will be filled in throughout the year both before and following each science activity. At least 30 hours of direct interaction with the community with the science activities will be expected and an average of 10 hours committed to the preparation. This experiential component will be worth 50%. Feedback from peers and the community participants will be sought to determine your level of engagement and commitment. You will be expected to spend at least 10 hours reflecting on these specific activities and their impact. You will undertake
reflective practice as part of an on-going journal reflecting on your activities – to be filled in throughout the semesters both before and following each science activity. As part of this reflection process, an open web forum will be available for you to discuss your experiences online.

In week 13/14 of D1 an ~1000 word report (7.5%) will be provided by you summarising the most significant features of the experience to date. This, along with the reflective practices (5%) to date will contribute 12.5%. In D2 week 13/14, an ~1000 word report will be provided with an overview of the entire experience. A presentation in the form of a short oral will be provided as part of a debrief wrap up session to the class in week 13/14 of D2. This oral, and the report (total 12.5%), in combination with the on-going reflective practices (5%) will contribute 17.5% of the unit. There will be no exam.

To summarise on assessment tasks:

Orientation/introduction – attendance of meeting/workshops and reading online resources 5% (weeks 1-8, D1).

Scaffolding skills/knowledge development - compulsory workshops (inc peer assessment), weeks 2-8, D1, 5% plus ~1500 word report 10% (week 7, D1) plus active participation in weekly meetings (inc peer assessment) 10%. (Total of 25% of assessment)

Experience/project – a minimum of 30 hours of direct community engagement and 20 hours planning and reflecting will be expected of each student. Community engagement will be worth 40% (through academic, self-, peer and community assessment). Reflective practice (through journal entries will be worth 10%). A 1000 word report week 13/14 D1, 7.5%. A 1000 word report week 13/14 D2, plus short presentation, 12.5%. (Total of 70% of assessment)

Wrap up/debrief – compulsory (presentations as above and general discussions occurring).

PACE Grants and Prizes
To assist you in your involvement in the community engagement component of this course, you may be eligible for PACE grants. At the end of this unit, you will be eligible to apply for the Prof. Judyth Sachs PACE prize. Please see http://students.mq.edu.au/opportunities/professional_and_community_engagement/grants_prizes/ for further information.

Special Consideration Requests Including Non-Attendance and Extensions
The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. The University has a policy on special consideration request that may be found at www.mq.edu.au/policy/docs/special_consideration/policy.html. The University recognises that at times an event or set of circumstances may occur that:

- could not have reasonably been anticipated, avoided or guarded against by the student AND
- was beyond the student’s control AND
- caused substantial disruption to the student’s capacity for effective study and/or completion of required work AND
- substantially interfered with the otherwise satisfactory fulfilment of a unit or program requirements AND
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of a formal examination.
This policy is instituted to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. To request special consideration go on-line to ask.mq.edu.au as soon as possible to allow due consideration.

Non-Attendance: Students unable to attend any of the meetings/workshops or make up the 50 hours towards the experiential component of this unit due to illness or other extenuating circumstances must fill in a special consideration request on-line at ask.mq.edu.au and provide formal documentary evidence as soon as possible AND contact A/Prof Joanne Jamie.

If an absence is anticipated (perhaps for a mandatory religious or University associated sporting event) you must inform the unit convenor in advance that this will be the case and discuss alternative arrangements. It is your responsibility to undertake this. Notification after the event of an anticipated absence will not be looked upon favourably. For any unjustified absences students will receive a zero mark for any assessment task that was missed.

Extensions: Students unable to complete a form of assessment on time due to illness or other extenuating circumstances must request special consideration at ask.mq.edu.au and provide formal documentary evidence as soon as possible and contact A/Prof Joanne Jamie to discuss possible extensions. Extensions will be granted based on merit and will be more favourably considered if consultation with the unit coordinator on the need for an extension occurred BEFORE the due date. If there is no acceptable reason for a late submission, marks will be deducted up to 5% per weekday for every day late.

**University Policy on Assessment**

The University considers that assessment “of student learning performance and feedback on progress are pivotal and important processes in University learning and teaching. Assessment tasks communicate to students what must be learned and are vehicles by which the University assures itself, and society, of its graduates’ capabilities” and is based on the “premise that it is important that through assessment students are encouraged to engage in their education, rather than merely pursue grades. Student engagement is best facilitated by learner managed learning in which students are active partners in the process through undertaking challenging responsibilities and making choices.” There are responsibilities and rights for both staff and students in respect to assessment. These include, but are not limited to, the right of academic staff to require that students:

- be focused on learning rather than merely the achievement of grades;
- make the effort to be informed of the rules and requirements for progression in their degree program;
- get assistance from the department, faculty and/or institution if they so require it;
- behave ethically and responsibly in their conduct of assessment tasks;
- engage in critical self evaluation in terms of their progress towards the espoused learning expectations;
- submit work on time that is their own except when shared ownership is part of the task;
- notify their lecturers as soon as possible if difficulties arise with timing, online access, availability of resources or other requirements of the task;

Students have a right to:

- be informed about all aspects of assessment policy and practices in each unit of study including criteria, standards and procedures to be met and penalties for breaches;
- have consistent application of policies, procedures and penalties;
- timely return of results with feedback to enable improved performance;
• information that allows them to calibrate their own performance against the expected performance standards;

The full statement on the Assessment Policy, Code of Practice and Procedure can be found at:

• www.mq.edu.au/policy/docs/assessment/policy.html
• www.mq.edu.au/policy/docs/assessment/procedure.html

Academic Honesty

The University declares that it is a “fundamental principle” that “all staff and students act with integrity in the creation, development, application and use of ideas and information”. This means that:

• all academic work claimed as original is the work of the author making the claim
• all academic collaborations are acknowledged
• academic work is not falsified in any way
• when the ideas of others are used, these ideas are acknowledged appropriately

You should be familiar with the University’s Policy on Academic Honesty practices and its Statement on Ethics. For further details see:

Academic Honesty Policy: www.mq.edu.au/policy/docs/academic_honesty/policy.htm

The policies and procedures explain what academic dishonesty is, how to avoid it, the procedures that will be taken in cases of suspected dishonesty, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Examples of dishonest academic behaviours are:

Plagiarism: Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

a) copying out part(s) of any document or audio-visual material or computer code or web site content without indicating their origins
b) using or extracting another person’s concepts, experimental results, or conclusions
c) summarising another person’s work
d) submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work
e) use of others (paid or otherwise) to conceive, research or write material submitted for assessment
f) submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

Deception: includes, but is not limited to, false indication of group contribution, false indication of assignment submission, collusion, submission of a work previously submitted, creating a new article out of an existing article by rewriting/reusing it, using the same data to form the same
arguments and conclusion, presenting collaborative work as one’s own without acknowledging others’ contributions, cheating in an examination or using others to write material for examination.

Fabrication: includes, but is not limited to, creating fictitious clinical data, citation(s), or referee reports.

Sabotage: includes, but is not limited to, theft of work, destruction of library materials.

Assignments are to be your own work. Using someone else’s words (either another student’s or from a book or journal article or a web site) without clear acknowledgement is plagiarism and can incur serious penalties. If it is ever necessary to use someone else’s words for a phrase or sentence, they should be placed in quotation marks and acknowledged at the end of the sentence. If you use or modify a diagram or figure from another author, that must be acknowledged underneath (e.g. Figure 3 from Fundamentals of Organic Chemistry, McMurry et al., 2010). Lecturers want to read your own words and ideas.

In the event that a lecturer identifies a case of academic dishonesty, the student will be advised, either on the submitted work or by a separate letter, and a record kept in the Faculty office. Students will always have the opportunity to discuss each case with their Lecturer if they indicate they wish to do so by either contacting the Lecturer or the Head of Department. Proven cases of academic dishonesty may result in the immediate award of an “F” grade.

**PACE and Related Procedures and Policies**

Please consult with the Faculty of Science PACE (team) for more information on the procedures and policies including:

1. Participation Activity – Commencement Prior to Unit Enrolment Procedure
2. Disruption due to Participation Activity Procedure
3. PACE Local and Regional Critical Incident Response Plan

**Other University Policies**

Macquarie University is developing a number of policies in the area of learning and teaching. Approved policies and associated guidelines can be found at Policy Central: www.mq.edu.au/policy

**Student Support Services**

Macquarie University provides a range of Student Support Services. Details of these services can be obtained at: http://students.mq.edu.au/support/

**What has changed**

CBMS235 now has a dedicated 1 hr weekly class. No other significant changes have been made.

**Feedback**

We are always open to suggestions for improving the content and delivery of this course. We are very happy to receive any constructive criticism that you may wish to provide. We hope you find this course both educational and fun!

Joanne Jamie and the CBMS235 team!