



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
21 Jun 2013 - 10:00
B121

AGENDA

~~~~~

Page

**1. APPROVAL OF THE AGENDA**

**1.1.**

MOTION: To approve the agenda as presented.

**2. APPROVAL OF UEC MINUTES**

4 - 8

**2.1. UEC draft minutes: May 24, 2013**

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

9 - 12

**3.1. Biology**

Changes including prerequisites: BIO 111

MOTION: To approve the Biology 111 course outline as presented.

13 -  
22

**3.2. Social, Cultural, and Media Studies**

Changes including prerequisites, calendar description, and learning outcomes:  
SOC 475

Changes including title and synonymous courses: SOC 490

MOTION: To approve the Sociology course outlines as presented.

23 -  
28

**3.3. Visual Arts**

Changes including learning outcomes: VA 365/FILM 365/JRNL 365

MOTION: To approve the Visual Arts course outlines as presented.

Page

#### **4. PROGRAMS**

29 -  
46

##### **4.1. Arts**

Change to program: Bachelor of Arts (writing requirement)

Change to program: Bachelor of Fine Arts (writing requirement)

Change to program: Visual Arts diploma (writing requirement)

MOTION: To approve the changes to the Bachelor of Arts writing requirement as presented, effective September 2013.

MOTION: To approve the changes to the Bachelor of Fine Arts writing requirement as presented, effective September 2013.

MOTION: To approve the changes to the Visual Arts diploma writing requirements as presented, effective September 2013.

47 -  
49

##### **4.2. Geography**

Discontinuation of program: Geography major Geographic Information Systems concentration

MOTION: To approve the discontinuation of the Geography major Geographic Information Systems concentration, effective September 2013.

#### **5. OTHER BUSINESS/DISCUSSION ITEMS**

50 -  
52

##### **5.1. Renewal of UEC Membership in 2014**

53

##### **5.2. Admissions Subcommittee report**

MOTION: To approve the revised membership of the Admissions Subcommittee as presented: replacement of J. Larsen (chair) with D. Francis (chair).

54 -  
63

##### **5.3. Transfer Credit Subcommittee report**

##### **5.4. Policy Subcommittee report**

64 -  
65

##### **5.5. Course Outline Subcommittee report**

MOTION: To approve the revised draft of the course outline, as presented.

#### **6. INFORMATION ITEMS**

##### **6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

ANTH 268

Page

EDUC 200, 300

ENGL 204, 205, 206, 207, 211, 212, 213, 214, 225, 228, 254, 255, 256, 270,  
275, 301, 304, 306, 316, 319, 321, 325, 333, 336, 338, 339, 340, 341, 344, 348,  
349, 354, 356, 358, 360, 362, 363, 368, 370, 374, 375, 380, 384, 490

ENGL 379/EDUC 379

LAS 200/SOC 200

SOC 245, 435

SOWK 225

## **7. ADJOURNMENT**



## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

May 24, 2013  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

---

**PRESENT:** M. Bos-Chan, S. Brigden, R. Colwell, V. Dvoracek, J. English, S. Fisher, N. Goad, J. Larsen, S. Manu, R. McLeod, S. Patridge, E. Spalding, L. Stagg, O. Steyn, D. Waslewsky, J. White, A. Wiseman, S. Xi  
**ABSENT:** D. Alary, W. Burton, S. Bains, H. Compeau, D. Francis, S. Hardman, S. Marsh, D. Waslewsky, J. White  
**GUESTS:** Z. Dennison, A. Kuczynska  
**RECORDER:** A. Hoogendoorn

#### **1. APPROVAL OF THE AGENDA**

**MOTION:**

To approve the agenda as presented.

E. Spalding/ R. Colwell

#### **2. APPROVAL OF UEC MINUTES**

##### **2.1. UEC draft minutes: April 26, 2013**

**MOTION:**

To approve the draft minutes as presented.

E. Spalding/ L. Stagg

#### **3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

##### **3.1. Library and Information Technology**

Changes including prerequisites and corequisites: LIBT 240

**MOTION:**

To approve the Library and Information Technology course outline as amended:

- To change the LIBT 240 course outline total hours per term from 39 to 45.

S. Brigden/ R. Colwell

##### **3.2. Upgrading and University Preparation**

Changes including prerequisites: MATH 096

**MOTION:**

To approve the Upgrading and University Preparation course outline as presented.

S. Brigden/ M. Bos-Chan

**3.3. Modern Languages**

Changes including synonymous courses: FREN 430

**MOTION:**

To approve the change to the synonymous course section of the FREN 430 course outline so that FREN 430 no longer replaces FREN 330, as presented:

M. Bos-Chan/ R. Colwell

The memo states that FREN 430 will not be eligible for PLAR. However, the course outline indicates that examinations are a PLAR option.

*B. Traverse confirmed that examinations are a PLAR option for FREN 430.*

**3.4. Course outlines and class size**

There was a discussion regarding the discrepancy that can occur between the maximum enrolment that is listed on a course outline and what the maximum enrolment is set at in banner. An issue that can arise from this discrepancy is the fill rate for a class being incorrectly calculated.

Currently, no UFV policy exists that states that the maximum enrolment listed in banner needs to be consistent with the maximum enrolment that has been approved on the official course outlines. The general consensus of UEC was that a policy needs to be created to provide guidance on this issue and on which official course outline items must be followed exactly by instructors and administration.

It was noted that the policy should address exceptions that can occur in class sizes. For example, sometimes classrooms are not big enough to accommodate a 'regular' amount of students. A mechanism needs to be in place to allow for exceptions. UEC recognizes that class size is an issue that is negotiated between the Deans and departments/programs, and that the Collective Agreement governs class size. However, UEC also feels that the official course outlines should accurately reflect practices in the course, including class size.

**4. PROGRAMS**

**4.1. Psychology**

Changes to entrance and program requirements: Psychology Honours and Extended Studies certificate in Arts: Psychology Honours

**MOTION:**

To approve the changes to the Psychology Honours and Extended Studies certificate Arts: Psychology Honours entrance requirements as amended,

UEC Draft Minutes  
24 May 2013

---

effective September 2014:

- Entrance requirements: Completion of 90 credits towards a Bachelor of Arts degree with a minimum CGPA of 3.33, including completion of the first and second year requirements for the psychology major, and completion of 12 upper-level psychology credits, to include PSYC 301, with a minimum GPA of 3.33.

M. Bos-Chan/ S. Brigden

The PSYC courses in the program outline are courses that must be completed to meet the program requirements for the Psychology Honours program. However, to obtain the required 45 credits in upper-level Psychology courses, students are expected to take other upper-level Psychology courses as well.

It was pointed out that PSYC 301 is listed in both the entrance and program requirements. Z. Dennison explained that sometimes students are conditionally accepted into the Psychology Honours program without the entrance requirement of PSYC 301. Students cannot graduate without taking PSYC 301, so it is listed again in the program requirements as a reminder to students in the program who have not yet completed this course.

**MOTION:**

To approve the changes to the Psychology Honours and Extended Studies certificate Arts: Psychology Honours program requirements as amended, effective September 2014:

- How to apply: Note: ~~Students must complete a minimum of 5 credits but no more than 30 credits once admitted to the Certificate program.~~ Please see the Graduation Awards policy (64) for the amount of credits that must be completed once admitted to the Certificate program.

R. McLeod/ S. Fisher

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Grading system policy**

Change to grade point interpretation: Change the B grade from 'Above Average' to 'Good'; change the C grade from 'Average' to 'Satisfactory'; and change the P grade from 'Pass (below average)' to 'Minimal Pass'

**MOTION:**

To recommend the changes to the grade point interpretation of the Grading System policy as presented, effective January 2014.

E. Spalding/ R. McLeod

**MOTION:**

To recommend a full review of the Grading System policy (101).

S. Brigden/ J. Larsen

Establishing a relationship across disciplines, in regards to the words used to interpret a grade point average is difficult to achieve. An applied program in which mastery is required for a pass is different from a program in which average

work is required to pass. The class average will be higher in programs in which mastery is required. A. Wiseman suggested stating additional information on the transcript to help interpret the grade. For example, the transcript could list the average or median grade in the class. This would give the grade a context for interpretation.

While discussing the proposed changes to the wording of the grade point interpretation, there was agreement that in addition to the first change being presented, a full review of Policy 101 needs to be conducted. A. Wiseman pointed out that there are also some existing issues with the withdrawal process. Additionally, the introductory sentence of this policy should be revised.

V. Dvoracek will complete the form, with help from S. Brigden and S. Manu. In UFV's policy review process, the Senate Governance Committee Policy Subcommittee will determine who will take the official policy review forward.

The minimum amount of time to conduct a full policy review is typically one year. In an effort to speed up the process to get the changes to the grade point interpretation passed, a second motion for a full review of Policy 101 was created.

## **5.2. Election of Chair**

M. Bos-Chan nominated S. Pattridge for the position of Chair for 2013/14. S. Pattridge indicated that she would be willing to accept the nomination. S. Pattridge was acclaimed to the position.

### **MOTION:**

To recommend to the Provost and Vice President, Academic, that a course release is granted to the UEC Chair for 2013/14.

L. Stagg/ S. Brigden

S. Pattridge did not participate in this discussion, and M. Bos-Chan temporarily chaired the meeting for the election of the Chair. S. Pattridge abstained from voting for this motion.

There was some discussion about the large amount of work that is involved in being the Chair of UEC, and how the Chair of UEC is expected (rightly so) to be a member of a large number of committees. It would make sense that the Chair of UEC receives a stipend for that work.

## **5.3. Election of the Vice-chair**

### **MOTION:**

S. Brigden nominated M. Bos-Chan for the position of Vice-chair for 2013/14. M. Bos-Chan indicated that she would be willing to accept the nomination. M. Bos-Chan was acclaimed to the position.

## **5.4. Admissions Subcommittee report**

No requests have been made this month.

UEC Draft Minutes  
24 May 2013

---

**5.5. Transfer Credit Subcommittee report**

**5.6. Policy Subcommittee report**

There was no meeting this month.

**5.7. Course Outline Subcommittee report**

The revised version of the official course outline was sent to faculty councils via the Deans. Feedback is being collected. A meeting will be set up to discuss the feedback.

**6. INFORMATION ITEMS**

**6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

BUS 434/ECON 434  
BUS 435/ECON 435

**6.2. 2013/14 UEC membership**

**6.3. 2013/14 meeting schedule**

**6.4. UEC Terms of Reference**

**7. ADJOURNMENT**

The meeting was adjourned at 11:26am.



33844 King Road  
Abbotsford, BC  
V2S 7M8  
Tel: (604) 504-7441

**MEMORANDUM**

**TO:** UEC

**FROM:** Allan Arndt, Biology Department Head

**DATE:** April 15, 2013

**SUBJECT:** BIO 111 Prerequisite Change

---

The Biology Department requests approval of the prerequisite change for Biology 111. Prerequisites have been revised adding the grade requirement. The Official UFV Course Outline is attached with updates indicated in red.

**CWC Comment**

I have read this proposal and I have a request: I can guess why you want students to have a specific grade in Biology 11/12 and Chemistry 11/12 to this course, but will you please supply a more detailed rationale for this increase in prereqs?

**Department Response**

The department wishes to improve student success in this foundational course. Institutional Research has shown significant improvement when entering with a minimum C+ in Biology and a C in Chemistry.

Q:\UEC\UEC meetings\2013-06-21\Memo- Bio 111.doc



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: May 1994  
 COURSE REVISED IMPLEMENTATION DATE: September 2014  
 COURSE TO BE REVIEWED: September 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                          |                            |             |
|--------------------------|----------------------------|-------------|
| <b>BIO 111</b>           | Faculty of Science/Biology | <b>5</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT         | UFV CREDITS |
| Introductory Biology I   |                            |             |
| COURSE DESCRIPTIVE TITLE |                            |             |

**CALENDAR DESCRIPTION:**

This course is for majors in biology and for career programs, such as dentistry, education, forestry, medicine, agriculture, etc., that require a rigorous treatment of current concepts in biology. The course will emphasize the molecular and cellular basis of life, biochemical processes, cellular structure and function, and genetics.

**PREREQUISITES:** One of Biology 11 or BIO 083 with a C+ or better and one of Chemistry 12, CHEM 093, or CHEM 110 with a C or better; or one of Biology 12 or BIO 093 with a C+ or better and one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with a C or better.

**COREQUISITES:**  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** **102**

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <b>45</b> | Hrs |
| Seminar:                   |           | Hrs |
| Laboratory:                | <b>45</b> | Hrs |
| Field experience:          |           | Hrs |
| Student directed learning: |           | Hrs |
| Other (specify): Tutorial  | <b>12</b> | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: **36**

Expected frequency of course offerings: every year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☒ Yes ☐ No

|                                                                 |                                        |
|-----------------------------------------------------------------|----------------------------------------|
| Course designer(s): <b>Barbara Moon, Terry Starr, Tony Stea</b> |                                        |
| Department Head: <b>Allan Arndt</b>                             | Date approved: <b>April 9, 2013</b>    |
| Campus-Wide Consultation (CWC)                                  | Date of meeting: <b>April 19, 2013</b> |
| Curriculum Committee chair: <b>David Fenske</b>                 | Date approved: <b>May 17, 2013</b>     |
| Dean/Associate VP: <b>Lucy Lee</b>                              | Date approved: <b>May 17, 2013</b>     |
| Undergraduate Education Committee (UEC) approval                | Date of meeting: <b>June 21, 2013</b>  |

**BIO 111**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

After completing this course, a student will have a firm understanding of the basic facts, concepts, principles, and vocabulary of modern biology.

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

- a) discuss the principles of cell structure, cell function, and energetics.
- b) use principles of classical and molecular genetics to solve genetics problems.
- c) demonstrate use of biological techniques and standard equipment. Specifically, students will be able to use microscopes and design and implement experiments in enzyme kinetics, energetics, and Mendelian genetics through hands-on exercises involving hypothesis testing and small self-directed experiments.
- d) demonstrate an understanding of basic cellular biology and genetics sufficient to allow them into BIO 112.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures and tutorials which will include: demonstrations, small group discussions, audiovisual presentation, the use of models, videos, overhead transparencies, and charts. The tutorials will be used for general discussions, amplification of materials in the lectures and reading assignments, answering student queries, small group discussions, and quizzes. Laboratory exercises, in a series of three hour laboratory sessions, will complement the materials given in lectures

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☒ Other (specify): a) The student must challenge both lecture and lab components of the course. The student will be provided with a copy of the syllabus and information about how to obtain a copy of the current text and lab manual. The student will also be given information about exam style and expected standards.

b) The student can sit the examination for the course at a time convenient to both student and instructor.

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Biological Science Volume 1, Pearson  
Lab manual: UFV in-house lab manual  
In-class reading assignments

**SUPPLIES / MATERIALS:**

Students are required to buy a lab coat.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

Lecture midterm exam: 25%  
Lecture final exam: 30%  
Tutorial quizzes: 10%  
Lab mark: 35%

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

Lecture topics:  
The study of biology  
Chemical bonding overview  
Water and the environment  
Macromolecules  
Metabolism and enzymes  
The cell  
Cell membranes

**BIO 111**  
**COURSE NAME/NUMBER**

---

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course content continued:*

Cellular respiration  
Photosynthesis  
Cellular communication  
Mitosis  
Cancer  
Meiosis  
Mendelian genetics  
Beyond Mendel  
Chromosomal basis of inheritance  
DNA  
From gene to protein  
Microbial genetics  
DNA technology  
Lab topics:  
Measurement - Scientific Method  
Microscopy and cells  
Enzymes  
Genetics  
Membrane transport  
Energy transformations  
Genetics F1 count  
Cell division  
Genetics F2 count

**Memo**

**To:** Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Cheryl Dahl, Program Development Coordinator

**From:** Stephen Piper

**Date:** April 9, 2013

**Subject:** Revision of an existing course - SOC 475, Communities, Difference and Belonging

**A. Course revision:**

1. *Rationale for change:* I (Chantelle Marlor, the current instructor for this course) have taught Soc 475 twice in its original form. After doing so, I have come to realize there is not enough recent sociological/academic work in this area to justify an entire course on the topic. Broadening the subject of the course, as proposed, will rectify this problem. Along with this, I am finding that this course is not particularly appealing to our sociology and anthropology/sociology majors. Expanding the course to include discussions of pluralism and belonging/exclusion (something they may be able to identify with more readily than communities) will hopefully generate more student appeal for the course.
2. *Summary of substantive changes:* This course outline has been substantially expanded to include two additional topics: diversity (or pluralism) and belonging. In doing so, it expands the original topic of communities to the context in which communities form (or do not), as well as the dynamics that occur within communities. By doing so, the course will become more aligned with issues of social inequality/social justice and multiculturalism, broadly defined. The course will not be an updated version of a sociology course offered elsewhere entitled "Intergroup Relations."

All sections have been updated and/ or revised in some way, as indicated by the track changes.

**C. Budget and Learning outcome Issues**

1. *How does your course address the UFV Learning Outcomes?*

The course addresses the following, as related to UFV's ILO's:

- Forces the students to think critically and be creative, in that they have to develop their own research project in a way that thoughtfully incorporates what they are learning in the course
- Students have to demonstrate what they have learned in the course by doing a research project related to the topic of the course (i.e. demonstrate knowledge and skills they acquire)
- In doing research on this topic, they have to do so in an ethical way
- The knowledge and skills they develop in this course will (hopefully) result in self-growth, as related to their civic engagement with others in the world.

2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* No, it is not required by any other program. With the changes, it may become more appealing to other programs, though (e.g. the Diaspora Studies Certificate program and/or the proposed MA in Immigration Studies).
3. *What consideration has been given to indigenizing the curriculum?* There has been no specific “indigenizing” of this course. That said, aboriginal issues/communities would be an excellent and most appropriate topic to explore in this revised course.
4. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:*
  - a. *Credit value:* No change.
  - b. *Class size limit:* No change.
  - c. *Frequency of offering:* No change.
  - d. *Resources required (labs, equipment):* No change.
5. *If this course is not eligible for PLAR, explain why.* Methods will be considered on a case by case basis.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* While there is the possibility that fieldtrips could be incorporated into the course, there are no immediate plans for such. Fieldtrips are mentioned in the official course outline, though, to keep the possibility open.
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* \$100

**CWC Consultation**

**From:** Rhonda Colwell

I have read this proposal and I have 2 requests:

Will you please add a line under the Calendar description that states: “Note: Students with credit for SOC 399F may not take SOC 475 for further credit.”?

This is the first prereq that I have seen with a highly recommended course. If SOC/ANTH/MACS 255 is important for students’ success in this course, why not require it outright?

**From:** Chantelle Marlor

I will add the bit about 399F.

As for the highly recommended: I don't want to have it as 255 required, because I do not want to exclude those who have not taken it (i.e. I do not want to cut down on the numbers of students who can enter the course unnecessarily). I do want them to realize, though, that they are going to have to do research in this course, and that they SHOULD have taken 255 (or be willing to learn the basics of research as they take this course, as well as learning the course material). Hence the wording.

**From: Rhonda Colwell**

Thanks Chantelle for the explanation. I have no further concerns about this.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2011  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                     |             |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                     |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                     |             |
| <b>SOC 475</b>                                                                                                            | Social, Cultural, and Media Studies | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                  | UFV CREDITS |
|                                                                                                                           | Sociology of Communities            |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                     |             |

**CALENDAR DESCRIPTION:**

This course explores the relationship between diversity and communities. For this course, diversity is broadly defined to include all sorts of social differences, but there will be special attention paid to minority groups and alternative subcultures (e.g. ethnic, religious, LGBT, the deaf, etc). The course will primarily focus on internal and inter-group/ community relations. There will only be a minor focus on policy and government structures. Topics covered include: normativity and belonging, internal group/community dynamics (e.g. formal structures and organization, social cohesion, the role of communication, and common experience), and external pressures on communities (e.g. cross-cultural tensions, misunderstandings, power relations within society). Students conduct their own qualitative research project as a major portion of their coursework.

Note: Students with credit for SOC 399F may not take this course for further credit.

PREREQUISITES: 60 university-level credits to include at least 9 credits of Sociology; SOC 255/ANTH 255/MACS 255 (formerly SCMS 255) is highly recommended. Soc 265 is recommended.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: SOC 399F  
 (b) Cross-listed with:  
 (c) Cannot take: SOC 399F for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: 15 Hrs  
 Laboratory:  
 Field experience:  
 Student directed learning:  
 Other (specify):

**TRAINING DAY-BASED INSTRUCTION:**

Length of course:

Hours per day:

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Every 2 years  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☐ No

|                                                   |                                        |
|---------------------------------------------------|----------------------------------------|
| Course designer(s): <u>Chantelle Marlor</u>       | Date approved: <u>April 19, 2013</u>   |
| Department Head: <u>Stephen Piper</u>             | Date of meeting: <u>April 26, 2013</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>May 10, 2013</u>     |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>May 10, 2013</u>     |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>June 21, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                        |

**SOC 475**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Describe the relationship between communities, diversity, and minority group dynamics
- Explain theoretical ideas developed and used by sociologists to discuss communities, diversity, and belonging
- Articulate complexities around belonging, inclusion, and exclusion
- Describe key tensions and issues that emerge within and around communities, multiculturalism, cross-cultural understanding, and sub-culture/minority and majority group relations
- Use Sociological terms to discuss belonging, communities, and pluralism
- Apply course-related theories to a case study or ethnographic data collected by the student
- Critically discuss similarities and differences between different types of communities (e.g. religious, cyber, neighbourhood, gay, etc.)

**METHODS:** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, discussion, student presentations, and possibly field trips.

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case-by-case basis

☐ PLAR cannot be awarded for this course for the following reason(s):

## TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts might be:]

*Contested Communities: Experiences, Struggles Policies.* Paul Hoggett (ed). (Policy Press, 1997)

*The Sociology of Community Connections.* John G. Bruhn. (Springer, 2005).

*Community and Everyday Life.* Graham Day. (Routledge, 2006).

*Minority Rights: Between Diversity and Community.* Jennifer Jackson Preece. (Polity, 2005).

*Diversity and Community: An Interdisciplinary Reader.* Philip Alperson. (Wiley-Blackwell, 2002).

*Multiculturalism and Social Cohesion: Potentials and Challenges of Diversity.* Jeffrey G. Reitz, Raymond Breton, Karen Kisiel Dion, and Kenneth L. Dion. (Springer, 2009).

*Power-Sharing: Institutional and Social Reform in Divided Societies.* Ian O'Flynn, David O. Russell, Donald Horowitz (Pluto Press, 2005).

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

|                                                                 |     |
|-----------------------------------------------------------------|-----|
| Discussion leader                                               | 15% |
| Data submission #1 (transcriptions from two interviews)         | 15% |
| Data submission #2 (field notes from additional course of data) | 10% |
| Presentation                                                    | 5%  |
| Feedback on others' presentations                               | 5%  |
| Preliminary analysis                                            | 10% |
| Research report                                                 | 30% |
| Reflection paper on diversity and communities                   | 10% |

**SOC 475**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

- Week 1: Overview of course and assignments, including research project
- Week 2: Defining key concepts and some initial exploring of the relationship amongst these concepts
- Week 3: Legal frameworks and other macro-structures that contribute to the formation of minority groups, communities, and diversity
- Week 4: Who belongs? "Normality" and other mechanisms of inclusion and exclusion
- Week 5: Classical and contemporary theories about groups, communities, and inter-group relations
- Week 6: Connections and clashes – shared and opposed interests, understandings, and practices
- Weeks 7-8: Conditions under which communities form and grow (funding, formal organizations, leadership, demographic pressures, tensions within communities, institutionalized privileges, etc.)
- Week 9: Power relations within and across communities, minority groups, and society
- Week 10: Space, place, and events – where communities come together (or not)
- Week 11: The role of mass media and technology in fostering or undermining communities and the dynamics of minority groups
- Weeks 12-13: Research presentations

**Memo**

**To:** Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Cheryl Dahl, Program Development Coordinator

**From:** Stephen Piper

**Date:** April 15, 2013

**Subject:** Revision of an existing course - SOC 490, Directed Studies in Sociology

**A. Course revision:**

**1. Rationale for change:**

- 6 year review

**2. Summary of substantive changes:**

- Course title: conforms to UFV practice and amplified calendar description
- Calendar description: amplified description indicates broader possibilities for students to do research or a literature review
- Synonymous courses: removed relic of uncertain origin
- Maximum enrolment: changed to conform to UFV policy
- Learning outcomes: changed to conform to current style and outcomes for similar courses
- PLAR: now permitted
- Student evaluation: model added
- Course content: description added; matches course content for other directed studies courses at this level

**C. Budget and Learning outcome Issues**

**3. How does your course address the UFV Learning Outcomes?**

- This is an upper level directed studies course that requires information competency, critical analysis, the application of a disciplinary knowledge base, self-motivated and reflective learning and effective communication in a framework of respectful professional practice. (ILOs 1, 2, 3, 4, 5, 6 and 8)

**4. Is this course required by any program beyond the discipline?**

- No, this is an elective course in sociology.

**5. What consideration has been given to indigenizing the curriculum?**

- When appropriate to a particular topic, indigenous knowledges are incorporated into course content

**6. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:**

- a. Credit value:** No change.
- b. Class size limit:** No change in practice.
- c. Frequency of offering:** No change.
- d. Resources required (labs, equipment):** No change.

7. *If this course is not eligible for PLAR, explain why.* Methods will be considered on a case by case basis.
8. *Are field trips required for this course? No.*
9. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                               |                                     |             |
|-------------------------------|-------------------------------------|-------------|
| <b>SOC 490</b>                | Social, Cultural, and Media Studies | 4           |
| COURSE NAME/NUMBER            | FACULTY/DEPARTMENT                  | UFV CREDITS |
| Directed Studies in Sociology |                                     |             |
| COURSE DESCRIPTIVE TITLE      |                                     |             |

**CALENDAR DESCRIPTION:**

Directed studies in a selected area under the direction of a single faculty member. The course will allow students to continue research in areas begun in other courses, or to explore in depth the literature relating to specific issues or sub-fields of the discipline. A major paper will be required. Details of the course will be specified in an individual learning contract.

PREREQUISITES: 60 credits, to include at least 9 credits of sociology and/or anthropology, plus permission from the supervising faculty member, the department head, and the Dean.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60-75

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 60-75 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 6  
 Expected frequency of course offerings: Every year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                                      |                                        |
|----------------------------------------------------------------------|----------------------------------------|
| Course designer(s): <u>Kevin Busswood, reviewed by Stephen Piper</u> | Date approved: <u>April 19, 2013</u>   |
| Department Head: <u>Stephen Piper</u>                                | Date of meeting: <u>April 26, 2013</u> |
| Campus-Wide Consultation (CWC)                                       | Date approved: <u>May 10, 2013</u>     |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u>                    | Date approved: <u>May 10, 2013</u>     |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                           | Date of meeting: <u>June 21, 2013</u>  |
| Undergraduate Education Committee (UEC) approval                     |                                        |

**SOC 490**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Assess and evaluate the themes, methodologies, and theories associated with the selected topic at an advanced level.
- Apply theories and/or methods relevant to the issue being studied.
- Articulate and present advanced knowledge of the topic orally and in writing.
- Analyze and explain the social context, origins, and implications of the issue under investigation.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Students will work on their own in consultation with and under the direction of a faculty member. The nature and number of meetings between student and faculty will be determined by the supervising faculty member.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case-by-case basis.

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

To be determined by the student and faculty member.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                        |     |
|------------------------|-----|
| Annotated bibliography | 30% |
| Weekly discussions     | 20% |
| Project/paper          | 50% |

While there is significant flexibility in student evaluation, it is understood that this course requires at least one major research paper with related proposal, outline and bibliographic requirements.

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

This will depend upon the research topic. However, it is expected that student will read and comment on a substantial body of related literature. It is also possible to conduct primary research on the chosen topic given appropriate review by faculty and ethics committee.

**Memo**

**To:** CWC, UEC Assistant, Dean – College of Arts

**From:** Tetsuomi Anzai, Visual Arts, Stephanie Gould, Course revisor

**Date:** April 26, 2013

**Subject:** Course Revision - VA 365 – Documentary Video Storytelling (FILM/JRNL 365 – cross list)

**A. Course revision:**

1. Change to calendar description
  - a. Minor changes to the calendar description to better reflect the course as taught
2. Change to wording of Learning Outcomes
  - a. Updates to wording and clarification of learning outcomes in accordance with guidelines and to better reflect institutional standards
3. Change to Methods, Textbooks, and Materials
  - a. Minor updates to information for students
4. Change to Student Evaluation
  - a. Changes to better reflect the way student work is evaluated and to bring evaluation in line with institutional requirements
5. Change to Course Content
  - a. Changes reflect the course as currently taught

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?
  - a. ILOs 1-6 are addressed by the Learning Outcomes of this course
  - b. ILOs 7-10 may be addressed through student research directions
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. Not applicable
3. What consideration has been given to indigenizing the curriculum?
  - a. Indigenous issues may be addressed through student research choices
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area: Not Applicable
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
5. If this course is not eligible for PLAR, explain why.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

- a. A one-day field trip may be offered but the cost is covered through the department budget
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - a. \$200-\$250 for textbooks and portable storage device



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: September 2019  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                          |                                |             |
|--------------------------|--------------------------------|-------------|
| <b>VA 365</b>            | College of Arts – Visual Arts  | <b>3</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT             | UFV CREDITS |
|                          | Documentary Video Storytelling |             |
| COURSE DESCRIPTIVE TITLE |                                |             |

**CALENDAR DESCRIPTION:**

This course offers students knowledge of key concepts and practical skills in documentary storytelling for digital video. Students will develop a short documentary video (of approximately ten minutes in length) from the proposal/treatment stage through pre-production, production, and post-production. Students will be introduced to the work of Canadian filmmakers, who have long been considered leaders in the documentary genre.

Note: This course is offered as VA 365, FILM 365, and JRNL 365. Students may take only one of these for credit.

**PREREQUISITES:** 15 credits of university-level arts courses. It is also recommended that students have FILM 110 or FILM 120 and one of the following: VA 160, VA 165/ENGL 165, VA 170, or VA 272. Alternatively, students should have some other experience of working with film or video production.

**COREQUISITES:**  
 PRE or COREQUISITES:

|                                                               |                                                |
|---------------------------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                                  | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces:                                                 |                                                |
| (b) Cross-listed with: <u>FILM 365/JRNL 365</u>               |                                                |
| (c) Cannot take: <u>FILM 365/JRNL 365</u> for further credit. |                                                |

|                                        |                                                         |
|----------------------------------------|---------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>60</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                  |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                                 |
| Lectures: <u>20</u> Hrs                | Hours per day: _____                                    |
| Seminar: <u>17</u> Hrs                 |                                                         |
| Laboratory: <u>20</u> Hrs              | <b>OTHER:</b>                                           |
| Field experience: <u>3</u> Hrs         | Maximum enrolment: <u>17</u>                            |
| Student directed learning: _____ Hrs   | Expected frequency of course offerings: <u>annually</u> |
| Other (specify): _____ Hrs             | (every semester, annually, every other year, etc.)      |

|                                                                                 |                                         |                             |
|---------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input type="checkbox"/> Yes            | <input type="checkbox"/> No |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

|                                                   |                                         |
|---------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Stephanie Gould</u>        | Date approved: <u>November 28, 2012</u> |
| Department Head: <u>Tetsuomi Anzai</u>            | Date of meeting: <u>April 29, 2013</u>  |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>June 7, 2013</u>      |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>June 7, 2013</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>June 21, 2013</u>   |
| Undergraduate Education Committee (UEC) approval  |                                         |

VA 365  
COURSE NAME/NUMBER

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

## LEARNING OUTCOMES:

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

- generate and develop story ideas for an original video project.
- apply effective documentary storytelling techniques.
- demonstrate creative decision-making and technical skills through the pre-production, production, and post-production stages of a short video project.
- practice skills of one or more major roles such as director, camera operator, or editor.
- analyse filmmaking techniques of some leading Canadian filmmakers.
- demonstrate knowledge of, and appreciation for, the art of telling stories from real life.
- articulate an appreciation for documentary film as an art form.
- discuss documentary filmmaking in Canada.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, class discussions and critiques, individual projects, student presentations, hands-on workshops and technical demonstrations, reading assignments. Where feasible, workshops in specialized skills will be conducted along with visiting professionals.

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- ☐ Examination(s)      ☒ Portfolio assessment      ☒ Interview(s)
- ☐ Other (specify):      ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

Course package assembled by instructor.

Bernard, Sheila Curran. *Documentary Storytelling: The Drama of Real Life*. Boston; Amsterdam: Focal Press, 2004. Rabiger, Michael. *Directing the Documentary* Boston; Amsterdam: Focal Press, 2009 or similar handbook.

## SUPPLIES / MATERIALS:

Portable storage devices, DVDs and other supplies to be determined on an individual project basis.

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

Students will be evaluated on project work, in-class presentations, and participation in class discussions and critiques. Individual projects will be evaluated according to conceptual and technical development at each stage in the production process: proposal, pre-production, production, and post-production.

|                             |     |
|-----------------------------|-----|
| Oral presentations:         | 15% |
| Journal:                    | 20% |
| Written proposal/treatment: | 25% |
| Final project               | 30% |
| Participation               | 10% |

**COURSE CONTENT:** [Course content varies by instructor. An example of course content might be:]

- **Week 1:** Introductions, course outline review, overview of assignments. Introductory lecture: defining the documentary, finding inspiration, and developing ideas.
- **Week 2:** Lecture on techniques in documentary storytelling using examples from the work of influential Canadian and other documentary filmmakers; developing a film concept; review of assignment #1; film screening.
- **Week 3:** Workshop on directing with the participation of a recognized filmmaker; screening/discussion of a full-length documentary.
- **Week 4:** Pre-production; Student oral presentations team formation; discussion on teamwork, roles, responsibilities; review of assignment #2.
- **Week 5:** Workshop on camera operating, fieldwork, and interviewing techniques.
- **Week 6:** Production; Lecture/discussion on ethical and legal issues, and resources.
- **Week 7:** Workshop on editing software.
- **Week 8:** Post-production; project development and coaching.
- **Week 9:** Project development and coaching.
- **Week 10:** Student progress reports.
- **Weeks 11-12:** Project work and coaching.
- **Week 13:** Student film screening and critique.



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: September 2019  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                                |             |
|--------------------------|--------------------------------|-------------|
| <b>Film 365</b>          | Faculty of Arts – Visual Arts  | <b>3</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT             | UFV CREDITS |
|                          | Documentary Video Storytelling |             |
| COURSE DESCRIPTIVE TITLE |                                |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **VA 365** for the official course outline.

**CALENDAR DESCRIPTION:**

This course offers students knowledge of key concepts and practical skills in documentary storytelling for digital video. Students will develop a short documentary video (of approximately ten minutes in length) from the proposal/treatment stage through pre-production, production, and post-production. Students will be introduced to the work of Canadian filmmakers, who have long been considered leaders in the documentary genre.

Note: This course is offered as VA 365, FILM 365, and JRNL 365. Students may take only one of these for credit.

**PREREQUISITES:**

15 credits of university-level arts courses. It is also recommended that students have FILM 110 or FILM 120 and one of the following: VA 160, VA 165/ENGL 165, VA 170, or VA 272. Alternatively, students should have some other experience of working with film or video production.

**COREQUISITES:**

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: VA 365/JRNL 365  
 (c) Cannot take: VA 365/JRNL 365 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☐ No  
☒ Yes ☐ No  
☐ Yes ☒ No

|                                                   |                                         |
|---------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Stephanie Gould</u>        | Date approved: <u>November 28, 2012</u> |
| Department Head: <u>Tetsuomi Anzai</u>            | Date of meeting: <u>April 29, 2013</u>  |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>June 7, 2013</u>      |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>June 7, 2013</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>June 21, 2013</u>   |
| Undergraduate Education Committee (UEC) approval  |                                         |



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: September 2019  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                                |             |
|--------------------------|--------------------------------|-------------|
| <b>JRNL 365</b>          | Faculty of Arts – Visual Arts  | <b>3</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT             | UFV CREDITS |
|                          | Documentary Video Storytelling |             |
| COURSE DESCRIPTIVE TITLE |                                |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **VA 365** for the official course outline.

**CALENDAR DESCRIPTION:**

This course offers students knowledge of key concepts and practical skills in documentary storytelling for digital video. Students will develop a short documentary video (of approximately ten minutes in length) from the proposal/treatment stage through pre-production, production, and post-production. Students will be introduced to the work of Canadian filmmakers, who have long been considered leaders in the documentary genre.

Note: This course is offered as VA 365, FILM 365, and JRNL 365. Students may take only one of these for credit.

**PREREQUISITES:** 15 credits of university-level arts courses. It is also recommended that students have FILM 110 or FILM 120 and one of the following: VA 160, VA 165/ENGL 165, VA 170, or VA 272. Alternatively, students should have some other experience of working with film or video production.

**COREQUISITES:**

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces:  
 (b) Cross-listed with: VA 365/FILM 365  
 (c) Cannot take: VA 365/FILM 365 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

|                                         |                                        |
|-----------------------------------------|----------------------------------------|
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No            |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                   |                                         |
|---------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Stephanie Gould</u>        | Date approved: <u>November 28, 2012</u> |
| Department Head: <u>Tetsuomi Anzai</u>            | Date of meeting: <u>April 29, 2013</u>  |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>June 7, 2013</u>      |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>June 7, 2013</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>June 21, 2013</u>   |
| Undergraduate Education Committee (UEC) approval  |                                         |

# MEMO



**To:** College of Arts Curriculum Committee

**From:** Susan Fisher, Associate Dean, Students

**Date:** 24 April 2013; revised 2 May 2013

**Re:** Writing requirement in the BA

---

We propose revising the writing requirement in the BA. (A proposal for a similar change in other degree programs with a writing requirement will be sent to the appropriate program committees and/or faculties.)

**Rationale:**

Data supplied by IR demonstrate that students with an A in ENGL 12 receive an average grade of 3.1 in ENGL 105 (as compared to a mean grade of 2.6 in the course). This has remained steady since the 2002-2003 academic year. Similarly, in CMNS 155, students with an A in ENGL 12 receive an average grade of 3.2 (compared to a mean of 2.5). According to IR, "students who obtained an A in high school significantly outperform students who achieved a lower grade."

Given these data, we propose to remove the first-year writing requirement for students with an excellent grade in high school English. This change benefits UFV: ENGL 105 and CMNS 155 have small class sizes and are consequently expensive to deliver. It also benefits students who qualify for this exemption: they will now have additional room in their program for other courses.

Changes to the BA Writing Requirement:

*Current Calendar copy*

**Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

*Proposed change*

**Writing requirement**

Students can meet the writing requirement in one of two ways:

1. Enter the BA program with a grade of A in English 12 (or an equivalent course), a grade of A in ENGL 099, or a grade of A in ENGL 091.

Note: In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ARTS 100 (see Note)

**CWC Feedback:**

Hi Susan,

I wonder if there should be some wording to warn students that they are still responsible for meeting prerequisites for other courses required by their programs.

I assume the intention is not to waive prerequisites for students going into courses for which CMNS 125 or ENGL 105 would normally be required?

Best,

Samantha

---

Hi

This is an interesting change. Students with 86% or higher in either the provincial exam or the final grade in English 12 would not need to do any English or CMNS courses in the BA, is that correct?

Some students will complete English 12 without a final exam (it is required in high school but not in adult-oriented continuing studies programs). I'm not sure whether all provinces have provincial exams for English. We also consider IB and AP English courses as equivalent to English 12, but students can obtain final grades for these at the schools without doing a provincial exam (they might still do one in English 12, but might have a higher grade in the IB or AP course, which we normally accept). I just wanted to check that students with a grade 12 English and no provincial exam is not a concern?

Basing a graduation requirement on a high school grade will add another element to the review of graduation requirements, as the student's high school record will have to be reviewed as well.

Elaine

---

Hello, Samantha. If we think that students' skills when they enter UFV are sufficient that they don't need to take ENGL 105 or CMNS 125, then I am not sure that these courses should remain prerequisites. But this is obviously an issue for departments to resolve.

English is in the midst of changing its major program so that ENGL 105 will not be needed as a lower-level prerequisite in the major. So a student who did not need to take ENGL 105 (i.e. who received an A in English 12) could go directly into the first-year literature courses that are needed in the English major without taking 105. This could be an advantage to a student with good writing skills and a clear sense of his or her direction.

Sincerely  
Susan

---

Hi everyone

Just to understand this better – currently most 200-level English courses require “any two 100-level English courses, ENGL 105 or better”. Would you see changing that to something like “English 12 with an A plus one 100-level English course, or any two 100-level English courses, ENGL 105 or better”.

As this discussion progresses to include prerequisites and not just program requirements, I foresee some implementation challenges related to requiring 86% on the provincial exam or the final grade for English 12. Prerequisite checking is based on letter grades. High school prerequisites are set up to check for the “**effective grade**”, which is the higher of the school grade or the blended final grade, because this is a UFV policy made by a decision of senate. The provincial exam grade itself is not considered on its own. The provincial exam policy applies to all courses that have a provincial exam, not just English. Perhaps this could be revisited, but it does have a certain fairness, in that students who took English 12 or equivalent with a provincial exam are being treated the same as those who did not take a provincial.

Also, when we equate courses from other provinces, other English speaking countries, or IB and AP courses to English 12, we do not always have a percentage, because not all grading systems use such a system. IB and AP use a points system, English A levels have a letter grading system that is slightly different from ours, etc. We equate other systems to our letter grades to the best of our ability. We can determine a student with an A, but not necessarily one with an 86%.

The proposal you have would be much easier to implement if it was based on a grade of “A” in English 12, preferably using the “effective grade” of A in accordance with UFV’s policy on provincial exams. If we should change our policy at UFV about using the effective grade, and re-program our system, then the requirement as stated would still work and (for students who took the provincial and did the course in BC) would be closer to what you are seeking.

Can I just ask, did you consider having the students still do one English or Communications course in the BA, but not necessarily ENGL 105 or CMNS 155? Students with an A have lots of options other than ENGL 105, and that change in itself might relieve the pressure on ENGL 105, while still retaining at least one post-secondary English or written communications course in the degree. You could add advice for students with English 12 encouraging them to choose other courses. I think most other degree programs at UFV require one or more ENGL or CMNS, and I think students could benefit from some post-secondary English or CMNS.

Well, that’s it for now!  
Elaine

---

Thanks for your comments and for helping us think through the possible implications of this change.

We will need to ask the departments affected – English and CMNS—to change prerequisite language. Elaine’s suggestion -- “English 12 with an A plus one 100-level English course, or any two 100-level English courses, ENGL 105 or higher”—sounds right. And the suggestion that we use not a percentage grade but rather just a letter grade also makes sense.

Rhonda’s observation that, if we do make this change and then decide it isn’t working, it will take two years to reverse it, does indeed give us pause. But under the present circumstances, we need to go ahead with this, at least for the BA and the LAD. Rhonda suggests that we “open up the BA and LAD Writing Requirement to include more than just these 3 courses: ENGL 105, ENGL 210, and CMNS 155.” I think this might be the right way to go.

I will work on amending the proposal to reflect these suggestions.

Thanks  
Susan

---

Hi all,

Again, my apologies for responding so late to this proposal.

I think that there is validity in the learning associated with requiring all BA and LAD students to complete at least one university-level ENGL or CMNS course. I don't correlate a higher grade in English 12 to being successful in the academic writing required to complete any university-level course. I was one of these high achieving Grade 12 students, but I still continued to improve my writing skills with 2 university-level ENGL courses.

If this is being proposed to relieve the demand on seats in ENGL 105 and/or CMNS 155, then I suggest that we think about opening up the BA and LAD Writing Requirement to include more than just these 3 courses: ENGL 105, ENGL 210, and CMNS 155.

What I am proposing is that we think about changing the BA and LAD Writing Requirement to something along the lines of: 1 course from any 100-level or higher ENGL or CMNS course.

In the 90's, the BA Literacy Requirement would be waived for students who achieved a CPT score of 67 or better. I wasn't privy to the discussions that took place when this was removed ... but I expect that it wasn't working.

In the end, I want to advocate for careful and cautious consideration of this proposal. If we find that this isn't working, it will take approx. 2 years for the curriculum change to reinstate it.

Thanks,  
Rhonda

---

Thanks for your comments and for helping us think through the possible implications of this change.

We will need to ask the departments affected – English and CMNS—to change prerequisite language. Elaine's suggestion -- "English 12 with an A plus one 100-level English course, or any two 100-level English courses, ENGL 105 or higher"—sounds right. And the suggestion that we use not a percentage grade but rather just a letter grade also makes sense.

Rhonda's observation that, if we do make this change and then decide it isn't working, it will take two years to reverse it, does indeed give us pause. But under the present circumstances, we need to go ahead with this, at least for the BA and the LAD. Rhonda suggests that we "open up the BA and LAD Writing Requirement to include more than just these 3 courses: ENGL 105, ENGL 210, and CMNS 155." I think this might be the right way to go.

I will work on amending the proposal to reflect these suggestions.

Thanks  
Susan

---

Hi Susan

I liked Rhonda's suggestion as well. Although I think a strong English 12 grade shows potential for good academic writing at the post-secondary level, it is not equivalent to a first year course. I'd still like to see at least one English or Communications at the university level for a Bachelor degree.

Elaine

---

Does the following version answer some of the concerns:

Proposed change:

**Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Note: Students who received A in English 12 (or an equivalent course)\* can meet the writing requirement by taking *any* ENGL course numbered 105 or higher.

\* UFV's policy when assessing high school grades is to choose whichever is higher, the school grade or the blended final grade. Equivalent courses include English 12 First Peoples, ENGL 091, ENGL 099, and approved English 12 equivalent courses from other Canadian provinces.

Thanks for this opportunity to work on refining this change.

Best

sf

---

Hi Susan,

My question is - why just the students who receive an A in English 12?

My preference would be something along the lines of:

**Writing requirement**

Three credits from:

- ENGL 105 or higher
  - CMNS 125 or higher
  - ARTS 100 (see Note)
- 

Hi Susan

I think this way of working the requirement makes sense. Thanks for being so responsive to the feedback that was given.

In terms of defining equivalents to English 12, I just wanted to mention that the following wording appears in the English language proficiency standards:

The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

You might want to consider using similar wording to keep things as consistent as possible throughout the calendar. The language policy does not equate ENGL 091 and 099 to English 12, but lists these separately. That might be cleaner, especially since ENGL 099 cannot be used in place of English 12 for adult graduation (as far as I know).

When courses have been taken in other provinces, or other English speaking countries, we equate them to English 12, and the student would find English 12 on their records, with an equated grade. If the student has taken courses at post-secondary institutions, they sometimes receive transfer credit for ENGL 099 or 091. Therefore, it is usually not necessary to specifically talk about equivalents from out of province or out of country, but simply address the requirements in terms of what they have been given at UFV.

So an alternate wording suggestion might be:

#### **Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Note: Students who received A in one of English 12 (or equivalent\*), ENGL 091, or ENGL 099, can meet the writing requirement by taking *any* ENGL course numbered 105 or higher.

\* The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

Thanks for the opportunity for feedback.  
Elaine

Hello. Rhonda's suggestion is simple, but it doesn't deal with the question of whether all English courses at the first year would accomplish the goals of English 105.

After discussing this in the dean's office, we have revised the proposed wording as follows:

*Proposed change*

#### **Writing requirement**

Students can satisfy the writing requirement in one of two ways:

1. Enter UFV with a grade of A in English 12 (or an equivalent course).

Note: In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade. Equivalent courses include English 12 First Peoples, ENGL 091, ENGL 099, and approved English 12 equivalent courses from other Canadian provinces.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Hi Susan,

Although the requirement outlined below is clear, I think the concern is that you are planning on using a high school course to satisfy a university degree requirement. I agree with Rhonda that the better option is to allow students with an A in English 12 more options to satisfy the B.A. writing requirement not to satisfy the requirement.

D.

Hello all. Well, this is what UVic does (the proposed wording is based on the UVic calendar), so there can't be anything inherently wrong in using a high school credit to meet a university requirement. We're not giving the students credit; we're only giving them a bye on the writing requirement. We're also giving them a choice. If a student with an A wants to take English 105 or CMNS 155 or Arts 100, that's fine, but they don't have to.

I see the problem with degree audit. At some point, an advisor will have to determine for the program plan whether indeed the student has met the writing requirement and if we go with the above wording, I guess this would have to be a manual process.

Another issue is with required courses for the English major and minor. ENGL 105 is on the list, but surely the student with A in English 12 who wants to be an English major would do just fine without ENGL 105. For example, a simple change to the lower-level English major requirements might be this: (In other words, is ENGL 105 the sine qua non of success for an English major? It's the only prescribed course in the major and minor.)

Lower-level requirements: 18 credits

- ~~ENGL 105~~
- ~~Three~~ Six credits from ENGL 104, 105, 108, 109, 115, 120, 130, 150, 165, 170
- Six credits from ENGL 204-207
- Six credits from ENGL 208-280

Hi everyone,

I have a few comments on this proposal, both from a CMNS perspective and from a UEC perspective.

From a UEC perspective, I did a bit of research to see if this proposal could be implemented as quickly as desired. Technically, I believe it can be implemented for September with some advertising and direction to Arts Advice, since the calendar deadline has already passed. I also discovered that most of the BA degrees rely on the BA Writing Requirement and thus have not written ENGL 105 or CMNS 155 directly into their programs, making the switch easier. However, the English program requirements at least would have to be changed to allow English majors to take an alternate course. I am not convinced this proposal will result in the cost savings that are intended, since students may very likely self-select into ENGL 105 anyway.

Also from a UEC perspective, I hope all the programs within the BA that will be affected by this change have been consulted – the proposal seems to have come through very quickly.

I also consulted with my department yesterday about this issue. While we don't have any real problem with the change to the writing requirement, we would hope that this process is driven by pedagogical (rather than financial) concerns, and that any new structure takes into account course and program outcomes. It should also be made clear that courses in which students write are not the same as courses which teach the practice and theory of writing. We would be happy to see Grade 12 A students able to take other courses in place of ENGL 105, including our CMNS writing courses. We would be in favour of allowing CMNS 125 to meet the writing requirement. Also, we are concerned that this step might be a precursor to more sweeping changes to the writing requirement, and we want to ensure there is sufficient consultation with *all* affected areas before any such changes occur.

Finally, we would like to see the list re-organized to be as follows:

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ENGL 210
- ARTS 100 (see Note)

CMNS 155 is not a synonymous course to ENGL 210 and should have its own line.

Thanks for the opportunity to comment.

Samantha

---

Hello again. I'll respond to Samantha's points:

- First, I'm grateful to you for checking how this might possibly unfold from the UEC perspective – valuable expert opinion. English would be the program most affected but I don't think the change would be a big one. CMNS would also be affected: for example, would a student with A in English 12 need a lower-level CMNS course to enter CMNS 251? Given that a student with

CMNS 115 or 125 could enter CMNS 251, it would seem over-zealous to require the “A in English 12” student to take a lower-level CMNS course simply to enter 251.

- As for how many “A” students would actually act on this change, well, that is anyone’s guess. We are operating on the assumption that some students will seize the opportunity to devote the 3 credits to their intended major or to wider exploration.
- We talked about this proposed change at BAPC and there was some concern, but everyone present at the meeting thought it was a not unreasonable solution to some of our budget dilemmas. Some thought it was advantageous for strong students.
- This proposal was sparked by financial concerns. I couldn’t claim otherwise. But it was not without consideration for its pedagogical effect. IR produced data showing that “students who obtained an A in high school significantly outperform students who achieved a lower grade.” A second study by IR examined the correlation between A in English 12 and cumulative GPA (i.e., performance throughout their degree program). This study found a “strong relationship” between English 12 grades and UFV GPA. The mean grade for students with A in English 12 was 3.13; the mean for students with B in English 12 was 2.63. So we know that A in English 12 is a good predictor of post-secondary success. Of course, we have no data for students who did *not* take ENGL 105 because typically all the students in the BA whose record IR could examine would have taken it (or an equivalent). But Roger Graves, during his visit last week, discussed this issue with us, and he was confident that the English 12 “A” students would do just fine without a first-year composition course. A student who did not take ENGL 105 or CMNS 155 but who achieved a good cumulative GPA (as we believe the A students can, even without the first-year comp course) would surely meet overall program outcomes.
- A course that teaches the practice and theory of writing is indeed different from a course with written assignments. As we move towards the new BA requirements, we will need to think about what kinds of courses will meet the 6-credit core requirement in communication. Presumably the “A in English 12” student would need only 3 credits of communication (the “writing in the disciplines” part) in order to satisfy the requirement.
- Reorganizing the list makes perfect sense. Why the current calendar lists CMNS 155 and ENGL 210 on the same line is a mystery.

Thank you again for your comments.

Sincerely  
Susan

---

Thanks, Susan, for your quick and detailed response. I think my department will be satisfied with these answers. As for the question of CMNS 251, I will have to bring it back to them. In the meantime, there is always instructor permission for registering in CMNS 251 until we make a formal decision.

Best,

Samantha

---

I'm writing to express a concern about the proposed change in the BA writing requirement.

ENGL 105 is one of three first-year writing courses (along with CMNS 125 and CMNS 155) that has had a required library component for many years. It is the place where most first-year students get an introduction to research in a university library. Few high schools in British Columbia have a dedicated teacher-librarian,

and their libraries do not have the kinds of resources that we provide. This means that many students come to UFV unprepared for the challenges of academic research.

We know from our conversations with faculty that there are many faculty throughout the institution who assume (rightly or wrongly) that students are receiving an introduction to academic research in ENGL 105, which is a service course to almost every degree program here at UFV. While I realize the library component is only one part of the course, the English department has repeatedly emphasized the importance of this aspect to the course, and ENGL 105 instructors are expected to include a research-based assignment and to invite a librarian into the classroom to provide instruction in research strategies and finding research resources. Part of this introduction includes an online tutorial that introduces general research strategies, and the research workshop reinforces those strategies in the context of a specific assignment. I do realize that ENGL 105 is currently being revised, but I have talked to members of the committee, who continue to stress the importance of the library component.

A change such as this will have an impact on the number of students who receive this introduction to research in a university library, and it would be useful, I think, to consider if this is still an important foundational aspect for students (given that all three of these first-year writing courses include it), and if so, how students who do not take ENGL 105 or one of the CMNS courses will receive a similar foundation in using a university library.

Thanks,  
Colleen

---

Does anyone know why ENGL 210 on the list? It requires ENGL 105 or CMNS 155 as prerequisites, so how could it substitute for them in meeting the writing requirement? Would it make sense to delete it now?  
sf

---

Thanks, Colleen, for raising this important point. Indeed, the first-year writing course has been the main vehicle for instructing students in the use of library resources. But it is not the only one: in the past (I am not sure if this still happens) other first-year courses (e.g., Biology) have also included a library workshop. And my impression is that many instructors in Arts give discipline-based guidance in the use of library resources. I realize that this is not the same as a dedicated workshop in first year, but if the “A in English 12” students are as resourceful as we think they are, they should be able to manage without the ENGL 105 library workshop. Are there open workshops that students can sign up for (i.e., outside a particular class)? If so, then we could specifically encourage these students to take advantage of them.  
Sincerely  
Susan

---

Hi, Susan. I take your point about the resourcefulness of high-achieving high school students. And yes, currently we provide instruction in all sections of BIO 111 and BUS 100, although it is highly tailored and contextualized – not necessarily generalizable. My preference would certainly be to see research skills addressed in a conscious and developmental way in all programs, throughout the entire program (a task which falls largely on the shoulders of our instructors), and I suppose with the adoption of the ILOs, we have an opportunity to engage in discussions about how best to do this. Some of our instructors do it very well, but we still see a number of students in first-year courses (albeit not necessarily the high

achievers) who, even with a foundation in ENGL 105, still struggle in discipline-based courses where they are not being given the necessary guidance and support to engage successfully in inquiry-based assignments.

As for open workshops on research skills, we currently don't offer these because they have been very poorly attended in the past. But the implementation of the co-curricular record offers some interesting possibilities, and I'm hoping my colleagues here in the library will be open to exploring ideas about how we might take advantage of it.

Colleen

---

Hi Susan,

The explanation I was given for why ENGL 210 was included in this list is for our transfer students who may have two 100-level ENGL courses but not ENGL 105 credit specifically. These students can then complete ENGL 210 instead – impression of moving forward rather than backwards. Reality: I have yet to see one BA/LAD student complete ENGL 210 to satisfy the Writing Requirement in the past 8 years.

Rhonda

---

Hello, Ashley. Could you please post this revised version at CWC:

In response to the CW consultation, we have revised the proposed changes to the BA Writing Requirement to include better definitions of “equivalent courses” and the high school grade. Please note an additional small change: The courses identified as meeting the writing requirement have been changed. ENGL 210 has been dropped. ENGL 105 is a prerequisite course for ENGL 210, so it doesn't seem to make sense to have both courses on the list. And CMNS 155 is now on a separate line.

*Current Calendar copy*

**Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

*Proposed change*

**Writing requirement**

Students can meet the writing requirement in one of two ways:

1. Enter the BA program with a grade of A in English 12 (or an equivalent course\*), a grade of A in ENGL 099, or a grade of A in ENGL 091.

Note: In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ARTS 100 (see Note)

---

Hi Ashley

I don't have any further feedback on this, as I think the wording is fine now. I just wanted to ask you to put in the asterisk in front of the note about English 12 equivalents, as it is not currently referring to anything (see red asterisk, below).

Elaine

---

Thanks, Elaine!  
sf

**BFA Program Change – Writing Requirement**

In order to reduce over-subscription to ENGL 105 Academic Writing, the Dean's office of the College of Arts has requested program changes to allow students with an A in English 12 to pursue an alternative to ENGL 105. The proposed change to the Bachelor of Fine Arts, outlined below, retains the six-credit writing requirement but allows the student with an A in English 12 to replace ENGL 105 with an alternative English course.

**Writing requirement**

Six credits from ENGL 105 ([see Note 1](#)) and any other 100-level English course, or CMNS 155, or ARTS 100 (see Note ~~12~~).

Note 1: [Students who received an A in English 12 \(or equivalent\\*\), ENGL 091, or ENGL 099 may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.](#)

[\\*The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International Baccalaureate English A \(standard level or higher level\), and Advanced Placement English.](#)

[UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.](#)

**Note 2:** ARTS 100 [can be used to](#) meets ~~both~~ [3 credits of](#) the writing requirement and [meet](#) the reasoning requirement.

**CWC Comments:**

Hello. In light of discussion at CACC on Friday, may I propose a friendly amendment. If the language remains "ENGL 108 or higher," students could use ENGL 165. But it is a creative writing/art course, so it is not appropriate for this purpose. The amendment I've proposed is clunky but it is more specific.

Thanks

S. Fisher

-----

Tetsuomi has spoken with John Pitcher, and apparently this issue will be addressed by the renumbering of ENGL 165 to ENGL 103. In light of this, the BFAPC would prefer to retain the simpler wording that was originally proposed: "any ENGL course numbered 108 or higher."

**Paula Funk**

---

---

That makes sense. Thanks

Sf

---

Hi everyone,

I have (finally) read this proposal and the comments made by Susan and Paula about this change and I have no additional comments to make. I am confident in giving my approval to this change based upon the recommendation of Paula, my advising colleague.

Thanks,  
Rhonda

**Proposed Program Change: Visual Arts Diploma**

In order to reduce over-subscription to ENGL 105 Academic Writing, the Dean's office of the College of Arts has requested program changes to allow students with an A in English 12 to pursue an alternative to ENGL 105. The proposed change to the VA diploma outlined below retains the three-credit writing requirement, but allows the student with an A in English 12 to fulfill it with an alternative English course.

**Writing requirements: 3 credits**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| ENGL 105 | Academic Writing <a href="#">(see note)</a> | 3       |

Note: Students who received an A in English 12 (or equivalent\*), ENGL 091, or ENGL 099, may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

\* The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), and Advanced Placement English.

UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

**CWC Comments:**

Hi Vicki,

This change must be related to the proposed BA change. It seems there is an underlying assumption that an A in ENGL 12 somehow meets the learning outcomes of ENGL 105. If that is the case, those students can be given an option to take another three-credit course approved by the department instead of being asked to take another first-year ENGL course because they have met the Writing requirements.

I wonder how many students come to UFV each year with an A in ENGL 12. Under the proposed change, they do not need to take ENGL 105, but they still need 3 credits' replacement. This may alleviate the pressure on ENGL 105 and ARTS 100 to a lesser degree, but students still need to take three credits. The traffic is shifted to other areas.

"Approved approved English 12 equivalent courses" can come from outside of Canada unless we only want to recognize Canadian ones.

Thanks for the opportunity to comment.

Simon Xi

Hi

We had some discussion about this with the BA., and I made the following suggestion about wording related to the wording about “equivalents” for English 12. I would like to make similar suggestions for wording for the VA diploma as well:

In terms of defining equivalents to English 12, I just wanted to mention that the following wording appears in the English language proficiency standards:

“The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.”

You might consider using similar wording to keep things as consistent as possible throughout the calendar (although if you do not want to include English Lit 12, that would be your choice. The language policy does not equate ENGL 091 and 099 to English 12, but lists these separately. Since ENGL 099 is not considered a grade 12 English equivalent in that it cannot be substituted for ENGL 091 for the adult dogwood (I confirmed that with Sue Brigden), it is safest not to refer to it as “equivalent to English 12” in any section of the calendar to avoid any possible misunderstandings by students.

When courses have been taken in other provinces, or other English speaking countries, or through IB or AP, we equate them to English 12 if appropriate. If so, the student would find English 12 on their records, with an equated grade. If the student has taken courses in college ABE programs, they could receive transfer credit for ENGL 099 or 091. Therefore, it is usually not necessary to specifically refer to equivalents from outside BC.

So - an alternate wording suggestion is:

## Writing requirements: 3 credits

| Course   | Title                       | Credits |
|----------|-----------------------------|---------|
| ENGL 105 | Academic Writing (see note) | 3       |

Note: Students who received A in one of English 12 (or equivalent\*), ENGL 091, or ENGL 099, may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

\* The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

UFV’s policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

Thanks for the opportunity for input.

Elaine

---

Hi All,

Elaine makes a good point about ENG 099 not be considered equivalent to English 12, which is why students cannot use it to fulfill the English 12 requirement of the Adult Dogwood diploma. Although students who have achieved 099 with C+ or better should have the writing skills needed to be successful in ENG 105, English 12 covers a variety of other English skills, which are not covered in 099. ENG 091, which is used to fulfill the Adult Dogwood requirements has been articulated with English 12.

Sue

---

Hi Elaine & Simon

Thank you for your comments, I will pass them on to the AHVA Program Committee for discussion.

Regards

Vicki

---

Thanks for your comments. We have adapted the wording for the program change to reflect Elaine's suggestion.

Paula

---

Hi everyone,

I have (finally) read this proposal and the comments made by Simon, Elaine, and Sue about this change and I have no additional comments to make. I am confident in giving my approval to this change based upon the recommendation of Paula, my advising colleague.

Thanks,  
Rhonda

---



33844 King Road  
Abbotsford, BC  
V2S 7M8  
Tel: (604) 504-7441

**MEMORANDUM**

**TO:** Campus Wide Consultation (CWC)  
**FROM:** Michelle Rhodes, Geography Department Head  
**DATE:** June 12, 2013  
**SUBJECT:** For Approval (BA, Geography major)  
• Removal of the Geographic Information Systems Concentration

---

- **Proposal:** Removal of the Geography Information Systems Concentration.

**Rationale for the Removal of Concentration in Geographic Information Systems (GIS)**

The concentration in Geographic Information Systems (GIS) (once also referred to as the concentration in "Geographic Visualization") was first introduced in 2008. Since that time, the department has developed and successfully run a certificate program in GIS. The certificate requires an additional course in Computing Science, a project course in GIS (GEOG 458), and both GEOG 453 and GEOG 454. The concentration, in comparison, requires only one of GEOG 453 and 458, and also requires GEOG 354—a course that has no GIS content and is a remainder from the time when the concentration was designed to provide specialization in Geographic Visualization instead of GIS specifically.

In the years in which we have had the concentration in GIS on the books, only 1-2 students have graduated with it while not also completing a certificate in GIS. Thus, this concentration provides a relatively redundant credential. Further, as a certificate in GIS has greater marketability than a concentration, it is our wish to encourage students to complete the certificate over the concentration.

**Rationale for the Removal of the Concentration in GIS**

There are no foreseeable costs associated with this change.

**2. Removal of Geographic Information Systems concentration**

**2.1 Geographic Information Systems concentration - Remove**

**Lower-level requirements: 26 credits**

| <b>Course</b>      | <b>Title</b>                                   | <b>Credits</b> |
|--------------------|------------------------------------------------|----------------|
| GEOG 101           | Weather and Climate                            | 4              |
| GEOG 102           | Evolution of the Earth's Surface               | 4              |
| <b>or</b> GEOG 116 | Introduction to Geology                        |                |
| GEOG 140           | Human Geography                                | 3              |
| GEOG 201           | Introduction to Climatology                    |                |
| <b>or</b> GEOG 202 | Introduction to Geomorphology                  | 4              |
| GEOG 241           | Social Geography                               | 3              |
| <b>or</b> GEOG 242 | Economic Geography                             |                |
| GEOG 252           | Explanation in Geography: Quantitative Methods | 4              |
| GEOG 253           | Introduction to Geographic Information Systems | 4              |

Note 1: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 2: As of September 2013, STAT 104 or STAT 106 will be required.

**Upper-level requirements: 30-33 credits**

| <b>Course</b>      | <b>Title</b>                                                                                                                     | <b>Credits</b> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------|
| GEOG 353           | GIS Applications                                                                                                                 | 4              |
| GEOG 354           | Approaches in Human Geography                                                                                                    | 4              |
| One course:        | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419)                                             | 4              |
| One course:        | Human geography (GEOG 311, 312, 314, 323, 340, 343, 344, 345, 346, 360, 362, 364, 411, 412, 421, 440, 443, , 447, 460, 464, 466) | 4              |
| GEOG 433           | Geography of Selected Regions                                                                                                    | 4              |
| GEOG 453           | Remote Sensing of the Environment                                                                                                |                |
| <b>or</b> GEOG 454 | Geospatial Data Analysis and Modeling                                                                                            | 4              |
| One of:            |                                                                                                                                  |                |
| <b>GEOG 396</b>    | Global Development Studies: Canada Internship                                                                                    |                |
| <b>GEOG 398</b>    | Global Development Studies: International Internship                                                                             |                |
| GEOG 452           | Field Methods and Techniques                                                                                                     |                |
| GEOG 470           | Field Studies in Geography                                                                                                       | 4-6            |
| One course:        | Geography 300/400-level course                                                                                                   | 2-4            |

Feedback from Consultation:

Program Change - BA Geography Removal of the GIS concentration

I don't have any major issue with removal of this concentration, but first wanted to ask if you considered just changing the required courses (to solve the problem of the lack of GIS content)?

I do think it is redundant to have both a certificate and a concentration with almost the same courses, and then allow people to graduate with both options. So if it seems the certificate is the most desirable option, then that might be the best plan.

Elaine Harris

I have read this proposal and I have no concerns. Because the Arts Advice Centre approves students' declaration and graduation from this program, I can validate that this concentration is rarely declared and completed. The GIS Certificate is what students are choosing to complete alongside of their BA degrees.

Rhonda



### UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2013/14

| AREA REPRESENTED                                                     | Terms of Office          | MEMBER                                                  |
|----------------------------------------------------------------------|--------------------------|---------------------------------------------------------|
| <b>Voting Members</b>                                                |                          |                                                         |
| <i>9 faculty members approved by Senate, at least 2 from Senate</i>  |                          |                                                         |
| Faculty member of Senate                                             | 08-01-2012 to 07-31-2015 | Maria Bos-Chan, Faculty of Access and Open Studies      |
| Faculty member of Senate                                             | 08-01-2012 to 07-31-2015 | Steven Marsh, Faculty of Social Sciences                |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Les Stagg, Faculty of Professional Studies              |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Judy Larsen, Faculty of Access & Open Studies           |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Samantha Pattridge, Faculty of Humanities (Chair)       |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Eric Spalding, faculty of Social Sciences               |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Stan Manu, Faculty of Science                           |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Rod McLeod, Faculty of Trades & Technology              |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Nancy Goad, Faculty of Health Sciences                  |
| Two deans or associate deans, approved by Senate                     | 08-01-2012 to 07-31-2014 | Susan Fisher, Associate Dean, Students, College of Arts |
|                                                                      | 08-01-2012 to 07-31-2015 | Sue Brigden, Faculty of Access & Open Studies           |
| One academic advisor                                                 | 08-01-2012 to 07-31-2014 | Rhonda Colwell                                          |
| One staff member, approved by Senate                                 | 08-01-2012 to 07-31-2014 | Simon Xi                                                |
| 2 undergraduate student, approved by Senate                          | 08-01-2012 to 07-31-2014 | Jenna White                                             |
|                                                                      | 08-01-2012 to 07-31-2014 | Deanna Waslewsky                                        |
| University Librarian (or designated librarian) (ex officio)          | On-going                 | Heather Compeau (designate)                             |
| <b>Ex-Officio Non-Voting Member</b>                                  |                          |                                                         |
| Provost & Vice-President, Academic (or designate)                    | On-going                 | John English (designate)                                |
| Associate Vice-President, Research & Graduate Studies (or designate) | On-going                 | Satwinder Bains (designate)                             |
| Executive Director, International Education                          | On-going                 | David McGuire                                           |
| Senior Advisor on Indigenous Affairs                                 | On-going                 | Shirley Hardman                                         |
| Director, Enrolment Management                                       | On-going                 | Donna Alary                                             |
| Director, Institutional Research                                     | On-going                 | Vladimir Dvoracek                                       |
| Director, Teaching and Learning                                      | On-going                 | Wendy Burton                                            |
| University Secretary & Registrar (or designate)                      | On-going                 | Al Wiseman/Darren Francis                               |
| <b>Administrative Support</b>                                        |                          |                                                         |
| Office of the University Secretariat                                 |                          | Ashley Hoogendoorn                                      |

**CURRENT MEMBERSHIP: 24 members - 17 voting members and 7 non-voting member.**

**Quorum: Shall be a minimum of fifty percent (50 %) of voting membership**



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

---

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new and revised programs.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

Approved at Senate 2012 06 01



## **UNDERGRADUATE EDUCATION COMMITTEE**

### **COMPOSITION**

---

#### **Chair:**

- A voting faculty member of the committee, nominated by the committee, and approved by Senate

#### **Voting Members:**

- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate\*
- Two Deans or associate deans approved by Senate
- University Librarian or designated Librarian\*
- One Academic Advisor approved by Senate
- Director, Teaching and Learning
- One staff member approved by Senate
- Two undergraduate students approved by Senate

#### **Ex Officio Non-Voting Members:**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research & Graduate Studies (or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Director, Enrolment Management
- Director, Institutional Research
- University Secretary & Registrar (or designate)

#### **Administrative Support:**

- University Secretariat

\*Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

\*\*Normally the designate shall be appointed for a one-year term to ensure continuity.

Approved at Senate 2012 06 01

**Report of the UEC Admissions Subcommittee  
June 2013**

**[Note: Student number removed for UEC agenda package]**

Decisions approved by the committee (all were approved by email vote)

| <b>Requested Term</b> | <b>Student number</b> | <b>Course Name/<br/>Number or Program Name</b> | <b>Option A or B</b><br>(A, if graduate of grade 12. B, if not) |
|-----------------------|-----------------------|------------------------------------------------|-----------------------------------------------------------------|
| 201309                | -                     | Art Studies Program Path                       | B                                                               |
| 201309                | -                     | General Studies                                | B                                                               |

## Report of the UEC Transfer Credit Subcommittee (TCS)

### June 2013

Valerie Hughes has retired and Darren Francis has taken her place on the committee and as chair.

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: University of Victoria<br>Location: Victoria, BC |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|--------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                 | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201201         | n/a                     | TECB402 – Human Side of Information Systems                        |                                        | CIX 3XX                                  | 3       |

[Note: Student's name removed for UEC agenda package]

#### Recommendation rationale

I have a student who received a Letter of Permission (LOP) to take a course through Thompson Rivers University Online to transfer back as CIX3xx (CMPT 4129-Human Side of Information Systems) to use towards elective credit in his BCIS degree. This course has been articulated by UFV for some time. The course is a TRU-OL course, but it is taught through UVic as TECB 402. I have attached the course outline.

CMPT 4129 is a concentration requirement option for TRU-OL's Bachelor of Commerce (Information Systems Management) and is a core course of UVic's computer Based Information Systems (CBIS) post-graduate certificate.

The student received an LOP for the CMPT 4129 course, but was inadvertently registered for the UVic version. This normally wouldn't be an issue, but the course from UVic is housed within the Continuing Studies program. So, when OReg received the transcript they refused to articulate the course as they do not do so for Continuing Studies classes. The only option for the student is for the CIS department to approve the course to be transferred as CIX 3xx.

I have documentation from the Director of UVic's Business, Management, and Technology program confirming that the course content is the same and that TRU-OL and UVic students study in the same sections (see attached)

#### Non-precedent-setting rationale

The approval is for the student only as he was incorrectly registered in the wrong section (the UVic version which is Continuing Studies, not the TRU-OL version). The current transfer agreement is for the TRU-OL section only.

| Effective Term | Precedent setting until | Institution Name: Justice Institute of BC<br>Location: New Westminster, BC |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|----------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                         | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201309         | n/a                     | Major Case Management                                                      | Successful completion                  | CRIM 391                                 | 6       |
|                |                         | Major Crime Investigations                                                 |                                        | CRIM 392                                 | 6       |
|                |                         | Ethics Train and Trainer                                                   |                                        | CRIM 339                                 | 3       |
|                |                         | Search and Seizure Course                                                  |                                        | CRIM 430                                 | 3       |

**[Note: Student's name removed for UEC agenda package]**

**Recommendation rationale**

Based on his past training/education and a very impressive resume/CV that puts the vast majority of the learning outcomes and objectives from the UFV courses into practical application we propose that this student receives the above mentioned credit.

**Non-precedent-setting rationale**

Recommendation is being made based on both the individual's work experience and classroom training; other's seeking this credit may not fulfill the learning outcomes as displayed by this student.

November 19, 2012

**UEC Transfer credit subcommittee (TCS) report**

The final version of the terms of reference is attached (page 2). Some wording was added around email voting.

The following transfer credit decisions were approved by email:

| Effective term | End term | Institution Name: <b>Dorset College</b><br>Location: <b>Vancouver</b><br>Recommended by: <b>Don Miskiman</b><br>Approval date by TCS: <b>Nov. 1, 2012 (3 in favour)</b> |                                                             | UFV Equivalent                              |         |
|----------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|---------|
|                |          | Course Name/Number or Program Name                                                                                                                                      | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401   | ACCT 200                                                                                                                                                                | C+                                                          | BUS 143                                     | 3       |
| 201201         | 201401   | ACCT 250                                                                                                                                                                | C+                                                          | BUS 247                                     | 3       |
| 201205         | 201401   | FINA 200                                                                                                                                                                | C+                                                          | BUS 149                                     | 3       |
| 201205         | 201401   | MARK 200                                                                                                                                                                | C+                                                          | BUS 120                                     | 3       |
| 201205         | 201401   | MGMT 200                                                                                                                                                                | C+                                                          | BUS 202                                     | 3       |
| 201205         | 201401   | MGMT 250                                                                                                                                                                | C+                                                          | BUS 2XX                                     | 3       |

| Effective term | End term | Institution Name: <b>Dorset College</b><br>Location: <b>Vancouver</b><br>Recommended by: <b>Vlad Dvorcek</b><br><b>3Nov 1, 2012 (5 in favour)</b> |                                                             | UFV Equivalent                              |         |
|----------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|---------|
|                |          | Course Name/Number or Program Name                                                                                                                | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401   | ECON 100                                                                                                                                          | C                                                           | ECON 100                                    | 3       |
| 201201         | 201401   | ECON 150                                                                                                                                          | C                                                           | ECON 101                                    | 3       |

## **UEC Transfer Credit Subcommittee**

### **Terms of reference**

UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

### **Purpose**

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

### **Membership**

UEC will approve the membership.

### **Chair**

The TCS will determine a chair each September.

### **Process**

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

### **Reporting**

- The chair will retain a record of all decisions made.
- The chair will report any decisions or recommendations to UEC as information items for the next scheduled UEC meeting.

## Report of the UEC Transfer Credit Subcommittee (TCS) January 2013

Elaine Harris will be stepping down from this committee for the next six months, as she has been seconded to a temporary new role in the University Secretariat. Valerie Hughes, Credential Evaluation Coordinator, will be taking her place on the committee and as chair. Audrey Cox, the A&R Department Assistant, will provide support for the committee – receiving and sending items to the committee, tallying the votes, and compiling the reports.

Decisions approved by the committee (all were approved by email vote):

| Start Term | End term | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Stephen Piper<br>Approval date: November 26, 2012 |                                                             | UFV Equivalent                           |         |
|------------|----------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------|---------|
|            |          | Course Name/Number or Program Name                                                                                               | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 200901     | 200909   | ANTH 100                                                                                                                         | C                                                           | ANTH 102                                 | 3       |
| 200901     | 200909   | ANTH 150                                                                                                                         | C                                                           | ANTH 1xx                                 | 3       |
| 201201     | 201401   | SOCI 100                                                                                                                         | C                                                           | SOC 101                                  | 3       |
| 201201     | 201401   | SOCI 150                                                                                                                         | C                                                           | SOC 1xx                                  | 3       |

| Effective Term | Precedent setting until | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Maria Bos Chan<br>Approval date: December 11, 2012 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201101         | 201501                  | ENGL 097                                                                                                                          | B                                      | ESL S56                                  | 3 DV    |
| 201101         | 201501                  | ENGL 098                                                                                                                          | B                                      | ESL R70                                  | 3 DV    |
| 201101         | 201501                  | ENGL 099                                                                                                                          | B                                      | ESL S66                                  | 3 DV    |
| 201101         | 201501                  | ENGL 100 and 150                                                                                                                  | B                                      | ESL WG74                                 | 6 DV    |

| Effective Term | Precedent setting until | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Sandi Sasaki<br>Approval date: January 4, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                            | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401                  | COMP 100                                                                                                                      | C                                      | CIS 100                                  | 3       |
| 201105         | 201401                  | COMP 150 & COMP 155                                                                                                           | Min C+ in both                         | COMP 150 & COMP 155*                     | 8       |
| 201205         | 201401                  | COMP 200                                                                                                                      | C                                      | CIS 145                                  | 3       |

\* COMP 150 or 155 (with minimum grade of C) can transfer individually as CIS 1XX (4).

## Report of the UEC Transfer Credit Subcommittee (TCS)

### February 2013

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver, BC<br>Recommended by: Paul Franklin<br>Approval date: February 12, 2013 |                                        | UFV Equivalent                              |         |
|----------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                | Qualifiers<br>(e.g. min. grade or GPA) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201301         | 201601                  | IT 104 Microsoft Word                                                                                                             | C                                      | CIS 100                                     | 3       |
| 201301         | 201601                  | IT 105 Microsoft Excel                                                                                                            | C                                      |                                             |         |
| 201301         | 201601                  | IT 106 Microsoft Access                                                                                                           | C                                      |                                             |         |
| 201301         | 201601                  | IT 107 Microsoft PowerPoint                                                                                                       | C                                      |                                             |         |

#### Rationale

IT 104, 105, 106, and 107 must all be completed with a minimum grade C in order to transfer to UFV CIS 100. Individual courses will not be transferred due to content incompatibility issues.

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver, BC<br>Recommended by: Don Miskiman<br>Approval date: February 12, 2013 |                                        | UFV Equivalent                              |         |
|----------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                               | Qualifiers<br>(e.g. min. grade or GPA) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201309         | 201609                  | BU 102 Accounting 2                                                                                                              | B -                                    | BUS 143                                     | 3       |
| 201309         | 201609                  | BU 105 Accounting 2                                                                                                              | B -                                    |                                             |         |
| 201309         | 201609                  | BU 209 Accounting 3                                                                                                              | B -                                    |                                             |         |
| 201309         | 201609                  | BU 218 Business Management                                                                                                       | B -                                    | BUS 202                                     | 3       |
| 201309         | 201609                  | BU 219 Business Management                                                                                                       | B -                                    |                                             |         |
| 201309         | 201609                  | BU220 Business Management                                                                                                        | B -                                    |                                             |         |
| 201309         | 201609                  | BU 222 Marketing                                                                                                                 | B -                                    | BUS 120                                     | 3       |
| 201309         | 201609                  | BU 230 Services Marketing                                                                                                        | B -                                    | BUS 1XX                                     | 3       |
| 201309         | 201609                  | BU 233 Managing Information Technology                                                                                           | B -                                    | BUS 160                                     | 3       |
| 201309         | 201609                  | BU 235 Canadian Business Law                                                                                                     | B -                                    | BUS 261                                     | 3       |
| 201309         | 201609                  | BU 236 Global Business                                                                                                           | B -                                    | BUS 2XX                                     | 3       |
| 201309         | 201609                  | BU 301 Organizational Behaviour                                                                                                  | B -                                    | BUS 203                                     | 3       |
| 201309         | 201609                  | BU 303 Strategic Management                                                                                                      | B -                                    | BUS 2XX                                     | 3       |

|        |        |                                   |     |         |   |
|--------|--------|-----------------------------------|-----|---------|---|
| 201309 | 201609 | BU 318 Financial Management       | B - | BUS 2XX | 3 |
| 201309 | 201609 | BU 320 General Studies            | B - | BUS 2XX | 3 |
| 201309 | 201609 | BU 325 Entrepreneurship           | B - | BUS 227 | 3 |
| 201309 | 201609 | BU 350 Human Resources Management | B - | BUS 201 | 3 |

**Rationale**

BU 102, 105, and 209 must all be completed with a minimum grade of B – in order for transfer to UFV BUS 143. BU 218, 219, and 220 must all be completed with a minimum grade of B – in order for transfer to UFV BUS 202. Individual courses in both instances will not be transferred due to content incompatibility issues.

## Report of the UEC Transfer Credit Subcommittee (TCS)

**April 2013**

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|----------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                       | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201209         | 201601                  | COM 211                                                  | B                                      | CMNS 125 if both are completed           | 3       |
|                |                         | COM 212                                                  |                                        |                                          |         |

### Rationale

These courses, when taken together, cover the course outcomes of CMNS 125 and appear to be at a sufficiently rigorous level that students transferring in will be prepared for second-year CMNS or other courses.

| Effective Term | Precedent setting until | Institution Name: Vancouver Film School<br>(unrecognized institution)<br>Location: Vancouver, BC |                                        | UFV Equivalent                           |                     |
|----------------|-------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------------------|
|                |                         | Course Name/Number or Program Name                                                               | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits             |
| 201301         | n/a                     | Classical Animation II                                                                           |                                        | GD 1XX                                   | 3                   |
| 201301         | n/a                     | 3D Modeling I                                                                                    |                                        | GD 1XX                                   | 3                   |
| 201301         | n/a                     | 3D Modeling II                                                                                   |                                        | GD 1XX                                   | 3                   |
| 201301         | n/a                     | 3D Animation II                                                                                  |                                        | GD 1XX                                   | 3                   |
|                |                         |                                                                                                  |                                        |                                          | 12 credits in total |

[Note: Student's name removed for UEC agenda package]

### Recommendation rationale

This is an outstanding student who has obviously benefited from his experiences and studies at VFS. Despite the vocational classification of those courses, we feel strongly that the subjects studied would constitute academic studies within the context of our BFA program. To this extent, we wish to see this student receive an appropriate level of transfer credit for his previous efforts.

### Non-precedent-setting rationale

This student is an unusual case for us, in that the experience he brought from his studies complemented the direction of his studies here (3D & new media). Had he chosen more traditional forms of artistic specialization we might not have seen the compliment of his previous work to his current and evolving practice.

## **Report of the UEC Transfer Credit Subcommittee (TCS)**

### **June 2013**

Valerie Hughes has retired and Darren Francis has taken her place on the committee and as chair.

Decisions approved by the committee (all were approved by email vote):

| <b>Effective Term</b> | <b>Precedent setting until</b> | <b>Institution Name: University of Victoria<br/>Location: Victoria, BC</b> |                                               | <b>UFV Equivalent</b>                               |                |
|-----------------------|--------------------------------|----------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|----------------|
|                       |                                | <b>Course Name/Number or Program Name</b>                                  | <b>Qualifiers</b><br>(e.g. min. grade or GPA) | <b>Subject Code &amp; Number</b><br>(e.g. CRIM 1XX) | <b>Credits</b> |
| 201201                | n/a                            | TECB402 – Human Side of Information Systems                                |                                               | CIX 3XX                                             | 3              |

**[Note: Student's name removed for UEC agenda package]**

#### **Recommendation rationale**

I have a student who received a Letter of Permission (LOP) to take a course through Thompson Rivers University Online to transfer back as CIX3xx (CMPT 4129-Human Side of Information Systems) to use towards elective credit in his BCIS degree. This course has been articulated by UFV for some time. The course is a TRU-OL course, but it is taught through UVic as TECB 402. I have attached the course outline.

CMPT 4129 is a concentration requirement option for TRU-OL's Bachelor of Commerce (Information Systems Management) and is a core course of UVic's computer Based Information Systems (CBIS) post-graduate certificate.

The student received an LOP for the CMPT 4129 course, but was inadvertently registered for the UVic version. This normally wouldn't be an issue, but the course from UVic is housed within the Continuing Studies program. So, when OReg received the transcript they refused to articulate the course as they do not do so for Continuing Studies classes. The only option for the student is for the CIS department to approve the course to be transferred as CIX 3xx.

I have documentation from the Director of UVic's Business, Management, and Technology program confirming that the course content is the same and that TRU-OL and UVic students study in the same sections (see attached)

#### **Non-precedent-setting rationale**

The approval is for the student only as he was incorrectly registered in the wrong section (the UVic version which is Continuing Studies, not the TRU-OL version). The current transfer agreement is for the TRU-OL section only.

|                       |                                |                                                                                                                                                                                        |                                               |                                                     |                |
|-----------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|----------------|
| <b>Effective Term</b> | <b>Precedent setting until</b> | <b>Institution Name: Justice Institute of BC</b><br><b>Location: New Westminster, BC</b><br><b>Recommended by: Irwin Cohen/Mike Trump</b><br><b>Approval date by TCS: June 7, 2013</b> |                                               | <b>UFV Equivalent</b>                               |                |
|                       |                                | <b>Course Name/Number or Program Name</b>                                                                                                                                              | <b>Qualifiers</b><br>(e.g. min. grade or GPA) | <b>Subject Code &amp; Number</b><br>(e.g. CRIM 1XX) | <b>Credits</b> |
| 201309                | n/a                            | Major Case Management                                                                                                                                                                  | Successful completion                         | CRIM 391                                            | 6              |
|                       |                                | Major Crime Investigations                                                                                                                                                             |                                               | CRIM 392                                            | 6              |
|                       |                                | Ethics Train and Trainer                                                                                                                                                               |                                               | CRIM 339                                            | 3              |
|                       |                                | Search and Seizure Course                                                                                                                                                              |                                               | CRIM 430                                            | 3              |

**Recommendation rationale**

Based on his past training/education and a very impressive resume/CV that puts the vast majority of the learning outcomes and objectives from the UFV courses into practical application we propose that this student receives the above mentioned credit.

**Non-precedent-setting rationale**

Recommendation is being made based on both the individual's work experience and classroom training; others seeking this credit may not fulfill the learning outcomes as displayed by this student.



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 06/19/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Course Code and Number: \_\_\_\_\_ Number of Credits: [Course credit policy \(105\)](#)

Course Title: \_\_\_\_\_

Faculty: [Choose an item.](#) Department (or program if no department): \_\_\_\_\_

**Calendar Description:**  
 The calendar description should be written in active voice with a maximum of 40 words. Use sentence fragments, eliminate redundant words and phrases, and don't repeat what's in the course title. Make the description clear, brief, and informative.

Note: Students with credit for \_\_\_\_\_ cannot take this course for further credit.

**Prerequisites (or NONE):**  
**Corequisites (if applicable, or NONE):**  
**Pre/corequisites (if applicable, or NONE):**

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i> | <b>Transfer Credit</b><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Total Hours:</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>0</b></td></tr> </table> | Lecture hours |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>0</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes,<br>Can the course be repeated for further credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br>Will the specific topic be recorded when offered:<br><input type="checkbox"/> No <input type="checkbox"/> Yes |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>0</b>      |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                  |                  |
|--------------------------------------------------|------------------|
| Department / Program Head or Director:           | Date approved:   |
| Campus-Wide Consultation (CWC)                   | Date of posting: |
| Faculty Council approval                         | Date approved:   |
| Dean/Associate VP:                               | Date approved:   |
| Undergraduate Education Committee (UEC) approval | Date of meeting: |

[COURSE]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (if more space is required, download supplemental Texts and Resource Materials form)

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|--------------------------|---------------------------------|---------------------------|
| 1. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 2. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 3. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 4. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 5. |                                     |                                             | <input type="checkbox"/> |                                 |                           |

**Required Additional Supplies and Materials** (Eg. Software, hardware, tools, specialized clothing)

Use this section for supplies and materials for all sections of this course.

**Typical Evaluation Methods and Weighting**

|                |   |              |   |                   |   |            |    |
|----------------|---|--------------|---|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | % | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | % | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | % | Other:            | % | Total:     | 0% |

**Grading system:** Letter Grades: ☐ Credit/No Credit: ☐

**Typical Course Content and Topics**

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.