



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

31 Jan 2014 - 10:00

A225 or C

AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

1.1. MOTION: To approve the agenda as presented.

#### 2. APPROVAL OF UEC MINUTES

7 - 9

2.1. UEC draft minutes: December 13, 2013

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

10 -  
15

##### 3.1. History

Changes including cross-listing new LAS 358 course: HIST 358/LAS 358,  
African Slavery in the Americas

MOTION: To approve the new cross-listing of the HIST 358 and LAS 358  
course outlines as presented.

16 -  
48

##### 3.2. Physics

Review including changes to calendar description and pre or corequisites:  
PHYS 231

Review including changes to calendar description and prerequisites: PHYS 311

Changes including calendar description, prerequisites, and pre or corequisites:  
PHYS 351, 455

Changes including course number, title, calendar description, prerequisites,  
corequisites, pre or corequisites, and synonymous courses: PHYS 402  
(formerly PHYS 302)

Review including changes to calendar description: PHYS 451

Review including changes to calendar description, prerequisites, and  
corequisites: PHYS 458

Page

MOTION: To approve the changes to the Physics course outlines as presented.

49 -  
97

### **3.3. Theatre**

New course: THEA 203/ENGL 233, History of Theatre and Drama: Antiquity to 1642

New course: THEA 204/ENGL 234, History of Theatre and Drama: 1642 to 1914

Changes including title and prerequisites: THEA 215

New course: THEA 301/ENGL 365, History of Theatre and Drama: 1914 to the present

New course: THEA 316, Special Topics in Acting and Performance

Changes including title, calendar description, prerequisites, and total hours per term: THEA 360

Changes including calendar description and prerequisites: THEA 490

MOTION: To approve the changes to the Theatre course outlines as presented.

98 -  
114

### **3.4. Health Sciences**

Changes including credits, calendar description, and total hours per term:

NURS 104, NURS 106, NURS 211, and NURS 401

Changes including calendar description and total hours per term: NURS 403

MOTION: To approve the changes to the Nursing course outlines as presented.

115 -  
120

### **3.5. Criminology**

New course: CRIM 403, Advanced Studies in Youth Crime and Justice

MOTION: To approve the new CRIM 403 course outline as presented.

121 -  
143

### **3.6. Modern Languages**

Changes including prerequisites: FREN 342

Changes including calendar description and total hours per term: GERM 101 and GERM 102

New course: SPAN 280, Spanish Practicum I

New course: SPAN 380, Spanish Practicum II

MOTION: To approve the changes to the French and German course outlines as presented.

MOTION: To approve the new Spanish course outlines as presented.

144 -  
171

### **3.7. Visual Arts**

Page

New course: GD 303, Dynamic Media II: Storytelling

New course: GD 375, Packaging

New course: GD 498, Directed Study in Graphic and Digital Design I

New course: GD 499, Directed Study in Graphic and Digital Design II

MOTION: To approve the new Graphic Design course outlines as presented.

172 -  
175

### **3.8. Mathematics and Statistics**

New course: MATH 368, Operations Research

MOTION: To approve the new MATH 368 course outline as presented.

## **4. PROGRAMS**

176 -  
177

### **4.1. Mathematics and Statistics**

Change to program requirements: Mathematics minor (Statistics option) in Science

MOTION: To approve the changes to the Mathematics minor (Statistics option) in Science program requirements as presented, effective September 2014.

178 -  
196

### **4.2. Visual Arts**

Change to program requirements: Visual Arts diploma (residency policy)

Change to program requirements: Visual Arts major (declaration policy)

Change to program requirements: Graphic and Digital Design diploma

Change to program requirements: Graphic and Digital Design extended minor

MOTION: To recommend the approval of the addition of the residency policy to the Visual Arts diploma as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the Visual Arts major declaration policy as presented, effective September 2014.

MOTION: To approve the changes to the Graphic and Digital Design diploma program requirements as presented, effective September 2014.

MOTION: To recommend the approval of the addition of the residency policy to the Graphic and Digital Design diploma as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the Graphic and Digital Design extended minor program requirements as presented, effective September 2014.

197 -

### **4.3. Fine Arts**

Page  
198

Change to program requirements: Bachelor of Fine Arts degree

MOTION: To recommend the approval of the changes to the Bachelor of Fine Arts degree declaration policy as presented, effective September 2014.

199 -  
206

#### **4.4. Arts**

Change to program requirements: Liberal Arts diploma

Change to program requirements: Associate of Arts degree

MOTION: To approve the addition of GEOG 103 as a laboratory science requirement option for the Liberal Arts diploma as presented, effective September 2014.

MOTION: To approve the addition of GEOG 103 as a laboratory science requirement option for the Associate of Arts degree as presented, effective September 2014.

207 -  
208

#### **4.5. Modern Languages**

Change to program requirements: Intermediate certificate in Spanish

Change to program requirements: Advanced certificate in Spanish

MOTION: To approve the changes to the Intermediate certificate in Spanish program requirements as presented, effective September 2014.

MOTION: To approve the changes to the Advanced certificate in Spanish program requirements as presented, effective September 2014.

209 -  
228

#### **4.6. Criminology/Criminal Justice**

Change to entrance and program requirements: Bachelor of Arts (Criminal Justice) degree

Change to entrance and program requirements: Criminal Justice diploma

MOTION: To recommend the approval of the changes to the Bachelor of Arts (Criminal Justice) degree entrance requirements as presented, effective September 2015.

MOTION: To recommend the approval of the changes to the Bachelor of Arts (Criminal Justice) degree program requirements as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2014.

Page

MOTION: To recommend the approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2014.

229 -  
234      **4.7. Health Sciences**

Change to entrance requirements: Health Care Assistant certificate

MOTION: To recommend the approval of the changes to the Health Care Assistant certificate entrance requirements as presented, effective September 2015.

235 -  
250      **4.8. Social Work and Human Services**

Change to entrance and program requirements: Bachelor of Social Work degree

MOTION: To recommend the approval of the changes to the Bachelor of Social Work degree entrance requirements as presented, effective September 2015.

MOTION: To recommend the approval of the changes to the Bachelor of Social Work degree program requirements as presented, effective September 2014.

251 -  
253      **4.9. Continuing Studies**

Change to program requirements: Applied Business Technology certificate

MOTION: To approve the changes to the Applied Business Technology certificate program requirements as presented, effective September 2014.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

254 -  
263      **5.1. Undergraduate Course and Program Approval policy (21) proposed changes**

MOTION: To approve the changes to the revised draft of the Undergraduate Course and Program Approval policy (21) to be sent out for consultation.

264 -  
270      **5.2. Block Transfer Agreement**

MOTION: To approve the proposed block transfer agreement from the Okanagan College Diploma in Writing and Publishing to the UFV Bachelor of Arts English major, Creative Writing concentration as presented, effective September 2014 to September 2020.

**5.3. Transfer Credit Subcommittee report**

Page

**5.4. Admissions Subcommittee report**

**5.5. Policy Subcommittee report**

**5.6. Course Outline Subcommittee report**

**6. INFORMATION ITEMS**

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

ENGL 099

271 **6.2. Automotive Apprenticeship program**

Level 2, line E ITA-mandated change

272 - **6.3. Welding Level C, Level B, and Level A**  
273

274 **6.4. Heavy Duty/Commercial Transport certificate**

275 - **6.5. UEC Membership Composition**  
276

SGC's recommendations to Senate regarding UEC's Co-chair recommendation.

277 - **6.6. Rules for the Conduct of Business review**  
278

279 - **6.7. UEC Terms of Reference**  
280

Addition of: 10. Provide annual reports to Senate.

**7. ADJOURNMENT**



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

December 13, 2013  
10:00 am – C1429  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, S. Brigden, R. Colwell, J. Larsen, J. Lee, S. Manu, R. McLeod, E. Spalding, L. Stagg, A. Wiseman  
**ABSENT:** S. Bains, W. Burton, H. Compeau, V. Dvoracek, J. English, S. Fisher, D. Francis, N. Goad, S. Hardman, A. Iliev, S. Marsh, D. McGuire, S. Pattridge, J. White, S. Xi,  
**GUESTS:** D. Harnett, K. Milnes  
**RECORDER:** A. Hoogendoorn

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

##### **2.1. MOTION:**

To approve the agenda as presented.

R. McLeod/ L. Stagg

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

##### **2.1. UEC draft minutes: November 22, 2013**

##### **MOTION:**

To approve the draft minutes as presented.

S. Brigden/ E. Spalding

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

The following courses are ready for publication following UEC approval.

##### **3.1. Physics**

Changes including pre or corequisites: PHYS 325

##### **MOTION:**

To approve the changes to the PHYS 325 course outline as amended:

- Pre or corequisites: PHYS 381 **recommended**. Note: As of September 2015, pre or corequisites will change to the following: PHYS 381.

S. Brigden/ R. Colwell

It was noted that this is a 75 hour course, with three credits. Typically, a three credit course does not have this many hours. D. Harnett explained that the content in this course is worth three credits, but there are more hours to allow the

instructors to go through the material at a slower rate, which benefits the student.

**4. PROGRAMS**

**4.1. Business**

Change to program requirements: Bachelor of Business Administration degree

**MOTION:**

To approve the changes to the Bachelor of Business Administration degree as presented, effective September 2014.

E. Spalding/ R. Colwell

**4.2. Geography**

Change to program requirements: Physical Geography major, Honours, and minor in Science (addition of GEOG 111 and 318 as options)

**MOTION:**

To approve the addition of GEOG 111 and 318 as options for the Physical Geography major, Honours, and minor in Science as presented, effective September 2014.

R. Colwell/ R. McLeod

**4.3. Science**

Change to entrance requirements: Bachelor of Science degree

**MOTION:**

To recommend the approval of the addition of GEOG 103 as an entrance requirement option for the Bachelor of Science degree as presented, effective September 2014.

E. Spalding/ R. Colwell

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Admissions Subcommittee report**

There is no report this month.

**5.2. Transfer Credit Subcommittee report**

There is no report this month.

**5.3. Policy Subcommittee report**

There is no report this month.

**5.4. Course Outline Subcommittee report**

UEC Draft Minutes  
13 Dec 2013

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The course outline will be sent to Senate for its January meeting.

**6. INFORMATION ITEMS**

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

**6.2. UEC Retreat**

**6.3. Transfer Agreements and other institutions**

There was discussion that other governing bodies, such as professional associations, will not always accept transfer credit from other institutions. It was suggested that the UEC Transfer Credit Subcommittee could draft a memo regarding this information and send it to department heads and deans.

**6.4. Learning outcome guidelines**

**7. ADJOURNMENT**

The meeting was adjourned at 10:29am.

# MEMO



To: Ashley Hoogendoorn, UEC Committee Assistant, Jacqueline Nolte, Dean of Arts, Susan Fisher, Associate Dean of Students (Arts), Ken Brealey, Associate Dean of Faculty (Arts), Sylvie Murray, Program Development Coordinator, Sarah Brammer, Program Development Assistant, Stephen Piper, SCMS Department Head

From: Alisa Webb, History Department Head

Date: 10/12/2013

Re: Cross-listing History Course with Latin American Studies

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Course to cross-list: HIST 358

**Rationale:**

Discussion has been ongoing regarding linking Latin American History courses more firmly with the Latin American Studies program. The LA History courses are already an integral part of the LAS Program. It makes sense, then, to allow students to take these courses either for LAS or for HIST credit. SCMS department members and HIST department members support this more formal linking.

To date, 8 of 9 LA History courses have been successfully cross-listed; HIST 358 was missed in the initial submission to CWC, CACC, and UEC.

**Budgetary Implications:**

None – the courses will continue be offered on their usual rotation by Geoffrey Spurling as part of his annual workload allocation.

**CWC Feedback**

**From:** Rhonda Colwell  
**Sent:** October-18-13 10:55 AM  
**To:** Angela Reid; Alisa Webb; Stephen Piper  
**Cc:** Ashley Hoogendoorn; Samantha Pattridge  
**Subject:** RE: HIST / LAS 358 Cross-listing  
Hi everyone,

I have read this proposal and I have no concerns.

Thanks,  
Rhonda



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

COURSE IMPLEMENTATION DATE: September 2005  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                    |             |
| HIST 358                                                                                                                  | HISTORY            | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| African Slavery in the Americas                                                                                           |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course explores the development of the Atlantic slave trade and the history of African slavery in the Americas. It takes a broad view, examining the institution of slavery over four centuries, while considering the diverse experiences of slaves in the hemisphere's distinct colonies and early nation-states. Topics may include the impact of slavery on African polities; the formation of Afro-American societies and cultures; the perspectives of both slaves and slave owners; the genesis of new identities and ideologies regarding race, class, and gender; the mechanisms used to keep slaves under control and the forms of resistance they practiced; and the struggle to achieve personal freedom and abolition.

Note: This course is offered as HIST 358 and LAS 358. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level History/Latin American Studies or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: LAS 358  
 (c) Cannot take: LAS 358 for further credit.

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings:

Every second 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>Geoffrey Spurling</u>        | Date approved: <u>October 2013</u>       |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>October 25, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>December 6, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>December 6, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>January 31, 2014</u> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**HIST 358**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- assess the analytical perspectives used in the study of slavery
- define the major historical developments of the Atlantic slave trade and of African slavery in the Americas
- assess and evaluate the socio-cultural, economic, and political impacts of African slavery
- evaluate the complex role of the church
- analyze the creation of new identities and assess the perspectives of both slaves and slaveholders
- define mechanisms of control and forms of resistance
- define and analyze the abolitionist struggle
- clearly communicate their ideas, both in writing and in class discussions
- critically examine primary and secondary sources

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

Each week will be split between a lecture and a seminar discussion, the latter focusing on the analysis of the required readings (a range of primary and secondary sources). Audio-visual materials, including music and films, will be incorporated into the class.

## 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 for this course might be:*]

Conrad, Robert E., ed. *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. University Park (PA): Penn State University Press, 1994.

Gates, Jr., Henry Louis, ed. *The Classic Slave Narratives*. New York: Signet Classic, 2002.

Klein, Herbert S. *The Atlantic Slave Trade*. Cambridge: Cambridge University Press, 1999.

Rose, Willie Lee, ed. *A Documentary History of Slavery in North America*. Athens (GA): University of Georgia Press, 1999.

History 358 Coursepack, including selections from additional primary sources, as well as from David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford University Press, 2006).

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                                                                                          |     |
|------------------------------------------------------------------------------------------|-----|
| Paper 1 (analysis of selected primary sources in Conrad, <i>Children of God's Fire</i> ) | 25% |
| Paper 2 (analysis of slave narratives)                                                   | 35% |
| Participation in seminar discussions                                                     | 15% |
| Final exam                                                                               | 25% |

**HIST 358**  
**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 Introduction to the course
- Week 2 Analytical and Comparative Perspectives / The Origins of Slavery and the Atlantic Slave Trade / African Slavery and Racism
- Week 3 The European and African Organization of the Slave Trade / The Atlantic World / Impact on African Societies
- Week 4 The Middle Passage / The Historical Development of African Slavery in Latin America and the Caribbean
- Week 5 Rural and Urban Slavery in Latin America / The Genesis of Afro-American Societies and Cultures
- Week 6 Domination, Resistance, and Rebellion
- Week 7 Slavery, the Catholic Church, and Afro-American Religions / Race Relations
- Week 8 Abolition of the Atlantic Slave Trade and Slavery in Latin America
- Week 9 Servitude and Slavery in the North American Colonies and the West Indies (17th and 18th centuries) / Slavery and the U.S. War of Independence / Manumission and Free Afro-Americans
- Week 10 Gender, Family, Work, Master-Slave Relations, and the Law
- Week 11 Religion and Culture / Everyday Forms of Resistance
- Week 12 Plots and Rebellions / The Abolition Struggle / The Amistad Affair / The Fugitive Slave Law, the Underground Railroad, and Life in Canada
- Week 13 Dred Scott, Harper's Ferry, Civil War, and Emancipation / Analysis of Slave Narratives / Slavery's Legacies / Concluding Comments



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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**

|                    |                                 |             |
|--------------------|---------------------------------|-------------|
| LAS 358            | SCMS                            | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT              | UFV CREDITS |
|                    | African Slavery in the Americas |             |
|                    | COURSE DESCRIPTIVE TITLE        |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 358** for the official course outline.

**CALENDAR DESCRIPTION:**

This course explores the development of the Atlantic slave trade and the history of African slavery in the Americas. It takes a broad view, examining the institution of slavery over four centuries, while considering the diverse experiences of slaves in the hemisphere's distinct colonies and early nation-states. Topics may include the impact of slavery on African politics; the formation of Afro-American societies and cultures; the perspectives of both slaves and slave owners; the genesis of new identities and ideologies regarding race, class, and gender; the mechanisms used to keep slaves under control and the forms of resistance they practiced; and the struggle to achieve personal freedom and abolition.

Note: This course is offered as HIST 358 and LAS 358. Students may take only one of these for credit.

**PREREQUISITES:** Nine credits of lower-level History/Latin American Studies or 45 university-level credits.  
 Familiarity with the basic skills of historical inquiry is expected.

**COREQUISITES:**  
**PRE or COREQUISITES:**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: **HIST 358**  
 (c) Cannot take: **HIST 358** for further credit.

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

**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>Geoffrey Spurling</b>        | Date approved: <b>February 18, 2013</b>  |
| Department Head: <b>Stephen Piper</b>               | Date of meeting: <b>October 25, 2013</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>December 6, 2013</b>   |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>December 6, 2013</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>January 31, 2014</b> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10 , 2013

Subject: revision of an existing course (PHYS 231)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- This course was up for review.
- The prerequisites have been increased to ensure that students are properly prepared for the course's level of mathematical sophistication.

2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

- The calendar description has been re-written.
- PHYS 112 has been added as a pre-requisite, and MATH 211 has been added as a pre- or co-requisites.
- The frequency of course offering has increased.
- The learning outcomes have undergone a major re-write.
- The course content has been updated to include much more detail.

B. Budget and Learning outcome Issues

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

- 2, 3, 4

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- No

3. What consideration has been given to indigenizing the curriculum?

- None

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
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

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- As recommended in our most recent program review, we plan to run PHYS 231 annually (as opposed to once every two years), and make it a required course for a major in physics. We will compensate by running one less upper division physics course each year.
5. If this course is not eligible for PLAR, explain why.
    - This course is eligible for PLAR.
  6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    - No
  7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    - Text: approximately \$150

### **CWC Comments**

From Rhonda Colwell:

“Hi everyone,

I have read this proposal and I want to clarify what the pre and/or co-requisites intent is. The memo indicates that PHYS 112 and MATH 211 have been added to the pre- and/or co-requisites but the course outline has PHYS 112 as a prereq and MATH 211 as a pre- and/or co-req.

I have no other concerns.”

The proposed course outline correctly characterizes the department’s intent. I have modified the memo accordingly for clarity.



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

COURSE IMPLEMENTATION DATE: September 1992  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| PHYS 231                 | Faculty of Science / Physics | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT           | UFV CREDITS |
| Thermodynamics           |                              |             |
| COURSE DESCRIPTIVE TITLE |                              |             |

**CALENDAR DESCRIPTION:**

Pressure, temperature, kinetic theory, and the Maxwell velocity distribution; heat, work, and the first law; heat capacities, equations of state, and exact and inexact differentials; isothermal, isobaric, isochoric and adiabatic processes, heat engines, phase diagrams, and thermodynamic cycles; thermal expansion, conductive, convective and radiative heat losses, entropy, and the second law.

PREREQUISITES: PHYS 112  
 COREQUISITES:  
 PRE or COREQUISITES: None. Note: As of May 2015, pre or corequisites will change to the following: MATH 211

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: annually

(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>George McGuire; revised Rob Woodside (2013 - revised by Jeff Chizma)</u> | Date approved: <u>Aug 26, 2013</u>       |
| Department Head: <u>Derek Harnett</u>                                                           | Date of meeting: <u>Sept 27, 2013</u>    |
| Campus-Wide Consultation (CWC)                                                                  | Date approved: <u>October 18, 2013</u>   |
| Curriculum Committee chair: <u>David Fenske</u>                                                 | Date approved: <u>October 18, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>                                                              | Date of meeting: <u>January 31, 2014</u> |
| Undergraduate Education Committee (UEC) approval                                                |                                          |

**PHYS 231**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Apply Boltzmann statistics to calculate averages of kinematic quantities in a simple thermodynamic system
- Explain the origin, importance, relationships, and methods of measuring the fundamental thermodynamic quantities of temperature, pressure, and volume
- State two of the three laws of Thermodynamics, and apply them to simple thermal systems
- Perform calculations involving partial derivatives for both exact and inexact differentials
- Determine various thermodynamic quantities for specific types of processes (eg. Isochoric, Isobaric, Isothermal, and Adiabatic)
- Calculate thermal expansions and thermal heat loss via conduction, convection, and radiation for simple but relevant situations
- Utilize the properties of exact and inexact differentials under closed loop integration to demonstrate the difference between reversible and irreversible thermodynamic processes
- Show and explain the difference between constant pressure and constant volume heat capacities
- Use the equation of state of a system to determine quantities like its internal energy, entropy, and heat capacities
- Read a phase diagram and be able to identify the regions of solid, liquid, and gas phases along with the triple and critical points
- Draw and explain diagrams of simple heat engines (Otto, Diesel, etc) and refrigeration cycles

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

This course will be taught using lectures, demonstrations, and seminars. Problems will be assigned and marked on a regular basis.

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

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

☒ Other (specify): Please see the Physics PLAR policy on the department's webpage.

☐ 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:]*

Introduction to Modern Thermodynamics, Dilip Kondepudi, Wiley (2008)

Fundamentals of Statistical and Thermal Physics, F. Reif, Waveland Press (2008)

**SUPPLIES / MATERIALS:**

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

Assignments: 30%

Term test: 30%

Final exam: 40%

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

1. **Overview of the basic concepts of Thermodynamics**
  - Equilibrium systems and the zeroth law, temperature, thermal expansion, heat, pressure, ideal gas law, van der Waals equation, the kinetic theory of gases, Boltzmann distribution, intensive and extensive parameters, Avogadro's number, molar mass, thermal expansion, thermal conductivity, thermal radiation
2. **The First Law of Thermodynamics**
  - Heat and energy conservation, work, heat capacity/specific heat, isothermal process, isochoric process, isobaric process, adiabatic process, enthalpy, exact and inexact differentials
3. **The Second Law of Thermodynamics**
  - Reversible and irreversible processes, entropy, Clausius inequality, arrow of time
4. **Thermodynamic Relationships**
  - Gibbs free energy, Helmholtz free energy, Maxwell relations, compressibility of a gas
5. **Thermodynamics of Solids, Liquids, and Gases**
  - Ideal and real gases, phase transitions between solids, liquids, and gases, latent heat, phase diagrams, refrigeration, simple thermal engines (Otto cycle, Diesel cycle, etc.)

**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct 10, 2013

Subject: revision of an existing course (PHYS 311)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- This course was up for review.
- The prerequisites have been increased to ensure that students have the appropriate background in physics needed to succeed in this class.

2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

- The calendar description has been re-written.
- (PHYS 221 or PHYS 381) has been added as a prerequisite.
- The learning outcomes have undergone a major re-write.
- The course content has been updated to include more detail.

B. New course:

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
  - 2, 3, 5
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No
3. What consideration has been given to indigenizing the curriculum?
  - None
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
  - b. Class size limit



- c. Frequency of offering
- d. Resources required (labs, equipment)
  - N/A
- 5. If this course is not eligible for PLAR, explain why.
  - This course is eligible for PLAR.
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - No
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - Text: approximately \$150

**CWC Comments**

None.



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

COURSE IMPLEMENTATION DATE: January 1995  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| PHYS 311                 | Faculty of Science / Physics | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT           | UFV CREDITS |
| Statistics Physics       |                              |             |
| COURSE DESCRIPTIVE TITLE |                              |             |

**CALENDAR DESCRIPTION:**

Basic statistics and statistical distributions (Binomial, Gaussian, and Poisson); statistical description of particle interactions and equilibrium, phase space, and the number of microstates; micro canonical, canonical, and grand canonical distributions; partition functions, entropy, and the Boltzmann factor; quantum statistics, Fermi-Dirac, and Bose-Einstein systems.

PREREQUISITES: PHYS 231. Note: As of May 2015, prerequisites will change to the following: (PHYS 231) and (one of PHYS 221 or PHYS 381).

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:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: Once every two years  
 (every semester, annually, every other year, etc.)

**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): <b>Rob Woodside (revised by Jeff Chizma)</b> | Date approved: <b>August 26, 2013</b>      |
| Department Head: <b>Derek Harnett</b>                            | Date of meeting: <b>September 27, 2013</b> |
| Campus-Wide Consultation (CWC)                                   | Date approved: <b>October 18, 2013</b>     |
| Curriculum Committee chair: <b>David Fenske</b>                  | Date approved: <b>October 18, 2013</b>     |
| Dean/Associate VP: <b>Lucy Lee</b>                               | Date of meeting: <b>January 31, 2014</b>   |
| Undergraduate Education Committee (UEC) approval                 |                                            |

**PHYS 311**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- Apply basic statistical techniques to simple systems (like dice, coins etc) to make predictions on various outcomes
- Derive the Gaussian and Poisson distributions as limiting cases of the Binomial distribution
- Demonstrate the applicability of statistical methods to systems of large numbers of particles
- Explain the difference between the micro-canonical, canonical, and grand-canonical distributions, and be able to perform calculations with these distributions
- Calculate temperatures and pressures based on maximizing the number of microstates
- Perform phase space calculations within the micro-canonical distribution for various systems, including ideal gases and simple extensions
- Utilize the partition function to calculate internal energy, entropy, and other important thermodynamic quantities
- Show how the number of microstates is related to the partition function
- State the importance of the chemical potential for quantum systems
- Provide explanations for the difference between quantum and classical statistical distributions
- Extend the Boltzmann factor calculations to include Fermi-Dirac and Bose-Einstein systems
- Validate the connection between the theoretical basis of Statistical Mechanics and the empirical laws of Thermodynamics

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

This course will be taught using lectures, demonstrations, seminars and student projects. Problems will be assigned and marked on a regular basis.

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

- ☐ Examination(s)                      ☐ Portfolio assessment    ☐ Interview(s)
- ☒ Other (specify): Please see the Physics PLAR policy on the department's webpage
- ☐ 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:]*

Fundamentals of Statistical and Thermal Physics, F. Reif, Waveland Press (2008)

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                          |     |
|--------------------------|-----|
| Assignments:             | 30% |
| Term test:               | 20% |
| Project or presentation: | 10% |
| Final exam:              | 40% |

## COURSE CONTENT:

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

### 1. Overview of Basic Statistics

- Binomial, Gaussian, and Poisson distributions, mean, median, variance and standard deviations, random walk in 1 dimension

### 2. Application of Statistics to Physical Systems

- Micro canonical and canonical distributions, counting microstates, phase space, density of states, derivation of the Boltzmann distribution, equilibrium values

### 3. Connection with Thermodynamics

- Pressure, temperature, and entropy as related to microstates, partition function, chemical potential, ideal gas and Van der Waals equations of state, equipartition theorem

### 4. Quantum Statistics

- Quantum counting, fermions, and Fermi-Dirac statistics, bosons and Bose-Einstein statistics, grand partition function, relationship between the chemical potential and the number of particles, photon gas, and blackbody radiation, third law of thermodynamics

**Memo**

To: CWC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10, 2013

Subject: revision of an existing course (PHYS 351)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- PHYS 252, the old prerequisite for PHYS 351, has been replaced in our curriculum by PHYS 225. We are updating the PHYS 351 prerequisites to reflect this replacement.
- 2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).
  - The calendar description has been re-written.
  - As a prerequisite, PHYS 252 has been dropped and PHYS 225 has been added.
  - The learning outcomes have undergone a major re-write.
  - The course content has been updated to include more detail.

B. New course:

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
  - 2, 3, 4
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No
3. What consideration has been given to indigenizing the curriculum?
  - None
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
  - b. Class size limit
  - c. Frequency of offering



- d. Resources required (labs, equipment)
  - N/A
5. If this course is not eligible for PLAR, explain why.
  - This course is eligible for PLAR.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - No
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - Text: approximately \$150

### **CWC Comments**

From Rhonda Colwell:

"I have read this proposal and I have one suggestion – move the information about PHYS 381 being a pre- and/or co-req down to that line on the course outline."

I have fixed the outline accordingly.



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

COURSE IMPLEMENTATION DATE: September 1992  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                            |             |
|--------------------------|----------------------------|-------------|
| PHYS 351                 | Faculty of Science/Physics | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT         | UFV CREDITS |
|                          | Quantum Mechanics          |             |
| COURSE DESCRIPTIVE TITLE |                            |             |

**CALENDAR DESCRIPTION:**

Quantum theory and the Planck-deBroglie hypotheses, wave-particle duality, uncertainty principle; operators and the Schrödinger equation, statistical interpretation of the wavefunction, solutions for simple one dimensional potentials; position, momentum and energy representations, Dirac Bra-Ket notation, Hilbert space; Coulomb potential and the hydrogen atom, angular momentum and spin.

PREREQUISITES: PHYS 252. Note: As of May 2015, prerequisites will change to the following: PHYS 225.  
 COREQUISITES:  
 PRE or COREQUISITES: PHYS 381, PHYS 382, or 383 (20<sup>th</sup> Century Physics Group of experiments) strongly recommended.  
 Note: As of May 2015, pre or corequisites will change to the following: PHYS 381

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: Once 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>Tim Cooper; revised Derek Harnett; 2013 - revised by Jeff Chizma</u> |                                            |
| Department Head: <u>Derek Harnett</u>                                                       | Date approved: <u>August 26, 2013</u>      |
| Campus-Wide Consultation (CWC)                                                              | Date of meeting: <u>September 27, 2013</u> |
| Curriculum Committee chair: <u>David Fenske</u>                                             | Date approved: <u>October 18, 2013</u>     |
| Dean/Associate VP: <u>Lucy Lee</u>                                                          | Date approved: <u>October 18, 2013</u>     |
| Undergraduate Education Committee (UEC) approval                                            | Date of meeting: <u>January 31, 2014</u>   |

**PHYS 351**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- State the origins and implications of the wave-particle duality
- Explain the statistical interpretation of quantum mechanics and the origin of the Schrödinger equation
- Solve the 1 dimensional Schrödinger equation for various potentials
- Evaluate expectation values of various quantities using normalized solutions
- Provide interpretations of statistical results as related to positions and momenta
- Work with the Dirac notation and demonstrate a knowledge of Hilbert space
- Utilize the uncertainty principle to make estimates of energy, lifetimes etc.
- Write out the Schrödinger equation as well as basic energy relations for well-known potentials
- Set up and solve the Schrödinger equation for the Hydrogen atom
- Demonstrate a knowledge of angular momentum and spin as related to particles
- Show how the periodic table of the elements can be explained via the Pauli principle
- Discern the difference between Bosons and Fermions and their properties

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

This course will be taught using lectures, demonstrations, seminars, and student projects. Problems will be assigned and marked on a regular basis.

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

- ☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)
- ☒ Other (specify): Please see the Physics PLAR policy on the department's webpage.
- ☐ 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:]*

Texts:

David J. Griffiths, Introduction to Quantum Mechanics (Ed. 2), Addison-Wesley

Optional texts:

Quantum Mechanics with Basic Field Theory. Desai, Bipin; Cambridge (2010)

Albert Messiah, Quantum Mechanics, Dover Publications

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                          |     |
|--------------------------|-----|
| Assignments:             | 30% |
| Term test:               | 20% |
| Project or presentation: | 10% |
| Final exam:              | 40% |

**COURSE CONTENT:**

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

**1. Review of Waves and Quantum Theory**

- Wave equations, standing and traveling wave solutions, interference, DeBroglie and Planck hypotheses, wave-particle duality, Bohr atom

**2. Basic Concepts of Probability and Statistics**

- Mean/ averages, standard deviation and variance, statistical distributions, normalization

**PHYS 351**  
**COURSE NAME/NUMBER**

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

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*Course Content continued:*

**3. Schrödinger Equation and the Wavefunction**

- Motivation for the Schrödinger equation, interpretation of the wavefunction, position, momentum and energy operators, expectation values, uncertainty principle

**4. Time Independent One Dimensional Schrödinger Equation**

- Stationary solutions and the separation of variables, potential barrier, infinite and finite potential wells, energy quantization, harmonic potential, Hermite polynomials, free particle solutions, Dirac delta function, wave packets and superposition

**5. Hilbert Space and Quantum Formalism**

- Finite and infinite vector spaces, orthonormality, inner product, Dirac notation, Hermitian and Unitary operators, observables, wave packets, uncertainty principle, commutators, raising and lowering operators, eigenvalues and eigenstates

**6. Time Independent Schrödinger Equation in Three Dimensions**

- Separation of variables, Cartesian equations, radial and angular equations, angular momentum, Legendre polynomials and the spherical harmonics, spherical well, Hydrogen atom and Laguerre polynomials, energy levels

**7. Spin and Identical Particles**

- Spin and fundamental angular momentum, Stern-Gerlach experiment, magnetic dipole moment, Pauli matrices, commutation relations, spin addition, identical particles, Fermions, Bosons, exchange force, Pauli exclusion principle, simple explanation of the periodic table

**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10, 2013

Subject: revision and renumbering of an existing course (PHYS 302)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- PHYS 312 has replaced PHYS 222 in our curriculum, and so the prerequisites to PHYS 302 (now 402) have been changed to reflect this replacement. Also, PHYS 225 has been added as a prerequisite to ensure that students have a suitable background in lower-level waves and optics.
- As the course now has a 300-level prerequisite, we have renumbered it as a 400-level course.

2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

- The course has been renumbered from PHYS 302 to PHYS 402.
- We have added the word "advanced" to the course title.
- The calendar description has been re-written.
- The prerequisites have been increased.
- The learning outcomes have undergone a major re-write.
- The course content has been updated to include more detail.

B. New course:

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
  - 2, 3, 5
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No
3. What consideration has been given to indigenizing the curriculum?

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- None
- 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
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
    - As this course is required for an honours degree in physics, we plan to run it every two years. Over the past six years, PHYS 302 has actually run *at least* once every two years (despite what was indicated on the official course outline). Thus, this will not impact this physics budget at all.
- 5. If this course is not eligible for PLAR, explain why.
  - This course is eligible for PLAR.
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - No
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - Text: approximately \$150

### **CWC Comments**

From Rhonda Colwell:

“Just one question about the proposed change to course number – will the PHYS dept allow students who have previously completed PHYS 302 (and are still around) to complete this course and receive the additional 3 credits for it? Is this course content different enough from PHYS 302?”

PHYS 402 will be far too similar to PHYS 302 to allow students to get credit for both. I’ve added a line to the calendar description along these lines.



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

COURSE IMPLEMENTATION DATE: January 1995  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| PHYS 402                 | Faculty of Science / Physics | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT           | UFV CREDITS |
|                          | Advanced Optics              |             |
| COURSE DESCRIPTIVE TITLE |                              |             |

**CALENDAR DESCRIPTION:**

Overview of geometric and physical optics, Fermat's principle of least time, index of refraction, dispersion, Snell's law, and the reflection and refraction of light from arbitrary shaped surfaces; lenses and mirrors, magnifiers, microscopes and telescopes, the human eye and corrective lenses; Maxwell's equations and the wave nature of light, interference and diffraction, Fourier optics, polarization, and the Jones calculus.

Note: Students with credit for PHYS 302 cannot take this course for further credit.

PREREQUISITES: (PHYS 222) or (PHYS 105, 112, and 221). Note: As of May 2015, prerequisites will change to the following: PHYS 225 and PHYS 312.

COREQUISITES:

PRE or COREQUISITES: PHYS 351 recommended.

**SYNONYMOUS COURSE(S):**

- (a) Replaces: PHYS 302  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: PHYS 302 for further credit.

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

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): R. Woodside; revised P. Mulhern 2013 - Revised by Jeff Chizma

Department Head: Derek Harnett

Date approved: August 26, 2013

Campus-Wide Consultation (CWC)

Date of meeting: September 27, 2013

Curriculum Committee chair: David Fenske

Date approved: October 18, 2013

Dean/Associate VP: Lucy Lee

Date approved: October 18, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: January 31, 2014

**PHYS 402**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- State Fermat's principle of least time, and apply it using the Calculus of Variations
- Derive the laws of reflection and refraction using: ray optics, Huygens principle, Quantum theory, and boundary conditions on Maxwell's equations
- Apply Snell's law and the law of reflection to arbitrary shaped surfaces
- Use simple ray tracing to describe the concept of dispersion from a prism
- Derive the equations relating objects and images for spherical lenses and mirrors in the paraxial approximation, as well as understand the limitation of these equations and potential issues like spherical aberration
- Solve problems involving multiple optical elements, and be able to correct for chromatic aberration of lenses
- Understand the physics of the eye, and be able to make basic corrections using eyeglasses
- Solve Maxwell's equations for both plane and spherical waves, describe evanescent waves, and derive the Fresnel equations to understand Brewster's angle
- Use the Jones calculus to describe polarization, and apply it to optical systems (quarter wave plate, polarizer)
- Describe the basics of coherence and interference, and understand the operation of interferometers
- Know the difference between Fraunhofer and Fresnel diffraction, and be able to apply scalar diffraction theory to various aperture shapes
- Understand the basic operation of a laser, and be familiar with the Einstein A and B coefficients
- Explain how laser beams and interference are used in holography

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

The course will be taught using lectures, demonstrations, and computer simulations. Problems will be assigned and marked on a regular basis.

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

- ☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)
- ☒ Other (specify): Please see the Physics PLAR policy on the department's webpage.
- ☐ 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:]*

Optics, 4th ed.; E. Hecht; Addison Wesley (2001)

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                          |     |
|--------------------------|-----|
| Assignments:             | 30% |
| Term test:               | 20% |
| Project or presentation: | 10% |
| Final exam:              | 40% |

## COURSE CONTENT:

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

### 1. Overview of the Propagation of light

- Wave, particle, and ray descriptions of light, derivations of the laws of reflection and refraction (Snell's law), total internal reflection, critical angle, Fermat's principle of least time, index of refraction, dispersion, Huygen's principle, plane and spherical waves

### 2. Geometrical Optics

- Application of Snell's law to reflection and refraction from plane and spherical surfaces, paraxial approximation and thin lenses, ray tracing, multiple lens systems, reflection and refraction from arbitrary shaped surfaces, magnification, simple optical systems (eye, telescopes, microscopes, eye glasses).

**PHYS 402**  
**COURSE NAME/NUMBER**

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

*Course Content continued:*

**3. Vector Nature of Light and Polarization**

- The electromagnetic description of light, Brewster's angle, Fresnel equations, evanescent waves, frustrated total internal reflection, linear polarization, circular and elliptical polarizations, polarizers, Jones calculus

**4. Coherence and Interference**

- Coherence time and length, visibility of fringes and partial coherence, linear superposition, Young's experiment, interferometers (Michelson, Fabry-Perot), diffraction gratings, multiple beam interference with applications to holography

**5. Diffraction and Fourier Optics**

- Theory of scalar diffraction: Fresnel (near field) diffraction, Fraunhofer (far field) diffraction patterns and Fourier transforms, apodization and spatial filtering

**6. Lasers**

- Derivation of the Einstein A and B coefficients, population inversions, types of lasers (pulsed and continuous), solid state lasers, gas lasers, dye lasers

**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10, 2013

Subject: revision of an existing course (PHYS 451)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- This course was up for review
2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).
- The calendar description has been re-written.
  - The learning outcomes have undergone a major re-write.
  - The course content has been updated to include more detail.

B. New course:

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
  - 2, 3, 5
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No
3. What consideration has been given to indigenizing the curriculum?
  - None
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
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
    - N/A

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5. If this course is not eligible for PLAR, explain why.
  - This course is eligible for PLAR.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - No
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - Text: approximately \$150

**CWC COMMENTS**

None.



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

COURSE IMPLEMENTATION DATE: June 1994  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                            |                              |             |
|----------------------------|------------------------------|-------------|
| PHYS 451                   | Faculty of Science / Physics | 3           |
| COURSE NAME/NUMBER         | FACULTY/DEPARTMENT           | UFV CREDITS |
| Advanced Quantum Mechanics |                              |             |
| COURSE DESCRIPTIVE TITLE   |                              |             |

**CALENDAR DESCRIPTION:**

Three dimensional quantum mechanics and multi-particle states, addition of angular momentum, Clebsch-Gordan coefficients, identical particles, weak and strong Pauli exclusion principle, the periodic table, and spectroscopic notation; perturbation theory, variational principle, Fermi's golden rule and time dependent potentials; quantum scattering, cross sections and computation of scattering amplitudes.

PREREQUISITES: PHYS 351.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: Once every two 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>Tim Cooper; revised Derek Harnett 2013 – revised by Jeff Chizma</u> | Date approved: <u>August 26, 2013</u>      |
| Department Head: <u>Derek Harnett</u>                                                      | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                                                             | Date approved: <u>October 18, 2013</u>     |
| Curriculum Committee chair: <u>David Fenske</u>                                            | Date approved: <u>October 18, 2013</u>     |
| Dean/Associate VP: <u>Lucy Lee</u>                                                         | Date of meeting: <u>January 31, 2014</u>   |
| Undergraduate Education Committee (UEC) approval                                           |                                            |

**PHYS 451**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Extend the basic ideas of one dimensional quantum mechanics to the solution of three dimensional problems
- Derive the equation of continuity in three dimensions
- Distinguish the types of states necessary to describe bosonic and fermionic systems
- Explain how the fermionic nature of electrons leads to the ordering of the periodic table of the elements
- Utilize the Table of Clebsch-Gordan coefficients to write out correctly symmetrized states
- Discern the symmetry of a state by applying the permutation operator
- Apply the appropriate approximation method to solve realistic problems in quantum mechanics
- State Fermi's golden rule, and apply it to simple systems
- Evaluate first and second order perturbations to systems of interest
- Perform calculations for both time dependent and time independent potentials
- Extend calculations done using time independent perturbation theory to employ the variational method
- Use scattering theory to provide interpretations of modern experimental results in high energy physics
- Compute the scattering amplitude for a variety of potentials

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

This course will be taught using lectures, demonstrations, seminars, and student projects. Problems will be assigned and marked on a regular basis.

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

- ☐ Examination(s)                      ☐ Portfolio assessment    ☐ Interview(s)
- ☒ Other (specify): Please see the Physics PLAR policy on the department's webpage
- ☐ 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:]*

**Texts:**

Introduction to Quantum Mechanics, Griffiths, D., Pearson (2005)

**References:**

Quantum Mechanics with Basic Field Theory, Desai, Bipin, Cambridge (2010)  
Quantum Mechanics (Vol. 1-2), Messiah, A., Dover (1999)

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                          |     |
|--------------------------|-----|
| Assignments:             | 30% |
| Term test:               | 20% |
| Project or presentation: | 10% |
| Final exam:              | 40% |

**COURSE CONTENT:**

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

1. **Review of Basic Quantum Mechanics (extensions to 3 dimensions)**
  - Wave functions and state vectors in three dimensions, momentum operator in 3d, 3d quantum well, equation of continuity, Hermitian and unitary operators, expectation values, Schrodinger equation as an approximation to the Klein-Gordon equation
2. **Many-Particle States**
  - Adding orbital and spin angular momenta to incorporate them into the overall state, permutation operator, symmetric and antisymmetric states, bosons and fermions, exchange forces, Clebsch-Gordan Tables, introduction to flavor, color and isospin, explanation of the table of elements, spectroscopic notation, simple proton model

**PHYS 451**  
**COURSE NAME/NUMBER**

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

*Course Content continued:*

**3. Approximation Methods for Time Independent Systems**

- Time independent perturbation theory, expansion of solutions in terms of orthogonal states, importance of the harmonic oscillator solutions (Hermite polynomials), variational principle, WKB method, applications to the helium atom and fine structure of hydrogen

**4. Approximation Methods for Time Dependent Systems**

- Time dependent perturbation theory, Fermi's golden rule, application to two level systems, density of states and applications to nuclear and particle physics, adiabatic approximation versus sudden approximation

**5. Quantum Scattering**

- Hard sphere scattering, impact parameter, Rutherford scattering, cross section, partial wave analysis, Born approximation, phase shifts, Green's functions and applications to scattering

**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10, 2013

Subject: revision of an existing course (PHYS 455)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- The course outline currently makes reference to PHYS 252, a course that we plan to retire (as soon as we purge it from the prerequisites for all physics courses).
- It was deemed that the prerequisite list was far too lengthy and complicated.

2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

- The calendar description has been re-written.
- The prerequisites have been completely re-written for the sake of clarity.
- The class size limit has been decreased.
- The frequency of course offerings has been changed.
- The learning outcomes have undergone a major re-write.
- The course content has been updated to include more detail.

B. Budget and Learning outcome Issues

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

- 2, 3, 5

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- No

3. What consideration has been given to indigenizing the curriculum?

- None

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
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

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- This course is not required for any program and so we have changed its offering frequency from every two years to on demand which actually better reflects departmental practice anyhow.
5. If this course is not eligible for PLAR, explain why.
- This course is eligible for PLAR.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
- No
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
- Text: approximately \$150

### **CWC Comments**

From Rhonda Colwell:

"I am suggesting a re-order to the prereqs – "PHYS 231 and PHYS 351". Yes, a big thank-you for simplifying the prereqs."

On the course outline, the two prereqs in question have been swapped.



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

COURSE IMPLEMENTATION DATE: September 2003  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| PHYS 455                 | Faculty of Science / Physics | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT           | UFV CREDITS |
|                          | Solid State Physics          |             |
| COURSE DESCRIPTIVE TITLE |                              |             |

**CALENDAR DESCRIPTION:**

Binding of molecules and atoms, crystalline structures and Bravais lattices in 2 and 3 dimensions, symmetry operations, and the Miller indices; Bragg's law and scattering off of crystals, x-ray diffraction, Brillouin zones, and form factors; lattice vibrations and phonons, dispersion relationships, thermal properties of crystals and heat capacities; Fermi levels and electrical properties, Bloch's theorem and conduction bands.

**PREREQUISITES:** A course involving PDE's such as one of (PHYS 222, PHYS 381, or CHEM 322) and (a course involving thermodynamics, such as one of (PHYS 231 or PHYS 311, PHYS 381, or CHEM 222) and (a course involving quantum mechanics, such as one of (PHYS 252, PHYS 351, or CHEM 322) and (a course involving vectors, such as one of MATH 152, MATH 211, or PHYS 221).  
 Note: As of May 2015, prerequisites will change to the following: (PHYS 231) and (PHYS 351).

**COREQUISITES:**

PRE or COREQUISITES: PHYS 311 recommended.

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:**

75

**TRAINING DAY-BASED INSTRUCTION:**

**STRUCTURE OF HOURS:**

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

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

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

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: on demand  
 (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>Peter Mulhern (revised by Jeff Chizma)</b> | Date approved: <b>August 26, 2013</b>      |
| Department Head: <b>Derek Harnett</b>                             | Date of meeting: <b>September 27, 2013</b> |
| Campus-Wide Consultation (CWC)                                    | Date approved: <b>October 18, 2013</b>     |
| Curriculum Committee chair: <b>David Fenske</b>                   | Date approved: <b>October 18, 2013</b>     |
| Dean/Associate VP: <b>Lucy Lee</b>                                | Date of meeting: <b>January 31, 2014</b>   |
| Undergraduate Education Committee (UEC) approval                  |                                            |

**PHYS 455**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Identify the types of Bravais lattices and explain the reason for the finite number of them
- Explain the organization of the periodic table of the elements
- Write out primitive lattice vectors for a variety of lattice types
- Determine the Miller indices and interplanar separation for various lattices
- Calculate the scattering maxima condition for simple crystals
- Derive Bragg's law using several different methods
- Apply Fourier transforms to work within the reciprocal lattice
- State the importance of Brillouin zones within crystals
- Calculate the reciprocal lattice vectors given the primitive lattice vectors of a given lattice
- Distinguish between the four main methods of binding within a crystal, and state the properties of each
- Derive dispersion relationships for modes of crystal vibrations
- Employ a variety of approximation methods to model scattering and vibrations
- Discern the different contributions to internal energy and heat capacities of crystals
- Provide simple explanations of Fermi levels and Fermi energies
- Perform calculations on thermal and electrical properties of crystals based on Fermi levels
- Show the importance of band gaps in the operation of semiconductors and transistors

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

This course will be taught using lectures, demonstrations, seminars, and student projects. Problems will be assigned and marked on a regular basis.

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

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

☒ Other (specify): Please see the Physics PLAR policy on the department's webpage

☐ 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:]*

Introduction to Solid State Physics, Charles Kittel--most recent edition  
Solid State Physics, Ashcroft & Mermin, Brooks/Cole (1976)

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                          |     |
|--------------------------|-----|
| Assignments:             | 30% |
| Term test:               | 20% |
| Project or presentation: | 10% |
| Final exam:              | 40% |

**COURSE CONTENT:**

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

1. **Review and Overview**
  - Size and distance scales, symmetrized states, Pauli exclusion principle, simple binding, atoms and molecules, periodic table, spectroscopic notation
2. **Crystal Structure**
  - Crystal lattice, symmetry operations, translation vectors, Bravais lattices in two and three dimensions, lattice vectors, basis vectors, crystal planes and Miller indices, interplanar distances, examples of crystal structures
3. **Scattering from Crystals**
  - Bragg's law, plane wave scattering, Fourier transforms, scattering amplitude, reciprocal lattice and reciprocal lattice vectors, scattering condition, Laue equations, Ewald construction, Brillouin zones, structure factors, atomic form factors, scattering peak examples

*Course Content continued:*

- 4. Crystal Binding**
  - Cohesive energy, molecular bonding, Lenoard-Jones potential and Van der Waals force, ionic bonding, Madelung constant, covalent bonding and symmetry, metallic bonding and electron gases, material properties based on bonding type
- 5. Elastic Properties of Crystals**
  - Compression and shear forces, stress and strain relationship, Young's modulus, elastic waves (transverse and longitudinal), group and phase velocities, dispersion
- 6. Lattice Vibrations**
  - Harmonic potential approximation, monatomic and diatomic lattices, coupled oscillators, plane wave solutions, dispersion relationship in one dimension, acoustic and optical modes, relationship to the 1<sup>st</sup> Brillouin zone, relationship to Bragg scattering, long wavelength limit and elastic properties, optical excitations, phonons, elastic and inelastic phonon scattering
- 7. Thermal Properties of Solids**
  - Heat capacities, internal energy, phonon and electron contributions, quantum statistics, Bose and Fermi gases, Planck distribution, phase space, density of states, Einstein and Debye models, equipartition theorem and classical results, Fermi energy level, comparison to experiment
- 8. Electrical Properties of Solids**
  - Conduction electrons, electron transport and the Drude model of metals, periodic potentials and Bloch's theorem, Fermi surface, energy bands, band gaps, pn junctions and semiconductors, the transistor
- 9. Selected Topics (time dependent)**
  - Optical properties of materials, superconductivity, Bose-Einstein condensates, magnetic properties of materials

**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10, 2013

Subject: revision of an existing course (PHYS 458)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

- This course was up for review.
- Having taught the course several times, the instructor decided that PHYS 352 was not needed even as a recommended corequisite.

2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

- The calendar description has been re-written.
- The recommended corequisite has been deleted.
- The learning outcomes have undergone a major re-write.
- The course content has been updated to include more detail.

B. New course:

1. Rationale for new course

2. How new course fits into program(s)

3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

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

- 2, 3, 5

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- No

3. What consideration has been given to indigenizing the curriculum?

- None

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
- b. Class size limit



- c. Frequency of offering
- d. Resources required (labs, equipment)
  - N/A
- 5. If this course is not eligible for PLAR, explain why.
  - This course is eligible for PLAR.
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - No
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - Text: approximately \$150

**CWC Comments**

None.



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

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                                 |                              |             |
|---------------------------------|------------------------------|-------------|
| PHYS 458                        | Faculty of Science / Physics | 3           |
| COURSE NAME/NUMBER              | FACULTY/DEPARTMENT           | UFV CREDITS |
| Introduction to Nuclear Physics |                              |             |
| COURSE DESCRIPTIVE TITLE        |                              |             |

**CALENDAR DESCRIPTION:**

Nuclear sizes and range, the periodic table and isotopes; Rutherford scattering (classical and quantum), nuclear form factors, and charge distributions; liquid drop model, binding energy and the Semi Empirical Mass Formula, binding energy curve, nuclear drip lines; shell models and spin-orbit coupling, magic numbers, mirror nuclei, spin and parity states; radioactive decay, fission and fusion, half-life and nuclear stability.

PREREQUISITES: PHYS 351.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: On Demand  
 (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>Tim Cooper (revised by Jeff Chizma)</u> | Date approved: <u>August 26, 2013</u>      |
| Department Head: <u>Derek Harnett</u>                          | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                                 | Date approved: <u>October 18, 2013</u>     |
| Curriculum Committee chair: <u>David Fenske</u>                | Date approved: <u>October 18, 2013</u>     |
| Dean/Associate VP: <u>Lucy Lee</u>                             | Date of meeting: <u>January 31, 2014</u>   |
| Undergraduate Education Committee (UEC) approval               |                                            |

**PHYS 458**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- State the composition of nuclei and their various decay modes
- Write and interpret the composition of atoms in terms of spectroscopic notation
- Apply the techniques of quantum mechanics to scattering off of nuclei, and interpret the results
- Demonstrate the importance of both form factors and cross-sections in scattering events
- Explain the origin of the liquid drop model, and how it can be used to model binding energies
- List the five major components of the SEMF, and their functional dependence on nuclear parameters
- Perform calculations based on the SEMF to predict the stability of nuclei under various decay modes
- Show how the application of the shell model can explain the origin of the magic numbers
- Predict spin-parity states of actual nuclei based on the results of the shell model
- Identify the particles involved in alpha, beta, and gamma decay
- Provide basic explanations of the three main decay mechanisms of nuclei involved in radioactivity
- Calculate the ratio of parent to daughter nuclei in multiple decay chains
- Distinguish the difference between fission and fusion, and how they can be applied to nuclear power

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

This course will be taught using lectures, demonstrations, seminars, and student projects. Problems will be assigned and marked on a regular basis. In addition, limited computational modeling will be employed.

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

- ☐ Examination(s)                      ☐ Portfolio assessment    ☐ Interview(s)
- ☒ Other (specify): Please see the Physics PLAR policy on the department's webpage.
- ☐ 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:]*

Introductory Nuclear Physics, Kenneth S. Krane, Wiley (Ed. 3)

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                          |     |
|--------------------------|-----|
| Assignments:             | 30% |
| Term test:               | 20% |
| Project or presentation: | 10% |
| Final exam:              | 40% |

**COURSE CONTENT:**

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

1. **Introduction**
  - History and overview of nuclear physics, size and scale of nuclear physics, nucleons, quantum mechanics review, parity, total angular momentum, symmetry and multi-particle states, Pauli exclusion principle, spectroscopic notation and the atomic shell model, isospin
2. **Scattering**
  - Rutherford scattering, impact parameter, cross-section, classical results, quantum scattering, differential cross-section, Green's functions, form factors, charge density, correlation to classical results, interpretation of experimental results
3. **Liquid Drop Model of Nuclei**
  - Binding energy, surface and volume terms, Coulomb term, pairing term, exchange term, semi empirical mass formula (SEMF), atomic versus nuclear mass, binding energy per nucleon curve, alpha particles and decay, semi-leptonic decay, nuclear stability, exploring the SEMF with Maple/Mathematica

**PHYS 458**  
**COURSE NAME/NUMBER**

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

*Course Content continued:*

**4. The Shell Model of Nuclei**

- Comparison to atomic shell model, magic numbers and binding, Coulomb potential, spherical well potential, harmonic potential, Woods-Saxon potential, LS coupling and degeneracy, shell model predictions of spin-parity states, comparison with experiment, electric quadrupole moment

**5. Radioactive Decay**

- Alpha decay and tunneling, beta decay and Fermi's golden rule, gamma decay and nuclear shape, fission, fusion, decay chains, half-life, decay spectra, nuclear power, nuclear weapons

**6. Introduction to Particle Physics (time dependent)**

- Colour, flavour, quarks, mesons, baryons, hadrons, leptons, gluons, antiparticles, construction of a nucleon

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 21 October, 2013

Subject: THEA 203/ENGL 233: New Cross-listed Course (replaces THEA 202, ENGL 230, ENGL 231)

Course revision: THEA 203/ENGL 233 History of Theatre and Drama: Antiquity to 1642

1. Rationale for change: The department is working on course revisions as part of the development of the Theatre Major proposal. Working in cooperation with the English Department, we've reconfigured THEA 202 History of Theatre: Antiquity to the 18<sup>th</sup> Century and combined it with content from ENGL 230 The Tragic in Western Drama and ENGL 231 The Comic in Western Drama, to create a single, new cross-listed course THEA 203/ENGL 233. This course forms part of a package of History of Theatre and Drama courses, which also include THEA 204/ENGL 234 History of Theatre and Drama: 1642 to 1914; and THEA 301/ENGL 365 History of Theatre and Drama: 1914-Present. By combining resources from both departments, students in Theatre and English will gain through our ability to offer all three courses annually (currently THEA 201 and 202 are offered in alternate years). These revisions also eliminate duplication of content that was occurring in the four existing course offerings. The change also addresses recommendations made in the Theatre program review (to move material from 200 to 300 level in preparation for developing and implementing the Theatre Major) and in the English program review (to streamline 200 level course offerings).
2. Summary of substantive changes:
  - Course Name/Number
  - Course title changed to "History of Theatre and Drama: Antiquity to 1642"
  - Course description revised
  - Prerequisites adjusted to ensure students have obtained sufficient grounding in Theatre and/or English
  - Learning outcomes revised for a combined history of theatre and drama course
  - Textbooks revised and updated
  - Student evaluation revised and updated
  - Course Content revised and updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline. A copy of the Theatre program learning outcomes is attached.

- b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course will be cross-listed with Theatre and English. The changes will not affect either program except to give students more choice and a greater frequency of offerings.

- c. What consideration has been given to indigenizing the curriculum?

The course content provided in the course outline indicates one way that Indigenous content within a Canadian context could be incorporated into the course easily (weeks 10-11). Many of the international performance traditions covered in the course represent Indigenous performance traditions from cultural contexts outside of North America. The sample research assignments (annotated bibliography, position paper) provide students with the opportunity to choose research topics; students would be able to study Indigenous performance traditions in order to complete these assignments.

- d. 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:

- i. Credit value: n/a
- ii. Class size limit: n/a
- iii. Frequency of offering: by combining material from THEA 202 and ENGL 230/231, and sharing the sections needed to teach this course, both departments gain efficiencies that will enable us to offer the full suite of History of Theatre and Drama courses annually.
- iv. Resources required (labs, equipment): n/a

- e. If this course is not eligible for PLAR, explain why. n/a

- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Depending on the course topic and content, field trips may be required. Students will be expected to pay any costs related to field trips, and this information, along with dates and times, will be clearly announced on the first day of classes and in the course syllabus.

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course are generally anticipated to cost around \$100-150.

**From:** [Bruce Kirkley](#)  
**To:** [Rhonda Colwell](#)  
**Cc:** [Lesley Poh](#); [John Pitcher](#); [Lesley Poh](#)  
**Subject:** RE: [CWC] THEA 203 ENGL 233: New Cross-Listed Course REVISED  
**Date:** Wednesday, November 20, 2013 4:10:43 PM  
**Attachments:** [THEA 203 ENGL 233 2013 11 20.doc](#)

---

Hi Rhonda,

As per my earlier email, I have revised the course outline for THEA 203/ENGL 233 as per your recommendations below regarding synonymous and cross-listed courses. Please note that, while THEA 202 cannot be taken for further credit in relation to the new THEA 203/ENGL 233, the English Department has determined that ENGL 230 and 231 are sufficiently different from the new courses THEA 203/ENGL 233, THEA 204/ENGL 234, and THEA 301/ENGL 365, to justify allowing students with these courses to take the new courses for further credit.

I will make the changes to the calendar copy and submit in accordance with your recommendations. Please note approval for these changes from John Pitcher as well.

Best,  
 Bruce

---

**From:** John Pitcher  
**Sent:** Wednesday, October 30, 2013 10:23 AM  
**To:** Bruce Kirkley; Heather DavisFisch  
**Cc:** Lesley Poh  
**Subject:** RE: [CWC] THEA 203 ENGL 233: New Cross-Listed Course

Correct. Please submit these changes on behalf of English.

John Pitcher, PhD  
 Head, Department of English  
 University of the Fraser Valley  
 (604) 504-7441, x6318  
[john.pitcher@ufv.ca](mailto:john.pitcher@ufv.ca)

---

**From:** Bruce Kirkley  
**Sent:** October 30, 2013 7:41 AM  
**To:** Heather DavisFisch; John Pitcher  
**Subject:** FW: [CWC] THEA 203 ENGL 233: New Cross-Listed Course

Hi Heather and John,

Please see Rhonda's comments below regarding the new THEA 203/ENGL 233 History of Theatre and Drama course. It's my understanding that English will also be discontinuing ENGL 230 and 231; is this correct? If so, then we need to list these as synonymous courses on the official course outline, and include them in the note in the calendar description, as recommended by Rhonda.

Also, I can make the changes to the program requirements in the calendar copy - but just want to be sure that English will be okay with Theatre submitting the changes on your behalf.

Thanks,

Bruce

---

**From:** Rhonda Colwell  
**Sent:** October 28, 2013 4:27 PM  
**To:** Bruce Kirkley; cwconsult  
**Subject:** RE: [CWC] THEA 203 ENGL 233: New Cross-Listed Course

Hi Bruce,

The memo references the reconfiguration of THEA 202 and combining it with content from ENGL 230 and 231. But, the course outline only lists THEA 202 in the Synonymous Courses section. Will students be allowed to complete either ENGL 230 or 231 (or both) for further credit if they have also completed this course?

Please add the following notes under the Calendar Description:

Note: Students with credit for THEA 202 may not take THEA 203/ENGL 233 for further credit.

Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.

Since THEA 202 is listed within the Theatre minor, Theatre extended minor, and English major, Drama concentration, will program requirement changes be coming to CWC shortly?

Thanks,  
Rhonda

---

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Bruce Kirkley  
**Sent:** Wednesday, October 23, 2013 4:43 PM  
**To:** cwconsult  
**Subject:** [CWC] THEA 203 ENGL 233: New Cross-Listed Course

Attached please find the official course outline and memo for the new course THEA 203/ENGL 233 History of Theatre and Drama: Antiquity to 1642. A copy of the Theatre Department learning outcomes is also attached, since the course outline makes reference to these LO's.

Thanks,  
Bruce

Dr. Bruce Kirkley  
Department Head, Theatre  
University of the Fraser Valley

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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                    |             |
| THEA 203                                                                                                                  | Theatre            | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Theatre and Drama: Antiquity to 1642                                                                           |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course explores the evolution and diversity of theatre and drama from Antiquity to 1642. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Greek tragedy, Roman comedy, Sanskrit theatre, Medieval drama, Japanese Noh, and Elizabethan tragedy and comedy. This course may involve field trips to see plays in the Lower Mainland.

Note: Students with credit for THEA 202 may not take THEA 203/ENGL 233 for further credit.

Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.

PREREQUISITES: THEA 101 and one 100-level ENGL course, ENGL 105 or higher; OR any two 100-level ENGL courses, ENGL 105 or higher.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: THEA 202  
 (b) Cross-listed with: ENGL 233  
 (c) Cannot take: THEA 202, ENGL 233 for further credit.

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 25 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): field trip 5 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: annually

(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>Heather Davis-Fisch</u>      | Date approved: <u>4 October 2013</u>     |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>November 1, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>December 6, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>December 6, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>January 31, 2014</u> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**THEA 203**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Explain key developments in the history of theatre and performance from antiquity to 1642;
- Analyze the dramatic structure, characters, themes, and performance conventions in assigned plays;
- Summarize the central argument in works of dramatic and performance theory;
- Recognize relationships between dramatic texts and historical, social, cultural, or aesthetic contexts;
- Participate in discussions by responding to the arguments of others using evidence;
- Integrate secondary and primary source material into writing, using scholarly conventions of documentation;
- Communicate ideas orally and in writing, in a clear and well-organized manner.

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

Lectures, class and small group discussions, student presentations, field trips, practical workshops

**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 for this course might be:]

Phillip Zarilli et. al. *Theatre Histories*. Routledge, 2009.

Sophocles. *Antigone*. Trans. Michael Townsend and Eugene Falk. Longman, 1997.

Plautus. *Miles Gloriosus*. Trans. Mason Hammond, Arthur Mack, Walter Moskalew. Harvard UP, 1997.

Kalidasa. *The Recognition of Sakuntala*. Trans. Arthur Ryder. Dover, 2003.

William Shakespeare. *The Merchant of Venice*. Simon and Schuster, 2004.

Coursepack including: Anon. *The Farce of Master Pierre Pathelin*; Hildegard von Bingen. *The Play of the Virtues*; Marc L'Escarbot. *The Theatre of Neptune in New France*; Aristotle, *Poetics*; Horace, *Ars Poetica*; Bharata, *Natyashastra*; Robertellus, "On Comedy"; Guarini, "Comendium of Tragicomic Poetry"

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                        |     |
|------------------------|-----|
| Theoretical summary    | 15% |
| Scene analysis         | 15% |
| Annotated bibliography | 10% |
| Position paper         | 20% |
| Group presentation     | 15% |
| Exam                   | 25% |

**COURSE CONTENT:**

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

Week 1: Introduction to theatre history: the archive and the repertoire

Week 2-3: Greek tragedy: Sophocles, *Antigone*; Aristotle, *Poetics*

Week 4-5: Roman comedy: Plautus, *Miles Gloriosus*; Horace, *Ars Poetica*

Week 6-7: Sanskrit theatre: Kalidasa, *The Recognition of Sakuntala*; Bharata, *Natyashastra*

Week 8-9: Performance in the medieval world: Anon, *The Farce of Pierre Pathelin*; Hildegard von Bingen, *The Play of the Virtues*; Robertellus, "On Comedy"

Week 10-11: Contact performances in North America: Marc L'Escarbot, *The Theatre of Neptune in New France*; Guest speaker on Sto:lo storytelling traditions

Week 12-13: Elizabethan theatre: William Shakespeare, *The Merchant of Venice*; Guarini, "Compendium of Tragicomic Poetry"



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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**

|                                                 |                    |             |
|-------------------------------------------------|--------------------|-------------|
| ENGL 233                                        | English            | 3           |
| COURSE NAME/NUMBER                              | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Theatre and Drama: Antiquity to 1642 |                    |             |
| COURSE DESCRIPTIVE TITLE                        |                    |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **THEA 203** for the official course outline.

**CALENDAR DESCRIPTION:**

This course explores the evolution and diversity of theatre and drama from Antiquity to 1642. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Greek tragedy, Roman comedy, Sanskrit theatre, Medieval drama, Japanese Noh, and Elizabethan tragedy and comedy. This course may involve field trips to see plays in the Lower Mainland.

Note: Students with credit for THEA 202 may not take THEA 203/ENGL 233 for further credit.

Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.

PREREQUISITES: THEA 101 and one 100-level ENGL course, ENGL 105 or higher; OR any two 100-level ENGL courses, ENGL 105 or higher.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **THEA 202**  
 (b) Cross-listed with: **THEA 203**  
 (c) Cannot take: **THEA 202, THEA 203** 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): **Heather Davis-Fisch**

Department Head: **John Pitcher**

Campus-Wide Consultation (CWC)

Curriculum Committee chair: **Amanda McCormick**

Dean/Associate VP: **Jacqueline Nolte**

Undergraduate Education Committee (UEC) approval

Date approved: **4 October 2013**

Date of meeting: **November 1, 2013**

Date approved: **December 6, 2013**

Date approved: **December 6, 2013**

Date of meeting: **January 31, 2014**

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 21 October, 2013

Subject: THEA 204/ENGL 234: New Cross-listed Course (replaces THEA 201, 202, ENGL 230, ENGL 231)

Course revision: THEA 204 History of Theatre and Drama: 1642-1914

1. Rationale for change: The department is working on course revisions as part of the development of the Theatre Major proposal. Working in cooperation with the English Department, we've reconfigured THEA 201 History of Theatre: 19<sup>th</sup> Century to the Present, THEA 202 History of Theatre: Antiquity to the 18<sup>th</sup> Century and combined it with content from ENGL 230 The Tragic in Western Drama and ENGL 231 The Comic in Western Drama, to create a single, new cross-listed course THEA 204/ENGL 234. This course forms part of a package of History of Theatre and Drama courses, which also include THEA 203/ENGL 233 History of Theatre and Drama: Antiquity-1642; and THEA 301/ENGL 365 History of Theatre and Drama: 1914-Present. By combining resources from both departments, students in Theatre and English will gain through our ability to offer all three courses annually (currently THEA 201 and 202 are offered in alternate years). These revisions also eliminate duplication of content that was occurring in the four existing course offerings. This change also addresses recommendations made in the Theatre program review (to move material from 200 to 300 level in preparation for developing and implementing the Theatre Major) and in the English program review (to streamline 200 level course offerings).
2. Summary of substantive changes:
  - Course Name/Number
  - Course title changed to "History of Theatre and Drama: 1642-1914"
  - Course description revised
  - Prerequisites adjusted to ensure students have obtained sufficient grounding in Theatre and/or English
  - Learning outcomes revised for a combined history of theatre and drama course
  - Textbooks revised and updated
  - Student evaluation revised and updated
  - Course Content revised and updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline. A copy of the Theatre program learning outcomes is attached.

- b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course will be cross-listed with Theatre and English. The changes will not affect either program except to give students more choice and a greater frequency of offerings.

- c. What consideration has been given to indigenizing the curriculum?

The course content provided in the course outline indicates one way that Indigenous content within a Canadian context could be incorporated into the course easily (week 10). The Asian performance traditions covered in the course represent Indigenous performance traditions from cultural contexts outside of North America. The sample research assignments (annotated bibliography, position paper) provide students with the opportunity to choose research topics; students would be able to study Indigenous performance traditions in order to complete these assignments.

- d. 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:

- i. Credit value: n/a
- ii. Class size limit: n/a
- iii. Frequency of offering: by combining material from THEA 201/202 and ENGL 230/231, and sharing the sections needed to teach this course, both departments gain efficiencies that will enable us to offer the full suite of History of Theatre and Drama courses annually.
- iv. Resources required (labs, equipment): n/a

- e. If this course is not eligible for PLAR, explain why. n/a

- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Depending on the course topic and content, field trips may be required. Students will be expected to pay any costs related to field trips, and this information, along with dates and times, will be clearly announced on the first day of classes and in the course syllabus.

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course are generally anticipated to cost around \$100-150.

**From:** [Bruce Kirkley](#)  
**To:** [Rhonda Colwell](#)  
**Cc:** [Samantha Pattridge](#); [Ashley Hoogendoorn](#); [Heather DavisFisch](#); [John Pitcher](#); [Lesley Poh](#)  
**Subject:** RE: THEA 204 ENGL 234: New Cross-Listed Course  
**Date:** Wednesday, November 20, 2013 3:53:06 PM

---

Hi Rhonda,

Thanks for your comments. In the case of the new course, THEA 204/ENGL 234, the content does not, in fact, replace a substantial amount of the material found in the previous THEA 201 and ENGL 233. We have created a new upper level course, THEA 301/ENGL 365, that does cover more of the content from THEA 201 and ENGL 233; however, it will do so at a significantly higher level by requiring students to engage more robust critical perspectives and to undertake more rigorous research. For these reasons, we believe students who have previously taken THEA 201 or ENGL 233 should have the opportunity to take the new THEA 204/ENGL 234 and THEA 301/THEA 365 for further credits, since these new courses are sufficiently different to justify awarding further credits.

Also, thank you for catching the typo (fixed).

Best,  
Bruce

---

**From:** Rhonda Colwell  
**Sent:** Monday, October 28, 2013 4:38 PM  
**To:** Bruce Kirkley  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: THEA 204 ENGL 234: New Cross-Listed Course

Hi Bruce,

I have the same questions and requests for this course outline as I just sent out for THEA 203/ENGL 233.

It looks like THEA 201 is crossed out in the Synonymous Course section.

I think a "p" is missing from the word "performance" for Week 10 in the Course Content section.

Thanks,  
Rhonda

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**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Bruce Kirkley  
**Sent:** Wednesday, October 23, 2013 4:46 PM  
**To:** cwconsult  
**Subject:** [CWC] THEA 204 ENGL 234: New Cross-Listed Course

Attached please find the official course outline and memo for the new course THEA 204/ENGL 234 History of Theatre and Drama: 1642 to 1914. A copy of the Theatre Department learning outcomes is also attached, since the course outline makes reference to these LO's.

Thanks,  
Bruce



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                    |             |
| THEA 204                                                                                                                  | Theatre            | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Theatre and Drama: 1642 to 1914                                                                                |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course explores the evolution and diversity of theatre and drama from 1642 to 1914. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Restoration comedy, Neoclassical tragedy, Kabuki, Kathakali, Chinese opera, melodrama, and Realism. This course may involve field trips to plays in the Lower Mainland.

Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit.

PREREQUISITES: THEA 101 and one 100-level ENGL course, ENGL 105 or higher; OR any two 100-level ENGL courses, ENGL 105 or higher.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: ENGL 234  
 (c) Cannot take: ENGL 234 for further credit.

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 25 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Field trip 5 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: annually  
 (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>Heather Davis-Fisch</u>      | Date approved: <u>October 4, 2013</u>    |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>November 1, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>December 6, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>December 6, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>January 31, 2014</u> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**THEA 204**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Explain key developments in the history of theatre and performance from 1642-1914;
- Analyze the dramatic structure, characters, themes, and performance conventions in assigned plays;
- Summarize the central argument in works of dramatic and performance theory;
- Recognize relationships between dramatic texts and historical, social, cultural, or aesthetic contexts;
- Participate in discussions by responding to the arguments of others using evidence;
- Integrate secondary and primary source material into writing, using scholarly conventions of documentation;
- Communicate ideas orally and in writing, in a clear and well-organized manner

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

Lectures, class and small group discussions, guest lecturers, student presentations, field trips, practical workshops

**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 for this course might be:]

Phillip Zarilli et. al. *Theatre Histories*. Routledge, 2009.

Jean Racine. *Phaedra*. Trans. Ted Hughes. Farrar, Straus & Giroux, 1999.

Aphra Behn. *The Rover*. Ed. Frederick M. Link. University of Nebraska, 1967.

Friedrich Schiller. *The Robbers*. Penguin, 1979.

Henrik Ibsen. *A Doll's House*. Dover, 1992.

Coursepack including images and excerpts from: Pierre Corneille, *Discourses*; Jeremy Collier, *A Short View of the English Stage...*; Li Yu, *Casual Expressions of Idle Feelings*; Victor Hugo, "Preface to Cromwell"; Friedrich Schiller, *The Stage as a Moral Institution*; Emile Zola, *Naturalism in the Theatre*; and the plays: Chikamatsu Monzaemon, *Love Suicides at Sonezaki*; Kong Shangren, *The Peach Blossom Fan*; C.P. Hazlewood. *Lady Audley's Secret*

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                        |     |
|------------------------|-----|
| Theoretical summary    | 15% |
| Scene analysis         | 15% |
| Annotated bibliography | 10% |
| Position paper         | 20% |
| Group presentation     | 15% |
| Exam                   | 25% |

**COURSE CONTENT:**

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

Week 1: Introduction to theatre history and historiography

Week 2-3: Neoclassical tragedy: Jean Racine, *Phaedra*; Pierre Corneille, *Discourses*

Week 4-5: Restoration comedy: Aphra Behn, *The Rover*; Jeremy Collier, *A Short View of the English Stage...*

Week 6: Kabuki: Chikamatsu Monzaemon, *Love Suicides at Sonezaki*

Week 7: Chinese opera: Kong Shangren, *The Peach Blossom Fan*; Li Yu, *Casual Expressions of Idle Feelings*

Week 8: *Sturm und Drang* and Romanticism: Friedrich Schiller, *The Robbers*; Victor Hugo, "Preface to Cromwell";

Friedrich Schiller, *The Stage as a Moral Institution*

Week 9: Melodrama: C.P. Hazlewood, *Lady Audley's Secret*

Week 10: Indigenous performance practices during colonial period: guest speaker

Week 11-12: Realism and Naturalism: Henrik Ibsen, *A Doll's House*; Emile Zola, *Naturalism in the Theatre*

Week 13: Early avant-garde: readings from Zarilli



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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**

|                    |                                            |             |
|--------------------|--------------------------------------------|-------------|
| ENGL 234           | English                                    | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                         | UFV CREDITS |
|                    | History of Theatre and Drama: 1642 to 1914 |             |
|                    | COURSE DESCRIPTIVE TITLE                   |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **THEA 204** for the official course outline.

**CALENDAR DESCRIPTION:**

This course explores the evolution and diversity of theatre and drama from 1642 to 1914. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Restoration comedy, Neoclassical tragedy, Kabuki, Kathakali, Chinese opera, melodrama, and Realism. This course may involve field trips to plays in the Lower Mainland.

Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit.

PREREQUISITES: THEA 101 and one 100-level ENGL course, ENGL 105 or higher; OR any two 100-level ENGL courses, ENGL 105 or higher.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: **THEA 204**  
 (c) Cannot take: **THEA 204** for further credit.

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

**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): **Heather Davis-Fisch**

Department Head: **John Pitcher**

Date approved: **October 4, 2013**

Campus-Wide Consultation (CWC)

Date of meeting: **November 1, 2013**

Curriculum Committee chair: **Amanda McCormick**

Date approved: **December 6, 2013**

Dean/Associate VP: **Jacqueline Nolte**

Date approved: **December 6, 2013**

Undergraduate Education Committee (UEC) approval

Date of meeting: **January 31, 2014**

**Memo**

To: CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 2 October, 2013

Subject: THEA 215: Minor Revisions

Course revision: THEA 215 Voice and Body I

1. Rationale for change: The department is working on revisions to the core acting courses in the program as part of the development of the Theatre Major proposal. THEA 215 has been revised to clarify the kinesthetic component of the course work, and to make the connection of this course with THEA 315 Voice and Body II stronger.
2. Summary of substantive changes: The primary changes are clearly shown on the accompanying official course outline:
  - Course title changed to “Voice and Body I”
  - Prerequisites revised to allow entry to students who have attained proficiency in THEA 111. The audition option has been removed to make the course consistent with current practice (there has never been a need to set up a formal audition process for this course, and instructor permission is available for students who may wish to take the course without having completed THEA 111)
  - Total hours and structure of hours revised to reflect current practice
  - Maximum enrolment adjusted upward to 24 students
  - Learning outcomes revised and clarified
  - Textbooks revised and updated
  - Student Evaluation revised and updated
  - Course Content revised and updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline.
  - b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course is not required by any programs beyond the discipline.
  - c. What consideration has been given to indigenizing the curriculum?

Every student is welcome and belongs in this course. Through its annual season of theatre and hosting of special events, including partnership events with the Sto:lo Nation and visits by prominent First Nations creative artists, the department plays an integral role in developing awareness of indigenous culture and issues. This course supports these activities.

- d. 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:
  - i. Credit value: n/a
  - ii. Class size limit: The class size has been increased to 24 from 18. This change will allow the program to accommodate more students annually.
  - iii. Frequency of offering: n/a
  - iv. Resources required (labs, equipment): n/a
- e. If this course is not eligible for PLAR, explain why. n/a
- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
  
n/a
- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course generally cost around \$100-150.

**No CWC Comments Received**



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

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| THEA 215                 | Theatre            | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Voice and Body I         |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces the techniques actors use to develop a clear and responsive speaking voice. Students will learn how the human body generates sound, and the physical training and mental awareness needed to free the voice to become an effective instrument for performance.

PREREQUISITES: THEA 112 or audition. Note: As of September 2015, prerequisites will change to the following: THEA 111 with a minimum grade of B.

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:** 45

**STRUCTURE OF HOURS:**

Lectures: 10 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Studio 35 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: annually  
 (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>Bruce Kirkley</u>            | Date approved: <u>November 2013</u>       |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>November 22, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval    |                                           |

**THEA 215  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Practice a range of exercises and techniques to enhance vocal and physical flexibility.
- Engage mental and physical self-awareness of how the body moves and generates sound.
- Employ flexibility in the body and the breath to realize a range of vocal and physical expression.
- Vocalize clear and authentic responses to the meaning and emotional impact of poetic and dramatic texts.
- Employ vocal and physical awareness when speaking and performing.

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

Presentations, demonstrations, physical and vocal exercises.

**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 for this course might be:]*

Calais-Germain, Blandine. *Anatomy of Breathing*. Seattle: Eastland, 2006.

Linklater, Kristin. *Freeing the Natural Voice*. 2<sup>nd</sup> Ed. London: Nick Hern, 2006.

Rodenburg, Patsy. *The Right to Speak: Working with the Voice*. New York: Routledge, 1992.

Course-pack or handouts of selected prose, poems, monologues and scenes for vocal practice and performance

**SUPPLIES / MATERIALS:**

Exercise mat and loose-fitting clothing required for classes.

**STUDENT EVALUATION:**

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

|                        |     |
|------------------------|-----|
| Solo/Duo Presentation  | 25% |
| Group Presentation     | 25% |
| Anatomy Tests (2)      | 20% |
| Reading Responses (10) | 20% |
| Class Exercises        | 10% |

**COURSE CONTENT:**

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

**Week/Topic**

1. Introduction: course objectives and methods; relaxation and preparation of the body for vocal work
2. Foundation of the Breath: centering and alignment of the body; Exploring Vowels and Consonants
3. Support of the Breath: developing flexibility of the spine; Exploring Words and Images
4. Opening the Breath: developing flexibility in the rib cage and shoulders; Sound Images
5. Freeing the Voice: integrating physical alignment, flexibility, breath, and voice; Sound Poems: "Jabberwocky" and other nonsense verse
6. Anatomy of the Voice; Owning the Voice
7. Solo/Duo Presentations; Critique
8. Lower Resonators: The Torso Resonators; The Open Chimney: Freeing the Throat; Shakespearean Insults
9. Upper Resonators: The Sinus and Skull Resonators; Battle Cries
10. Articulators: The Jaw; Rhythms and Chants
11. Articulators: The Tongue and Lips; Group Poem
12. Articulators: The Soft Palate; Group Poem
13. Voice Warm Up; Group Poem
14. Group Poem Presentations; Critique

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 21 October, 2013

Subject: THEA 301/ENGL 365: New Course (replaces THEA 201, ENGL 230, ENGL 231)

Course revision: THEA 301 History of Theatre and Drama: 1914-Present

1. Rationale for change: The department is working on course revisions as part of the development of the Theatre Major proposal. Working in cooperation with the English Department, we've reconfigured THEA 201 History of Theatre: 19<sup>th</sup> Century to the Present and combined it with content from ENGL 230 The Tragic in Western Drama and ENGL 231 The Comic in Western Drama, to create a single, new cross-listed course THEA 301/ENGL 365. This course forms part of a package of History of Theatre and Drama courses, which also include THEA 203/ENGL 233 History of Theatre and Drama: Antiquity-1642; and THEA 204/ENGL 234 History of Theatre and Drama: 1642-1914. The move of course material from the 200 to 300 level is appropriate since students at the 300 level will be better prepared to engage with the theoretical complexity and literary sophistication of theatre and drama from the twentieth century to the present. By combining resources from both departments, students in Theatre and English will gain through our ability to offer all three courses annually (currently THEA 201 and 202 are offered in alternate years). These revisions also eliminate duplication of content that was occurring in the four existing course offerings. The change also addresses recommendations made in the Theatre program review (to move material from 200 to 300 level in preparation for developing and implementing the Theatre Major) and in the English program review (to streamline 200 level course offerings).
2. Summary of substantive changes:
  - Course Name/Number
  - Level of course
  - Course title changed to "History of Theatre and Drama: 1914-Present"
  - Course description revised
  - Prerequisites adjusted to ensure students have obtained sufficient grounding in Theatre and/or English and to reflect prerequisites for 300 level courses in both departments
  - Learning outcomes revised for a combined history of theatre and drama course and for change from 200 to 300 level
  - Textbooks revised and updated
  - Student evaluation revised and updated
  - Course Content revised and updated

**3. Budget and Learning outcome Issues****a. How does your course address the UFV Learning Outcomes?**

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline. A copy of the Theatre program learning outcomes is attached.

**b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**

This course will be cross-listed with Theatre and English. The changes will not affect either program except to give students more choice and a greater frequency of offerings.

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

The course content provided in the course outline indicates one way that Indigenous content within a Canadian context could be seamlessly incorporated into the course (week 13) Several other topics covered in the course (political theatre, theatre and globalization, intercultural theatre) also address Indigenous performance practices . The research project and group presentation assignments provide students with the opportunity to chose topics; students would be able to study Indigenous performance traditions in order to complete these assignments.

**d. 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:**

- i. Credit value: The credit value of 4 credits is higher than the 3 credit value of the 200 level courses being replaced, and is consistent with the credit value of upper level courses in Theatre and English.
- ii. Class size limit: The class size limit of 25 is consistent with 300 level offerings in English and Theatre studies classes but is smaller than the class size limit in the 200 level courses that THEA 301/ENGL 365 replaces. The change in credit value addresses the budget implications of this change, since students will pay more tuition for the course (former 201: 36 class size maximum X 3 credits = 108 total credits; new 301/365: 25 class size maximum X 4 credits = 100 total credits. This leaves a difference of (8) credits; however, it should be also be noted that the former 201 historically has enrolled in the 25 to 30 student range. Given this, the net effect will actually be either neutral, or an increase in tuition revenues for the course.)
- iii. Frequency of offering: by combining material from THEA 201/202 and ENGL 230/231, and sharing the sections needed to teach this course, both departments gain efficiencies that will enable us to offer the full suite of History of Theatre and Drama courses annually.
- iv. Resources required (labs, equipment): n/a

e. If this course is not eligible for PLAR, explain why. n/a

f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Depending on the course topic and content, field trips may be required. Students will be expected to pay any costs related to field trips, and this information, along with dates and times, will be clearly announced on the first day of classes and in the course syllabus.

g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course are generally anticipated to cost around \$100-150.



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                                                   |                    |             |
|---------------------------------------------------|--------------------|-------------|
| THEA 301                                          | Theatre            | 4           |
| COURSE NAME/NUMBER                                | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Theatre and Drama: 1914 to the Present |                    |             |
| COURSE DESCRIPTIVE TITLE                          |                    |             |

**CALENDAR DESCRIPTION:**

This course explores the evolution and diversity of theatre, drama, and performance from 1914 to the present, investigating major trends and issues in theatre and drama and their significance within the context of larger cultural and historical changes. This course may involve fieldtrips to plays in the Lower Mainland.

Note: This course is offered as THEA 301 and ENGL 365. Students may take only one of these for credit.

PREREQUISITES: THEA 203 and THEA 204; or one of THEA 203 or THEA 204, plus one 200-level course in ENGL; or two 200-level courses in ENGL.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** **60**

**STRUCTURE OF HOURS:**

Lectures: **20** Hrs  
 Seminar: **20** Hrs  
 Laboratory: **15** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Fieldtrips **5** Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: \_\_\_\_\_  
 Expected frequency of course offerings: **Annually**  
 (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>Heather Davis-Fisch</b>      | Date approved: <b>October 4, 2013</b>    |
| Department Head: <b>Bruce Kirkley</b>               | Date of meeting: <b>November 1, 2013</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>December 6, 2013</b>   |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>December 6, 2013</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>January 31, 2014</b> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**THEA 301**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Evaluate key developments in the history of theatre and performance from 1914 to the present;
- Apply dramatic theories to the analysis of assigned plays and performances;
- Explain how dramatic texts and theatrical movements reflect historical, social, cultural, and aesthetic values;
- Demonstrate self-reflexivity and intellectual curiosity in relation to course material;
- Produce a research project, following a process that includes identifying a research question, locating and evaluating source material, and synthesizing multiple sources effectively;
- Communicate arguments orally and in writing, demonstrating fluency with scholarly voice and conventions

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

Small-group and class discussions, seminars, workshops, guest lecturers, student presentations, field trips, lectures.

**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:]*

Phillip Zarilli. *Theatre Histories*. Routledge, 2009.  
G.B. Shaw. *Heartbreak House*. Book Jungle reprint, 2008.  
Luigi Pirandello. *6 Characters in Search of an Author*. Signet, 1998  
Bertolt Brecht. *Galileo*. Grove, 1994.  
Harold Pinter. *Betrayal*. Grove, 1979.  
Heiner Muller. *Hamletmachine*. PAJ, 2001.  
Peter Brook. *The Mahabharata*. HarperCollins, 1989.  
Monique Mojica. *Princess Pocahontas and the Blue Spots*. Women's Press Literary, 1991.  
Coursepack with theoretical readings and primary source documents, including the plays Oscar Ryan et. al. *Eight Men Speak* and Athol Fugard. *The Island* and excerpts from Antonin Artaud, *The Theatre and Its Double*; Bernard Shaw, *Tolstoy: Tragedian or Comedian*; Bertolt Brecht, *The Modern Theatre is the Epic Theatre*; Wole Soyinka, *Drama and the African World-view*; Augusto Boal, *The Theatre of the Oppressed*; Tomson Highway, "On Native Mythology"

**SUPPLIES / MATERIALS:**

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

|                                        |                                                                                                                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Reading response journal:              | 20%                                                                                                              |
| Theoretical analysis of assigned play: | 15%                                                                                                              |
| Research project:                      | 40% (includes proposal (5%), working bibliography (5%), outline (5%), final essay (20%), and micro-lecture (5%)) |
| Group presentation:                    | 15%                                                                                                              |
| Mini-seminar:                          | 10%                                                                                                              |

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

Week 1: Introduction to the course and theatre historiography  
Week 2-3: The Avant-Garde: Antonin Artaud, *The Theatre and Its Double*  
Week 4: Early Modernism and Realism: George Bernard Shaw, *Heartbreak House*; George Bernard Shaw, *Tolstoy: Tragedian or Comedian*  
Week 5: High Modernism: Luigi Pirandello, *6 Characters in Search of an Author*  
Week 6: Brecht and Epic Theatre: Bertolt Brecht, *Galileo*; Bertolt Brecht, *The Modern Theatre is the Epic Theatre*  
Week 7: Reworking Modernism: Harold Pinter, *Betrayal*  
Week 8-9: Political theatres and social intervention: Oscar Ryan et. al, *Eight Men Speak*; Augusto Boal, *The Theatre of the Oppressed*  
Week 10: Theatre and Globalization: Athol Fugard, *The Island*; Wole Soyinka, *Drama and the African World-view*  
Week 11: Postmodernism: Heiner Muller, *Hamletmachine*  
Week 12: Intercultural Theatre: Peter Brook, *The Mahabharata*  
Week 13: Indigenous Theatre in Canada: Monique Mojica, *Princess Pocahontas and the Blue Spots*; Tomson Highway, "On Native Mythology"



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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**

|                                                   |                    |             |
|---------------------------------------------------|--------------------|-------------|
| ENGL 365                                          | English            | 4           |
| COURSE NAME/NUMBER                                | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Theatre and Drama: 1914 to the Present |                    |             |
| COURSE DESCRIPTIVE TITLE                          |                    |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **THEA 301** for the official course outline.

**CALENDAR DESCRIPTION:**

This course explores the evolution and diversity of theatre, drama, and performance from 1914 to the present, investigating major trends and issues in theatre and drama and their significance within the context of larger cultural and historical changes. This course may involve fieldtrips to plays in the Lower Mainland.

Note: This course is offered as THEA 301 and ENGL 365. Students may take only one of these for credit.

PREREQUISITES: THEA 203 and THEA 204; or one of THEA 203 or THEA 204, plus one 200-level course in ENGL; or two 200-level courses in ENGL.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: **THEA 301**  
 (c) Cannot take: **THEA 301** 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): **Heather Davis-Fisch**

Department Head: **John Pitcher**

Campus-Wide Consultation (CWC)

Curriculum Committee chair: **Amanda McCormick**

Dean/Associate VP: **Jacqueline Nolte**

Undergraduate Education Committee (UEC) approval

Date approved: **October 4, 2013**

Date of meeting: **November 1, 2013**

Date approved: **December 6, 2013**

Date approved: **December 6, 2013**

Date of meeting: **January 31, 2014**

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 27 November, 2013

Subject: New Course: THEA 316 Selected Topics in Acting and Performance

1. Rationale for new course: The Theatre department is working on updating and revising course offerings in accordance with the recommendations from our recent Program Review, and as part of the development of the Theatre Major proposal. THEA 316 has been created as a Special Topics shell specifically for Acting and Performance, in order to provide more opportunities for students to study specific areas of acting at the upper level, while also using resources efficiently. The need for more upper level courses in acting and performance was one of the strongest requests made by students in the program review surveys, and a key recommendation from the Program Review.
2. How new course fits into program: As noted above, this course will provide opportunities for students to study specific areas of acting and performance at the upper level, and will help to fill a gap identified in the department's program review. The External Reviewer's report recommended the department "Stretch existing low-cap acting courses over 4 years, enhancing the levels of expectation of the more senior existing courses. Four levels of Acting, interspersed with practical experiences in the theatre season, is a very effective level of performance education and training for a BA Theatre Major, and UFV is a leading light in this area of study. This change would also meet the students' expressed call for acting courses at a more advanced level." THEA 316 will be offered in alternate years to accommodate this course in the department's section allocation, again following program review recommendations: "Continue to alternate course offerings, in order to have as rich and varied a Major as feasible, within resources."
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline.
  - b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course is not required by any programs beyond the discipline.
  - c. What consideration has been given to indigenizing the curriculum?

Since this is a special topics course, it will provide opportunities to develop course content specifically related to indigenous performance. Through its annual season of theatre and hosting of special events, including partnership events with the Sto:lo Nation and visits by prominent First Nations creative artists, the department plays an integral role in developing awareness of indigenous culture and issues. This course will help to support these activities.

- d. 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:
  - i. Credit value: THEA 316 will be a standard 4 credit upper level course.
  - ii. Class size limit: The class size has been set at 24, which is a manageable class size for performance-based upper level courses.
  - iii. Frequency of offering: every other year
  - iv. Resources required (labs, equipment): acting studio (currently available at Chilliwack North and CEP)

- e. If this course is not eligible for PLAR, explain why. n/a

- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Depending on the course topic and content, field trips may be required. Students will be expected to pay any costs related to field trips, and this information, along with dates and times, will be clearly announced on the first day of classes and in the course syllabus.

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course will vary depending on the topic and instructor, but are generally anticipated to cost around \$100-150.



CWC Comments:

Date: November 29, 2013

**Course Name: THEA 316 : Special Topics in Acting and Performance**

Evaluated by: Diane Cruickshank, UFV Library

**Overall Assessment of the Collection:**

A search of the UFV library catalogue turns up 35 titles for "Movement (Acting)," 2 titles for "Acting Breathing exercises," 40 titles for "Improvisation (Acting)" and 4 titles for "Stage Fighting" so it is recommended that some more items be purchased for our collection.

For the course, we have one of the suggested texts:

Bogart, Anne and Tina Landau. *The Viewpoints Book: A Practical Guide to Viewpoints and Composition*. New York: Theatre Communications Group, 2005.

**1. Reference Collection:**

A sample of our reference titles:

Kennedy, Dennis. *The Oxford encyclopedia of theatre & performance*. Oxford : Oxford University Press, c2003. PN 2035 O95 2003 v.1

Kennedy, Dennis. *The Oxford companion to theatre and performance [electronic resource]*. [Oxford] : Oxford University Press, 2010. Available online.

We subscribe to quality electronic reference sources such as *Oxford Reference Online Premium*, *Sage Knowledge* and *Gale Virtual Reference Library*, which provide 24/7 access to a growing collection of several hundred electronic subject-specialized encyclopedias from prestigious academic publishers including Greenwood, Elsevier, MacMillan, Oxford, and Gale.

**2. Relevant items in our Circulating Collection (Stacks):**

Personal author: Sellers-Young, Barbara.

Title: Breathing, movement, exploration

Call Number: PN 2071 B74 S45 2001

Publication info: New York : Applause Theatre & Cinema Books, c2001.

Personal author: Kreng, John.

Title: Title Fight choreography: the art of non-verbal dialogue

Call Number: E-book

Publication info: Boston : Thomson Course Technology, 2008.

Personal author: Evans, Mark.

Title: Movement training for the modern actor

Call Number: PN 2071 M6 E93 2009

Publication info: New York : Routledge, c2009.

Personal author: Adrian, Barbara.

Title: Actor training the Laban way : an integrated approach to voice, speech, and movement

Call Number: PN 2071 M6 A37 2008

Publication info: New York : Allworth Press, c2008.

Personal author: Keefe, John.

Title: Physical theatres : a critical reader

Call Number: PN 2071 M6 P46 2007

Publication info: London ; New York : Routledge, c2007.

**3. Find more material in the library using these headings:**

Mime

Acting Study and teaching

Stage fencing

Singing Instruction and study

Voice

Method Acting

**4. Recommendations for further collection development:**

Boughn, Jenn. (2006). ***Stage Combat: Fisticuffs, Stunts, and Swordplay for Theater and Film***. Skyhorse Publishing ISBN: 1581154615 \$19.95 224 pages

This comprehensive guide covers everything performers, directors, theater teachers, fight choreographers, and others need to know to stage believable, safe action for theater and other performing arts. From basic falls, rolls, and tumbling to punches, kicks, hair pulls, and head slams, to advanced handling of weapons, Stage Combat provides in-depth instruction for realistic-looking fights and physical comedy. Grappling, slapping, pushing, choking—they were forbidden on the playground, but they're needed for the play, and they're all in here. So are basic drills for the quarterstaff, European rapier, and Japanese katana-style swordplay, and much more. Complete with illustrations and step-by-step directions, this book is a must-have for any actor spoiling for a fight—or the appearance of one.

Gutekunst, C., & Gillett, J. (2013). **Acting With The Voice**. Bloomsbury UK Academic  
ISBN: 1408183560 \$25.00 192 pages

Voice into Acting focuses, not simply on voice as a skill or ways to approach text, but on how to integrate voice into acting process and performance. How can actors bridge the gap between themselves and the text and action of a script, and integrate fully their learned vocal skills? How do we make an imaginary world real, create the life of a role, and fully embody it vocally and physically so that voice and acting become one? Christina Gutekunst and John Gillett unite their depth of experience in voice training and acting to bring the two together in a unified and comprehensive approach informed by Stanislavski and his successors – the approach taught to actors in drama schools throughout the world and which draws on natural human experience in the creation of a role. The authors create a step-by-step guide to vocal production and the integration of vocal elements into a clearly laid out acting approach, and explore how voice can:

- respond to our thoughts, senses, feelings, imagination and will
- fully express language in content and form
- communicate imaginary circumstances and human experience
- transform to adapt to different roles
- connect to a variety of audiences and spaces.

Featuring over fifty illustrations of vocal anatomy and exercises by German artist, Dany Heck, Voice into Acting is an essential manual for the actor, promoting full vocal identity in characterisation; and for the voice teacher, offering new techniques, or an alternative approach, to harmonise with the actor's process.

Shaughnessy, N. (2013). **Affective Performance and Cognitive Science: Body, Brain and Being**. ISBN: 9781408185773 Bloomsbury Methuen Drama 320 Pages \$50.95

This book explores new developments in the dialogues between science and theatre and offers an introduction to a fast-expanding area of research and practice. The cognitive revolution in the humanities is creating new insights into the audience experience, performance processes and training. Scientists are collaborating with artists to investigate how our brains and bodies engage with performance to create new understanding of perception, emotion, imagination and empathy. Divided into four parts, each introduced by an expert editorial from leading researchers in the field, this edited volume offers readers an understanding of some of the main areas of collaboration and research:

1. Dances with Science
2. Touching Texts and Embodied Performance

3. The Multimodal Actor

4. Affecting Audiences

Case, Sarah. (2013). ***The Integrated Voice: A Complete Voice Course for Actors***. Nick Hern Books. Paperback, 416 pages ISBN10: 1848421842 \$35.95

A unique new approach to the understanding and training of the actor's voice. Structured as a series of practical workshops, the book leads you, session by session, through the foundations of release and relaxation, breath and voice support. Later sessions concentrate on developing your stamina and muscularity, deep resonance, and your ability to create and sustain extreme vocal states. The book will help you to develop a voice that is utterly integrated with your body, breath, mind and emotion – and, therefore, with any character or text you are working on.

Accompanying the book is a 110–minute DVD, showing many of the exercises and sessions in action, and featuring full-length workouts and warm-ups which you can join in with, to help you prepare your own voice.

**5. Research Databases**

Project Muse

Theater in Video

Canadian Business and Current Affairs (CBCA)

Communications & Mass Media Complete

**6. Periodicals**

We have a large selection of journals of which the following is a small selection:

**Journal of Theatre, Dance and Performance Training** 1944-3919,1944-3927

Taylor and Francis New Launch and Fresh (SSH & S&T) - Taylor and Francis: fulltext 2010-03-01 (v.1, i.1) to current

**Modern drama** 1712-5286,0026-7694

Literature Resource Center - Gale IV: fulltext 1997-03-01 to 2002-06-30

Project Muse Premium - Project Muse: fulltext 1958-05-01 (v.1, i.1) to current

CBCA Complete - New ProQuest: fulltext 1994-04-01 to 1999-07-01

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print 1990-

**Studies in Musical Theatre** 1750-3159, 1750-3167

Humanities Source - EBSCO: fulltext 2007-03-01 to current

**TDR** 1531-4715,0012-5962,1054-2043

JSTOR - Arts & Sciences III Collection - JSTOR: fulltext 1988-04-01 (v.32, i.1) to 2007-12-01 (v.51, i.4)

Humanities Source - EBSCO:

fulltext 1988-03-01 to 2011-12-01 (12 months embargo)

Literature Resource Center - Gale IV: fulltext 1994-03-01 to 2001-03-31

Project Muse Premium - Project Muse: fulltext 1999-06-01 (v.43, i.3) to current

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print Summer 1992-2000; PERIODICAL Abbotsford micro 1987-1991

**Theatre journal** 1086-332X, 0192-2882

Periodicals Archive Online. Collection 3.3 (2008) - New ProQuest: fulltext 1949-10-01 to 1995-12-01

JSTOR - Arts & Sciences III Collection - JSTOR: fulltext 1979-03-01 (v.31, i.1) to 2007-12-01 (v.59, i.4)

Literature Resource Center - Gale IV: fulltext 1993-03-01 to 1995-05-31

Project Muse Premium - Project Muse: fulltext 1996-03-01 (v.48, i.1) to current

UFV Print Journal Holdings: in print PERIODICAL Chilliwack print 1992-; PERIODICAL Chilliwack micro 1987-1991

**From:** Bruce Kirkley  
**Sent:** Tuesday, December 10, 2013 4:16 PM  
**To:** Rachael Letkeman  
**Cc:** Melanie Wickes; Heather DavisFisch  
**Subject:** For CACC: THEA 316 New Course

Hi Rachael,

Attached please find the memo and official course outline for a new course, THEA 316 Special Topics in Acting and Performance, for the January CACC meeting. The proposed course has been reviewed on CWC for one week, and received comments from Rhonda Colwell ("I have read this proposal and have no concerns") and Diane Cruickshank, who sent the attached library analysis for the course. With respect to Diane's recommendation on the collection, please note that this is a Special Topics course, so the library needs will change depending on the topic being offered. The department will do it's best to order library materials appropriate to topics in advance of the course being offered.

Thanks,

Bruce

Dr. Bruce Kirkley

Associate Professor/Department Head, Theatre

University of the Fraser Valley



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                                          |                    |             |
|------------------------------------------|--------------------|-------------|
| THEA 316                                 | Theatre            | 4           |
| COURSE NAME/NUMBER                       | FACULTY/DEPARTMENT | UFV CREDITS |
| Special Topics in Acting and Performance |                    |             |
| COURSE DESCRIPTIVE TITLE                 |                    |             |

**CALENDAR DESCRIPTION:**

This course provides students with an opportunity to explore a topic or specific area of acting or performance and will vary with the instructor. Different topics will be identified by adding a letter to the course numbers, e.g., 316C, 316D. This course may involve field trips to see plays in the Lower Mainland.

PREREQUISITES: Six credits from THEA 211, THEA 212, THEA 215, or THEA 250.  
 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:** 80

**STRUCTURE OF HOURS:**

Lectures: 10 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 10 Hrs  
 Other (specify): studio 60 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: every other 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): **Heather Davis-Fisch, Paul Gelineau, Bruce Kirkley**

Department Head: **Bruce Kirkley**

Date approved: **November 2013**

Campus-Wide Consultation (CWC)

Date of meeting: **December 6, 2013**

Curriculum Committee chair: **Amanda McCormick**

Date approved: **January 17, 2014**

Dean/Associate VP: **Jacqueline Nolte**

Date approved: **January 17, 2014**

Undergraduate Education Committee (UEC) approval

Date of meeting: **January 31, 2014**

**THEA 316**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Explain the concepts, principles, and theoretical perspectives of the selected area of theatre and performance.
- Participate in a creative process involving exploration, experimentation, public performance, critique (from self, peers, and instructor), and revision.
- Employ creative strategies and critical reasoning to adapt to challenges encountered during creative process.
- Demonstrate physical and vocal dexterity in relation to the selected area of study.
- Demonstrate self-reflexivity and self-awareness in relation to selected area of study.
- Communicate effectively and professionally in written, verbal, and non-verbal languages.

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

This course focuses primarily on studio classes related to the selected area of acting or performance. Methods may include acting/performance exercises, group work, coaching, presentations, and seminars.

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor and topic selected. An example of texts for an iteration of this course focused on Viewpoints might be:]*

**Example 1: Viewpoints**

Bogart, Anne and Tina Landau. *The Viewpoints Book: A Practical Guide to Viewpoints and Composition*. New York: Theatre Communications Group, 2005.

**Example 2: Stage and Screen Combat for the Actor**

J. Allen Suddeth. *Fight Directing for the Theatre*. 2<sup>nd</sup> Edition. Portsmouth, NH: Heinemann, 1996.  
Jonathan Howell. *Stage Fighting: A Practical Guide*. Ramsbury, UK: Crowood, 2008.  
FDC (Fight Directors Canada) Basic Actor Combatant Glossaries  
FDC Policies and Procedures

**SUPPLIES / MATERIALS:**

Yoga mat, loose-fitting pants and shirt, and water bottle.

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

**Example 1: Viewpoints**

|                                   |     |
|-----------------------------------|-----|
| Physical viewpoints presentation: | 10% |
| Working with music presentation:  | 10% |
| Scene presentation:               | 15% |
| Devised composition project:      | 25% |
| In-class exercises:               | 20% |
| Journal:                          | 20% |

**Example 2: Stage and Screen Combat for the Actor**

|                                 |     |
|---------------------------------|-----|
| Unarmed combat choreography:    | 10% |
| Quarterstaff choreography:      | 10% |
| Swordplay choreography:         | 10% |
| Journal:                        | 10% |
| Research essay:                 | 20% |
| Final performance:              | 20% |
| Exam on terminology and safety: | 20% |

**THEA 316**  
**COURSE NAME/NUMBER**

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

**COURSE CONTENT:**

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

**Example 1: Viewpoints**

Week 1: Introducing Viewpoints and warm-up work  
 Week 2: Viewpoints of Time: Tempo, Duration, Kinesthetic Response, and Repetition  
 Week 3: Viewpoints of Space: Shape, Gesture, Architecture, and Spatial Relationship  
 Week 4: Putting the Physical Viewpoints Together and Group Improvisations  
 Week 5: Physical viewpoints presentations and Working with music  
 Week 6: Working with music presentations and introduction of Individual Vocal Viewpoints: Pitch, Dynamic, Tempo/Duration, Timbre, Shape, Gesture, and Architecture  
 Week 7: Group Vocal Viewpoints: Repetition, Kinesthetic Response. Introducing Dialogue  
 Week 8: Adding Viewpoints to Dialogue Work  
 Week 9: Scene presentations  
 Week 10: Creating compositions: montages and telling stories  
 Week 11: Devised work: building blocks and gathering materials  
 Week 12: Devised work: creation  
 Week 13: Devised work: presentation and discussion

**Example 2: Stage and Screen Combat for the Actor**

Week 1: Introduction to Combat as Physical Dialogue; Expressive Qualities of the Body; Unarmed Techniques  
 Week 2: Development of Physical Awareness and Partnering through Safety Techniques; Unarmed Techniques  
 Week 3: Fight Choreography: Storytelling Qualities of the Physical Character; Unarmed Techniques: Scene Presentations  
 Week 4: Introduction to Terminology and Internationally Recognized Glossary of Terms; Introduction to Sword  
 Week 5: History of Stage Combat: Influence and Development in Canadian Theatre; Sword Techniques  
 Week 6: Acting the Fight: Introduction to Cadence, Tempo, and Physical Choices; Sword Techniques  
 Week 7: Vocal Score in Combat: Breath, Sound, and Pitch as Storytelling Tools in Fight Choreography; Sword Techniques - Scene Presentations  
 Week 8: Fight Directors Canada: Policies and Procedures; Industry Standards of Practice and Safety; Introduction to Quarterstaff: Ambidextrous Movement Techniques and Non-Conventional Movement Styles  
 Week 9: Biomechanics: Shape, Physical Strength, and Adapting For Injury; Quarterstaff Techniques  
 Week 10: Understanding Partnering: Fear and Trust in New Settings; Creating a Safe Physical Environment; Quarterstaff Technique Presentations  
 Week 11: Review of Safety and Glossary Terms; Preparing for Presentation and Performance; Understanding Body Memory  
 Week 12: Rehearsals and Review  
 Week 13: Rehearsals and Review: Presentation and Critique  
 Week 14: Rehearsal; Practical and Written Examinations in three Weapon Systems; Testing for Professional Certification with Fight Directors Canada

**From:** [Bruce Kirkley](#)  
**To:** [Rhonda Colwell](#)  
**Cc:** [John Pitcher](#); [Heather DavisFisch](#); [Lesley Poh](#)  
**Subject:** RE: THEA 301 ENGL 365: New Cross-Listed Course  
**Date:** Wednesday, November 20, 2013 4:24:06 PM

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Hi Rhonda,

Thanks for your comments. To answer your questions:

Yes, THEA 201, THEA 202, ENGL 230 and 231 are all sufficiently different from the new course THEA 301/ENGL 365, to justify allowing students with these English courses to take the new courses for further credit.

Yes, the new THEA 301/ENGL 365 will be added to the options for the Drama concentration (see John Pitcher's comment below). I will revise calendar copy for both the Theatre Diploma and the Drama concentration and submit for approval. Since the calendar copy revisions involve a number of changes, these revisions will be forwarded to CACC and UEC for December or January.

Thanks,  
Bruce

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**From:** John Pitcher  
**Sent:** Wednesday, October 30, 2013 10:22 AM  
**To:** Bruce Kirkley; Heather DavisFisch  
**Subject:** RE: THEA 301 ENGL 365: New Cross-Listed Course

Yes. 230 and 231 won't be offered but can serve as a pre-reqs.

And yes, please add 301 to the options for Drama concentration.

John Pitcher, PhD  
Head, Department of English  
University of the Fraser Valley  
(604) 504-7441, x6318  
[john.pitcher@ufv.ca](mailto:john.pitcher@ufv.ca)

---

**From:** Bruce Kirkley  
**Sent:** October 30, 2013 7:53 AM  
**To:** Heather DavisFisch; John Pitcher  
**Subject:** FW: THEA 301 ENGL 365: New Cross-Listed Course

Hi again, again:

Some additional questions from Rhonda regarding THEA 301/ENGL 365.

In response to the first, I believe the intention is that, yes, students with these old courses would be allowed to take the new 301 for further credit, but I just want to confirm that we're all on the same page.

The question on adding 301 to the options for the English major Drama concentration is one that English really needs to answer. My hunch is yes (I mean, why wouldn't you?). Again, I can make the required changes for the calendar copy, but need English's okay to do so. As for the questions about changes to programs: in fact, these courses don't essentially change anything in either program, apart from offering students another choice for an upper level History of Theatre and Drama course, and of course the need to update the courses/information in the calendar copy.

Bruce

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**From:** Rhonda Colwell  
**Sent:** October 28, 2013 4:50 PM  
**To:** Bruce Kirkley  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: THEA 301 ENGL 365: New Cross-Listed Course

Hi Bruce,

Just a couple of additional question for this course:

Will the students who have completed 1 (or more) of the previous course numbers (201/202/230/231) be allowed to complete this course for further credit?

Do you know if this course will be added to the options for the English major, Drama concentration? I just realized that this may be an unfair question to ask you. Were changes to programs included in your discussion with the English dept about these 3 new cross-listed courses?

Oops, I forgot to mention your diploma program requirements for the previous 2 courses.

Thanks,  
Rhonda

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**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Bruce Kirkley  
**Sent:** Wednesday, October 23, 2013 4:49 PM  
**To:** cwconsult  
**Subject:** [CWC] THEA 301 ENGL 365: New Cross-Listed Course

Attached please find the official course outline and memo for the new course THEA 301/ENGL 365 History of Theatre and Drama: 1914 to Present. A copy of the Theatre Department learning outcomes is also attached, since the course outline makes reference to these LO's.

Thanks,  
Bruce

Dr. Bruce Kirkley  
Department Head, Theatre  
University of the Fraser Valley

Join us for [UFV Theatre's 2013/2014 Season](#)  
Tickets at 604.795.2814 or [theatre@ufv.ca](mailto:theatre@ufv.ca)



**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 21 October, 2013

Subject: THEA 360: Major Revision

Course revision: THEA 360 Selected Topics in Theatre Studies

1. Rationale for change: The department is working on course revisions as part of the development of the Theatre Major proposal. THEA 360 has been revised to create a Special Topics shell specifically for Theatre Studies. The department is also developing a second Special Topics course in Performance.
2. Summary of substantive changes: The primary changes are clearly shown on the accompanying official course outline:
  - Course title changed to "Selected Topics in Theatre Studies"
  - Course description revised
  - Prerequisites adjusted to ensure students have obtained sufficient grounding in theatre studies
  - Total hours and structure of hours revised to reflect hours appropriate to a lecture and seminar based course
  - Maximum enrolment adjusted to 30 from 18 students since this size of class can be more readily accommodated in an upper level theatre studies course, as contrasted to a performance based course
  - Learning outcomes revised and clarified
  - Textbooks revised and updated
  - Student evaluation revised and updated
  - Course Content revised and updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline.
  - b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course is not required by any programs beyond the discipline.

- c. What consideration has been given to indigenizing the curriculum?

Every student is welcome and belongs in this course. Through its annual season of theatre and hosting of special events, including partnership events with the Sto:lo Nation and visits by prominent First Nations creative artists, the department plays an integral role in developing awareness of indigenous culture and issues. This course supports these activities.

- d. 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:

- i. Credit value: n/a
- ii. Class size limit: The class size has been increased to 30 from 18. This change will allow the program to accommodate more students when the course is offered, and will help to offset the reduction in class size for performance-based upper level courses.
- iii. Frequency of offering: n/a
- iv. Resources required (labs, equipment): n/a

- e. If this course is not eligible for PLAR, explain why. n/a

- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Depending on the course topic and content, field trips may be required. Students will be expected to pay any costs related to field trips, and this information, along with dates and times, will be clearly announced on the first day of classes and in the course syllabus.

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course are generally anticipated to cost around \$100-150.



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

COURSE IMPLEMENTATION DATE: May 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                    |                                    |             |
|--------------------|------------------------------------|-------------|
| THEA 360           | Theatre                            | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                 | UFV CREDITS |
|                    | Selected Topics in Theatre Studies |             |
|                    | COURSE DESCRIPTIVE TITLE           |             |

**CALENDAR DESCRIPTION:**

This course provides students with an opportunity to explore a topic or specific area of theatre studies and will vary with the instructor. Different topics will be identified by adding a letter to the course numbers, e.g., 360C, 360D.

PREREQUISITES: THEA 211 or 45 university-level credits. Note: As of September 2015, prerequisites will change to the following: One of the following: THEA 203/ENGL 233, THEA 204/ENGL 234, or 45 university-level credits.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: THEA 359  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 20 Hrs  
 Seminar: 20 Hrs  
 Laboratory: 15 Hrs  
 Field experience: 5 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: Every other 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): Heather Davis-Fisch

Department Head: Bruce Kirkley

Campus-Wide Consultation (CWC)

Curriculum Committee chair: Amanda McCormick

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UEC) approval

Date approved: October 2013

Date of meeting: November 1, 2013

Date approved: December 6, 2013

Date approved: December 6, 2013

Date of meeting: January 31, 2014

**THEA 360**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- Apply knowledge of the major concepts, principles, and theoretical perspectives relevant to the chosen topic;
- Explain the relationship between the chosen topic and relevant historical, social, political, or aesthetic contexts;
- Relate performance theory and performance practice in scholarly or creative activities;
- Analyze course themes and concepts in group discussions, studio work, performance, and/or writing;
- Demonstrate self-reflexivity and intellectual curiosity in relation to course material;
- Produce a research project, following a process that includes identifying a research question, locating and evaluating source material, and synthesizing multiple sources effectively;
- Communicate arguments orally and in writing, demonstrating fluency with scholarly voice and conventions

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

Lectures, videos, field trips, seminar, studio labs.

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

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

☒ Other (specify): Studio demonstration

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

## TEXTBOOKS, REFERENCES, MATERIALS:

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

### Example 1: Gothic and Romantic Theatre

Jeffrey N. Cox, ed. *Seven Gothic Dramas, 1789-1825*

Jeffrey N. Cox and Michael Gamer, eds. *The Broadview Anthology of Romantic Drama*

Coursepack of primary sources relevant to assigned plays (play reviews, images, playbills, contemporary theatre criticism)

### Example 2: Contemporary Indigenous Theatre

Rob Appleford (ed.), *Aboriginal Drama and Theatre*

Tomson Highway, *Dry Lips Oughta Move to Kapuskasing*

Tomson Highway, *The Rez Sisters*

Monique Mojica and Ric Knowles (eds.), *Staging Coyote's Dream* (Vol. 1)

Tunooniq Theatre, *Changes*

Tunooniq Theatre, *In Search of a Friend*

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                           |     |
|---------------------------|-----|
| Reading journal:          | 15% |
| Analytic essay:           | 15% |
| Group presentation:       | 15% |
| Leading class discussion: | 15% |
| Research project:         | 40% |

**THEA 360**  
**COURSE NAME/NUMBER**

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

**COURSE CONTENT:**

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

**Example 1: Gothic and Romantic Theatre**

Week 1: Overview of Eighteenth Century Theatre  
 Week 2: Theatre as popular culture; reading: John Home, *Douglas*  
 Week 3: Defining the Gothic; reading: Hannah More, *Percy*  
 Week 4: Women and the Romantic stage; reading: Hannah Cowley, *Albina, Countess of Raimond*  
 Week 5: Gothicism and Romanticism: reading: Matthew Lewis, *The Castle Spectre*; workshop class  
 Week 6: Staging Taboos: critical responses to *The Castle Spectre*  
 Week 7: Scenographic spectacles; reading: George Colman the Younger, *Blue Beard*  
 Week 8: Orientalism and performance; Lord Byron, *Sardanapalus*  
 Week 9: Romantic acting theories; reading: Joanna Baillie, *De Montfort*  
 Week 10: Theatre and affect; reading: Robert Maturin, *Bertram*; workshop class  
 Week 11: Performing colonization; reading: Richard Brinsley Sheridan, *Pizarro*  
 Week 12: Gothic tragedy; reading: Percy Shelley, *The Cenci*; workshop class  
 Week 13: Gothic parodies; reading: Richard Brinsley Peake, *Presumption; or, The Fate of Frankenstein*

**Example 2: Contemporary Indigenous Theatre**

Week one: Histories of Indigenous theatre; readings: Drew Hayden Taylor, "Alive and well: Native theatre in Canada"; Tomson Highway, "On Native Mythology"  
 Week two: The "beginning" of native theatre in Canada?; readings: Floyd Favel Starr, "The theatre of orphans/Native languages on stage"; Tomson Highway, *The Rez Sisters*  
 Week three: Gender and culture; readings: Geraldine Manossa, "The Beginning of Cree Performance Culture"; Tomson Highway, *Dry Lips*  
 Week four: Theatre and the land: readings; Ric Knowles, "Translators, Traitors, Mistresses, and Whores: Monique Mojica and the Mothers of the Métis Nations"; Tunooniq Theatre, *Changes* and *In Search of a Friend*  
 Week five: Storytelling and textualization; readings: Daniel David Moses, "A Handful of Plays by Native Earthlings"; Spiderwoman Theater, *Reverb-ber-ber-rations*  
 Week six: Desire, sexuality, and colonization; readings: Sheila Rabillard, "Absorption, Elimination and the Hybrid: Some Impure Questios of Gender and Culture in the Trickster Drama of Tomson Highway"; Floyd Favel *Lady of Silences*  
 Week seven: Questions of genre; readings: Yvette Nolan, "Selling Myself: the Value of an Artist"; William S. Yellow Robe, *The Independence of Eddie Rose*  
 Week eight: Theatre and social intervention; readings: Marie Clements, *The Unnatural and Accidental Women*  
 Week nine: Drama and memory; reading: Drew Hayden Taylor, *Girl Who Loved Her Horses*  
 Week ten: Reclaiming/rewriting history; readings: Rob Appleford, "Daniel David Moses: Ghostwriter with a Vengeance"; Daniel David Moses, *Almighty Voice and His Wife*  
 Week eleven: Strategies of resistance; reading: Monique Mojica, *Princess Pocahontas and the Blue Spots*  
 Week twelve and thirteen: Creative Research Presentations

**Memo**

To: CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 21 October, 2013

Subject: THEA 490: Major Revisions

Course revision: THEA 490 Directed Studies in Theatre

1. Rationale for change: THEA 490 was due for review in 2009.
2. Summary of substantive changes:
  - Calendar description revised for clarity;
  - Prerequisites revised from “none” to “33 credits of Theatre”: this change is being made to ensure students have attained sufficient background in Theatre to undertake a fourth-year directed studies project; the department is looking at THEA 490 providing an option for a capstone course for students, especially as part of the Theatre Major proposal currently being developed; since THEA 490 is a fourth year directed studies course, most students taking the course in the past had already completed 33 credits of theatre, so this change should not have any significant impact on enrolments;
  - Learning outcomes strengthened and clarified;
  - Methods simplified for clarity and brevity;
  - Textbooks revised and updated.
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline. A copy of the Theatre program learning outcomes is attached.
  - b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course is not required by any programs beyond the discipline.
  - c. What consideration has been given to indigenizing the curriculum?

Every student is welcome and belongs in this course. Through its annual season of theatre and hosting of special events, including partnership events with the Sto:lo Nation and visits by prominent First Nations creative artists, the department plays an integral role in

developing awareness of indigenous culture and issues. This course supports these activities.

- d. 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:

- i. Credit value: n/a
- ii. Class size limit: n/a
- iii. Frequency of offering: n/a
- iv. Resources required (labs, equipment): n/a

- e. If this course is not eligible for PLAR, explain why. n/a

- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Since this is a directed studies course, field trips may form part of a student's project plan. Students will be expected to schedule such trips within the defined timelines for the course and semester, and to cover any costs.

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Textbooks and materials for this course would generally cost around \$100-150.



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                    |                             |             |
|--------------------|-----------------------------|-------------|
| THEA 490           | Theatre                     | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT          | UFV CREDITS |
|                    | Directed Studies in Theatre |             |
|                    | COURSE DESCRIPTIVE TITLE    |             |

**CALENDAR DESCRIPTION:**

This course offers students the opportunity to pursue in-depth independent study of a particular issue, problem or topic in theatre not otherwise offered. Students develop detailed individual course proposals in consultation with a faculty member, indicating the readings or other study to be undertaken and how the course will be assessed.

**PREREQUISITES:** Twelve theatre credits plus the written permission of both the instructor and the Department head. Students enrolled in the English Major Drama Concentration may also seek department permission to take this course.  
 Note: As of September 2015, prerequisites will change to the following: 33 credits of Theatre and a written contract between the student and supervising faculty member, signed by student, supervising faculty and department head.

**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  
**STRUCTURE OF HOURS:**  
 Lectures: \_\_\_\_\_ Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 45 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**  
 Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**  
 Maximum enrolment: 6  
 Expected frequency of course offerings: n/a  
 (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): Heather Davis-Fisch          | Date approved: October 2013       |
| Department Head: Bruce Kirkley                   | Date of meeting: November 8, 2013 |
| Campus-Wide Consultation (CWC)                   | Date approved: December 6, 2013   |
| Curriculum Committee chair: Amanda McCormick     | Date approved: December 6, 2013   |
| Dean/Associate VP: Jacqueline Nolte              | Date of meeting: January 31, 2014 |
| Undergraduate Education Committee (UEC) approval |                                   |

**THEA 490  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Define an area of interest and construct a plan of study in consultation with a faculty supervisor;
- Design a course project in a form acceptable to the instructor (extended paper, creative project);
- Conduct independent research and synthesize a substantial number of sources;
- Recognize and apply appropriate critical frames to the course project;
- Demonstrate advanced writing or performance competence as appropriate to the project;
- Engage in self-reflexive learning

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

Weekly discussions with faculty supervisor and, when appropriate, with others.

**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 for this course might be:*]

The student will develop a detailed reading list in consultation with the faculty member.

Example of texts for this course might be:

Ball, David. *Backwards and Forwards: A Technical Manual for Reading Plays*. Carbondale: Southern Illinois University Press, 1983

Bly, Mark, ed. *The Production Notebooks: Theatre in Process*. Vol. II. New York: Theatre Communications Group, 2001.

Cardullo, Bert, ed. *What is Dramaturgy?* New York: Peter Lang, 1995

Chemers, Michael M. *Ghost Light: An Introductory Handbook for Dramaturgy*. Carbondale: Southern Illinois UP, 2010.

Freeman, Neil, ed. *The Applause First Folio of Shakespeare in Modern Type*. New York: Applause, 2001. Hartley, Andrew James.

*The Shakespearean Dramaturg: A Theoretical and Practical Guide*. New York: Palgrave Macmillan, 2005.

Hutton, James. trans. *Aristotle's Poetics*. New York: Norton, 1982.

Ireland, Scott R. and Anne Fletcher, Julie Felise Dubiner. *The Process of Dramaturgy: A Handbook*. Newburyport: Focus, 2010.

Kahn, David and Donna Breed. *Scriptwork: A Director's Approach to New Play Development*. Carbondale: Southern Illinois University Press, 1995

Literary Managers and Dramaturgs of the Americas. [www.lmda.org/](http://www.lmda.org/)

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

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

To be determined in consultation with faculty member.

**COURSE CONTENT:**

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

Weeks One through Four

Survey the field of dramaturgy creating an annotated bibliography of the leading sources

Prepare a dramaturgical analysis of a Shakespeare play e.g. *Much Ado About Nothing*

Weeks Four through Six

Works closely with the director on preparing the text and background literary material of the Shakespeare play chosen by the department for production

Weeks Seven through Eleven

Attends rehearsal documenting the progress of the production and providing to the cast, designers and crew literary and historical resources

Weeks Twelve through Fourteen

Document the production process with particular emphasis on the evolution of the performance text. Conducts open seminar on the role of the dramaturg in a Shakespeare production.

**Memo**

To: UEC

From: Nancy Goad

Date: January 21, 2014

Subject: Changes to Maternity content, BSN program

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

1. Course revision: The maternity content (theory and practice) is being moved from NURS 104 and 106 (generic student) and NURS 211 (LPN Access students) to NURS 401 and 403 (all students).
2. Rationale for change: All BSN students require experience in maternal child areas as necessary to meet baseline competencies for RN registration. The theory and practice has traditionally been located in the first year of the generic program and the entry semester for LPN Access students. The clinical agencies where this occurs have changed their requirements such that students in their first year will not be eligible to complete maternal child experiences. The complexity of care has increased in these areas and students must be in at least second year to be eligible for clinical practice experiences in these settings. The fourth year courses were the most logical place to re-situate this content since there is a maternal child focus in the community. Students will complete maternal child theory and clinical practice in both community and acute care within the fourth year nursing courses.
3. Summary of substantive changes: Course outlines are attached. There are changes in course credits, hours, course description and learning outcomes, to reflect the movement of content. There is an overall net deduction of one credit. In addition, learning outcomes, course descriptions, content and resources have been updated.

B. New course: N/A

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

A. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? The theory courses (NURS 104, 401) reflect learning outcomes 1-4; the clinical courses (NURS 106, 211, 403) reflect all learning outcomes.
2. Is this course required by any program beyond the discipline? No

3. What consideration has been given to indigenizing the curriculum? Students care for indigenous populations in all clinical courses. Theory is threaded through the curriculum although not specifically in these theory courses.
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. Courses are eligible
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? No, clinical placements have not changed, but rather been moved to a different course.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. The cost of a maternal child textbook will move be moved to fourth year (\$100.00). Course packs already exist for all courses.

CWC Feedback

December 6

Thank-you for this explanation, Nancy. I have no additional concerns.

Rhonda

December 5, 2013 3:46 PM

Rhonda:

Two more comments:

For NURS 403, NURS 401 will be a co-requisite and NURS 306 will be the only pre-requisite.

The grading on the final lab exam for NURS 106 should be 45%. This then has the total for the marked pieces add up to 100%.

December 5, 2013 3:40 PM

Hi Rhonda:

NURS 106 - The final should be 50%. The zero was missed. I will make the correction.

NURS 211 - I will change it to "Admission to the Nursing program." This would also be congruent with what we use in the first semester for our generic students.

NURS 403 - I will correct the typo. I will also remove the bracketed area entirely. We needed it when we had an RN Access option but it no longer exists so we can remove the bracketed area. Our clinical courses are all graded as credit/no credit. All require students to have a satisfactory level of clinical performance in relation to the course goals, to get credit for the course. In some there are additional requirements where students need to achieve an overall mark of 60 in written lab exams and assignments, etc. in addition to a satisfactory clinical performance in order to get credit for the course. NURS 403 does not have this marked piece whereas NURS 106 does.

Thanks for your feedback.

Nancy Goad

December 5, 2013 3:05 PM

Hi Nancy,

First, my apologies for this late response.

I have a few questions related to 3 of the official course outlines, as follows:

NURS 106

Under the Student Evaluation section for the Lab Exam component, will you please explain how your dept came up with 40% for the midterm and 5% for the final? This weighting differential seems odd to me.

NURS 211

For the prerequisites, do you want students to be admitted to the BSc in Nursing (LPN Access)? My interpretation of the current wording is that students only need to satisfy the admission requirements to meet these course prereqs without actually being accepted to the degree.

NURS 403

There is a typo in the prereqs for NURS 401. I also suggest removing the information in the parentheses and moving NURS 401 to the Pre- or Co-requisites line. For the Student Evaluation section, is there a minimum % required for students to pass this course as we can see on the course outline for NURS 106?

Thanks,  
Rhonda



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

COURSE IMPLEMENTATION DATE: January 1996  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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>NURS 104</b>           | <b>Nursing</b>     | <b>3</b>    |
| COURSE NAME/NUMBER        | FACULTY/DEPARTMENT | UFV CREDITS |
| Developmental Transitions |                    |             |
| COURSE DESCRIPTIVE TITLE  |                    |             |

**CALENDAR DESCRIPTION:**

The interrelationship between determinants of health and transitions is the focus of this course. How an individual manages a transition is dependent on environmental factors and the personal, social, and professional resources available. An overview of social resources will emphasize social support. Professional resource will include continued discussion of the Framework for Caring. The students will also continue their exploration of lifespan development and transitions relating to infancy, childhood, adolescence, adulthood, and aging.

PREREQUISITES: NURS 101; NURS 102; NURS 103; HSC 111; enrolled in BSN program  
 COREQUISITES: NURS 105; NURS 106  
 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:** 45

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 32 (fall), 48 (winter)  
 Expected frequency of course offerings: every semester  
 (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>BSN Faculty</u>           | Date approved: <u>November 18, 2013</u>   |
| Department Head: <u>Hannah MacDonald</u>         | Date of meeting: <u>November 24, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>January 7, 2014</u>     |
| Curriculum Committee chair: <u>Nancy Goad</u>    | Date approved: <u>January 13, 2014</u>    |
| Dean/Associate VP: <u>Joanne MacLean</u>         | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval |                                           |

**NURS 104**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Explain the interrelationship of determinants of health and transitions as the foundational elements of this course.
2. Identify sources and types of social support as potential determinants of health.
3. Apply all phases of the nursing process to persons experiencing developmental transitions.
4. Apply the Model of Transitions to infancy, childhood, adolescence, adulthood, and aging.
5. Explain how various factors in the physical environment can be determinants of health.
6. Develop an understanding of and appreciation for the role of professional resource (nursing) as it relates to the Framework for Caring.

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

Lecture, small group discussion, large group discussion, exercises

**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 for this course might be:]*

DiMarco, C. (2000). Moving through life transitions with power and purpose (2<sup>nd</sup> ed.). Scottsdale, AZ: Corsuch Scarishrick Publishers.

Potter, P. A., & Perry, A. G. (2014). Canadian fundamentals of nursing (5<sup>th</sup> ed.). Toronto: Elsevier Canada.

Santrock, J. W., MacKenzie-Rivers, A., Malcomson, T. & Leung, K. H. (2011). Life-span development (4<sup>th</sup> Canadian ed.). Toronto, ON: McGraw-Hill Ryerson Limited.

Van Leeuwen, A., & Poelhuis-Leth, D. (2009). Davis's comprehensive handbook of laboratory and diagnostic test with nursing implications (3<sup>rd</sup> ed.). Philadelphia, PA: F. A. Davis.

Venes, D. (2010). Taber's cyclopedic medical dictionary (21<sup>st</sup> ed.). Philadelphia: F. A. Davis.

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

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

|                      |     |
|----------------------|-----|
| Social Support essay | 25% |
| Midterm              | 30% |
| Final Exam           | 45% |

**COURSE CONTENT:**

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

1. Interrelationship of determinants of health and transitions
  - review of NURS 101 content
  - overview of NURS 104
2. Social Support
  - sources
  - functions
  - appraisal
  - emphasis on support groups

**NURS 104**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course Content continued:*

3. Nursing Process
  - developmental transitions application
4. Model of Transitions
  - Transitions
    - stress/anxiety
    - loss/grief
  - Infancy/Childhood/Adolescence/Adulthood/Aging
    - physical, cognitive, and psychosocial
5. Environmental Factors – Physical
  - weather, natural hazards, air quality, water quality, land use and quality, plants, insects, and animals.
6. Professional Resource (Nursing)
  - Framework for Caring
  - Nursing standards
  - CRNBC standards for practice
  - Legal/ethical
    - framework
    - consent/confidentiality



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

COURSE IMPLEMENTATION DATE: January 1996  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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>NURS 106</b>          | <b>Nursing</b>     | <b>4</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Nursing Practice         |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Nursing practice will include laboratory and clinical experiences. Laboratory experiences will prepare students to effectively care for individuals in clinical settings. Clinical experiences will occur in community and residential care settings. Caring for individuals undergoing developmental transitions will continue to be a focus. Students will have opportunity to use communication skills throughout their nursing practice experience.

PREREQUISITES: NURS 103; HSC 111, enrolled in the BSN program  
 COREQUISITES: NURS 104; NURS 105  
 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:**

**STRUCTURE OF HOURS:** 140

**TRAINING DAY-BASED INSTRUCTION:**

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

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 40 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Clinical 100 Hrs

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

**OTHER:**

Maximum enrolment: 32 (fall), 48 (winter)  
 Expected frequency of course offerings: every semester  
 (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>BSN Faculty</u>           | Date approved: <u>November 18, 2013</u>   |
| Department Head: <u>Hannah MacDonald</u>         | Date of meeting: <u>November 24, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>January 7, 2014</u>     |
| Curriculum Committee chair: <u>Nancy Goad</u>    | Date approved: <u>January 13, 2014</u>    |
| Dean/Associate VP: <u>Joanne MacLean</u>         | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval |                                           |

**NURS 106  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Assess individual(s) experiencing developmental transitions.
2. Formulate and prioritize nursing diagnoses with instructor guidance.
3. Encourage and assist individuals with activities that promote, preserve, and restore well-being.
4. Prioritize, organize, and perform nursing activities ensuring safety and comfort.
5. Evaluate progress toward identified goals.
6. Utilize communication strategies to understand the meaning of the experience for the individual.
7. Demonstrate professional caring and set mutually defined goals.
8. Apply principles of teaching and learning with instructor guidance.
9. Participate as a member of the health care team.
10. Apply critical thinking skills to:
  - integrate theory into clinical practice
  - identify and utilize resources for clinical practice
11. Perform within policies, Professional Standards, and Practice Standards.
12. Identify ethical issues with instructor assistance.
13. Reflect on and evaluate own performance.
14. Assume responsibility for seeking learning opportunities.

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

Lecture, demonstration, return demonstration, clinical practice experiences, written care plans

**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 for this course might be:]

- Arnold, E., & Boggs, K. U. (2011). *Interpersonal relationships: Professional communication skills for nurses* (6<sup>th</sup> ed.). St. Louis: W. B. Saunders.
- Curren, A. M. (2009). *Math for meds* (10<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.
- Deglin, J., Vallerand, C., & Sanoski, C. (2009). *Davis drug guide* (12<sup>th</sup> ed.). F. A. Davis Company. Philadelphia.
- Elkin, M. K., Perry, A. G., & Potter, P. A. (2012). *Nursing interventions and clinical skills* (5<sup>th</sup> ed.). St. Louis, Mosby Elsevier.
- Jarvis, C. (2009). *Pocket companion for physical examination and health assessment* (1<sup>st</sup> Canadian ed.). St. Louis, MO: Saunders.
- Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2009). *Medical-surgical nursing in Canada* (2<sup>nd</sup> ed.). St. Louis: MO: Mosby Elsevier.
- Potter, P. A., & Perry, A. G. (2014). *Canadian fundamentals of nursing* (5<sup>th</sup> ed.). Toronto: Elsevier Canada.
- Van Leeuwen, A. M., & Kranpitz, T. R., & Smith, L. (2012). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**SUPPLIES / MATERIALS:**

**NURS 106**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****STUDENT EVALUATION:**

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

In order to obtain a passing grade in NURS 106, students must achieve:

1. A satisfactory clinical evaluation.
2. An overall 60% on the following:
  - Lab Exam - midterm: 40%
  - Final: 45%
  - Dimensions Assignment and Nursing Care Plan: 15%
3. In order to achieve a passing grade in NURS 106 students must achieve a pass mark of 90% on the math quiz. Students will have three opportunities to pass this math quiz.
4. In order to move into consolidation, students must have attended the class on Pyxis. This is a requirement for any student who will be administering medications at a Fraser Health clinical site where Pyxis is in place.

**COURSE CONTENT:**

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

1. Laboratory
  - documentation
  - organization and priority setting
  - physiological dimension assessment
  - bandages and binders, restraints
  - catheter and condom care
  - bowel sounds and rectal treatments
  - introduction to the administration of medications
  - respiratory therapy
  - topical medications
  - heat and cold applications
  - oral medications
  - isolation precautions
2. Clinical
  - Residential Care
    - Application of knowledge and skills to the aging individual within an institutional setting.
  - Social Resources
    - Continue assessment of an individual's health and wellness within a family, with a focus on social resources.
    - Analysis of sources of social support.
    - Visits to agencies which provide social support.



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

COURSE IMPLEMENTATION DATE: September 2008  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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>NURS 211</b>          | <b>Nursing</b>     | <b>4</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| LPN Access: Transitions  |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course provides an overview of pertinent curriculum concepts associated with the UFV Nursing Program. Concepts of determinants of health, transitions, and partnerships are examined in relation to self as learner, individuals, and families, and the nursing profession within the health care system. The concept of caring is introduced as foundational to partnerships. The pediatric acute care setting provides opportunities for students to effectively care for individuals experiencing developmental and health/illness transitions.

PREREQUISITES: Admission to the Nursing Program.  
 COREQUISITES: NURS 201 and NURS 202  
 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:** **160**

**STRUCTURE OF HOURS:**

Lectures: **50** Hrs  
 Seminar: **12** Hrs  
 Laboratory: **20** Hrs  
 Field experience: **78-90** Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Clinical \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: **8**  
 Expected frequency of course offerings: annually  
 (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>BSN Faculty</b>           | Date approved: <b>November 18, 2013</b>   |
| Department Head: <b>Hannah MacDonald</b>         | Date of meeting: <b>November 24, 2013</b> |
| Campus-Wide Consultation (CWC)                   | Date approved: <b>January 7, 2014</b>     |
| Curriculum Committee chair: <b>Nancy Goad</b>    | Date approved: <b>January 13, 2014</b>    |
| Dean/Associate VP: <b>Joanne MacLean</b>         | Date of meeting: <b>January 31, 2014</b>  |
| Undergraduate Education Committee (UEC) approval |                                           |

**NURS 211  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Understand the major concepts of the UFV Determinants of Health Framework.
2. Develop an understanding of and appreciation for the role of professional resource (nursing) as it relates to the Framework for Caring.
3. Understand the concept of partnerships.
4. Assess individuals experiencing developmental and health/illness transitions.
5. Formulate and prioritize actual and potential nursing diagnoses.
6. Recognize the individual and involved family members' responses that reflect well-being.
7. Prioritize, organize care, and perform nursing activities ensuring safety and comfort.
8. Evaluate progress toward identified goals.
9. Apply the Helping Process by demonstrating an understanding of the meaning of the experience for the individual and involved family members, exemplifying professional caring, setting mutually defined goals, and utilizing principles of teaching and learning.
10. Participate as a member of the nursing team.
11. Facilitate effective working relationships.
12. Apply critical thinking skills and experiential knowledge to integrate theory into clinical practice, identify and utilize resources, and reflect on the research process.
13. Perform within the policies, Professional Standards, and Practice Standards.
14. Identify ethical issues.
15. Reflect on and evaluate own performance.
16. Assume responsibility for seeking learning opportunities.

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

Lecture, small group discussion, large group discussion, demonstration, return demonstration, clinical practice experience

**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 for this course might be:]

- American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, D. C.: Author.
- Arnold, E. N., & Boggs, K. U. (2011). *Interpersonal relationships: Professional communication skills for nurses* (6<sup>th</sup> ed.). St. Louis: W. B. Saunders.
- Curren, A. (2009). *Math for meds* (10<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.
- Deglin, J. H., & Vallerand, A. H. (2011). *Davis's drug handbook for nurses* (12<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- DiMarco, C. (2000). *Moving through life transitions with power and purpose* (2<sup>nd</sup> ed.). Scottsdale, AZ: Corsuch Scarishrick publishers.
- Elkin, M. K., Perry, A. G., & Potter, P. A. (2012). *Nursing interventions and clinical skills* (5<sup>th</sup> ed.). St. Louis: Mosby Elsevier.
- Porth, C. M. (2011). *Essentials of pathophysiology* (3<sup>rd</sup> ed.). Wolters Kluwer Health/Lippincott Williams & Wilkins. Philadelphia: P. A.
- Kyle, T. (2013). *Essentials of pediatric nursing* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott Williams and Wilkins.
- Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2014). *Medical-surgical nursing in Canada* (3<sup>rd</sup> ed.). St. Louis, MO: Mosby Elsevier.
- Potter, P. A., & Perry, A. G. (2014). *Canadian fundamentals of nursing* (Revised 5<sup>th</sup> ed.). Toronto, ON: Elsevier Canada.
- Van Leeuwen, A. M., Kranpitz, T. R. & Smith, L. (2012). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21<sup>st</sup> ed.). Philadelphia: F. A. Davis.

**NURS 211**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

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

**1. Class/Laboratory**

|                             |     |
|-----------------------------|-----|
| Transitions Paper           | 20% |
| Critical Reflection Paper   | 10% |
| Pediatric Family Assignment | 10% |
| Midterm #1                  | 15% |
| Midterm #2                  | 20% |
| Final                       | 25% |

**2. Clinical**

Satisfactory clinical evaluation

Math Quizzes - students must achieve a pass mark of 90% on the math quizzes. Students will have three opportunities to pass these math quizzes.

**COURSE CONTENT:**

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

**Class**

Introduction to Course

Professional Goals

Role Transition

Partnerships

Characteristics of Effective Partnerships

Teaching Process

Learning Styles

Critical Thinking and Critical Reflection

Determinants of Health Overview

Personal, Professional, and Social Resources

Environmental Factors

Primary Health Care Principles

Professional Resource: Nursing

Framework for Caring

Standards of Practice/Code of Ethics

Nursing Models

Transitions

Transition Theory

UFV Model of Transition

Stress and Anxiety

Developmental Transitions

Neonate

Infant

Introduction to evidenced Based Practice

Interrelationship of Research, Theory, and Practice

**Clinical**

Clinical experiences on pediatric nursing units in hospital settings.

Observational experiences in hospital and community settings.



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

COURSE IMPLEMENTATION DATE: September 1998  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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>NURS 401</b>                                                                                                           | <b>Nursing</b>     | <b>5</b>    |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Community Health                                                                                                          |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

The philosophy of Primary Health Care will provide direction to an exploration of community health nursing. Students will plan a health promotion program relevant to an identified community population. Students will develop an understanding of the scope of practice for the public health and maternal-child nurse. An understanding of epidemiological concepts will assist students as they consider the role of the community health nurse. A role for nursing within the political environment will emphasize the need for intersectoral collaboration. A study of organizational transitions includes transitions in the agencies within which nurses practice, communities in transition, and transitions in nursing practice.

PREREQUISITES: NURS 304 and HSC 312; enrolled in the BSN program.  
 COREQUISITES: NURS 403.  
 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:** 75

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 32 (fall), 48 (winter)  
 Expected frequency of course offerings: every semester  
 (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>BSN Faculty</u>           | Date approved: <u>November 18, 2013</u>   |
| Department Head: <u>Hannah MacDonald</u>         | Date of meeting: <u>November 24, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>January 7, 2014</u>     |
| Curriculum Committee chair: <u>Nancy Goad</u>    | Date approved: <u>January 13, 2014</u>    |
| Dean/Associate VP: <u>Joanne MacLean</u>         | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval |                                           |

**NURS 401**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Describe the scope of community health nursing.
2. Consider relevant nursing models when applying the nursing process to community as the client.
3. Explain the mandate and roles of the public health nurse and maternal-child nurse.
4. Apply theory and frameworks related to health promotion in planning programs with a health education focus.
5. Apply theory related to the childbearing family.
6. Integrate knowledge of epidemiological concepts in planning and implementing strategies for disease prevention in school, home, workplace, and with special populations.
7. Utilize nursing management and organizational theory in assessing adaptation to organizational transitions.
8. Discuss the impact of the political environment on health and the nursing role.
9. Explore accessibility, utility, and issues related to health care for diverse populations.
10. Apply community health nursing knowledge in an interdisciplinary/intersectoral collaborative context.
11. Consider the needs of specific populations within the community.

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

Lecture, guest lecture, small group discussion, large group discussion.

**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 for this course might be:]*

Ladewig, P. A. W., London, M. L., & Davidson, M. R. (2014). *Contemporary maternal-newborn care* (8<sup>th</sup> ed.). Upper Saddle River, N. J.: Pearson Education Inc.

Selected Reference Readings:

Community Health Course Pack

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

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

|              |     |
|--------------|-----|
| Health Fair  | 30% |
| Quiz         | 10% |
| Midterm Exam | 20% |
| Final Exam   | 40% |

**NURS 401**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****COURSE CONTENT:**

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

## Primary Health Care

## Health Promotion

- theories and frameworks
- program planning and management
- health education principles and strategies

## Accessibility to Health

- diverse populations

## Intersectoral Collaboration

## Determinants of Health

## Personal Resource - Community as Client

- relevant nursing models
- application of nursing process emphasizing assessment
- community health centres
- Healthy Communities

## Personal Resource - Individuals, Families, Groups, Populations

- school programs
- child abuse
- childbearing families

## Professional Resource - Public Health Nursing

- Fraser Health structure and programs
- population based practice
- ethical issues
- research applications

## Environmental Factors - Political

- social and political trends and issues
- implications of public policy on health
- political action to effect change e.g., lobbying

## Epidemiology

- concepts/methods
- morbidity/mortality
- descriptive, analytical, and experimental
- communicable disease risk and prevention
- STI/TB prevention and treatment

## Transition - Organizational

- organizational theory and assessment
- professional role transition



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

COURSE IMPLEMENTATION DATE: September 1998  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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>NURS 403</b>          | <b>Nursing</b>     | <b>4</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Nursing Practice         |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Students will be given the opportunity to establish partnerships with person(s) (individuals, families, groups), experiencing a variety of transitions in hospital and community. Placement experiences will provide an opportunity for participation in interdisciplinary and intersectoral collaboration with an emphasis on childbearing families.

PREREQUISITES: **NURS 306**  
 COREQUISITES: **NURS 401**  
 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:** **160**

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: **16** Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: **144** Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: **32 (fall), 48 (winter)**  
 Expected frequency of course offerings: every semester  
 (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>BSN Faculty</b>           | Date approved: <b>November 18, 2013</b>   |
| Department Head: <b>Hannah MacDonald</b>         | Date of meeting: <b>November 24, 2013</b> |
| Campus-Wide Consultation (CWC)                   | Date approved: <b>January 7, 2014</b>     |
| Curriculum Committee chair: <b>Nancy Goad</b>    | Date approved: <b>January 13, 2014</b>    |
| Dean/Associate VP: <b>Joanne MacLean</b>         | Date of meeting: <b>January 31, 2014</b>  |
| Undergraduate Education Committee (UEC) approval |                                           |

**NURS 403**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Assess individuals, families, and groups experiencing multiple transitions.
2. Formulate and prioritize nursing diagnoses.
3. Recognize the individual, family, group, population, and community responses that reflect well-being.
4. Prioritize, organize, and perform nursing activities, ensuring safety and comfort.
5. Evaluate progress toward identified goals.
6. Establish partnerships with individuals, families, and groups.
7. Utilize principles of teaching and learning.
8. Demonstrate a leadership role in community practice.
9. Initiate and facilitate effective relationships with interdisciplinary and intersectoral partners.
10. Integrate experiential and theoretical knowledge and research findings into practice.
11. Perform within policies, Professional Standards, and Practice Standards.

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

Clinical practice experience, teaching, group facilitation

**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:]*

**Required Texts:**

Ladewig, P. A. W., London, M. L., & Davidson, M. R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). Upper Saddle River, N.J.: Pearson Education Ltd.

**Selected Reference Readings:**

Clinical Resource Manuals and texts

**SUPPLIES / MATERIALS:**

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

EVALUATION: Pass/Fail Grade

1. Clinical Indicators
2. Critical Reflection
3. Teaching Assignment
4. Participation in Clinical Conferences

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

1. Laboratory
  - review of maternity skills, postpartum assessment, breast-feeding, birth control/family planning, women's health issues
  - review of newborn skills:
    - assessment including physical examination and neurological assessment, basic newborn care
  - review of pediatric assessment skills:
    - growth and development, speech, dental health, nutrition
  - review immunization protocol and technique for various ages
2. Clinical
  - clinical experience with Public Health Nursing
  - clinical experience with community groups
  - clinical experience with childbearing families in hospital and community



**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Amanda McCormick, Criminology and Criminal Justice Program Committee Chair

Date: November 12, 2013

Subject: **Proposal for a new course, Crim 403 (Advanced Studies in Youth Crime and Justice)**

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:
2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

B. New course:

1. Rationale for new course

**The School of Criminology and Criminal Justice has a strong and varied expertise in the area of young offenders and youth justice and an advanced seminar-based course continuing from the information taught in CRIM 210: Youth Crime and the Youth Justice System in Canada would benefit our students, many of whom in their professional careers will be working with youth at risk/involved in criminal activity.**

2. How new course fits into program(s)

**The course design is consistent with recommendations from Criminology's program review where it was recommended that our courses adopt more of a preventative focus. As such, our course will take a preventive focus through a discussion of pre-criminal involvement issues, such as pre- and peri-natal risk factors for youth crime, intervention practices among youth at risk, and programs and policies to develop and enhance protective factors among youth. In addition, this course will be unique in that it is designed to cover more of a practical and applied focus on youth justice policy than CRIM 210.**

3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

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

**This course will address most, if not all, of the institutional learning outcomes. In particular, by writing reflective essays, designing intervention programs for at-risk youth, and delivering oral presentations in class students will demonstrate learning outcomes 1 through 6.**



2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**N/A**
3. What consideration has been given to indigenizing the curriculum?  
**The course will pay special attention to Indigenous populations as they represent a group at high risk of being victimized or having contact with the criminal justice system. While one week in particular will be dedicated to this issue, it will represent a continuing discussion thread throughout the 13 weeks.**
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  
**The course credit value (3) is consistent with upper level seminar-based classes in the School of Criminology and Criminal Justice**
  - b. Class size limit  
**The class size limit (27) is consistent with upper level seminar-based classes in the School of Criminology and Criminal Justice**
  - c. Frequency of offering  
**Consistent with budgetary restrictions, we are proposing that the following course be developed to replace the outgoing course CRIM 417, Leadership in Groups and Organizations, which was orphaned with the retirement of Dr. Terry Anderson in the Fall of 2014. It will be offered once per year in place of CRIM 417**
  - d. Resources required (labs, equipment)  
**N/a**
5. If this course is not eligible for PLAR, explain why.  
**N/a**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**Whenever feasible, a field trip will be arranged for students, such as to attend a court hearing of a young offender or to the Burnaby Youth Detention Centre. The date will be coordinated with the class during Week 1. Students will be expected to fund their attendance for this field trip by arranging for their own transportation; no other costs are anticipated.**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**The course may involve custom courseware, estimate to cost approximately \$50. Alternatively, the instructor could work with the library to produce a LibGuide in which the assigned readings can be downloaded for free by registered students. The only other anticipated cost for students would involve transportation costs related to the field trip, ranging between \$5 and \$10 depending on whether students travel by car, carpool, or public transportation.**



CWC:

A comment was received from the Dean, to increase class size to 30.

PDO

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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                    |                                             |             |
|--------------------|---------------------------------------------|-------------|
| CRIM 403           | School of Criminology & Criminal Justice    | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                          | UFV CREDITS |
|                    | Advanced Studies in Youth Crime and Justice |             |
|                    | COURSE DESCRIPTIVE TITLE                    |             |

**CALENDAR DESCRIPTION:**

This course is designed to advance the knowledge base of CRIM 210, *Young Offenders and the Youth Justice System* and provide students with practical skills that will assist them in working with at-risk populations of children and youth. Students will learn about the variety of at-risk populations of children and youth, and local and international best practices for preventing and intervening to reduce their risk of developing negative psychosocial outcomes, including mental health issues, addictions, homelessness, and contact with the criminal justice system. Local Indigenous practices and strategies, as well as international policies and practices, designed to mitigate risk among child and youth populations will be discussed. This course will apply a developmental perspective in understanding and responding to the issues faced by at-risk populations of children and youth, and will pay particular attention to specific segments of this population, including Indigenous, mentally ill, and LGBTQ children and youth, as well as children with incarcerated parents and child victims/witnesses of violence within and outside of the criminal justice system.

**PREREQUISITES:** Acceptance into the Criminal Justice degree program with a minimum of 45 university-level credits, including CRIM 210 and six additional credits of lower-level CRIM; or permission of the School of Criminology and Criminal Justice.

**COREQUISITES:**  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** (department/program) \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**TOTAL HOURS PER TERM:** 60 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: \_\_\_\_\_ Hrs Hours per day: \_\_\_\_\_  
 Seminar: 50 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 5 Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**OTHER:**  
 Maximum enrolment: 30  
 Expected frequency of course offerings: Once per 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>Amanda McCormick, Hayli Millar, Zina Lee, and Amy Prevost</u> | Date approved: <u>November 2013</u>       |
| Department Head: <u>Amy Prevost</u>                                                  | Date of meeting: <u>November 22, 2013</u> |
| Campus-Wide Consultation (CWC)                                                       | Date approved: <u>December 6, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>                                  | Date approved: <u>December 6, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                           | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval                                     |                                           |

**CRIM 403**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- Discuss current crime and victimization trends among children and youth;
- Critically discuss and apply domestic legislation (e.g. the *Youth Criminal Justice Act*), policies (e.g. the *Child, Family and Community Services Act*), and international conventions (e.g. the *United Nations Convention on the Rights of the Child*);
- Apply a developmental perspective when discussing victimization of and offending by youth;
- Critically analyze the challenges facing at-risk populations of youth generally and in particular, special populations of youth, including Indigenous youth, children in care, youth with mental illness, lesbian-gay-bisexual-transgendered-queer youth, and female youth;
- Apply best practices in designing innovative interdisciplinary non-justice and justice programs and policies to prevent and intervene in a variety of at-risk youth populations.
- Reflect awareness of the challenges involved in working with youth including establishing appropriate boundaries, dealing with disclosures of victimization, recruiting youth participants for programs, and building rapport with youth.

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

Seminar discussion, attendance at youth court hearings, field trip

## 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 for this course might be:]

Custom Courseware or LibGuide. Examples of readings include:

- Chamberlain, P. & Moore, K.J. (2002). Chaos and trauma in the lives of adolescent females with antisocial behavior. *Journal of Aggression, Maltreatment & Trauma*, 6(1): 79-108.
- Cohen, M.A., Piquero, A.R., & Jennings, W.G. (2010). Estimating the costs of bad outcomes for at-risk youth and the benefits of early childhood interventions to reduce them. *Criminal Justice Policy Review*, 21: 391-434.
- De Leeuw, S., Greenwood, M., & Cameron, E. (2010). Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of Indigenous children and families in Canada. *International Journal of Mental Health and Addiction*, 8: 282-295.
- Murray, J., Farrington, D.P., & Sekol, I. (2012). Children's antisocial behavior, mental health, drug use, and educational performance after parental incarceration: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2): 175-210.
- Odgers, C.L. et al. (2008). Female and male antisocial trajectories: From childhood origins to adult outcomes. *Development and Psychopathology*, 20: 673-716.
- Representative for Children and Youth (2009). *Kids, Crime and Care. Health and Well-Being of Children in Care: Youth Justice Experiences and Outcomes*. Joint Special Report by the British Columbia Representative for Children and Youth and the British Columbia Office of the Provincial Health Examiner.
- United Nations General Assembly. (1989). Convention on the Rights of the Child. *Treaty Series*, 1577: 3. Available from <http://www.refworld.org/docid/3ae6b38f0.html>

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                                    |     |
|------------------------------------|-----|
| Midterm                            | 20% |
| Reflective Essay                   | 10% |
| Youth Intervention Program Project | 30% |
| Assignment: Incident Reports       | 10% |
| Final                              | 20% |
| Participation                      | 10% |

**CRIM 403**  
**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: Introduction to Course, Overview of Youth Crime Trends  
Week 2: Relevant international and domestic legislation, policies, and conventions on children and youth  
Week 3: Children and youth as victims and/or witnesses of crime and violence  
Week 4: A developmental perspective: Infancy through adolescence  
Week 5: Youth competencies and making informed decisions  
Week 6: Midterm  
Week 7: Risk assessment for at-risk children and youth  
Week 8: Youth in conflict with the law: Serious and Violent Young Offenders  
Week 9: Indigenous and Special Populations  
Week 10: Non-justice based intervention and prevention programs for at-risk youth  
Week 11: Justice based intervention and prevention programs for at-risk youth  
Week 12: Comparative analysis and international approaches to child and youth issues  
Week 13: Group project presentations



**Memo**

To: Ashley Hoogendoorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date:

Subject: *Revision of an existing course – FREN 342*

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

*As recommended in the recent MOLA program review, FREN 219 has been removed as a prerequisite for FREN 342.*

2. Summary of substantive changes:

*Changes include prerequisites and maximum enrollment.*

~~B. New course:~~

~~1. Rationale for new course~~

~~2. How new course fits into program(s)~~

~~3. If a new discipline designation is required, explain why.~~

C. Budget and Learning outcome Issues

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

*In FREN 342, students will be able to communicate efficiently in day- to-day and professional situations, express themselves fluently in a wide range of subjects, express a view point from different perspectives and critically argue their position and demonstrate their command of oral presentations and interviews. This course also involves projects with francophone associations which enable students to engage with local communities through experiential learning.*

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*n/a*

3. What consideration has been given to indigenizing the curriculum?

*In the course of the semester, students will be asked to present or discuss articles on a variety of topics in francophone media. Among these articles, students will be discussing some of them with indigenous content across Canada.*



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 - *4 credits (in line with all other French upper-level courses)*
  - b. Class size limit - *28 (increased from 26 to provide funding for the French Major)*
  - c. Frequency of offering - *Once per year*
  - d. Resources required (labs, equipment) - *No additional resources required*
5. If this course is not eligible for PLAR, explain why.  
*n/a*
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*n/a*
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*The costs for this course would be similar to costs in any course.*

Comments at CWC:

None



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

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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>FREN 342</b>                           | <b>Modern Languages</b> | <b>4</b>    |
| COURSE NAME/NUMBER                        | FACULTY/DEPARTMENT      | UFV CREDITS |
| <b>Advanced French Oral Communication</b> |                         |             |
| COURSE DESCRIPTIVE TITLE                  |                         |             |

**CALENDAR DESCRIPTION:**

This course focuses on oral communication in day-to-day and professional situations at an advanced level. Students will develop their oral proficiencies through class and group discussions, debates, and presentations. At the same time, they will explore new techniques that improve fluency, creativity, and efficient interactions in French.

PREREQUISITES: FREN 242  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**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

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Guided oral 15 Hrs  
 Practice \_\_\_\_\_

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 28  
 Expected frequency of course offerings: once per 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>Ghizlane Laghzaoui, PhD, EdD</u> | Date approved: <u>September 20, 2013</u>  |
| Department Head: <u>Betty-Joan Traverse</u>             | Date of meeting: <u>November 15, 2013</u> |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>January 17, 2014</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>January 17, 2014</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval        |                                           |

**FREN 342**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- Communicate efficiently in day- to-day and professional situations
- Express themselves fluently in a wide range of subjects
- Use effectively non-verbal communication (eg. body language)
- Express a view point from different perspectives and critically argue their position
- Report verbally on a reading and transcribe an audio-text
- Demonstrate their command of oral presentations and interviews
- Improvise in any given oral interaction
- Demonstrate fluency and skills at speech organization
- Show their mastery of new vocabulary

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

Presentations, improvisation sessions, discussions and debates. Practice at individual, group and class level.

## 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:]*

Material prepared by the instructor on oral communication techniques  
Online francophone medias (RFI, RDI, TV5, Cyberpresse...)

## SUPPLIES / MATERIALS:

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

|                              |     |
|------------------------------|-----|
| Quizzes on vocabulary (x2) : | 20% |
| Seminars :                   | 10% |
| Oral presentations (x2):     | 20% |
| Oral mid-term exam :         | 20% |
| Oral final exam :            | 20% |
| Participation :              | 10% |

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

Week 1: Oral versus writing. Variety of accents in French.  
Week 2: Listening: how to take notes from audio and video documents with different accents.  
Week 3: How to organize ideas.  
Improvisation practice.  
Week 4: Interviews in French: criteria and methods.  
Week 5: 2mn-10mn exercise: how to elaborate on an idea.  
Improvisation practice.  
Week 6: Oral Presentation #1.  
Week 7: Mid-term: oral.  
Week 8: How to report and synthesize.  
Improvisation practice.  
Week 9: Leavitt exercise: how to explain.  
Improvisation practice.  
Week 10: How to adapt expression to different contexts.  
Improvisation practice.  
Week 11: Oral argumentation: methods and criteria.  
Improvisation practice.  
Week 12: One information, two uses.  
Critical analysis of speeches.  
Week 13: Oral Presentation #2.

**Memo**

To: Ashley Hoogendorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date:

Subject: *Revision of an existing course – GERM 101*

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

*The recent program review of the German program noted that the official course outline for GERM 101 did not correspond to the course syllabi. Revisions have been made to accurately reflect the course content.*

2. Summary of substantive changes:

*Change in calendar description, structure of hours, expected frequency, learning outcomes, textbooks, student evaluation course content.*

~~B. New course:~~

~~1. Rationale for new course~~

~~2. How new course fits into program(s)~~

~~3. If a new discipline designation is required, explain why.~~

C. Budget and Learning outcome Issues

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

*Graduates of this course will use their knowledge of German and German-speaking cultures to participate and contribute in a variety of situations, either regionally or globally. On a regional level, German remains one of widely spoken second languages in the Abbotsford area. The cultural roots of the majority of course participants attest to this phenomenon. On a global level, knowledge of German is advantageous as Germany is one of the top four world economies today, with extensive trade ties to North America. Furthermore, Germany continues to offer generous scholarships and attractive opportunities for Canadian students at the graduate level.*

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*n/a*



3. What consideration has been given to indigenizing the curriculum?  
*Germans have a high level of interest in Native North American cultures and hold First Nations people in very high regard. Germans especially value First Nations' spirituality and their respect for the Earth. The cultural component of the course incorporates quotes and images from the works of key German authors responsible for creating contemporary Germany's interest in First Nation Culture.*
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 -3
  - b. Class size limit -26
  - c. Frequency of offering -*Once per year*
  - d. Resources required (labs, equipment) -*no additional resources required*
5. If this course is not eligible for PLAR, explain why.  
*n/a*
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*n/a*
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*The costs for this course would be similar to costs in any course.*

Comments at CWC:

- I'm just wondering if anyone has already suggested that the % breakdown for the Student Evaluation also be included on the GERM 101 course outline?

*Response:*

- Breakdown of student evaluation added.



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

COURSE IMPLEMENTATION DATE: January 2000  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                    |             |
| GERM 101                                                                                                                  | Modern Languages   | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Beginner's German I                                                                                                       |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

German 101 is designed for students who have little or no prior knowledge of the German language. Taking full advantage of new media and technology, this course provides a wide range of learning environments and encourages students to develop active and creative language skills. By the end of GERM 101, students should be able to communicate accurately in a variety of everyday situations; to express commands, make requests, and give advice; and to express likes and dislikes in German. Students who already have some knowledge of German (from home or from school) are encouraged to challenge this course, and/or take a higher level course.

PREREQUISITES: None  
 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:** 45

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 26  
 Expected frequency of course offerings: Once per 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>Sabine Zimmermann</u>        | Date approved: <u>September 20, 2013</u>  |
| Department Head: <u>Betty-Joan Traverse</u>         | Date of meeting: <u>November 15, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>January 17, 2014</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>January 17, 2014</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval    |                                           |

**GERM 101**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Communicate accurately in German, in a variety of everyday situations.
- Express commands, make requests, and give advice.
- Express likes/dislikes in German.

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing German from the very first class as they work to develop the four basic skills: [i] listening to and [ii] speaking, [iii] reading and [iv] writing German.

**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 for this course might be:]

*Treffpunkt Deutsch*, Sixth Edition, Gonglewski, Moser, Partsch/ Pearson 2013 (with SAM on-line access code for 6 months or 24 months)

*Klett-Collins German-English Dictionary 501 German Verbs* (recommended)

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                                                            |     |
|------------------------------------------------------------|-----|
| 15 quizzes:                                                | 15% |
| 4 chapter tests @ 10% (each test includes a short essay):  | 40% |
| Student workbook - online homework:                        | 10% |
| Class/lab participation:                                   | 5%  |
| Final exam – oral part (5 minute individual presentation): | 5%  |
| Final exam - written part (with short essay part):         | 25% |

**COURSE CONTENT:**

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

GERM 101 completes chapters 1-4 of the textbook *Treffpunkt Deutsch*.

- Week 1: Greetings, farewell, counting, and alphabet
- Week 2: Pronunciation, gender of nouns, definite and indefinite articles
- Week 3: Word order in questions and statements, expressions of time and place
- Week 4: Personal pronouns, present tense of verbs
- Week 5: Telling time, nominative case
- Week 6: Possessive adjectives, endings of adjectives before a noun
- Week 7: Direct object, accusative case
- Week 8: Adjective endings in accusative case
- Week 9: Negation, irregular verb endings
- Week 10: Modal verbs
- Week 11: Separable prefix verbs, commands
- Week 12: Commands, coordinating and subordinating conjunctions
- Week 13: Personal pronouns in accusative case



**Memo**

To: Ashley Hoogendoorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date:

Subject: *Revision of an existing course – GERM 102*

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change:

*The recent program review of the German program noted that the official course outline for GERM 102 did not correspond to the course syllabi. Revisions have been made to accurately reflect the course content.*

2. Summary of substantive changes:

*Change in calendar description, structure of hours, expected frequency, learning outcomes, textbooks, student evaluation course content.*

~~B. New course:~~

~~1. Rationale for new course~~

~~2. How new course fits into program(s)~~

~~3. If a new discipline designation is required, explain why.~~

C. Budget and Learning outcome Issues

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

*Graduates of this course will use their knowledge of German and German-speaking cultures to participate and contribute in a variety of situations, either regionally or globally. On a regional level, German remains one of widely spoken second languages in the Abbotsford area. The cultural roots of the majority of course participants attest to this phenomenon. On a global level, knowledge of German is advantageous as Germany is one of the top four world economies today, with extensive trade ties to North America. Furthermore, Germany continues to offer generous scholarships and attractive opportunities for Canadian students at the graduate level.*

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*n/a*



3. What consideration has been given to indigenizing the curriculum?  
*Germans have a high level of interest in Native North American cultures and hold First Nations people in very high regard. Germans especially value First Nations' spirituality and their respect for the Earth. The cultural component of the course incorporates quotes and images from the works of key German authors responsible for creating contemporary Germany's interest in First Nation Culture.*
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 -3
  - b. Class size limit -26
  - c. Frequency of offering -*Once per year*
  - d. Resources required (labs, equipment) -*no additional resources required*
5. If this course is not eligible for PLAR, explain why.  
*n/a*
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*n/a*
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*The costs for this course would be similar to costs in any course.*

Comments at CWC:

- I have the same apology and the same question for GERM 102 as I did for GERM 101. [student evaluation]
- As well, has anyone asked what your dept will accept as the "or equivalent". If it is something that can be identified, then I recommend including these in the prereqs. When students ask what this means, it's difficult to know how to respond other than to speak with the Dept head/asst or instructor.
- Is it safe to assume that these situations will result in a transfer credit assessment of GERM 101 at UFV? If yes, then you can probably remove "or equivalent" from the prereqs. If no, then I have no issues with this remaining.

Response:

- Breakdown of student evaluation added.
- I think the equivalent could be a lot of things, which could be complicated to list: summer programs in Germany, other German beginner courses in other provinces in Canada. It is fine to

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send these students to the department head or instructor, who can give them a placement test if their competence level is unclear.

PDO



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

COURSE IMPLEMENTATION DATE: January 2000  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                    |             |
| GERM 102                                                                                                                  | Modern Languages   | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Beginner's German II                                                                                                      |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

GERM 102 is designed for students who have completed GERM 101 or equivalent, and extends and expands upon the communicative targets laid out in GERM 101. In particular, in GERM 102 students continue to build on acquiring a basic fluency in different communicative contexts. Also, an increased emphasis is placed on developing spoken German. By the end of this course students should have learned to communicate with basic fluency in a variety of different contexts; to use all of the major indicative tenses (i.e., to communicate about events in the present and past tense (perfect tense)s); and to argue points of view and to provide reasoned support for one's argument in German. Students who already have some high school German (or have learned German at home) may register without GERM 101, with the instructor's permission.

PREREQUISITES: GERM 101 or equivalent.

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:** 45

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 26  
 Expected frequency of course offerings: Once per 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>Sabine Zimmermann</u>        | Date approved: <u>September 20, 2013</u>  |
| Department Head: <u>Betty-Joan Traverse</u>         | Date of meeting: <u>November 15, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>January 17, 2014</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>January 17, 2014</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>January 31, 2014</u>  |
| Undergraduate Education Committee (UEC) approval    |                                           |

GERM 102  
COURSE NAME/NUMBER

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

## LEARNING OUTCOMES:

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

- Communicate in German with basic fluency in a variety of different contexts.
- Use two of the major indicative tenses in German (i.e. to communicate about events in present tense and perfect tense).
- Argue points of view and to provide reasoned support for one's argument in German.

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

An increased emphasis is placed on developing spoken German. The amount of German used in class is increased steadily, and by the end of the course, German becomes the primary language of instruction. The student-centered, communicative approach encourages and helps students to interact meaningfully in German. In the conversation-workshops, students will have the opportunity to practice their skills in smaller groups of six or seven students.

## 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:

*Treffpunkt Deutsch*, Sixth Edition, Gonglewski, Moser, Partsch- Pearson 2013(with SAM on-line access code for 6 or 24 months)

*Klett-Collins German-English Dictionary 501 German Verbs* (recommended)

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                                                            |     |
|------------------------------------------------------------|-----|
| 15 quizzes:                                                | 15% |
| 4 chapter tests @ 10% (each test includes a short essay):  | 40% |
| Student workbook - online homework:                        | 10% |
| Class/lab participation:                                   | 5%  |
| Final exam – oral part (5 minute individual presentation): | 5%  |
| Final exam - written part (with short essay part):         | 25% |

## COURSE CONTENT:

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

Most basic elements of the German grammar will be completed in German 102, including the passive voice and subjunctive. German 102 completes chapters 5 to 8 of the textbook *Treffpunkt Deutsch*.

- Week 1: Accusative prepositions, personal pronouns in accusative
- Week 2: Comparative and superlative
- Week 3: Simple past of modal verbs and to be, to have
- Week 4: The perfect tense
- Week 5: The perfect tense, ordinal numbers
- Week 6: Perfect tense in literature, conversation
- Week 7: Dative case and dative pronouns
- Week 8: Verbs and expressions with dative case
- Week 9: Dative adjective endings, compound words
- Week 10: Two case prepositions
- Week 11: The verb "to put" with accusative, dative case
- Week 12: Infinitive phrases, word order
- Week 13: Genitive case



**Memo**

To: Ashley Hoogendoorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date: November 28<sup>th</sup>, 2013

Subject: New course – SPAN 280 Spanish Practicum I

A. New course:

1. Rationale for new course

*SPAN 280 fills an unmet need of Spanish students to receive credit for experiential learning in which they can achieve a level of fluency that cannot be taught in the classroom. At the same time, they will become familiar with the workplace norms of Hispanic societies. Students will also improve their ability to self-teach Spanish through a variety of problem-solving strategies.*

2. How new course fits into program(s)

*This is a logical program addition at little or no cost to UFV. There are already students working as volunteers in Spanish-speaking environments (e.g. Fraser Valley school Spanish classes and overseas NGOs). This course will provide recognition of their language learning. The course will count toward the Spanish Proficiency Certificates, Latin American Studies degrees (program changes to follow), the BA in GDS, and eventually toward degrees in Spanish, when introduced.*

3. If a new discipline designation is required, explain why.

*n/a*

B. Budget and Learning outcome Issues

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

*This course contributes principally to the following UFV ILOs:*

*3. Use knowledge and skills proficiently*

*5. Communicate effectively*

*6. Pursue self-motivated and self-reflective learning*

*8. Engage in respectful and professional practices*

*9. Contribute regionally and globally*

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*n/a*



3. What consideration has been given to indigenizing the curriculum?  
*When students are placed in NGOs serving Indigenous populations (e.g. with partners in Chiapas or Oaxaca, Mexico), this will be central to the learning achieved in the 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 -3
  - b. Class size limit -6
  - c. Frequency of offering –*On demand*
  - d. Resources required (labs, equipment) -*no additional resources required*
5. If this course is not eligible for PLAR, explain why.  
*n/a*
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*This course is delivered through independent studies. There are no scheduled field trips, but these may occur as a consequence of the activities of the workplace. The costs of any such activities are borne entirely by the student, unless they are subsidized by the employer.*
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Costs for the course (beyond tuition) may vary tremendously depending on the location of the placement. The student will be responsible for paying all costs, including transportation, room and board.*

Comments at CWC:

- There is an existing course, ARTS 280 Internship in a Specific Discipline, that would seem well suited for the kinds of experiences that the two proposed new courses in SPAN are designed for. Please have a look at the course outline for ARTS 280 to determine how it could work for the students in Spanish.
- I am suggesting a revision to the final sentence of the Calendar Description for clarity: With permission from both the MOLA department and the Dean of Arts, Spanish Practicum I may be taken concurrently with another practicum or internship.
- I also have a question that pertains to both Spanish Practicum courses – will students be assigned a letter grade or will the evaluation be CR (pass)/NCR (fail)? It doesn't seem to me that UFV has a policy on this because I have seen practicum courses in different disciplines using one method or the other. I ask that whichever method will be used is stated under the Student Evaluation section.

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*Response:*

- Final sentence of the Calendar Description revised as suggested.
- Evaluation will be CR (pass)/NCR (fail).

PDO

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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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.                                                   |                    |             |
| <b>Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor</b> |                    |             |
| SPAN 280                                                                                                                         | Modern Languages   | 3           |
| COURSE NAME/NUMBER                                                                                                               | FACULTY/DEPARTMENT | UFV CREDITS |
| Spanish Practicum I                                                                                                              |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                         |                    |             |

**CALENDAR DESCRIPTION:**

This independent studies course provides an opportunity for students to polish and expand their Spanish usage through practical experience in a workplace. Typically, it assumes a minimum of 120 hours paid or volunteer work experience over the course of the semester in which the working language is entirely, or almost entirely, Spanish. With permission from both the MOLA department and the Dean of Arts, Spanish Practicum I may be taken concurrently with another practicum or internship.

PREREQUISITES: SPAN 201, SPAN 202, and departmental permission.  
 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:** 120

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 20 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 100 Hrs

Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 6 or more as approved by the  
 Dean of Arts

Expected frequency of course offerings: Every term, on demand  
 (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>Teresa Arróliga-Piper</u>    |                                          |
| Department Head: <u>Betty-Joan Traverse</u>         | Date approved: <u>November 15, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date of meeting: <u>December 6, 2013</u> |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>January 17, 2014</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date approved: <u>January 17, 2014</u>   |
| Undergraduate Education Committee (UEC) approval    | Date of meeting: <u>January 31, 2014</u> |

**SPAN 280**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- demonstrate significantly improved fluency in oral and written communication
- participate effectively in normal workplace interactions at close to the speed expected of native speakers
- perceive and act in accordance with culturally specific workplace expectations
- describe the differences between Canadian and Hispanic cultural practices and understandings
- use an extended vocabulary and grammar particular to the type of work and the location of the workplace
- communicate effectively in a number of formats and media (e.g. telephone calls, text messages, emails, letters, memos, etc.)
- assess gaps in their language skills and formulate strategies for overcoming them

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

Students will keep a written record (journal) of their language learning goals, challenges, and achievements. If possible, they will be in weekly contact with their instructor to report on their progress and goals for the following week. Consultation will take place by email if the student is overseas.

If appropriate or necessary, structured tasks may be assigned to the student each week.

**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 for this course might be:]*

Kendris, Christopher and Theodore Kendris (2013) *501 Spanish Verbs*, 7th ed. Barron's Educational Series.

*Collins Spanish Dictionary*, 9th ed.

Santamaria Iglesias, Esther and Helen Jones (2008) *En Activo: Practical Business Spanish*. Routledge.

**SUPPLIES / MATERIALS:**

Students are responsible for all costs of the practicum, including transportation and accommodation, plus tuition.

**STUDENT EVALUATION:**

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

|                          |     |
|--------------------------|-----|
| Oral exam                | 20% |
| Weekly reports           | 20% |
| Journal                  | 20% |
| Final analytical report  | 20% |
| Work supervisor's report | 20% |



**Memo**

To: Ashley Hoogendoorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date: November 28<sup>th</sup>, 2013

Subject: New course – SPAN 380 Spanish Practicum II

A. New course:

1. Rationale for new course

*SPAN 380 fills an unmet need of Spanish students to receive credit for experiential learning in which they can achieve a level of fluency that cannot be taught in the classroom. At the same time, they will become familiar with the workplace norms of Hispanic societies. Students will also improve their ability to self-teach Spanish through a variety of problem-solving strategies.*

2. How new course fits into program(s)

*This is a logical program addition at little or no cost to UFV. There are already students working as volunteers in Spanish-speaking environments (e.g. Fraser Valley school Spanish classes and overseas NGOs). This course will provide recognition of their language learning. The course will count toward the Spanish Proficiency Certificates, Latin American Studies degrees (program changes to follow), the BA in GDS, and eventually toward degrees in Spanish, when introduced.*

3. If a new discipline designation is required, explain why.

*n/a*

B. Budget and Learning outcome Issues

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

*This course contributes principally to the following UFV ILOs:*

- 3. Use knowledge and skills proficiently*
- 5. Communicate effectively*
- 6. Pursue self-motivated and self-reflective learning*
- 8. Engage in respectful and professional practices*
- 9. Contribute regionally and globally*

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*n/a*



3. What consideration has been given to indigenizing the curriculum?  
*When students are placed in NGOs serving Indigenous populations (e.g. with partners in Chiapas or Oaxaca, Mexico), this will be central to the learning achieved in the 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 -6
  - b. Class size limit -6
  - c. Frequency of offering –*On demand*
  - d. Resources required (labs, equipment) -*no additional resources required*
5. If this course is not eligible for PLAR, explain why.  
*n/a*
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*This course is delivered through independent studies. There are no scheduled field trips, but these may occur as a consequence of the activities of the workplace. The costs of any such activities are borne entirely by the student, unless they are subsidized by the employer.*
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Costs for the course (beyond tuition) may vary tremendously depending on the location of the placement. The student will be responsible for paying all costs, including transportation, room and board.*

Comments at CWC:

- There is an existing course, ARTS 280 Internship in a Specific Discipline, that would seem well suited for the kinds of experiences that the two proposed new courses in SPAN are designed for. Please have a look at the course outline for ARTS 280 to determine how it could work for the students in Spanish.
- I am suggesting a revision to the final sentence of the Calendar Description for clarity: With permission from both the MOLA department and the Dean of Arts, Spanish Practicum I may be taken concurrently with another practicum or internship.
- I also have a question that pertains to both Spanish Practicum courses – will students be assigned a letter grade or will the evaluation be CR (pass)/NCR (fail)? It doesn't seem to me that UFV has a policy on this because I have seen practicum courses in different disciplines using one method or the other. I ask that whichever method will be used is stated under the Student Evaluation section.

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*Response:*

- Final sentence of the Calendar Description revised as suggested.
- Evaluation will be CR (pass)/NCR (fail).

PDO

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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                    |             |
| SPAN 380                                                                                                                  | Modern Languages   | 6           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Spanish Practicum II                                                                                                      |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This independent studies course provides an opportunity for students to polish and expand their Spanish usage through practical experience in a workplace. Typically, it assumes a minimum of 240 hours paid or volunteer work experience over the course of the semester in which the working language is entirely, or almost entirely, Spanish. This course is at a more advanced level and requires more hours of workplace immersion than SPAN 280 Spanish Practicum I. Placements are most likely to be overseas. With permission from both the MOLA department and the Dean of Arts, Spanish Practicum II may be taken concurrently with another practicum or internship.

PREREQUISITES: SPAN 201, SPAN 202, and departmental permission.  
 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:** 240

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 20 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 220 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 6 or more as approved by the Dean of Arts  
 Expected frequency of course offerings: Every term, on demand (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>Teresa Arróliga-Piper</b>    | Date approved: <b>November 15, 2013</b>  |
| Department Head: <b>Betty-Joan Traverse</b>         | Date of meeting: <b>December 6, 2013</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>January 17, 2014</b>   |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>January 17, 2014</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>January 31, 2014</b> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**SPAN 380**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- demonstrate significantly improved fluency in oral and written communication
- participate effectively in normal workplace interactions at close to the speed expected of native speakers
- perceive and act in accordance with culturally specific workplace expectations
- describe the differences between Canadian and Hispanic cultural practices and understandings
- use an extended vocabulary and grammar particular to the type of work and the location of the workplace
- communicate effectively in a number of formats and media (e.g. telephone calls, text messages, emails, letters, memos, etc.)
- assess gaps in their language skills and formulate strategies for overcoming them

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

Students will keep a written record (journal) of their language learning goals, challenges, and achievements. If possible, they will be in weekly contact with their instructor to report on their progress and goals for the following week. Consultation will take place by email if the student is overseas.

If appropriate or necessary, structured tasks may be assigned to the student each week.

**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 for this course might be:]*

Kendris, Christopher and Theodore Kendris (2013) *501 Spanish Verbs*, 7<sup>th</sup> ed. Barron's Educational Series.  
Collins Spanish Dictionary, 9<sup>th</sup> ed.  
Santamaria Iglesias, Esther and Helen Jones (2008) *En Activo: Practical Business Spanish*. Routledge.

**SUPPLIES / MATERIALS:**

Students are responsible for all costs of the practicum, including transportation and accommodation, plus tuition.

**STUDENT EVALUATION:**

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

|                          |     |
|--------------------------|-----|
| Oral exam                | 20% |
| Weekly reports           | 20% |
| Journal                  | 20% |
| Final analytical report  | 20% |
| Work supervisor's report | 20% |

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean-College of Arts  
**From:** Graphic Design Program Committee  
**Date:** November 1, 2013  
**Subject:** New course GD 303 Dynamic Media II: Storytelling

**A. Rationale for new course**

GD 303 is a continuation of GD 203 Dynamic Media I: Motion Graphics. Students will further develop motion graphics skills to an advanced proficiency and will be introduced to video and character animation. This knowledge is necessary in the digital creative industry and will enable professional relevancy.

**B. Budget and learning outcome issues**

- a. How does your course address the UFV Learning Outcomes?  
*Please see the attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
- b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
*Not at this time, but is directly related to media arts.*
- c. What consideration has been given to indigenizing the curriculum?  
*This course provides the opportunity to document and communicate stories, issues, events using motion graphics and video.*
- d. Explain how the addition of this course will affect the budget for your area or any other area:
  - i. Credit value  
*This course replaces GD 231 – there is no budget implication.*
  - ii. Class size limit  
*24*
  - iii. Frequency of offering  
*1 x each year (part of the GDD Diploma)*
  - iv. Resources required (labs, equipment)  
*GDD Labs*
- e. If this course is not eligible for PLAR, explain why.
- f. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?  
*No.*

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*The course requires access to a computer and Adobe CC. Cohort students provide their own equipment and software, and non-cohort students have access to existing equipment and Adobe CC. All GD courses have a surcharge and materials fee.*

*2013/14:*

*210.73/credit + 13.14 ancillary fees = 223.87/credit*

*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)*

*Total Cost: \$756.61*



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                                |                                            |             |
|--------------------------------|--------------------------------------------|-------------|
| GD 303                         | College of Arts – Graphic + Digital Design | 3           |
| COURSE NAME/NUMBER             | FACULTY/DEPARTMENT                         | UFV CREDITS |
| Dynamic Media II: Storytelling |                                            |             |
| COURSE DESCRIPTIVE TITLE       |                                            |             |

**CALENDAR DESCRIPTION:**

Dynamic Media II covers advanced motion graphics techniques for design projects. Skill development includes applying and controlling virtual cameras, 3-D layers, and applied effects. Students will be introduced to character design and also begin to integrate live motion video into their projects.

PREREQUISITES: GD 203.  
 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

**STRUCTURE OF HOURS:**

Lectures: 20 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 30 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 10 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: Once per 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>Shayne Letain</b>            | Date approved: <b>November 1, 2013</b>   |
| Department Head: <b>Karin Jager</b>                 | Date of meeting: <b>November 8, 2013</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>December 6, 2013</b>   |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>December 6, 2013</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>January 31, 2013</b> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**GD 303**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Develop storyboards for motion design projects
- Develop and integrate rich media assets into motion design projects (audio and video files)
- Develop motion design assets in image making software (vector and raster)
- Create animatic storyboards
- Utilize JavaScript coding expression to augment animation
- Design and rig character for motion design and animation
- Create and animate 3-D environments with motion design software using virtual cameras
- Assess varied motion design solutions to client needs

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

Lectures, demonstrations, lab time, individual research and production, presentations

**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 for this course might be:]*

**SUPPLIES / MATERIALS:**

Portable media storage  
Computer and related software (Adobe CC)

**STUDENT EVALUATION:**

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

|                                        |     |
|----------------------------------------|-----|
| Project 1: Animated Mascot             | 30% |
| Project 2: Video Integration           | 30% |
| Project 3: Animating Using Expressions | 30% |
| Attendance, participation              | 10% |

**COURSE CONTENT:**

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

Weeks 1 - 4 Character Design and Animation  
Applying character animation to a project calling for an animated "mascot".

Weeks 5 - 9 Video Integration  
Integrating video and graphics through motion tracking and keying.

Weeks 9-13 Animating Using Expressions  
Students can create a new project or revisit an earlier project and polish it using coding.

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean-College of Arts

**From:** Graphic Design Program Committee

**Date:** November 1, 2013

**Subject:** Proposal for a new course - GD 375 Packaging

**A. New course:****a. Rationale for new course****i. How new course fits into program(s).**

This course provides professional preparation in the area packaging. The Fraser Valley has expansive opportunities for graphic designers in the food processing industry and in product development. Currently, the GDD diploma does not offer this area of specialization in its curriculum. It is essential that GDD students obtain this knowledge and the related specialized skills so they can take advantage of local business opportunities and meet the needs of the creative industry when they graduate. The course also emphasizes innovation, sustainability and environmental impact of packaging, which align with the program goals of creating responsible design solutions.

**B. Budget and Learning outcome Issues****a. How does your course address the UFV Learning Outcomes?**

*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*

**b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**

*Not at this time, but is directly related to media arts. It would also be of interest to the Agriculture as it relates directly to food processing.*

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

*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*

**d. Explain how the addition of this course will affect the budget for your area or any other area:****i. Credit value 3**

*This course is new and replaces a VA course. The course is dependent on reallocation of funding from Visual Arts that has been approved by the Dean. Students will be impacted with the surcharge associated with the addition of the extra GD course.*

**ii. Class size limit**

*24*

- iii. Frequency of offering  
*1 x each year (part of the GDD Diploma)*

- iv. Resources required (labs, equipment)  
*GDD Labs*

- e. If this course is not eligible for PLAR, explain why.
- f. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

*This course may have field trips to printing facilities or to local food processors. The dates will not be included in the timetable. There will likely be no additional cost.*

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*The course requires access to a computer and Adobe CC. Cohort students provide their own equipment and software, and non-cohort students have access to existing equipment and Adobe CC. All GD courses have a surcharge and materials fee.*

*2013/14:*

*210.73/credit + 13.14 ancillary fees = 223.87/credit*

*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage(\$50)*

*Total Cost: \$756.61*

CWC Comments:

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**From:** Frank Ulbrich <[Frank.Ulbrich@ufv.ca](mailto:Frank.Ulbrich@ufv.ca)>

**Date:** Tuesday, 26 November, 2013 1:54 PM

**To:** cwconsult <[cwconsult@lists.ufv.ca](mailto:cwconsult@lists.ufv.ca)>, Ashley Hoogendoorn <[Ashley.Hoogendoorn@ufv.ca](mailto:Ashley.Hoogendoorn@ufv.ca)>, Karin Jager <[karin.jager@ufv.ca](mailto:karin.jager@ufv.ca)>

**Cc:** Rosetta Khalideen <[Rosetta.Khalideen@ufv.ca](mailto:Rosetta.Khalideen@ufv.ca)>, Jacqueline Nolte <[Jacqueline.Nolte@ufv.ca](mailto:Jacqueline.Nolte@ufv.ca)>

**Subject:** CWC Response Regarding GD 275 and GD 375

I am writing with regard to

GD 275- new course, Brand Identity I: Design Strategy

GD 375- new course, Brand Identity II: Packaging

The School of Business *does not support* these courses as presented.

Both courses do have their main content in the area of marketing and in particular brand identity, a sub-area of marketing.

The School of Business is the provider of business and management education at UFV. All subject expertise and competence for such offerings need to be within the School of Business.

As such the School of Business does not support the suggested course offering.

The School, however, has reached out in the past and is still open to offer the suggested courses to programs outside the School of Business. But to make it clear, the School of Business “owns” marketing as a subject. These courses should not be offered by another department/school.

The School of Business is willing to work with the Department of Graphic Design to find an appropriate solution.

Best regards,

Dr. Frank Ulbrich

**Frank Ulbrich, PhD**  
Director - School of Business



33844 King Rd | Abbotsford BC V2S 7M8 | Canada

Phone: +1 604 854 4551 or (Toll Free Canada) 1 888 504 7441 x4551 | Email: [frank.ulbrich@ufv.ca](mailto:frank.ulbrich@ufv.ca)

---

**From:** Paula Funk  
**Sent:** November-26-13 1:47 PM  
**To:** Karin Jager; cwconsult; Susan Fisher  
**Cc:** Rachael Letkeman; Cecelia Dirksen; Jacqueline Nolte; Vicki Bolan  
**Subject:** RE: Response to Proposed GD 275 and GD 375

Thanks, Karin. It looks like a comprehensive response to Cindy's concerns.

I consulted briefly with Rhonda Colwell on UEC this morning, and it is her sense that the concerns raised by the Business department would need to be resolved before the course can be seen by UEC, but not CACC. I'm not the pro here -- can the course be moved on to the next CACC agenda based on Karin's response? Your thoughts, Rachael?

**Paula Funk, BFA**

BFA Educational Advisor

Phone: 604-504-7441, x4406

Office: C 1402A, Abbotsford Campus



---

**From:** Karin Jager

**Sent:** November-26-13 1:42 PM

**To:** cwconsult; Susan Fisher

**Cc:** Paula Funk; Rachael Letkeman; Cecelia Dirksen; Jacqueline Nolte; Vicki Bolan

**Subject:** Re: Response to Proposed GD 275 and GD 375

Hello Everyone,

Here is GDD's response to Cindy Stewart's concerns. Please note, references are made to the course learning outcomes, not course content which varies by instructor.

*Cindy Stewart: The proposed GD 275 appears to be a duplication of BUS 329 approved by UEC in **December 2012.***

**GD275 is based on GD374 which was approved by UEC in MARCH 2012.** (attached for reference)

GD 275 **introduces branding** and focuses on the strategic process for **creating brand identity**. It will be the foundation course in the proposed two-course offering in the subject area of brand identity, which is part of the communication design curriculum in the GDD Diploma. **GD 275 is based on GD 374, and will now address a gap in the 200-level design curriculum.**

-----

**BUS329 and GD275 have different learning outcomes and prerequisites. The courses are not the same and are contextual based on each respective program's learning outcomes.**

**BUS329 Prerequisites:**

BUS323 Introduction to Advertising

BUS327 Consumer Behaviour

BUS120 Essentials of Marketing

**BUS329 Learning Outcomes:**

Upon successful completion, students will be able to:

1. Formulate the design requirements of creating a corporate brand identity
2. Demonstrate a basic knowledge of the industry standard technology tools Adobe Illustrator, Photoshop, and InDesign used in the layout and production of branded traditional promotion mix collaterals including print ads, direct mail pieces, newsletters, and brochures.
3. Develop all design elements required for creating online corporate branded assets including corporate website, banner ads, and social media presence including FacebookFan Pages.
4. Demonstrate a working knowledge of the industry standard technology tools Adobe Dreamweaver and Flash, used to create HTML based online visual media pieces

**GD 275 Prerequisites:**

GD 101 Fundamentals of Design

GD 154 Typography

GD 157 Digital Design Media I (Illustrator and Photoshop)

**GD275 Learning Outcomes:**

- Upon successful completion of this course, students will be able to:
- Identify different types of branding.
- Define branding and brand identity.
- Use industry terms and tools for the development of brand identity.
- Implement a process and methodology for the design of brand identity.
- Determine appropriate marketing materials to support a brand.
- Create a comprehensive brand identity.
- Prepare presentations and materials for a comprehensive brand identity project.

-----

*Cindy Stewart: "Brand Management is a Business function within organizations while Brand Image development is a collaborative effort between business and graphic design personnel."  
"Offering a course that suggests a student can learn all the skills they need to know about brand identity in one course is not in the academic best interests of UFV students."*

**GD275 does not claim to teach brand management.** It offers an **introduction** to the design of a brand identity.

**GD275 Calendar description:** This course introduces students to the field of brand identity and the strategic process for visual branding. Students develop a re-branding project that involves research, logo design, and the design of collateral to support the brand strategy.

**GD275 learning outcomes:**

- Identify different types of branding.
- Define branding and brand identity.
- Implement a process and methodology for the design of brand identity.

-----

*Cindy Stewart: At the outset when developing BUS 329, the School of Business approached GD to co-operate with the development of this course instead of going it alone, because we respect that Visual Arts and Graphic Design “own” the visual art design subject content while the School of Business owns the marketing subject content being covered in this course.*

**Visual Arts, Graphic Design and Business programs each have their respective program learning outcomes and are significantly different from each other. Course content in these programs are delivered contextually to meet the program learning outcomes.**

**Visual Art and Design are two diversely different disciplines.**

-----

*Cindy Stewart: My concerns for GD 375 are similar to GD 275 with respect to the marketing skills being taught. However, if the course content is strictly limited to the “graphic design” and technical production aspects of making the packaging then I support the proposed course and would like to explore with GD how our Business students might be able to have access to taking this course.*

**GD375 is a continuation of GD275. The learning outcomes reflect the knowledge and skills required to design packaging. Business students may take this course if they have the GD275 prerequisite.** The Fraser Valley has expansive opportunities for graphic designers in the food processing industry and in product development. Currently, the GDD diploma does not offer this area of specialization in its curriculum. It is essential that GDD students obtain this knowledge and the related specialized skills so they can take advantage of local business opportunities and meet the needs of the creative industry when

they graduate. The course also emphasizes innovation, sustainability and environmental impact of packaging, which align with the program goals of creating responsible design solutions.

**GD375 Calendar description:** This course is an introduction to packaging, point-of-purchase and retail promotion as part of brand strategy. Students are introduced to 3-D graphic design, packaging for different types of products and food processing, government regulations and manufacturing constraints. Projects will focus on packaging for local industries, brand strategy, innovation, environmental impact and sustainability.

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

- Identify different types of packaging.
- Define brand strategy and product considerations related to a packaging project.
- Consider the impact of packaging on the environment and develop sustainable solutions.
- Use industry terms for the manufacture of packaging.
- Implement a process and methodology for the design and production of packaging.
- Understand the role of government and regulatory bodies in the production of packaging.
- Determine appropriate touch points for product promotion, point-of-purchase and retail environments
- Create a comprehensive brand strategy for a product launch.
- Prepare presentations and materials for a comprehensive product launch.

Respectfully,

Karin Jager



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                                  |             |
|--------------------------|----------------------------------|-------------|
| GD 375                   | College of Arts – Graphic Design | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT               | UFV CREDITS |
| Packaging                |                                  |             |
| COURSE DESCRIPTIVE TITLE |                                  |             |

**CALENDAR DESCRIPTION:**

This course is an introduction to packaging. Students are introduced to 3-D graphic design, packaging for different types of products and food processing, government regulations, and manufacturing constraints. Projects will focus on designing packaging for local industries, innovation, environmental impact, and sustainability.

PREREQUISITES: GD 374.  
 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

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 10 Hrs  
 Laboratory: 20 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: \_\_\_\_\_  
 (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>Karin Jager</b>                    | Date approved: <b>November 1, 2013</b>   |
| Department Head: <b>Karin Jager</b>                       | Date of meeting: <b>November 8, 2013</b> |
| Campus Wide Consultation (CWC)                            | Date approved: <b>December 6, 2013</b>   |
| Curriculum Committee chair: <b>Karin Jager</b>            | Date approved: <b>December 6, 2013</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>                | Date of meeting: <b>January 31, 2014</b> |
| Undergraduate Education Advisory Committee (UEC) approval |                                          |

**GD 375**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Identify different types of packaging.
- Define product considerations related to a packaging project.
- Consider the impact of packaging on the environment and develop sustainable solutions.
- Use industry terms for the manufacture of packaging.
- Implement a process and methodology for the design and production of packaging.
- Understand the role of government and regulatory bodies in the production of packaging.
- Prepare presentations and materials for a comprehensive product design.

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

Lectures  
Demonstrations  
In-class project development  
Critiques and peer review

**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 for this course might be:]*

DuPuis, Steven; Silva, John. Package Design Workbook: The Art and Science of Successful Packaging. Rockport Publishers, 2011.

**SUPPLIES / MATERIALS:**

Adobe CC  
Portable Media Storage

**STUDENT EVALUATION:**

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

|                                                        |     |
|--------------------------------------------------------|-----|
| Project 1: Packaging                                   | 35% |
| Project 2: Retail Environment: Signage and advertising | 35% |
| Project 3: Production                                  | 30% |

**COURSE CONTENT:**

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

1. Types of products and packaging
2. The role of packaging in a retail environment
3. Good and bad packaging: Sustainability and environmental considerations
4. Form versus function
5. Creating professional presentations: Skills for packaging mock-ups
6. Private Labels
7. What is innovation in packaging?
8. Legal, consumer, environmental, and governmental regulatory requirements and UPC
9. Retail environment considerations
10. Container design and sourcing
11. Materials considerations
12. The production process for different types of manufacturing
13. Presentation and promotion

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean-College of Arts  
**From:** Graphic Design Program Committee  
**Date:** November 1, 2013  
**Subject:** New course GD 498 Directed Study in Graphic + Digital Design

New course:

A. Rationale for new course

GD 498 is a capstone course that enables self-directed study and/or experiential learning within the discipline of graphic design. It provides students with the opportunity to apply a culmination of knowledge in a specialization of their choice supporting both BFA Extended Minor students as well as GDD Diploma grads pursuing degree completion. Currently GDD does not offer higher level courses outside of the diploma.

B. Budget and learning outcome issues

a. How does your course address the UFV Learning Outcomes?

*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*

b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*Not at this time, but is directly related to media arts, communications and business.*

c. What consideration has been given to indigenizing the curriculum? *Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*

d. Explain how the addition of this course will affect the budget for your area or any other area:

i. Credit value 3

ii. Class size limit 6

iii. Frequency of offering

*Every semester, based on student demand*

iv. Resources required (labs, equipment)

*GDD Labs*

e. If this course is not eligible for PLAR, explain why.

*This is a capstone course.*

f. Are field trips required for this course? Will the dates be announced in the timetable?

How are the trips funded?

*This course may have field trips to professional events, and/or industry related businesses. The dates will not be included in the timetable. There will likely be no additional cost.*

g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*The course requires access to a computer and Adobe CC. All GD courses have a surcharge and materials fee.*

2013/14:

$210.73/\text{credit} + 13.14 \text{ ancillary fees} = 223.87/\text{credit}$

$223.87 \times 3 = \$671.61 + \$35.00 \text{ materials fee} = \$706.61 \text{ per course} + \text{data storage } (\$50)$

Total Cost: \$756.61

**CWC Comments:**

Hi Rachael

Below is the only comment received on GD 498 & 499. I am attaching the revised course outlines. Please let me know if you require any additional information.

Regards

Vicki

**From:** Karin Jager

**Sent:** December-04-13 12:10 PM

**To:** Rhonda Colwell; Vicki Bolan

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** Re: [CWC] New Course - GD 499 Directed Studies in Graphic + Digital Design

Great suggestion. Yes, we do want to allow students to take two directed studies if they choose.

////////////////////////////////////  
Karin Jager M.Ed. CGD

Program Coordinator, [Graphic and Digital Design](#) [DESIGNmission](#)

**UNIVERSITY OF THE FRASER VALLEY** 33700 Prentis Ave. Mission, BC V2V 7B1

[Office] 604 557 7607 [Toll Free] 1 888 504 7441 x 7607 [Mobile] 604 290 6396

National VP Education, Society of Graphic Designers of Canada [GDC](#)

**From:** Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)>

**Date:** Wednesday, 4 December, 2013 12:07 PM

**To:** Vicki Bolan <[Vicki.Bolan@ufv.ca](mailto:Vicki.Bolan@ufv.ca)>, Karin Jager <[karin.jager@ufv.ca](mailto:karin.jager@ufv.ca)>

**Cc:** Samantha Pattridge <[Samantha.Pattridge@ufv.ca](mailto:Samantha.Pattridge@ufv.ca)>, Ashley Hoogendoorn  
<[Ashley.Hoogendoorn@ufv.ca](mailto:Ashley.Hoogendoorn@ufv.ca)>

**Subject:** RE: [CWC] New Course - GD 499 Directed Studies in Graphic + Digital Design

Hi everyone,

My apologies for responding so very late.

I am wondering if someone has already asked your dept about differentiating between these 2 DIS course numbers? From my experience, students will ask what the difference is between GD 498 and GD 499 because everything looks the same. I take this to mean that your dept wants to give GD students the opportunity to carry out 2 different DIS projects.

What I have seen other depts do in this situation is either add 1 and 2 to the title or separate the 2 courses between projects and readings. As an example, the History dept has HIST 489, Directed Studies in History – Projects and HIST 490, Directed Studies in History - Readings.

Thanks,

Rhonda

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Vicki Bolan

**Sent:** Friday, November 01, 2013 4:40 PM

**To:** cwconsult; Susan Fisher

**Cc:** Karin Jager; Rachael Letkeman; Cecelia Dirksen

**Subject:** [CWC] New Course - GD 499 Directed Studies in Graphic + Digital Design

The Graphic + Digital Design program committee proposes the following new course: GD 499 – Directed Studies in Graphic + Digital Design. Attached find a copy of the course outline, rationale memo, and a copy of the GDD Learning Outcomes.

**Rationale:**

GD 499 is a capstone course that enables self-directed study and/or experiential learning within the discipline of graphic design. It provides students with the opportunity to apply a culmination of knowledge in a specialization of their choice supporting both BFA Extended Minor students as well as GDD Diploma grads pursuing degree completion. Currently GDD does not offer higher level courses outside of the diploma.

**Budget Issues:**

As this course is in the Directed Study format, there are no direct budget implications to the institution.

We look forward to your input

**Vicki Bolan**

Dept Assistant

Visual Arts + Graphic Design

Bldg C Rm 1402h

University of the Fraser Valley

33844 King Road

Abbotsford BC V2S 7M8

(604) 854 4543

[vicki.bolan@ufv.ca](mailto:vicki.bolan@ufv.ca)



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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.                                                   |                          |             |
| <b>Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor</b> |                          |             |
| GD 498                                                                                                                           | Graphic & Digital Design | 3           |
| COURSE NAME/NUMBER                                                                                                               | FACULTY/DEPARTMENT       | UFV CREDITS |
| Directed Study in Graphic Digital Design I                                                                                       |                          |             |
| COURSE DESCRIPTIVE TITLE                                                                                                         |                          |             |

**CALENDAR DESCRIPTION:**

This course offers students the opportunity to focus on an area within the discipline of graphic design through self-directed capstone projects and/or experiential learning. Students will demonstrate professional knowledge in visual communication practice by applying a culmination of skills, conceptual abilities, and processes to an industry standard. Project objectives and/or experiential learning will be determined based on the student proposal in consultation with the instructor. Students will be responsible for providing a detailed proposal, related to an area of focus within the creative industry.

PREREQUISITES: 9 credits 300-level GD.  
 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

**STRUCTURE OF HOURS:**

Lectures: 8 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 12 Hrs  
 Field experience: 12 Hrs  
 Student directed learning: 28 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 6  
 Expected frequency of course offerings: Each semester, on demand  
 (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>Karin Jager</b>              | Date approved: <b>November 1, 2013</b>   |
| Department Head: <b>Karin Jager</b>                 | Date of meeting: <b>November 8, 2013</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>December 6, 2013</b>   |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>December 6, 2013</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>January 31, 2014</b> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**GD 498**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- define professional goals
- identify opportunities and new visual communication projects that support professional goals
- implement a plan, strategy, and schedule for the development of new projects and/or experiential learning (mentorship or internship)
- prepare creative briefs, strategies, and deliverables specific to a specialization (e.g. interactive design, dynamic media, or branding) to industry standards
- demonstrate a culmination of visual communication knowledge, technical skills, design thinking, and professional skills to an industry standard in a professional presentation of project outcomes
- assess visual communications projects and develop comprehensive case studies with evidence-based rationales

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

The course will be supported by weekly consultation with the instructor, industry presentations, guest lecturers, and professional development workshops themed around standards of practice, proposal writing, presentation skills, and case study documentation. Industry mentors may be assigned to individuals depending on the focus of the student proposal. Weekly reporting will require documentation online. Field trips will be scheduled as appropriate to support the course learning outcomes.

## 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): Capstone course

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

Taylor, Fig. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators. UK: Laurence King, 2010.

Heller, S. and Teresa Fernandes. Becoming a Graphic Designer: A Guide to Careers in Design. 4th Ed. John Wiley and Sons, 2010.

## SUPPLIES / MATERIALS:

Adobe Creative Cloud

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

|                                                       |                                      |
|-------------------------------------------------------|--------------------------------------|
| Student proposal:                                     | 20%                                  |
| Mid-term student presentation:                        | 20%                                  |
| Final student presentation and documented case study: | 40%                                  |
| Participation, reporting, and weekly consultation:    | 20% (Week 4 through 13, 2% per week) |

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

Weeks 1 to 3: Students will develop a proposal for self-directed projects and/or experiential learning.

Weeks 4 to 7: As per the student proposal.

Week 8: Mid-term student presentations.

Weeks 9 to 12: As per the student proposal.

Week 13: Final student presentation of learning outcomes.

Case study documentation of self-directed project and/or experiential learning due.

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean-College of Arts  
**From:** Graphic Design Program Committee  
**Date:** November 1, 2013  
**Subject:** New course GD 499 Directed Study in Graphic + Digital Design

New course:

A. Rationale for new course

GD 499 is a capstone course that enables self-directed study and/or experiential learning within the discipline of graphic design. It provides students with the opportunity to apply a culmination of knowledge in a specialization of their choice supporting both BFA Extended Minor students as well as GDD Diploma grads pursuing degree completion. Currently GDD does not offer higher level courses outside of the diploma.

B. Budget and learning outcome issues

a. How does your course address the UFV Learning Outcomes?

*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*

b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*Not at this time, but is directly related to media arts, communications and business.*

c. What consideration has been given to indigenizing the curriculum? *Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*

d. Explain how the addition of this course will affect the budget for your area or any other area:

i. Credit value 3

ii. Class size limit 6

iii. Frequency of offering

*Every semester, based on student demand*

iv. Resources required (labs, equipment)

*GDD Labs*

e. If this course is not eligible for PLAR, explain why.

*This is a capstone course.*

f. Are field trips required for this course? Will the dates be announced in the timetable?

How are the trips funded?

*This course may have field trips to professional events, and/or industry related businesses. The dates will not be included in the timetable. There will likely be no additional cost.*

g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*The course requires access to a computer and Adobe CC. All GD courses have a surcharge and materials fee.*

2013/14:

$210.73/\text{credit} + 13.14 \text{ ancillary fees} = 223.87/\text{credit}$

$223.87 \times 3 = \$671.61 + \$35.00 \text{ materials fee} = \$706.61 \text{ per course} + \text{data storage } (\$50)$

Total Cost: \$756.61

**CWC Comments:**

**From:** Karin Jager

**Sent:** December-04-13 12:10 PM

**To:** Rhonda Colwell; Vicki Bolan

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** Re: [CWC] New Course - GD 499 Directed Studies in Graphic + Digital Design

Great suggestion. Yes, we do want to allow students to take two directed studies if they choose.

////////////////////////////////////  
Karin Jager M.Ed. CGD  
Program Coordinator, [Graphic and Digital Design](#) [DESIGNmission](#)

**UNIVERSITY OF THE FRASER VALLEY** 33700 Prentis Ave. Mission, BC V2V 7B1  
[Office] 604 557 7607 [Toll Free] 1 888 504 7441 x 7607 [Mobile] 604 290 6396  
National VP Education, Society of Graphic Designers of Canada [GDC](#)

**From:** Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)>

**Date:** Wednesday, 4 December, 2013 12:07 PM

**To:** Vicki Bolan <[Vicki.Bolan@ufv.ca](mailto:Vicki.Bolan@ufv.ca)>, Karin Jager <[karin.jager@ufv.ca](mailto:karin.jager@ufv.ca)>

**Cc:** Samantha Pattridge <[Samantha.Pattridge@ufv.ca](mailto:Samantha.Pattridge@ufv.ca)>, Ashley Hoogendoorn  
<[Ashley.Hoogendoorn@ufv.ca](mailto:Ashley.Hoogendoorn@ufv.ca)>

**Subject:** RE: [CWC] New Course - GD 499 Directed Studies in Graphic + Digital Design

Hi everyone,

My apologies for responding so very late.

I am wondering if someone has already asked your dept about differentiating between these 2 DIS course numbers? From my experience, students will ask what the difference is between GD 498 and GD 499 because everything looks the same. I take this to mean that your dept wants to give GD students the opportunity to carry out 2 different DIS projects.

What I have seen other depts do in this situation is either add 1 and 2 to the title or separate the 2 courses between projects and readings. As an example, the History dept has HIST 489, Directed Studies in History – Projects and HIST 490, Directed Studies in History - Readings.

Thanks,

Rhonda

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Vicki Bolan  
**Sent:** Friday, November 01, 2013 4:40 PM  
**To:** cwconsult; Susan Fisher  
**Cc:** Karin Jager; Rachael Letkeman; Cecelia Dirksen  
**Subject:** [CWC] New Course - GD 499 Directed Studies in Graphic + Digital Design

The Graphic + Digital Design program committee proposes the following new course: GD 499 – Directed Studies in Graphic + Digital Design. Attached find a copy of the course outline, rationale memo, and a copy of the GDD Learning Outcomes.

**Rationale:**

GD 499 is a capstone course that enables self-directed study and/or experiential learning within the discipline of graphic design. It provides students with the opportunity to apply a culmination of knowledge in a specialization of their choice supporting both BFA Extended Minor students as well as GDD Diploma grads pursuing degree completion. Currently GDD does not offer higher level courses outside of the diploma.

**Budget Issues:**

As this course is in the Directed Study format, there are no direct budget implications to the institution.

We look forward to your input

**Vicki Bolan**

Dept Assistant

Visual Arts + Graphic Design

Bldg C Rm 1402h

University of the Fraser Valley

33844 King Road

Abbotsford BC V2S 7M8

(604) 854 4543

[vicki.bolan@ufv.ca](mailto:vicki.bolan@ufv.ca)



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                                                 |                          |             |
|-------------------------------------------------|--------------------------|-------------|
| GD 499                                          | Graphic & Digital Design | 3           |
| COURSE NAME/NUMBER                              | FACULTY/DEPARTMENT       | UFV CREDITS |
| Directed Study in Graphic and Digital Design II |                          |             |
| COURSE DESCRIPTIVE TITLE                        |                          |             |

**CALENDAR DESCRIPTION:**

This course offers students the opportunity to focus on an area within the discipline of graphic design through self-directed capstone projects and/or experiential learning. Students will demonstrate professional knowledge in visual communication practice by applying a culmination of skills, conceptual abilities, and processes to an industry standard. Project objectives and/or experiential learning will be determined based on the student proposal in consultation with the instructor. Students will be responsible for providing a detailed proposal, related to an area of focus within the creative industry.

PREREQUISITES: 9 credits 300-level GD.  
 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

**STRUCTURE OF HOURS:**

|                            |       |     |
|----------------------------|-------|-----|
| Lectures:                  | 8     | Hrs |
| Seminar:                   | _____ | Hrs |
| Laboratory:                | 12    | Hrs |
| Field experience:          | 12    | Hrs |
| Student directed learning: | 28    | Hrs |
| Other (specify):           | _____ | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 6  
 Expected frequency of course offerings: Each semester, on demand  
 (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>Karin Jager</b>              | Date approved: <b>November 1, 2013</b>   |
| Department Head: <b>Karin Jager</b>                 | Date of meeting: <b>November 8, 2013</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>December 6, 2013</b>   |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>December 6, 2013</b>   |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>January 31, 2014</b> |
| Undergraduate Education Committee (UEC) approval    |                                          |

**GD 499**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- define professional goals
- identify opportunities and new visual communication projects that support professional goals
- implement a plan, strategy and schedule for the development of new projects an/or experiential learning (mentorship or internship)
- prepare creative briefs, strategies, and deliverables specific to a specialization (e.g. interactive design, dynamic media, or branding) to industry standards
- demonstrate a culmination of visual communication knowledge, technical skills, design thinking, and professional skills to an industry standard in a professional presentation of project outcomes
- assess visual communications projects and develop comprehensive case studies with evidence-based rationales

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

The course will be supported by weekly consultation with the instructor, industry presentations, guest lecturers, and professional development workshops themed around standards of practice, proposal writing, presentation skills, and case study documentation. Industry mentors may be assigned to individuals depending on the focus of the student proposal. Weekly reporting will require documentation online. Field trips will be scheduled as appropriate to support the course learning outcomes.

**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): Capstone course

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

Taylor, Fig. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators. UK: Laurence King, 2010.  
 Heller, S. and Teresa Fernandes. Becoming a Graphic Designer: A Guide to Careers in Design. 4th Ed. John Wiley and Sons, 2010.

**SUPPLIES / MATERIALS:**

Adobe Creative Cloud

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

Student proposal: 20%  
 Mid-term student presentation: 20%  
 Final student presentation and documented case study: 40%  
 Participation, reporting and weekly consultation: 20% (Week 4 through 13, 2% per week)

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

Weeks 1 to 3: Students will develop a proposal for self-directed projects and/or experiential learning.  
 Weeks 4 to 7: As per the student proposal.  
 Week 8: Mid-term student presentations.  
 Weeks 9 to 12: As per the student proposal.  
 Week 13: Final student presentation of learning outcomes.  
 Case study documentation of self-directed project and/or experiential learning due.

**Memo**

**To:** CWC, Chairs of FSCC, Science Faculty Council, UEC, Senate

**From:** Greg Schlitt, Acting head, Mathematics & Statistics, Faculty of Science

**Date:** 12/09/13

**Subject:** Proposal for new course: MATH 368 Operations Research and related discontinuance of MATH 308 and MATH 360

- A. **New course:** MATH 368, Operations Research , replacing MATH 308 Linear Programming and MATH 360 Operations Research I.

**1. Rationale for new course:**

We currently have two courses in our curriculum: MATH 308, Linear Programming and MATH 360, Operations Research I. Combining them would be more efficient and allow us to expand the curriculum for our students. In detail:

- We have not offered MATH 360 for some time (over ten years) as it has MATH 308 as a prerequisite, which tends to reduce the pool of qualified students. However MATH 360 has some very engaging and applicable elements in its curriculum we would like students to be able to access. It was a very popular course when it was offered in the past.
- There is some overlap between the two courses 308 and 360. It would be a more efficient use of resources to combine them. With judicious pruning it is possible to form one course with a curriculum of reasonable length and demand.
- If this new course is approved, we will discontinue MATH 308 and MATH 360, which we also request as part of this memo.

2. **How new course fits into program(s):** This new course will occupy the role currently played by MATH 308 (as MATH 360 is essentially defunct it really plays no role). Thus it will be an optional course for students pursuing majors/minors in Mathematics or Statistics. It is not a required course for any of our credentials. It will be offered, at least initially, with approximately the same frequency as MATH 308 (approximately every 2 to 3 years). The “statistics option” minors explicitly mention MATH 308 and MATH 360 as an option. We will change this to a mention of MATH 368 (under a separate memo).

3. **If a new discipline designation is required, explain why.** NA

**B. Budget and Learning outcome Issues**

1. **How does your course address the UFV Learning Outcomes?** The course addresses several of the mathematics programs’ learning outcomes, which have been already linked in other documents to UFV’s more general ILOs. But more specifically, the course requires students to model real-world problems, use established means of analysis to propose solutions to those problems (usually using technological assistance) and to critique those solutions. The course also

emphasizes the effective communication of the problems, the choice of model, and the solution techniques.

2. **Is this course required by any program beyond the discipline?** No.
3. **What consideration has been given to indigenizing the curriculum?** No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.
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:** 3, as for all our upper level courses.
  - b. **Class size limit:** 36
  - c. **Frequency of offering:** Part of regular rotation, every two to three years (as currently for MATH 308)
  - d. **Resources required** (labs, equipment) Smart rooms (e-room) for presentation.

Thus we do not foresee any effect on our budget.

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? No.
7. **Please provide an estimate of the typical costs for this course, including textbooks and other materials.** Tuition + textbook (approx. \$140). Software needed is available to the students on the UFV network.

**CWC Comments:**

**From:** Rhonda Colwell  
Hi Greg,

Just one question for you – will your dept allow students who have previously completed MATH 308 (and are still around) to complete this course and receive the additional 3 credits for it? Is this course content different enough from MATH 308?

I think there is a mistake on the Course Implementation year – the outline states 2013 but your email below states 2014.

*Thanks Rhonda. No, the courses are too close to allow credit for both 308 and 360. Right, the implementation date is 2014*

Thanks for confirming this Greg. This is what I thought but I didn't want to make an incorrect assumption.

Then, my request is to add the following line under the Calendar Description:

Note: Students with credit for MATH 308 or MATH 360 may not take MATH 368 for further credit.

*Ok. Done.*



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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 |                      |             |
| MATH 368                                                                                                                  | SCIENCE/MATH & STATS | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT   | UFV CREDITS |
|                                                                                                                           | Operations Research  |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                      |             |

**CALENDAR DESCRIPTION:**

Operations research is a scientific approach to decision making that seeks to best design and operate a system, usually under conditions requiring the allocation of scarce resources. This course provides an introduction to various concepts and their applications, with attention to model building and computation. An in class presentation is also a component of this course.

Topics include linear programming, sensitivity analysis and duality, integer programming, dynamic programming, game theory, and queuing theory

Note: Students with credit for MATH 308 or MATH 360 may not take MATH 368 for further credit.

PREREQUISITES: MATH 221, or both MATH 152 and MATH 211.  
 COREQUISITES:  
 PRE or COREQUISITES:

|                                                                |                                                |
|----------------------------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                                   | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <u>MATH 308, MATH 360</u>                        |                                                |
| (b) Cross-listed with:                                         |                                                |
| (c) Cannot take: <u>MATH 308, MATH 360</u> for further credit. |                                                |

|                                        |                                                                  |
|----------------------------------------|------------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                           |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                                          |
| Lectures: <u>45</u> Hrs                | Hours per day: _____                                             |
| Seminar: _____ Hrs                     |                                                                  |
| Laboratory: _____ Hrs                  | <b>OTHER:</b>                                                    |
| Field experience: _____ Hrs            | Maximum enrolment: <u>36</u>                                     |
| Student directed learning: _____ Hrs   | Expected frequency of course offerings: <u>Every second year</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 type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

|                                                  |                                            |
|--------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Joseph Yu</u>             | Date approved: <u>August 28, 2013</u>      |
| Department Head: <u>Greg Schlitt (acting)</u>    | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>December 13, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>December 13, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>January 31, 2014</u>   |
| Undergraduate Education Committee (UEC) approval |                                            |

**MATH 368**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- 1) set up linear programming (LP) problems for various applications;
- 2) solve and perform sensitivity analysis for two variable problems using graphical techniques;
- 3) solve small LP problems by hand using the simplex algorithm and variations, and larger LP problems using computer programs such as Excel and Lindo (free OR software comes with the textbook);
- 4) use the dual theorem and its consequences to find optimal solutions for some LP problems;
- 5) solve simple pure and mixed integer programming problems using Branch and Bound method;
- 6) identify dynamic programming models and formulate dynamic programming recursions;
- 7) state and utilize basic terminology, assumptions, and classifications of game theory;
- 8) state and utilize the basic terminology and of queuing theory;
- 9) model the arrival and service processes in the context of queuing theory.

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

The course is primarily lecture-based, with student presentations and some computational support provided by Excel or other appropriate operations research software.

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

- ☐ Examination(s)                      ☐ Portfolio assessment   ☐ Interview(s)
- ☒ Other (specify): Course Challenge
- ☐ 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:]*

Winston, W. *Introduction to Mathematical Programming*. 3rd edition Thompson Brooks/Cole.  
Winston, W. *Operations Research* 4<sup>th</sup> edition Thompson Brooks/Cole

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

Students write two tests during the semester, as well as a cumulative final exam. Students are also expected to turn in assignments and/or write quizzes periodically. A student must obtain at least 40% on the final exam in order to pass this course.

An example of student evaluation for this course:

|              |     |
|--------------|-----|
| Assignments  | 10% |
| Quizzes      | 10% |
| Presentation | 10% |
| Tests (2)    | 30% |
| Final exam   | 40% |

**COURSE CONTENT:**

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

1. Linear Programming Formulation
2. Simplex Algorithm and Goal Programming
3. Sensitivity Analysis and Duality
4. Applications of Network Models
5. Integer Programming Formulation and Branch and Bound for solving pure and mixed integer programming problems
6. Game Theory: Two-Person Zero-Sum and Constant-Sum Games and introduction to n-Person Game Theory
7. Dynamic Programming: Deterministic Model and Formulation of Dynamic Programming Recursions
8. Queuing Theory: Terminology and Modeling Arrival and Service Processes

**Memo****To:** CWC, Chairs of FSCC, ACC, Science Faculty Council, Arts Faculty Council, UEC, Senate**From:** Greg Schlitt, Acting head, Mathematics & Statistics, Faculty of Science**Date:** 12/09/13**Subject:** Revision of "Statistics Option" program requirements in light of MATH 368

In a separate memo we have requested the discontinuance of MATH 308 Linear Programming and MATH 360 Operations Research I, to be replaced with the one course MATH 368 Operations Research.

We have several minors which mention MATH 308 and MATH 360 specifically as an option for students. We request replacement of those mentions with MATH 368.

Specifically, for the programs

- BA Mathematics minor (statistics option)
- BA Mathematics extended minor (statistics option)
- BSc Mathematics minor (statistics option)

we request change of the upper-level requirements

**from:**

15 credits selected from the following:

|          |                                |      |
|----------|--------------------------------|------|
| MATH 308 | Linear Programming             | 3    |
| MATH 360 | Operations Research I          | 3    |
| STAT     | 300- or 400-level STAT courses | 9-15 |

**to:**

|                     |                                           |                        |
|---------------------|-------------------------------------------|------------------------|
| <del>MATH 368</del> | <del>Operations Research</del>            | <del>3</del>           |
| <del>STAT</del>     | <del>300- or 400-level STAT courses</del> | <del>12-15</del> [GS1] |

15 credits of 300 or 400-level STAT courses which may include MATH 368.

**Budgetary Issues: None**

**CWC Consult**

Hi Greg,

I suggest that the upper-level requirements be stated differently because students could interpret this as they must complete MATH 368 as part of the new upper-level requirements for these Math/Stats programs, when it is an option. I am suggesting something along the lines of: 15 upper-level credits in 300- or 400-level STAT courses, which may include MATH 368.

Thx,

Rhonda

**Action: Can do, memo re-written.**

# MEMO

To: CACC , Susan Fisher, Faculty Council  
From: Visual Arts Program Committee  
Date: November 22, 2013  
Re: Program Change: Visual Arts Diploma

---

**A. Program Revision**

**1. Rationale for Change**

There is currently no residency requirement for the Visual Arts diploma. Potentially, a student could transfer into UFV with credit from another institution and receive a diploma with no limit on how much credit must be completed at UFV. With current plans underway to develop articulation and block transfer agreements with other diploma-granting institutions, it is necessary to put a policy in place for this program.

**2. Summary of Changes Proposed**

An addition of a residency policy is being proposed for the Visual Arts Diploma Program Requirements section of the academic calendar.

**B. Budget and Learning Outcome Issues**

**1. Budget**

There are no perceived budget issues with this policy addition.

**2. Learning Outcome Issues**

This is administrative policy without a direct connection to learning outcomes. It supports the integrity of the delivery of programs and credentials at UFV.

**C. Implementation Date: Fall 2014**

CWC COMMENTS:

**From:** Simon Xi  
**Sent:** Wednesday, November 27, 2013 9:46 AM  
**To:** Paula Funk; Vicki Bolan; cwconsult; Susan Fisher  
**Cc:** Cecelia Dirksen; Tetsuomi Anzai; Ashley Hoogendoorn  
**Subject:** RE: VA Diploma Residency Requirement - Program Change

You are correct, Paula. It is 50% residency being proposed.

Thanks,

Simon

**From:** Paula Funk  
**Sent:** Wednesday, November 27, 2013 9:41 AM  
**To:** Simon Xi; Vicki Bolan; cwconsult; Susan Fisher  
**Cc:** Cecelia Dirksen; Tetsuomi Anzai; Ashley Hoogendoorn  
**Subject:** RE: VA Diploma Residency Requirement - Program Change

Thanks, Simon – good to know. The VAPC would like to institute a 50% residency policy for the VA diploma, which is higher than this institutional requirement.

**Paula Funk, BFA**

BFA Educational Advisor

Phone: 604-504-7441, x4406

Office: C 1402A, Abbotsford Campus



**From:** Simon Xi  
**Sent:** November-27-13 9:37 AM  
**To:** Vicki Bolan; cwconsult; Susan Fisher  
**Cc:** Cecelia Dirksen; Tetsuomi Anzai; Ashley Hoogendoorn; Paula Funk  
**Subject:** RE: VA Diploma Residency Requirement - Program Change

Hi Vicki,

There is Policy 96 Residency. This can cover programs without specific residency requirements, I suppose. Of course, having the wording in the calendar copy makes it clear.

Thanks,

Simon Xi

**Visual Arts Diploma****Program requirements**

A cumulative grade point average of 2.0 is required in order to receive a diploma.

**Standing required for continuance**

Visual Arts diploma students must maintain a 2.0 cumulative grade point average (CGPA).

**Course repetitions**

Students may not repeat Visual Arts courses without permission of both the department head and the Dean of Arts.

**Academic warning**

Students whose grades fall below a 2.0 CGPA will be placed on Academic Warning for the next semester. A student on Academic Warning may not register in a course overload. Students who achieve a semester grade point average of 2.0 will continue on Academic Warning until the CGPA equals or exceeds 2.0.

**Required to withdraw**

Students who do not achieve a minimum semester grade point average of 2.0 while on Academic Warning will be withdrawn from the Visual Arts program. A student who has been required to withdraw may continue to take courses as an Arts Studies student.

**Readmission to the program**

To be readmitted to the Visual Arts diploma program, you must complete nine university-level credits (can be duplicate courses), with a minimum 2.0 CGPA. Once these criteria are met, you may apply for readmission at the Office of the Registrar. When readmitted, you will remain on Academic Warning until your overall CGPA is 2.0.

**Residency**

A student must complete at least 30 of the credits required for the Visual Arts diploma at UFV. Transfer credits and credits earned through prior learning assessment, which includes course challenge, may only be applied for up to 30 credits of the 60 credit diploma.

# MEMO

To: CACC , Susan Fisher, Faculty Council  
From: Visual Arts Program Committee  
Date: October 23, 2013  
Re: Visual Arts Major Program Change: Declaration

---

## **A. Program Revision**

### **1. Rationale for Change**

The Visual Arts program committee is proposing to implement a portfolio review for declaration of the Visual Arts major. Currently, continuing students with sufficient BFA-related credits and a given GPA can enter the BFA without a portfolio review. After 30 credits, they can declare the Visual Arts major. This has contributed to over-subscription in the capstone courses, and has provided less emphasis on academic and artistic rigour in the major than the department would like to see. The addition of a portfolio review for declaration will allow the department to manage capstone numbers more efficiently, and will encourage students to approach their Visual Arts major studies with greater intention and preparation.

### **2. Summary of Changes**

- a. Modify existing course pre-requisites to include all current studio foundation courses.
- b. Modify "GPA" to "CGPA" to clarify intention.
- c. Add language requiring portfolio review.

## **B. Budget and Learning Outcomes**

### **1. Budget**

There are no direct budgetary concerns with this model. This may be perceived as a slight increase in workload for faculty who review portfolios, but is likely only the addition of a few hours of work annually. Consultation with faculty showed that they do not consider the added work of the review to be problematic, and are wholeheartedly behind the added rigour this will provide for entrance to capstone courses in the VA major. The assistance this will provide with strategic enrollment planning more than offsets the cost of the review itself.

### **2. Learning Outcomes**

This change will provide opportunity for students to:

- Engage in respectful and professional practices
- Analyze critically and imaginatively
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Use knowledge and skills proficiently

## **C. Implementation**

Unless there are reasons to suggest otherwise, the department would like to propose a September 2014 implementation date.

## **Visual Arts Major**

### **Declaration**

Students declaring the Visual Arts major must meet the following requirements:

- Completion of~~have completed~~ the studio introduction courses (VA 113, VA 115, ~~and~~ VA 116, and one of either VA 160 or VA 180) and six credits of Art History with a minimum CGPA of 2.33 on all six courses.
- A successful portfolio review for the purpose of declaration. See the BFA Educational Advisor for portfolio guidelines and specific submission dates. Major declaration portfolios will be reviewed twice annually, in April and October.

For further information on the declaration process, please see the BFA section of the calendar.

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# MEMO

To: CACC , Susan Fisher, Faculty Council  
 From: Karin Jager, Program Coordinator GDD  
 Date: ~~November 1~~December 5, 2013  
 Re: Program Change – Required courses GDD Diploma

## A. Program Revision:

Change to the required courses – Graphic + Digital Design Diploma

### 1. Rationale for Change

The Graphic and Digital Design program (GDD) provides an introduction to the creative industry with a focus on the discipline of graphic design. Minor adjustments to the program are needed to fill gaps identified in GDD's 200-level communication design curriculum and in core subject areas that are integral to professional practice. Students need more knowledge and skill development in brand-visual identity and dynamic media. Comprehensive knowledge in these subject areas is critical to industry relevancy. The proposed courses align closely with the practical needs of business and industry in the Fraser Valley while strengthening the program learning outcomes for students.

### 2. Summary of Changes Proposed

#### a. Removal of:

- i. VA 115 Introduction to Studio I: Material Practices
- ii. GD 231 Dynamic Media II: Animation and Character Modelling
- ~~iii. GD 374 Brand Identity~~

#### b. Addition of:

- ~~i. GD 275 Brand Identity I: Design Strategy~~
- ~~ii. GD 303 Dynamic Media II: Storytelling~~
- ~~iii. GD 375 Brand Identity II: Packaging~~

## B. Budget and Learning outcome issues

### 1. Budget

- a. These program changes increase the number of GD courses in the Diploma from 15 to 16 and decrease the number VA courses from 3 to 2. VA 115 is being replaced with GD 375. The Graphic and Digital Design program will need an additional section to fund the course. The Dean has approved reallocation of funding. Students will be impacted with the surcharge associated with one new GD course.

### 2. Learning Outcome Issues

The new courses align more succinctly with the GDD program learning outcomes and graduates will be better prepared for the creative industry. ~~The restructured approach to brand identity offers 200-level communication design curriculum that is currently lacking in the GDD diploma.~~ These minor program revisions also enhance the BFA extended minor option in graphic design by enabling focused study within the discipline of graphic design in brand-visual identity, interactive design or dynamic media.

## C. Implementation Date: Fall 2014

**CWC Comments:**

Hi,

The effect of this program change on the two current cohorts (graduating in 2013 and 2014) is minimal. This is not a major program change, it's a refinement of specific areas of study within the program. The program learning outcomes will be met with the current course offerings.

- Addition of GD374: Further study in the area of packaging to meet the needs of industry in the Fraser Valley. Packaging is introduced in GD101, GD203, GD317 and GD374.
- Replacing GD231 with GD303: GD303 is more relevant to the program learning in the area of dynamic media. (GD231 was focussed on animation)

Please note that a revised program memo was submitted to CWC consult on November 28. GDD has withdrawn GD275.

**Diploma program schedules for the implementation of proposed changes:**

-----

**GRAD 2014** (F13 intake: Current 1st years)

*Replacing GD231 with GD303.*

F13: VA 113, VA 180, GD 101, GD 154, GD 157

W14: GD 159, GD 161, GD 202, GD 216, VA115

F14: GD 203, GD 204, GD 317, GD 374, writing

W15: **GD 303**, GD 358, GD 361, GD 369, AH 203

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**GRAD 2015** (F14 intake)

*Addition of GD375*

*Replacing GD231 with GD303*

*Removing VA115*

F14: VA 113, VA 180, GD 101, GD 154, GD 157

W15: GD 159, GD 161, GD 202, GD 216, GD374

F15: GD 203, GD 204, GD 317, **GD 375**, writing

W16: **GD 303**, GD 358, GD 361, GD 369, AH 203

Current students have identified a desire to take more graphic design courses after they complete the Diploma. We are proposing they take 400 level directed study courses (proposed implementation in 2014) and GD375 (proposed implementation in 2016). These courses will give both GD2013 and GD2014 graduates opportunities for further upper level study in graphic design, particularly if they choose to continue in the BFA where there currently are no options for upper level continued study in graphic design.

Regards,

Karin

////////////////////////////////////  
Karin Jager M.Ed. CGD  
Program Coordinator, [Graphic and Digital Design](#) [DESIGNmission](#)

**UNIVERSITY OF THE FRASER VALLEY** 33700 Prentis Ave. Mission, BC V2V 7B1  
[Office] 604 557 7607 [Toll Free] 1 888 504 7441 x 7607 [Mobile] 604 290 6396  
National VP Education, Society of Graphic Designers of Canada [GDC](#)

**From:** Rhonda Colwell

**Sent:** Wednesday, December 04, 2013 2:15 PM

**To:** Vicki Bolan; Karin Jager

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: Program Change - Graphic + Digital Design Diploma

Hi everyone,

I am wondering if someone has asked about how this implementation date will affect current GD diploma students?

It is my understanding that this program is run on a cohort model – students are admitted at the same time and complete the same set of courses each semester. My concern with a Fall 2014 implementation date is ensuring that our current GD diploma students will have all of their course requirements completed before the new requirements come into effect. I am making this statement under the assumption that the budget will not allow for a transition year where courses are offered to satisfy both sets of program requirements. Students can always choose to follow a newer set of Calendar requirements but we cannot force them to follow a newer set when they are halfway through their program.

Thanks,

Rhonda

## **Graphic and Digital Design diploma**

### **Program outline**

The following courses will be included in the 60-credit diploma. The order of course offerings is at the discretion of the department, but every course will be offered once for each cohort.

#### Visual Arts and Illustration

| <b>Course</b>     | <b>Title</b>                                            | <b>Credits</b> |
|-------------------|---------------------------------------------------------|----------------|
| VA 113            | Introduction to Drawing                                 | 3              |
| <del>VA 115</del> | <del>Introduction to Studio I: Material Practices</del> | <del>3</del>   |
| VA 180            | Digital Photography I                                   | 3              |
| GD 216            | Drawing and Illustration II                             | 3              |

#### Adobe Creative Suite

| <b>Course</b> | <b>Title</b>            | <b>Credits</b> |
|---------------|-------------------------|----------------|
| GD 157        | Digital Design Media I  | 3              |
| GD 159        | Digital Design Media II | 3              |

#### Communication Design

| <b>Course</b> | <b>Title</b>                  | <b>Credits</b> |
|---------------|-------------------------------|----------------|
| GD 101        | Fundamentals of Design        | 3              |
| GD 154        | Typography                    | 3              |
| GD 161        | Graphic and Digital Design I  | 3              |
| GD 317        | Graphic and Digital Design II | 3              |
| GD 374        | Brand Identity                | 3              |

#### Dynamic Media and Interactive Design

| Course            | Title                                                         | Credits      |
|-------------------|---------------------------------------------------------------|--------------|
| GD 202            | Interactive Design I                                          | 3            |
| GD 203            | Dynamic Media I: Motion Graphics                              | 3            |
| GD 204            | Interactive Design II                                         | 3            |
| <del>GD 231</del> | <del>Dynamic Media II: Animation and Character Modeling</del> | <del>3</del> |
| <u>GD 303</u>     | <u>Dynamic Media II: Storytelling</u>                         | <u>3</u>     |
| GD 358            | Interactive Design for Portfolio                              | 3            |

Professional Development

| Course        | Title                                                | Credits  |
|---------------|------------------------------------------------------|----------|
| GD 361        | Portfolio Development for Graphic and Digital Design | 3        |
| GD 369        | Professional Practices I                             | 3        |
| <u>GD 375</u> | <u>Packaging</u>                                     | <u>3</u> |

Art History and Communications

| Course | Title                                     | Credits |
|--------|-------------------------------------------|---------|
| AH 203 | History of Posters: The Art of Persuasion | 3       |

**One of:**

|                    |                                          |              |
|--------------------|------------------------------------------|--------------|
| CMNS 155           | Introduction to Workplace Communications | 3            |
| <b>or</b> ENGL 105 | Academic Writing                         | <del>3</del> |

# MEMO

To: CACC , Susan Fisher, Faculty Council  
From: Graphic and Digital Design Program Committee  
Date: December 6, 2013  
Re: Program Change: Graphic and Digital Design Diploma

---

## A. Program Revision

### 1. Rationale for Change

There is currently no departmental residency requirement for the Graphic and Digital Design diploma. With plans underway to develop articulation and block transfer agreements with other diploma-granting institutions, it is advisable to put a policy in place for this program. A 50% residency requirement is in keeping with other fine arts programs such as the BFA degree and the Visual Arts diploma.

### 2. Summary of Changes Proposed

An addition of a residency policy is being proposed for the Graphic and Digital Design Diploma Program Requirements section of the academic calendar.

## B. Budget and Learning Outcome Issues

### 1. Budget

There are no perceived budget issues with this policy addition.

### 2. Learning Outcome Issues

This is administrative policy without a direct connection to learning outcomes. It supports the integrity of the delivery of programs and credentials at UFV.

## C. Implementation Date: Fall 2014

No CWC Comments Received

**Program requirements**

A cumulative grade point average of 2.0 is required in order to receive a diploma.

**Standing required for continuance**

Graphic and Digital Design diploma students must maintain a 2.0 cumulative grade point average (CGPA).

**Course repetitions**

A student may not register in a course more than twice, for credit or for audit, without permission of the appropriate dean or designate.

**Academic Warning**

Students whose grades fall below a 2.0 CGPA will be placed on Academic Warning for the next semester. A student on Academic Warning may not register in a course overload. Students who achieve a semester grade point average of 2.0 will continue on Academic Warning until the CGPA equals or exceeds 2.0.

**Required to withdraw**

Students who do not achieve a minimum semester grade point average of 2.0 while on Academic Warning will be withdrawn from the Graphic and Digital Design diploma program. A student who has been required to withdraw may continue to take courses as an Arts Studies student.

**Readmission to the program**

To be readmitted to the Graphic and Digital Design diploma program, the student must complete nine university-level courses (can be duplicate courses), with a minimum 2.0 CGPA. Once these criteria are met, the student may apply for readmission at the Office of the Registrar. When readmitted, the student will remain on Academic Warning until their overall CGPA is 2.0.

**Graduation**

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the BFA educational advisor.

Diploma candidates who qualify to receive a Graphic and Digital Design diploma must be approved by the UFV Arts division and the Senate.

Students must apply for graduation by completing a Request to Graduate form available at the Office of the Registrar. The form should be submitted in the final semester of study or the first month of the graduating semester, whichever comes first. The final deadline for submissions is April 1, with all program requirements completed by April 30 for students wishing to attend the June convocation ceremony.

**Residency**

A student must complete at least 30 of the credits required for the Graphic and Digital Design diploma at UFV. Transfer credits and credits earned through prior learning assessment, which includes course challenge, may only be applied for up to 30 credits of the 60 credit diploma.

**Workload and studio expectations**

The program is demanding and to be successful students will need to complete a minimum of four hours of homework for each course, each week. Students will be immersed in project-based learning where industry skills and knowledge are integrated. Team-based projects and the extensive studio hours required are not compatible with full-time employment. While in class, students are expected to participate and engage as they would in a professional studio environment and to meet project deadlines. Through in-class critiques and activities, students develop the ability to argue and defend work, while building verbal skills, perspective and standards of excellence. Students are required to participate in activities outside of class time including field trips, program events, as well as the graduation exhibition.

# MEMO

To: CACC, Susan Fisher, Faculty Council  
 From: Karin Jager, Program Coordinator GDD  
 Date: December 5, 2013  
 Re: Program Change – Required courses GD Extended Minor

---

## A. Program Revision:

### Change to the Lower Level Requirements – Graphic Design Extended Minor

Rationale for Change: The aim of this program change is to provide relevant preparation in the discipline of graphic design. The current program allows for a broad selection of course choices at the lower level, but does not direct students to the specific course choices required to complete the upper level requirements. By limiting course selections at the lower level, we are streamlining the requirements and assisting students in being more strategic in their preparation for upper level focused studies within the discipline of graphic design. The revised lower level requirements provide essential professional preparation for the field and the required prerequisites for upper level GD courses.

#### 1. Summary of Changes Proposed

- a. Removal of the following lower level requirements:
  - i. Three credits chosen from any 100- or 200-level AH or 100- or 200-level MACS courses  
12 credits of 100- or 200-level GD courses
  - ii. Three credits chosen from any 100- or 200-level GD courses or VA 113, VA 115, VA 117, VA 180, CIS 100, CIS 104, CIS 115, CIS 141, CIS 145, CIS 146, CIS 160, CIS 162, or CIS 165
- b. Change the lower level requirements to:
  - i. GD 102 or AH 203
  - ii. GD 154, GD 157, GD 159, GD 161
  - iii. 6 credits of 100- or 200-level GD courses
- c. Change the upper level requirement to:
  - i. GD 317, GD 361, GD 369
  - ii. 6 credits of 300- or 400-level GD courses

## B. Budget and Learning Outcomes:

#### 1. Budget

- a. There are no budgetary concerns with the lower level courses. All GD courses have seats reserved for GDD extended minor students. Overall, this change will prevent the accumulation of surplus credits that do not lead to upper level outcomes. It should be noted that GD courses have an additional per credit surcharge.

#### 2. Learning Outcomes

- a. This program change supports program learning outcomes, as it directs students toward complementary courses of integrated study with a holistic outcome. By directing students to take the courses that meet the pre-requisites for upper level studies, we are reinforcing the acquisition of skills and knowledge for desired program learning outcomes

Implementation: September 2014.

**CWC Comments:**

To CWC:

Thank you for the feedback. Our proposed changes of a more prescriptive lower level offering enables a more streamlined approach to completing the required upper level GD credits for the BFA Extended Minor in Graphic and Digital Design. The lower level courses are the prerequisites for the upper level GD courses. The program revisions do not push the total number of credits above 120.

Please note that GDD has withdrawn GD275 and a new BFA Extended Minor in Graphic + Digital Design program memo was submitted on November 29. This memo should be replaced with the attached new memo dated December 5 that lists no increase in the number of credits to the lower level requirements.

REVISED DEC 5:

Change to the Lower Level Requirements – Graphic Design Extended Minor

Rationale for Change:

The aim of this program change is to provide relevant preparation in the discipline of graphic design. The current program allows for a broad selection of course choices at the lower level, but does not direct students to the specific course choices required to complete the upper level requirements. By limiting course selections at the lower level, we are streamlining the requirements and assisting students in being more strategic in their preparation for upper level focused studies within the discipline of graphic design. The revised lower level requirements provide essential professional preparation for the field and the required prerequisites for upper level GD courses.

Budget

There are no budgetary concerns with the lower level courses. All GD courses have seats reserved for GDD extended minor students. Overall, this change will prevent the accumulation of surplus credits that do not lead to upper level outcomes. It should be noted that GD courses have an additional per credit surcharge.

Learning Outcomes

This program change supports program learning outcomes, as it directs students toward complementary courses of integrated study with a holistic outcome. By directing students to take the courses that meet the pre-requisites for upper level studies, we are reinforcing the acquisition of skills and knowledge for desired program learning outcomes.

Regards,

Karin Jager

////////////////////////////////////  
Karin Jager M.Ed. CGD  
Program Coordinator, [Graphic and Digital Design](#) [DESIGNmission](#)

**UNIVERSITY OF THE FRASER VALLEY** 33700 Prentis Ave. Mission, BC V2V 7B1  
[Office] 604 557 7607 [Toll Free] 1 888 504 7441 x 7607 [Mobile] 604 290 6396  
National VP Education, Society of Graphic Designers of Canada [GDC](#)

**From:** Rhonda Colwell

**Sent:** Wednesday, December 04, 2013 2:30 PM

**To:** Vicki Bolan; Karin Jager

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: Program Change - Extended Minor in Graphic + Digital Design

Hi everyone,

I am wondering if anyone has commented on the implantation date for these program

changes? This is quite the restrictive overhaul. My concern with a Fall 2014 implementation is about giving our current students enough notice of these changes.

Also, has anyone commented on the increase in lower-level requirements? Speaking from the Arts perspective where we have extended minor programs, the usual number of lower-level requirements is 5 to 6 courses. My concern with this increase is will BFA students still be able to complete this extended minor within the overall 120 credits degree structure?

Thanks,

Rhonda

### **Graphic and Digital Design extended minor**

The Graphic and Digital Design extended minor may be paired with the Visual Arts major as part of the Bachelor of Fine Arts program, or with any other BFA extended minor as listed in the [BFA section of the calendar](#). This section specifies the extended minor requirements only. Please refer to the [Bachelor of Fine Arts](#) section for information on additional requirements.

Lower-level requirements: 21 credits

- i. GD 102 or AH 203
- ii. GD 154, GD 157, GD 159, GD 161
- iii. 6 credits of 100- or 200-level GD courses

GD 102 or AH 203

GD 101, GD 154, GD 157, GD 159, GD 161, and GD 202

Optional and in addition to required lower level credits: Dynamic media and interactive design concentrations, one of GD 203 or GD 204

Upper-level requirements: 15 credits

- i. GD 317, GD 361, GD 369
- ii. 6 credits of 300- or 400-level GD courses

GD 317, GD 361, GD 369

Two of GD 303, GD 358, GD 374, GD 375, GD 498 or GD 49 For Dynamic Media and Interactive Design streamconcentrations, choose one of GD 303 or GD 358.

For the Visual Identity streamconcentration, choose GD 374 and GD 375.

The extended minor offers streamconcentration options in Dynamic Media, Interactive Design or Visual Identity.

#### 1. ~~4-~~Dynamic Media: GD 203 and GD 303

This option introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.

#### 2. ~~2-~~Interactive Design: GD 204 and GD 358

—The interactive design streamconcentration focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX and content management.

#### 3. Visual Identity: GD 374 and GD 375

This option provides a foundation in the field of visual identity including logo design and the design of collateral. —material.—This streamconcentration also introduces packaging with an emphasis on innovation, environmental impact, and sustainability. Students may customize their extended minor by choosing a lower level and an upper level course that corresponds to their preferred concentration in Dynamic Media, Interactive Design or Brand Identity.

Dynamic Media: GD 203 and GD 303

This option introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.

Interactive Design: GD 204 and GD 358

This option focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX and content management.

Brand Identity: GD 275 and GD 375

This option provides a foundation in the field of visual branding including logo design, brand strategy and the design of collateral. This concentration also introduces packaging with an emphasis on innovation, environmental impact and sustainability.

Lower-level requirements: 24 credits

• GD 102 or AH 203

• GD 101, GD 154, GD 157, GD 159, GD 161, and GD 202 One of GD 203, GD 204, or GD 275

Upper-level requirements: 15 credits

• GD 317, GD 361, GD 369, GD 498 or GD 499.

One of GD 303, GD 358, or GD 375

**Graphic and Digital Design extended minor (without track changes)**

The Graphic and Digital Design extended minor may be paired with the Visual Arts major as part of the Bachelor of Fine Arts program, or with any other BFA extended minor as listed in the [BFA section of the calendar](#). This section specifies the extended minor requirements only. Please refer to the [Bachelor of Fine Arts](#) section for information on additional requirements.

Lower-level requirements: 21 credits

- i. GD 102 or AH 203
- ii. GD 154, GD 157, GD 159, GD 161
- iii. 6 credits of 100- or 200-level GD courses

Upper-level requirements: 15 credits

- i. GD 317, GD 361, GD 369
- ii. 6 credits of 300- or 400-level GD courses  
For Dynamic Media and Interactive Design stream, choose one of GD 303 or GD 358.  
For the Visual Identity stream, choose GD374 and GD375.

The extended minor offers stream options in Dynamic Media, Interactive Design or Visual Identity.

1. Dynamic Media: GD 203 and GD 303  
This option introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.
2. Interactive Design: GD 204 and GD 358  
The interactive design stream focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX and content management.
3. Visual Identity: GD 374 and GD 375  
This option provides a foundation in the field of visual identity including logo design and the design of collateral. This stream also introduces packaging with an emphasis on innovation, environmental impact, and sustainability.

**BFA Calendar Copy****Declaration of major, extended minors, and minors**

Students who have been admitted to the Bachelor of Fine Arts program may formally declare a major, extended minors, or minors after they have completed at least 30 credits in the program with a minimum 2.0 CGPA on all credits attempted, provided that they have also met the declaration requirements of the subject discipline where applicable. Formal declaration is completed by appointment with the BFA Educational Advisor. Students admitted to the BFA will have access to available reserved seating.

Students must declare at least one major or two extended minors by the time they have completed 60 university-level credits. Students who have completed 60 credits but have not yet declared at least one major or two extended minors will not be permitted to register. Exceptions may be made in special circumstances by the BFA Educational Advisor.

~~The declaration requirements of the subject discipline must also be met:~~

- ~~• Students declaring the Visual Arts major must have completed the studio introduction courses (VA 113, VA 115, and VA 116) and six credits of Art History with a minimum GPA of 2.33.~~
- ~~• Students declaring a minor or extended minor must have completed all lower level requirements for the specified program with a minimum CGPA of 2.33.~~

~~Formal declaration is completed by appointment with the BFA educational advisor. Students admitted to the BFA will have access to available reserved seating.~~

# MEMO

To: CACC , Susan Fisher, Faculty Council  
From: BFAPC  
Date: October 23, 2013  
Re: BFA Program Change: Declaration

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## **A. Program Revision**

### 1. Rationale for Change

The BFA program committee is proposing to follow BA policy and require that students declare their major or two extended minors before they have completed 60 credits toward the degree. This will enhance strategic enrollment initiatives by identifying numbers of students in given degree streams. It will also provide obligatory advising for students by the half-way mark of their degree. In addition, policy specific to the declaration of the Visual Arts major is being moved out of BFA calendar copy, and into the Visual Arts area to improve information access within the academic calendar. Policy requiring the completion of all lower level credits and a GPA of 2.33 prior to declaration is being omitted as it is unnecessarily stringent and is prohibitive to natural program completion patterns.

### 2. Summary of Changes

- a. Removal of policy requiring completion of all lower level program requirements before declaration.
- b. Relocation of policy specific to Visual Arts major.
- c. Addition of policy requiring declaration prior to the completion of 60 credits toward degree requirements.

## **B. Budget and Learning Outcomes**

### 1. Budget

There are no direct budgetary concerns with this model. It is expected to enable more accurate planning for upper level course offerings by identifying students in fine arts areas by the time they've completed 60 credits.

### 2. Learning Outcomes

This change will provide opportunity for students to:

- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in respectful and professional practices

## **C. Implementation**

Unless there are reasons to suggest otherwise, the BFAPC would like to propose a September 2014 implementation date.

# MEMO



To: Campus Wide Consultation (CWC)  
 From: Michelle Rhodes, Head, Geography Department  
 Date: October 3, 2013 (amended October 24, 2013)  
 Re: New Course for Approval; GEOGRAPHY 103  
 Addition to Lab Science Options

## Proposed

We are requesting the following course addition to the Geography course offerings:

- GEOG 103: The Physical Environment

We are also requesting the following program changes:

- Revision of BA, major in Geography and Honours Geography requirements
- ~~Revision of BSc, major in Physical Geography and Honours Physical Geography requirements~~
- Revision of minors in Geography and Physical Geography in the BA and BSc, respectively
- Revision of the BA, extended minor in Geography
- ~~Addition of GEOG 103 as one of the course options for entrance into the BSc program;~~
- Addition of GEOG 103 as one of the options for lab science courses within the BA, BA GDS, and BA Crim
- Addition of GEOG 103 to the Associate of Arts and Liberal Arts Diploma

## Rationale

Geography 103 is a course designed to provide a general introduction to the science of physical geography, and will, in the next 2-3 years, replace Geography 101 and Geography 102 as requirements within our programs. The goal is to streamline and balance first-year offerings, easing the transition for Geography students into higher levels of programming, particularly in Physical Geography. The single, 4-credit course requirement will balance out the single-course, 3-credit requirement in human/ environmental geography. This is recommended change as well from the external reviewers. While there is no consistency in BC as to the model for first-year Physical Geography programming, Canada-wide, the tendency is more towards adopting the single course model. Further, using the creation of GEOG 103 also creates more distinction between first year physical geography courses, as currently GEOG 102: Evolution of the Earth's Surface has significant overlap with GEOG 116: Introduction to Geology. (The two courses cannot both be completed for credit.)

There is no net change in the number of credits required within most Geography programming. The current requirement for *two* 100-level Physical Geography courses and *one* 200-level Physical Geography course, is being replaced with the inverse (*one* 100-level Physical Geography course, and *two* 200-level Physical Geography course). The exception is the BSc major, and honours major, in Physical Geography, which will have 4 fewer credits required at the lower-level.

We believe that this course will be better suited for meeting the lab science requirements within the various BA programs as well as the BBA, as it is more integrative of a range of environmental science/ geomatics

topics, rather than the current model of greater specialization at the first year. Therefore, we are also requesting that GEOG 103 be added to the list of eligible courses for use in the lab science requirements.

Similarly, we are also requesting the addition of GEOG 103 as an entrance requirement for the BSc program, providing a fourth option in addition to GEOG 101, 102, and 116.

GEOG 116: Introduction to Geology will remain where it is in the program, as this course can be used by students interested in pursuing transfers to Geology and engineering programs.

#### **How Revised Course Fits into Program(s)**

GEOG 111 will fill the same role it previously played—as an introductory survey course on human-environment relationships that also introduces students to Geography and Environmental Studies. It will replace one section each term of GEOG 140: Human Geography in the course rotation (currently three sections are scheduled each Fall and Winter). It will serve as an alternative to GEOG 140 in meeting Geography program requirements. Because of this, the content of the course reflects many of the same thematic areas as GEOG 140, so as to ensure that students have an introduction to some of the overlapping concepts and terminology.

#### **Budget Implications**

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency* (#1); *Use Knowledge and Skills Proficiently* (#3); *Initiate Inquiries and Develop Solutions to Problems* (#4); and *Contribute Regionally and Globally* (#9). This course introduces students to the scientific method (#4), which is used to investigate, in this case, earth systems and environmental change (#9). Students in GEOG 103 will also be completing lab science training (#3) which is useful for further scientific, and in particular physical geographic, study. They are also introduced to information that has wide application, e.g. in landscape use (as in business location), understanding questions of sustainability from an environmental science perspective, and the like (#1).

2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?*

This course will be of use for non-Geography students who need to meet their lab science requirement. It will functionally replace GEOG 101, the most subscribed-to lab science course among non-science students, in the next 2-3 years. GEOG 116 (Geology) will remain in place for those who would like an alternative 100-level lab science course, and/or who would like to meet their second science requirement within the Associate's degree using another Geography course.

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

This course does not specifically address the needs of indigenous groups as a separate topic. A section of it may be developed for delivery to Indigenous learners in the future.

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:*

This course should be budget-positive. Having a single course allows us to streamline 100-level offerings, and increases our flexibility in offering lab science to different audiences at different times in the schedule, without having to worry about the student interest in one 100-level course relative to another. We are investigating different cost-saving models of class size and delivery, although it is designed to function at

the same sizes and arrangements as GEOG 101 and GEOG 102 currently are. As these courses are both service courses and gateway courses, this streamlining of 100-level physical geography also allows for a more attractive pathway into Geography programming, and will ideally reduce the current ratio of 100-level seats to 200-level seats (avg. 4.6).

- a. *Credit value:* 4.0 credits
  - b. *Class size limit:* 25
  - c. *Frequency of offering:* every semester
  - d. *Resources required (labs, equipment):* none beyond that already used for GEOG 101 and GEOG 102; Blackboard may be needed.
5. *If this course is not eligible for PLAR, explain why.*  
It is eligible.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?*  
An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*  
Costs for students will typically include texts (~\$150) and small costs (~\$20) for field trip fees (if required).

**Note:** The changes in the following calendar copy are also contingent on the approval of GEOG 219.

**Campus-Wide Consultation:**

**From:** Rhonda Colwell

**Sent:** October-17-13 1:40 PM

**To:** cwconsult; Myra Hughes; Michelle Rhodes

**Subject:** RE: 1 - GEOG 103 - new course & BSc Entrance Requirement Options

Hi everyone,

Michelle and I met to discuss all of the changes that CWC will be seeing which have come from their external review.

I am still thinking of how we will best serve the students who will be caught in the transition or who leave for a couple of years and come back to complete; however, Michelle assures me that the dept's will is to allow/approve whatever is in the best interests of these students. I trust / have confidence in this statement because this has been the dept's past practice.

I have asked Michelle to check in with the elementary TEP programs about GEOG 103 because many of our BA students want to complete the least number of Lab Science courses. Currently, our non-GEOG students bound for SFU's program must complete both GEOG 101 & GEOG 102, whereas the BA Lab Science requirement only requires one of them. As long as SFU recognizes/accepts this course as meeting their Lab Science requirement, then this course will benefit our students.

I am requesting that 2 more programs be added to the list for which this course will satisfy a Lab Science requirement: the Liberal Arts Diploma and the Associate of Arts Degree – all options.

I have no concerns about adding this course to the BSc entrance requirements.

For the official course outline, please add the following under the Calendar Description:

Note: Students with credit for GEOG 101 or GEOG 102 may not take GEOG 103 for further credit.

Arts

[ufv.ca/arts](http://ufv.ca/arts)

Liberal Arts diploma

**Laboratory Science requirement**

Four credits from:

- Astronomy 103 or 104
- BIO 100-level or higher
- CHEM 100-level or higher
- GEOG 101, 102, 103, or 116
- KPE 163 or 170
- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.



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

**MEMORANDUM**

**TO:** UEC  
**FROM:** Michelle Rhodes, Geography Department Head  
**DATE:** December 12, 2013  
**SUBJECT:** Associate of Arts - Addition of GEOG 103 to the Table of Subject Areas

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Please add Geography 103 to the Table of Subject Areas under "Lab Science". See attached.

This was missed in previous documentation concerning GEOG 103.

**Lab Science**

Astronomy 103 or 104

Biology

Chemistry

Geography 101, 102, 103 or 116

Kinesiology 163 or 170

Physics

Effective date: September 2014.

Arts  
[ufv.ca/arts](http://ufv.ca/arts)

#### Table of subject areas

The following list contains the subject areas which apply to Associate of Arts program categories. English is a requirement of the Associate of Arts degree, but cannot be used to meet the Humanities requirements. Not all courses in each subject area have university-level credit. It is important to use the B.C. Transfer Guide available online at [bctransferguide.ca](http://bctransferguide.ca) to check that your course choice is transferable to at least one of UBC, UNBC, UVic, or SFU.

|                               |                                  | Sciences                                  |                                       |                              |
|-------------------------------|----------------------------------|-------------------------------------------|---------------------------------------|------------------------------|
| Humanities                    | Social Sciences                  | <b>MATH/<br/>Stats/ COMP</b>              | <b>Lab Science</b>                    | <b>Elective</b>              |
| Art History                   | Anthropology                     | Computer Information Systems (see Note 2) | Astronomy 103 or 104                  | Biology                      |
| Film                          | Criminology                      |                                           | Biology                               | Chemistry                    |
| History                       | Economics                        | Computing Science                         | Chemistry                             | Geography 201, 202, 251, 253 |
| Linguistics                   | Geography                        |                                           | Geography 101, 102, <b>103</b> or 116 | Kinesiology (see Note 3)     |
| Modern Languages (see Note 1) | Latin American Studies           | Mathematics 110                           | Kinesiology 163 or 170                | Mathematics                  |
| Philosophy                    | Media and Communications Studies |                                           | Physics                               | Physics                      |
| Religious Studies             | Political Science                |                                           |                                       |                              |
| Theatre                       | Psychology                       |                                           |                                       |                              |
| Visual Arts                   | Sociology                        |                                           |                                       |                              |
|                               | Women's Studies                  |                                           |                                       |                              |

Note 1: This includes: French, German, Halq'eméylem, Mandarin, Punjabi, Russian, Spanish.

Note 2: This includes: CIS 100, 104, 110, 115, 124, 141, 145, 146, 160, 185, 190, 192, 193, 221, 224, 230, 245, 262, 270, 280, 285, 292, 293, 294, 297, 298.

Note 3: This includes: KPE 103, 120, 131, 160, 161, 163, 170, 215, 220C-F, 221, 260, 261, 265, 266, 268, 270, 271.

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Associate of Arts page](#)

# MEMO



**To:** CWC, CACC, CAC, UEC

**From:** Teresa Arróliga-Piper (Spanish Instructor, Modern Languages)

**Date:** October 2013

**Re:** Minor Program Changes to Intermediate and Advanced Spanish Proficiency Certificates

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**Rationale for Changes:**

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) is becoming an international standard for expressing levels of language competence.

This European indicator of language competence describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also provides a basis for recognising language qualifications and thus facilitating educational and occupational mobility within Europe. Increasingly these CEFR levels are being used internationally to measure levels of competence in 39 languages, one of which is Spanish.

Even the Instituto Cervantes, an Institution accredited by the Spanish Ministry of Education to offer internationally recognized Diplomas in Spanish as a second Language (DELE) uses the CEFR scale.

Spanish at UFV offers Language Proficiency Certificates at the Intermediate and Advanced levels that were created to certify levels of language competence for career purposes. These have proven to be very valuable for students in finding jobs in teaching, business, nursing, aviation and other fields.

Aligning the Spanish Language Proficiency certificates with the CEFR will improve their international recognition, facilitating geographical mobility within academic and professional fields.

We would like it to be officially stated that the Spanish Intermediate Proficiency Certificate is equivalent to the CEFR A2 level at the moment of completion and that the Spanish Advanced Proficiency Certificate is equivalent to the CEFR B1 level at the moment of completion.

Information about the CEFR, is available at this webpage:

[http://www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp)

*\*No comments at CWC (Nov. 8 agenda)*

**Proficiency Certificates in Modern Languages**

UFV's Modern Languages Institute now offers proficiency certificates in several languages.

The intermediate certificate consists of successful completion of 12 UFV credits (i.e., two years) in a single language: 101, 102, plus two second-year courses, with a minimum 2.33 GPA. At least 25% of the courses must be completed at UFV. Students who already have the 101/102 component, i.e., Grade 12 level, will be able to have the first-year requirement waived.

Students in any UFV program who meet the stated requirements of any proficiency certificate may apply for the certificate by completing a graduation application, available at Admissions & Records, by April 1 (all requirements must be met by April 30).

Students in any UFV program who achieve a GPA of at least 4.0 in all applicable language courses may apply for a certificate stating that they have completed the requirements "with distinction".

**Intermediate certificate in Spanish**

- [SPAN 101, 102, 201, and 202 with a minimum 2.33 GPA.](#)
- [The Intermediate Certificate in Spanish is equivalent to the A2 level of the Common European Framework of Reference \(CEFR\) at the moment of completion.](#)

**Advanced certificate in Spanish**

- Completion of the requirements for the intermediate certificate in Spanish, plus
- [SPAN 301 and 302 with a minimum 2.33 GPA.](#)
- [The Advanced Certificate in Spanish is equivalent to the B1 level of the Common European Framework of Reference \(CEFR\) at the moment of completion.](#)

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Amanda McCormick, Chair of the Criminology and Criminal Justice Program Committee

Date: November 19<sup>th</sup>, 2013; [edits post-CACC January 22<sup>nd</sup>, 2014.](#)

Subject: Revisions to the Criminology and Criminal Justice Program and Policies

As a result of its most recent Criminology and Criminal Justice Program Committee meeting, the School of Criminology and Criminal Justice is proposing several changes to the Bachelor of Arts (Criminal Justice) degree and Criminal Justice diploma programs:

*Academic Warning and Continuance Policies*

- 1) The School of Criminology and Criminal Justice is proposing to **change its Academic Warning and Continuance policy** for the BA (Criminal Justice) degree to bring it more in line with those in the Bachelor of Arts program. Currently, our continuance policy states that students who hold a program GPA of 2.0 or under are put on academic warning for one semester and if there is failure to improve to a 2.0 or above, they will be removed from the program. We would like to **change [this to reflect that students are required to have both a program GPA ~~to~~ and a CGPA above 2.0](#)** to be consistent with the Bachelor of Arts continuance policy. We are also adding the specification that they will be placed in the Criminology Studies program path. Lastly, we are removing a misleading statement elsewhere under the Program Requirements which suggests that students need a CGPA of at least 2.5 to maintain status as a degree student and register for upper level classes
- 2) The new Academic Warning and Continuance policy will be added to the calendar copy of the Criminal Justice diploma.
- 3) To be consistent with the program requirements currently stated in the calendar for the Bachelor of Arts (Criminal Justice) degree, we are **changing the note in the upper-level requirements for the degree semester outlined in our program plan to a [program and CGPA of 2.0](#)** from a program GPA of 2.0.

*Duplication Policy*

- 4) The School of Criminology and Criminal Justice is proposing to **introduce to the Bachelor of Arts (Criminal Justice) degree the duplication policy** recently adopted by the Bachelor of Arts program, which limits students to five duplications of courses applying to the degree. This policy applies to degree and not diploma students, but we have **included**

**a note in the diploma** information to inform students of this policy at the degree level, in case they are intending to apply to the degree.

Entrance Requirements

5) Currently, students applying to the degree program are required to provide three references and a 300 to 500 word letter; we are **eliminating these requirements** for application.

6) The School of Criminology and Criminal Justice has faced several major issues since the introduction of direct entry into our degree program, including very high numbers of students, wait lists that are less manageable, inability to block off classes, and lower quality of students. We are proposing revisions to both options of entry into our degree program in order to **return to a competitive entry process**.

a) To better distinguish suitability for the degree versus the diploma programs and ensure a better quality of student accessing the degree program, we are revising our **Option 1 High School entry process to require a minimum of a B average instead of a C+ in English 12 and two other Approved Grade 12 courses** and acknowledging that this decision is made on a first-come first-serve basis, pending fulfillment of all entrance requirements (the first-come first-serve basis has also been acknowledged in the diploma program admission process). We are not making this change to the Option 2 Entry, University Entrance; instead, students are required to have a minimum university-level GPA, which demonstrates that they have been successful at a university level. These requirements are consistent with the entry requirements for the Bachelor of Arts degree

b) We are **reintroducing a competitive entry process** for our degree program under Option 2: University Entry by revising our description of this process to reflect that these are the *minimum requirements for consideration of entry to the degree program, but that the process is a competitive one*. Students who are not accepted into the degree program through this process can be placed into either the diploma program or the CRIM studies path, depending on their CGPA or high school requirements.

Graduation Requirements

7) The School of Criminology and Criminal Justice is proposing that the **minimum graduation requirement be set at a 2.0 program and CGPA** rather than just a 2.0 program GPA. We are also including additional information regarding the process to follow when applying for graduation.

Changes to the Program Plans

8) The School of Criminology and Criminal Justice is exchanging the **location in the program plan of two of our electives** in the Bachelor of Arts (Criminal Justice) Degree. We are moving the science elective, currently in semester 7, into semester 5 while the arts elective, currently in semester 5, will move to semester 7. [We added a note to the diploma program that students intending to complete the degree should complete their science elective in the first two years of their program, similar to the note added to the degree program.](#)

9) In the Criminal Justice diploma, **CRIM 201, 202, and 203** should not be specifically referenced in any individual semester of the program plan; instead, they **should be included as a note**.

10) In the Criminal Justice diploma, the **CRIM electives list has been updated** to reflect current course offerings. [We have also added Astronomy to the list of science electives, and updated the GEOG courses to reflect their new numbering \(103 or 116 instead of 101 or 102\).](#)

Criminology/Criminal Justice  
[ufv.ca/criminology](http://ufv.ca/criminology)

**Bachelor of Arts (Criminal Justice) degree**

A four-year, 124-credit program which provides for advanced study beyond the Criminal Justice diploma program. Specifically, the program prepares students for front-line jobs after two years, but it also provides them with the opportunity beyond that (within an additional two years of study) to acquire a liberal arts orientation and the research skills, knowledge base, and analytical ability necessary for graduate studies and advanced career opportunities in the criminal justice field. This program will be of interest to people already working in the criminal justice field who seek supervisory positions, and to those who ultimately seek careers in the areas of criminal investigation, national security, evaluation research, crime prevention, offender case management (including probation and parole), and criminal law.

**Bachelor of Arts (Criminal Justice) degree with minor or extended minor in another discipline**

Students who choose to combine their BA in Criminal Justice with a minor or extended minor in another discipline (e.g., Psychology, Sociology, History, Geography, English) must complete all the requirements of the BA in Criminal Justice and all the discipline requirements of the minor or extended minor. If you are interested in pursuing this option, contact the Arts Advice Centre to discuss your program plan.

**Entrance requirements**

All applicants must:

1. Be willing to undergo an initial security clearance check and further checks as may be required in individual courses.
2. Be willing to provide a statement from a physician as evidence of good health as may be required in individual courses.
- ~~3. Provide the complete names, addresses, and telephone numbers of three people (non-relatives) who will be willing to provide a comprehensive personal reference.~~
- ~~4. Provide a 300 to 500 word statement articulating your personal strengths and weaknesses and interest in criminal justice.~~
53. Attend an orientation session in April during which criminal justice faculty present an overview of the options available and career opportunities in criminal justice. Students will be contacted regarding the orientation process.

**Option 1: High school (for students with high school graduation only)**

1. B.C. secondary school graduation or equivalent.

2. A minimum of a C+B average in the following: English 12 and two other [Approved Grade 12 courses](#).

3. Prerequisite to or completion of [CMNS 125](#), [CMNS 155](#), or [ENGL 105](#). Acceptance will be conditional upon proof of having met this entrance requirement. Applicants are encouraged to submit proof as soon as it is available and prior to registering.

#### Option 2: University entrance (for students who have attended some post-secondary school)

Entry into the Bachelor of Arts (Criminal Justice) Degree is a competitive process. The following are the minimum requirements for consideration of entry into the degree program. Students who do not meet these minimum requirements for the degree program might consider enrolling in either the Bachelor of Arts (Criminal Justice) diploma program or the CRIMriminal Justice studies path, depending on their CGPA or high school requirements.

1. Prerequisite to or completion of [CMNS 125](#), [CMNS 155](#), or [ENGL 105](#). ~~Acceptance will be conditional upon proof of having met this entrance requirement.~~ Applicants are encouraged to submit proof as soon as it is available and prior to registering.

2. Applicants must have completed, by the end of the fall semester in the application period, one of the following:

- ~~Completion of a A~~ minimum of 9 university-level credits with a cumulative GPA of 3.0 ~~on all credits attempted~~; or
- ~~Completion of a A~~ minimum of 30 university-level credits ~~that may be applied to the Criminal Justice program~~ with a program cumulative GPA of 2.5 or better ~~on all credits attempted~~.

~~Students who do not meet these requirements might consider the Criminal Justice Studies program path while achieving prerequisites.~~

#### When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see [Specific intake application process](#).

#### How to apply

1. Submit the application fee along with your UFV application for admission form to the Office of the Registrar (OReg). You can apply online or download an application form at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply). Application forms are also available from any OReg or Student Services office.

Additional documents required for a complete application:

- ~~A 300 to 500 word statement articulating your personal strengths and weaknesses and interest in criminal justice and complete names, addresses, and telephone numbers of three people (non-~~

~~relatives) who will be willing to provide a comprehensive personal reference.~~

\*2. Official transcripts (or interim transcripts) from every post-secondary institution you have attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

3.\* You must attend the orientation or make special arrangements with the ~~program head~~[Director of the School of Criminology and Criminal Justice](#) to be eligible for admission to the program.

24. You will be advised of an admission decision and provided with registration information. A deposit is required when you register (see the [Fees and Other Costs](#) section). This money will be applied toward your tuition fees. Final payment of all course fees are due the end of the second week of classes.

~~35. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August.~~ 4. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August for the September intake.

#### Basis for admission decision

~~Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.~~

##### 1. Direct entry from high school

~~There are a limited number of seats available in the Criminology and Criminal Justice degree program. Acceptance into the Criminology and Criminal Justice degree program will be determined through a first-come first-serve basis, assuming entrance requirements are met. Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and application fee have been submitted. High school GPA on the required courses for application.~~

##### 2. Second-year entry from university

~~There are a limited number of seats available in the Criminology and Criminal Justice degree program. Acceptance into the Criminology and Criminal Justice degree program will therefore be determined through a competitive process that evaluates cumulative GPA. Please note that students must meet the prerequisite to or have completed CMNS 125, CMNS 155, or ENGL 105.~~

[a. GPA on the required courses for application](#)

[b. Overall GPA](#)

#### Fees and additional costs

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$100 - \$150 per course.

#### Dates and location

Full-time students are advised to register for the fall semester. Since many courses in the diploma and degree programs are sequential, students registering in January may be unable to take preliminary courses until the following September.

The normal university year is from September through April, with between 15 and 18 credits required in each of the fall and winter semesters. Students enrolled in field practice in any semester (normally requiring two full days per week) would normally take 9 credits in addition to the practicum. Occasionally, courses are challenged for credit, making it possible to complete the program more quickly. Mastery of course objectives must be demonstrated in order to successfully challenge a course; contact the School of Criminology and Criminal Justice for further information.

#### Program requirements

Upon acceptance to the Bachelor of Arts (Criminal Justice) program, students will be required to complete a criminal record check.

In accordance with the B.C. Government's Criminal Record Review Act, UFV requires all School of Criminology and Criminal Justice students to complete a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website.

~~To maintain their status as a program student, individuals with more than 15 credits must maintain a cumulative grade point average (CGPA) of at least 2.0. Further, to maintain status as a degree program student, individuals registering for upper-level criminology/criminal justice courses must possess a CGPA of at least 2.5.~~

#### Practicum regulations

Acceptance into the BA (Criminal Justice) degree program does not guarantee practicum placement.

The prerequisites for placement in [CRIM 281](#) are:

- CPGA of at least 2.67;
- CRIM 100, 103, 104, 105, and 265;
- CRIM 129 with a grade of B- or better;
- one of CMNS 125, 155, or ENGL 105 or higher;
- the ability to pass a criminal record check is a prerequisite for placements; and
- departmental approval.

The prerequisites for placement in [CRIM 480](#) are:

- CPGA of at least 2.67;
- CRIM 281, 310, 311, 320, and 335;
- the ability to pass a criminal record check; and
- departmental approval.

Students must complete 200 hours of practicum work in each of CRIM 281 and CRIM 480.

Students who meet these requirements must complete CRIM 281 for the diploma, and CRIM 281 and CRIM 480 for the degree. Students who do not meet the requirement for CRIM 281 must take six lower-level credits of CRIM electives in place of CRIM 281. Students who do not meet the requirements for CRIM 480 must take six upper-level credits of CRIM electives in place of CRIM 480. Students who did not qualify for CRIM 281 but subsequently qualify for CRIM 480 must complete CRIM 480.

The Career Development Coordinator will work collaboratively with each student to identify practicum sites that respond to individual learning interests and that provide criminal justice learning opportunities.

Practicums are offered throughout the region of the Fraser Valley and Metro Vancouver, although other placement sites may be considered. Students are responsible for transportation to and from practicum sites. Students are also responsible for maintaining suitable personal appearance.

The BA (Criminal Justice) degree program must approve any agency or institution that provides placements for student practicums, and reserves the right to change any placement assigned to a student. The student has the right to be informed in writing of the reasons for any change in placement. While the program accepts the responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept that particular student.

#### [Academic Warning and Continuance in the program](#)

A student who has [either a program or program-C](#) GPA lower than 2.0 will be placed on Academic Warning [for one semester](#). A student on Academic Warning may not register in a course overload.

#### Continuance in program

~~Students who do not maintain the required cumulative grade point average will be placed on Academic Warning for one semester. If you~~ Students who are placed on Academic Warning and ~~who~~ do not attain the required program and CGPA of 2.0 by the end of that semester, ~~you will be be required to withdraw~~ n from the program the following semester and placed into the Criminal Justice studies path. Students who have been required to withdraw are not normally readmitted to the degree program. Click [here](#)<sup>[AVM1]</sup> for additional information on UFV's Undergraduate Academic standing/Continuance Policy.

#### Re-taking courses

The School of Criminology and Criminal Justice does not approve challenge requests from students who are asking to re-take a Criminology/Criminal Justice course. These students must register in, and complete the requirements for, a regularly timetabled section of the course.

#### Duplication of courses

Duplication refers to taking a course more than once. No more than five duplications will be permitted on courses which apply to the BA (Criminal Justice) Degree. A "W" or an "AU" in a course is not counted as a course duplication.

Students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts (Criminal Justice) degree.

#### Auditing courses

Students wishing to audit a course in Criminology/Criminal Justice must request permission from the instructor no later than the end of the fourth week of classes. No changes from regular to audit status will be permitted after this date.

#### Prerequisites

A prerequisite is a requirement which must be met before a student enters a course or program. A P grade does not, unless stated otherwise, meet a prerequisite requirement. Students who do not have the stated prerequisite courses may not register in a course having these requirements without the permission of the instructor.

#### Transfer credit

At least 25% of the course work must be completed at UFV. However, students must complete at least 50% of the upper-level Criminology/Criminal Justice credits required for the degree and minor and extended minor at UFV.

#### Prior Learning Assessment and Recognition

You may be able to obtain credit for prior learning through evaluation of previous studies or learning through experience after you have completed 30 credits in the diploma program. Contact the School of Criminology and Criminal Justice for further information.

### Course withdrawal deadlines

Course withdrawal deadlines follow UFV's [Course Withdrawal policy \(81\)](#).

### Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Criminal Justice Advisor. A minimum [program and program CGPA](#) of 2.0 is required to graduate. [Please note that students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts \(Criminal Justice\) Degree.](#)

Candidates who qualify to receive a UFV degree must be approved by the School of Criminology and Criminal Justice and the Senate. Students must [apply for graduation by completing the Graduation Request form available at ufv.ca/admissions, or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is submit a Request for Graduation form to the UFV Office of the Registrar by April 1<sup>st</sup> of each year, with all program requirements completed by April 30<sup>th</sup> of each year.](#)

### Program outline

#### Lower-level requirements\*

#### Semester I

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| CRIM 100 | Introduction to Criminology                 | 3       |
| CRIM 103 | Introduction to the Criminal Justice System | 3       |
| CRIM 129 | Academic and Professional Development       | 3       |
| PSYC 101 | Introduction to Psychology I                | 3       |
| SOC 101  | Introductory Sociology                      | 3       |

#### Semester II

| Course   | Title                                                        | Credits |
|----------|--------------------------------------------------------------|---------|
| CRIM 104 | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105 | Psychological Explanations of Criminal and Deviant Behaviour | 3       |
| Elective | General any 100/200-level non-criminology course             | 3       |

|                    |                                                      |   |
|--------------------|------------------------------------------------------|---|
| Elective           | CRIM                                                 | 3 |
| CMNS 125           | Introduction to Workplace Communication              | 3 |
| <b>or</b> CMNS 155 | Introduction to Workplace and Academic Communication |   |
| <b>or</b> ENGL 105 | Academic Writing                                     |   |

### **Semester III**

| Course                           | Title                                                                                   | Credits |
|----------------------------------|-----------------------------------------------------------------------------------------|---------|
| CRIM 240                         | Comparative Criminal Justice Systems                                                    | 3       |
| <b>or</b> CRIM 251               | Law Enforcement in Canada                                                               |         |
| <b>or</b> CRIM 252               | Corrections in Canada                                                                   |         |
| CRIM 265                         | Problem Management Skills for Criminal Justice Interventions <a href="#">(see Note)</a> | 3       |
| Elective                         | CRIM                                                                                    | 3       |
| Elective                         | Arts (UFV) 200-level or higher (non-criminology)                                        | 3       |
| CMNS 251                         | Professional Report Writing                                                             | 3       |
| <b>or</b> ENGL 120–170 or higher |                                                                                         |         |

~~Note: Students who have taken (the now discontinued) CRIM 260 course may use it instead of CRIM 265. CRIM 160 (now discontinued) may be used as a general elective.~~

### **Semester IV**

| Course   | Title                           | Credits |
|----------|---------------------------------|---------|
| CRIM 220 | Research Methods in Criminology | 3       |
| CRIM 230 | Criminal Law                    | 3       |
| CRIM 281 | Field Work Practicum            | 6       |
| POSC 110 | Canadian Politics               | 3       |
| Total    |                                 | 60      |

Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently.

Note: Students should plan their 100/200-level electives to ensure they will have the necessary prerequisites for the required 300/400-level non-criminology electives.

\* It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) Degree complete their science requirement in the first two years of the program.

Upper-level requirements

Note: Students must have a minimum [program and program GPA/CGPA](#) of 2.0 in order to continue into upper level.

### **Semester V**

| Course                                                                                                                                                                                                                                                                                                | Title                             | Credits       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------|
| CRIM 310                                                                                                                                                                                                                                                                                              | Advanced Theoretical Perspectives | 3             |
| CRIM 321                                                                                                                                                                                                                                                                                              | Qualitative Research Methods      | 4             |
| CRIM 330                                                                                                                                                                                                                                                                                              | Criminal Procedure and Evidence   | 3             |
| STAT 104                                                                                                                                                                                                                                                                                              | Introductory Statistics           | 4             |
| <a href="#">Elective Science: Any Astronomy, Biology, Chemistry, Physics, 100-level or higher, or GEOG 103 (formerly GEOG 101 or 102) or 116 (formerly GEOG 101 or 102)Elective Arts: Any one of Art History, History, languages, Visual Arts, Film, PHIL 100 or higher, Theatre, or ENGL 120–170</a> |                                   | <del>34</del> |

### **Semester VI**

| Course   | Title                                          | Credits |
|----------|------------------------------------------------|---------|
| CRIM 311 | Multiculturalism, Conflict, and Social Justice | 3       |
| CRIM 320 | Research Techniques                            | 4       |
| CRIM 335 | Human Rights and Civil Liberties               | 3       |
| Elective | Any 300/400 non-criminology course             | 3       |
| Elective | Any 300/400 non-criminology course             | 3       |

### **Semester VII**

| Course                                                                                                                                                                                                                               | Title                                 | Credits       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------|
| CRIM 435                                                                                                                                                                                                                             | Innovations in Canadian Public Safety | 3             |
| Elective                                                                                                                                                                                                                             | One of CRIM 400-419                   | 3             |
| BUS 203                                                                                                                                                                                                                              | Organizational Behaviour (see Note)   | 3             |
| Elective                                                                                                                                                                                                                             | General: Any university-level course  | 3             |
| <a href="#">Elective Arts: Any one of Art History, History, languages, Visual Arts, Film, PHIL 100 or higher, Theatre, or ENGL 120–170Elective Science: Any Biology, Chemistry, Physics, 100-level or higher, or GEOG 101 or 102</a> |                                       | <del>43</del> |

Note: The prerequisite for BUS 203 (BUS 100 or 102) will be waived for Criminal Justice degree reserved seats.

### **Semester VIII**

| Course   | Title                  | Credits |
|----------|------------------------|---------|
| CRIM 450 | Social Policy Analysis | 3       |

|                          |                                    |     |
|--------------------------|------------------------------------|-----|
| CRIM 480                 | Field Work Practicum               | 6   |
| Elective                 | Any 300/400 non-criminology course | 3   |
| Elective                 | Any one of CRIM 400–419            | 3   |
| Total                    |                                    | 64  |
| Plus lower-level credits |                                    | 60  |
| Total program credits    |                                    | 124 |

#### Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Criminology/Criminal Justice page](#)

Criminology/Criminal Justice  
[ufv.ca/criminology](http://ufv.ca/criminology)

### Criminal Justice diploma

A two-year, 64-credit program designed to prepare students for front-line/entry-level jobs in the criminal justice field. The program consists of a combination of theoretical and skill development courses, and will be of interest to people who wish to become (for example) police officers, correctional officers, youth workers, immigration officers, bylaw enforcement officers, customs inspectors, community service order officers, and sheriff's officers.

### Entrance requirements

All applicants must have:

1. B.C. secondary school graduation or equivalent.
2. A minimum C+ average in the following: English 12 and two other Approved Grade 12 courses.
3. Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105. Acceptance will be conditional upon proof of having met this entrance requirement. Applicants are encouraged to submit proof as soon as it is available and prior to registering.
4. In addition, applicants must:
  - \*a) Be willing to undergo an initial security clearance check and further checks as may be required in individual courses.
  - \*b) Be willing to provide a statement from a physician as evidence of good health as may be required in individual courses.
  - \*c) Attend an orientation session in April during which criminal justice faculty present an overview of the options available and career opportunities in criminal justice. Students will be contacted regarding the orientation process.

Entrance to this program is through the ~~Bachelor of Arts (Criminal Justice) degree~~. Students in the degree can apply for the Criminal Justice diploma once they have completed the necessary coursework.

Students who do not meet these requirements might consider the Criminal Justice Studies [program path](#).

Basis for admission decision

There are a limited number of seats available in the Criminology and Criminal Justice diploma program. Acceptance into the Criminology and Criminal Justice diploma program will be determined through a first-come first-serve basis, assuming entrance requirements are met. Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and application fee have been submitted.

#### Program outline

The Criminal Justice diploma credential is available to students who have completed the first two years of the BA (Criminal Justice) degree.

Students wanting a diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. Note: CRIM 201 and CRIM 202 cannot be taken concurrently.

Students should check with the School of Criminology and Criminal Justice program advisor for complete details.

#### Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Criminal Justice Advisor. A minimum program and CGPA of 2.0 is required to graduate. For students intending to proceed to the Bachelor of Arts (Criminal Justice) degree, please note that there is a duplication policy which prevents students with more than five course duplications from graduating with a Bachelor of Arts (Criminal Justice) degree.

Candidates who qualify to receive a UFV diploma must be approved by the School of Criminology and Criminal Justice and the Senate. Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1<sup>st</sup> of each year, with all program requirements completed by April 30<sup>th</sup> of each year.

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Criminal Justice Advisor. A minimum program GPA of 2.0 is required to graduate.~~

~~Candidates who qualify to receive a UFV diploma must be approved by the School of Criminology and Criminal Justice and the Senate. Students must submit a Request for Graduation form to the UFV Office of the Registrar by April 1.~~

### BCIT Forensic Investigation transfer option

This option of the Criminal Justice diploma is designed primarily for students who wish to transfer directly into the third year of the Bachelor of Technology in Forensic Investigation at BCIT, following completion of their UFV diploma. Students taking this option must choose one of three paths (Economic Crime Studies, Forensic Science Studies, or Computer Crime Studies), each of which provides the prerequisites for a path of study at the upper-level with the BCIT Bachelor of Technology in Forensic Investigation transfer option.

Students can also ladder directly into the third year of the [Bachelor of Arts \(Criminal Justice\)](#) program. Students considering this option are reminded that they can also enter directly into the third year of the Bachelor Technology in Forensic Investigation with either an [Associate of Science](#) degree or [Computing Information Systems diploma](#) from UFV.

Students interested in this transfer option can obtain details from the department.

#### [Fees and additional costs](#)

[See the Fees and Other Costs section. Books and additional supplies cost approximately \\$100 - \\$150 per course.](#)

#### [Dates and location](#)

[Full-time students are advised to register for the fall semester. Since many courses in the diploma and degree programs are sequential, students registering in January may be unable to take preliminary courses until the following September.](#)

[The normal university year is from September through April, with between 15 and 18 credits required in each of the fall and winter semesters. Students enrolled in field practice in any semester \(normally requiring two full days per week\) would normally take 9 credits in addition to the practicum. Occasionally, courses are challenged for credit, making it possible to complete the program more quickly. Mastery of course objectives must be demonstrated in order to successfully challenge a course; contact the School of Criminology and Criminal Justice for further information.](#)

#### [Program requirements](#)

[Upon acceptance to the Criminal Justice diploma program, students will be required to complete a criminal record check.](#)

[In accordance with the B.C. Government's Criminal Record Review Act, UFV requires all School of Criminology and Criminal Justice students to complete a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website.](#)

To maintain their status as a program student, individuals with more than 15 credits must maintain a program and cumulative grade point average (CGPA) of at least 2.0.

Practicum regulations

Acceptance into the Criminal Justice diploma program does not guarantee practicum placement.

The prerequisites for placement in CRIM 281 are:

- CPGA of at least 2.67;
- CRIM 100, 103, 104, 105, and 265;
- CRIM 129 with a grade of B- or better;
- one of CMNS 125, 155, or ENGL 105 or higher;
- the ability to pass a criminal record check is a prerequisite for placements; and
- departmental approval.

Students must complete 200 hours of practicum work in CRIM 281.

Students who meet these requirements must complete CRIM 281 for the diploma. Students who do not meet the requirement for CRIM 281 must take six lower-level credits of CRIM electives in place of CRIM 281.

The Career Development Coordinator will work collaboratively with each student to identify practicum sites that respond to individual learning interests and that provide criminal justice learning opportunities.

Practicums are offered throughout the region of the Fraser Valley and Metro Vancouver, although other placement sites may be considered. Students are responsible for transportation to and from practicum sites. Students are also responsible for maintaining suitable personal appearance.

The Criminal Justice diploma program must approve any agency or institution that provides placements for student practicums, and reserves the right to change any placement assigned to a student. The student has the right to be informed in writing of the reasons for any change in placement. While the program accepts the responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept that particular student.

Academic Warning and Continuance in the program

A student who has either a program or CGPA lower than 2.0 will be placed on Academic Warning for one semester. A student on Academic Warning may not register in a course overload. Students who are placed on Academic Warning and who do not attain the required program and CGPA of 2.0 by the end of that semester will be withdrawn from the program the following semester and placed into the Criminal Justice studies path. Students who have been

[required to withdraw are not normally readmitted to the diploma program. Click \[here\]\(#\) <sup>AVM1</sup> for additional information on UFV's Undergraduate Academic standing/Continuance Policy.](#)

#### [Re-taking courses](#)

[The School of Criminology and Criminal Justice does not approve challenge requests from students who are asking to re-take a Criminology/Criminal Justice course. These students must register in, and complete the requirements for a regularly timetabled section of the course.](#)

#### [Auditing courses](#)

[Students wishing to audit a course in Criminology/Criminal Justice must request permission from the instructor no later than the end of the fourth week of classes. No changes from regular to audit status will be permitted after this date.](#)

#### [Prerequisites](#)

[A prerequisite is a requirement which must be met before a student enters a course or program. A P grade does not, unless stated otherwise, meet a prerequisite requirement. Students who do not have the stated prerequisite courses may not register in a course having these requirements without the permission of the instructor.](#)

#### [Transfer credit](#)

[At least 25% of the course work must be completed at UFV.](#)

#### [Course withdrawal deadlines](#)

[Course withdrawal deadlines follow UFV's Course Withdrawal policy \(81\).](#)

### Program outline

#### **Semester I**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| CRIM 100 | Introduction to Criminology                 | 3       |
| CRIM 103 | Introduction to the Criminal Justice System | 3       |
| CRIM 129 | Academic and Professional Development       | 3       |
| PSYC 101 | Introduction to Psychology                  | 3       |
| SOC 101  | Introductory Sociology                      | 3       |

#### **Semester II**

| Course             | Title                                                        | Credits |
|--------------------|--------------------------------------------------------------|---------|
| CRIM 104           | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105           | Psychological Explanations of Criminal and Deviant Behaviour | 3       |
| Elective           | General any 100/200-level non-criminology course             | 3       |
| Elective           | CRIM                                                         | 3       |
| CMNS 125           | Introduction to Workplace Communication                      |         |
| <b>or</b> CMNS 155 | Introduction to Workplace and Academic Communication         |         |
| <b>or</b> ENGL 105 | Academic Writing                                             | 3       |

**Semester III**

| Course                           | Title                                                                                   | Credits |
|----------------------------------|-----------------------------------------------------------------------------------------|---------|
| CRIM 240                         | Comparative Criminal Justice Systems                                                    | 3       |
| <b>or</b> CRIM 251               | Law Enforcement in Canada                                                               |         |
| <b>or</b> CRIM 252               | Corrections in Canada                                                                   |         |
| CRIM 265                         | Problem Management Skills for Criminal Justice Interventions <a href="#">(see Note)</a> | 3       |
| Elective                         | CRIM                                                                                    | 3       |
| Elective                         | Arts (UFV) 200-level or higher (non-criminology)                                        | 3       |
| CMNS 251                         | Professional Report Writing                                                             |         |
| <b>or</b> ENGL 120–170 or higher |                                                                                         | 3       |

[Note: Students who have taken \(the now discontinued\) CRIM 260 course may use it for this requirement. CRIM 160 \(now discontinued\) may be used as a general elective.](#)

**Semester IV**

| Course                 | Title                                              | Credits      |
|------------------------|----------------------------------------------------|--------------|
| <del>CRIM 202</del>    | <del>Physical Fitness Training II (see Note)</del> | <del>2</del> |
| <del>or CRIM 203</del> | <del>Peace Officer Use of Force</del>              | <del>2</del> |
| CRIM 220               | Research Methods in Criminology                    | 3            |
| CRIM 230               | Criminal Law                                       | 3            |
| CRIM 281               | Field Work Practicum                               | 6            |
| POSC 110               | Canadian Politics                                  | 3            |
| Total                  |                                                    | 64           |

Note: Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently. It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) Degree complete their science requirement in the first two years of the program.

CRIM electives include: ~~CRIM 109, 130, 135, CRIM 251 (formerly CRIM 151),~~ CRIM 210, 211, 212, 213, 214, 215, 216, 250, 251, 252, 270.

#### Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Criminology/Criminal Justice page](#)

**MEMORANDUM**

TO: UEC

FROM: Nancy Goad

RE: Program Admission Requirement Change for HCA program

DATE: January 21, 2014

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All HCA programs in British Columbia will soon embark on a program review and recognition process administered by the BC Ministry of Health, Care Aide and Community Health Worker Registry. This recognition process is based on a comprehensive set of criteria, standards, and guidelines that form the basis of review for all institutions offering the HCA provincial curriculum. The establishment of a provincial curriculum and a program recognition process facilitates graduate achievement of prescribed standards of practice and performance competencies for all BC public and private postsecondary institutions. Approval of HCA programs by the BC Care Aide and Community Health Worker Registry will ensure program graduates registration with BC Care Aid and Community Health Worker Registry. Registration with this Registry is a requirement for HCA graduate employment with all publicly funded health care facilities and agencies.

The new program recognition guidelines specify adherence to minimum program admission requirements for the HCA program. The only identified revision to the current program admission requirements is in the area of English language requirements. The Registry has established English language requirements for applicants as per their definition of “Native English language speakers”. The Registry’s rationale for these specified requirements is as follows:

- “A lack of functional English language competency within this occupational sector has been a long-standing concern of employers and unions.”
- “Failure to communicate effectively in the work environment is seen as a safety issue; HCAs are increasingly relied upon to undertake delegated tasks, think critically and interact effectively with members of the health-care team, residents/clients and their families.”

- “The ability to communicate effectively for patient safety is one of the fundamental safety competencies that has been identified by the Canadian Patient Safety Institute (CPSI).”

The current UFV HCA program admission requirements will remain unchanged with the exception of the addition of specific English language requirements for those applicants presenting as “non-native English speaking”. See the attached revision to the calendar copy for the HCA program admission requirements. This change in program admission requirements will be supported by existing English language testing services currently offered at UFV and as a result this program change will not require new or additional budgetary resources.

CWC Response

Hi everyone,

I have read this proposal and I have no concerns.

Thanks,

Rhonda

No other comments received.

## **Health Sciences**

[ufv.ca/health](http://ufv.ca/health)

### **Health Care Assistant certificate**

The Health Care Assistant (HCA) program is designed to provide students with opportunities to develop the knowledge, skills, and attitudes necessary to function as front-line caregivers and respected members of the health care team, in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centered care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients/residents.

Upon completion of the program, graduates are prepared to work in any level of continuing care, including home support, adult day care, assisted living, and complex care (including special care units).

The program is based on the 2008 provincial curriculum and includes classroom and laboratory instruction, as well as practicum experience in a variety of settings throughout the Fraser Valley. This is a full-time program with daily attendance expected. A certificate is awarded upon successful completion of the program.

### **Entrance requirements**

#### **Academic entrance requirements**

1. Successful completion of one of the following prerequisites:

- Grade 11 with regular English 11 or ENGL 081
- B.C. secondary school graduation or equivalent with regular English 11 or ENGL 081
- A minimum of 6 credits at post-secondary level
- Mature students, age 19 or over, will be considered if they meet the prerequisites for [ENGL 091](#), [ENGL 099](#), or [ENGL 105](#) at UFV

2. [Native English speaker: seven \(7\) years of education in an English-speaking environment \(can be acquired in either consecutive or non-consecutive years\). Applicants who have had four \(4\) consecutive years of secondary or post-secondary education in an English-speaking environment will be given consideration to meet native English speaker requirement. Students for whom English is a second language may be required to have an English language assessment through the English as a Second Language \(ESL\) department at UFV. Students must demonstrate English ability in reading, writing, listening/speaking, and vocabulary at the 70s level with a minimum GPA of 2.33 \(C+\).](#)

[Non-native English speakers are required to complete one of the following English language competencies:](#)

- [The Test of English as a Foreign Language \(TOEFL\): test must be within the last two years. IBT only – Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing](#)

- [International English Language Testing System \(IELTS\): Academic or General – test must be within the last two years: Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing](#)
- [Canadian Language Benchmark Placement Test \(CLB PT\): test must be within the last six months: Listening 7, Speaking 7, Reading 6 and Writing 6](#)
- [Canadian English Language Proficiency Index Program \(CELPIP\): Academic or General – Aggregate score of 4L or better, with 4L or better in Speaking and Listening and 3H or better in Reading and Writing](#)
- [Canadian Academic English Language Assessment \(CAEL\): Overall Score of 60, with no section less than 50](#)

**Other entrance requirements**

1. Current Red Cross standard first aid certificate or St. John's standard enhanced first aid certificate.
2. Submission of a signed health questionnaire indicating physical fitness and emotional stability. (Form will be provided at interview.)
3. Completion of an immunization program including negative TB test or chest X-ray is required before entry to the program. (Forms will be provided at interview). Hepatitis B immunization will be provided upon entry into the program. Applicants who have completed Hepatitis B immunization prior to entry to the program must submit proof of immunization.
4. Satisfactory interview with a program faculty member who may accept or defer acceptance based on:
  - a) Knowledge of and motivation toward a career as a health care assistant
  - b) Financial preparation
  - c) Communication skills
5. Health-care experience. Your health-care experience must consist of:
  - Experience as an employee working in a long-term care setting with elderly clients with a satisfactory reference; or
  - 30 hours of volunteer experience with residents in a long-term care setting with a satisfactory reference. (Applicants may use the reference form attached to the back of the HCA program application form.)
6. Satisfactory written reference (work or personal).
7. Successfully passing a security clearance check. (A criminal record check form will be provided at the interview.)
8. A valid driver's licence (learner's licence is not acceptable) and reliable transportation to all clinical sites.

9. Students must be familiar with computers and associated technology.

Students who do not meet these requirements might consider the Science Studies [program path](#).

**When to apply**

Applications must be received by May 1 for a September intake, or September 1 for a January intake.

**How to apply**

1. You may apply to the program prior to the completion of all entrance requirements. The following documents, however, must be submitted to the Office of the Registrar, along with the application fee, in order to process your application:

- UFV application form (available at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply))
- Health Care Assistant application form (available at [ufv.ca/admissions/forms](http://ufv.ca/admissions/forms))
- Proof of academic prerequisites (transcript required; see Note)

The UFV and HCA application forms are available from any UFV Office of the Registrar or Student Services.

Note: If you are currently enrolled in Grade 12, a letter is required from your school counsellor, stating that you are making satisfactory progress towards meeting the educational requirements for Grade 12 graduation.

Once all these documents have been received by the Office of the Registrar, an application date will be recorded, and your application will be forwarded to the Health Care Assistant program.

2. Submit all remaining documents to the Health Sciences Centre, Chilliwack campus. Applicants will be considered for the program based on:

- Complete applicant status
- Date of application

**Documents required in order to achieve “complete applicant status” for Health Care Assistant applicants include:**

- UFV application form
- Health Care Assistant program application form
- Proof of academic prerequisite (transcript required)
- Satisfactory employment or volunteer reference working with elderly clients in a care setting or with residents in a long-term care setting (minimum 30 hours)
- Current Red Cross standard certificate or St. John’s standard enhanced first aid certificate
- Work or personal reference
- Valid driver’s licence (learner’s licence is not acceptable)

3. Once “complete applicant status” has been obtained, applicants will be notified of and expected to attend a program information session. Failure to attend the information session may delay entry to the program.
4. At the program information session, applicants will be given a date and time for their interview with program faculty. At the interview, applicants will be given specific immunization, medical, and criminal record check forms and a due date on which the forms must be completed and returned.
5. Applicants will be given written notification as to whether or not they have been accepted, once the completed immunization, criminal record check, and medical forms have been received and reviewed by program faculty.
6. Upon acceptance into the program, applicants will be provided with registration information by the Office of the Registrar. A deposit is required by a specified date in order to reserve a seat in the program. This money will be applied toward your tuition fees. Applicants who do not register for the program and pay the deposit, forfeit their seat to the next person on the program waiting list and must reapply to the program.

**Basis for admission decision**

Applicants who meet the entrance requirements will be admitted based on the date of complete applicant status. This date is set when an application, all required documentation, and the application fee have been submitted.

**Dates and locations**

This is a 24-week program which starts in either September or January. Classes are located at the Health Sciences Centre, Chilliwack campus. Approximately one-half of the program takes place in a variety of facilities throughout the Fraser Valley.

**Fees and additional costs**

See the [Fees and Other Costs](#) section.

Additional books, supplies, and field trips will cost about \$250. Uniform(s) and white duty shoes will cost approximately \$200. The cost of parking and travelling to and from practicum locations is the responsibility of the student.



33844 King Road

Abbotsford, BC

**MEMORANDUM**

**TO:** **Campus Wide Consultation**  
Ashley Hoogendoorn (Acting-Undergraduate Education Committee Assistant),  
Dean Rosetta Khalideen (Professional Studies),  
Sylvie Murray, (Program Development Coordinator)

**FROM:** Elizabeth Dow, Director, Social Work and Human Services

**DATE:** December 12, 2013

**SUBJECT:** Proposal for revisions to Bachelor of Social Work Admission and Graduation requirements, and GPA for practicum placements

---

Attached are the proposed calendar changes for the Bachelor of Social Work Program with track-changes turned on.

**These proposed changes** are implemented to provide clarity of the entrance requirements.

60 credits are required prior to BSW admission and 60 credits must be completed in the 3<sup>rd</sup> and 4<sup>th</sup> year.

The changes to the graduation requirements are that two of the qualifying Arts and Science electives must be at the 3<sup>rd</sup> or 4<sup>th</sup> year level.

**The rationale** for changing the minimum GPA for practicum placement to 2.67 is for consistency as students must maintain a 2.67 GPA while in the program.

***January 21, 2014:***

***Budget Implications:*** none

***Timeline for Implementation:*** The School is requesting this change to be available as soon as possible.

Calendar Copy: Bachelor of Social Work degree

The UFV Bachelor of Social Work program prepares social workers for ~~generalist~~ professional practice, reflecting principles of social justice, equality, and respect for diversity. The BSW program has full accreditation with the Canadian Association for Social Work Education (2012-2020). Students graduating with a BSW degree- meet UFV institutional learning outcomes and the requirements of the British Columbia College of Social Workers for registration (RSW).

Social work education is a critical process that respects diverse sources and forms of knowledge while encouraging dissent. We UFV Ssocial Wwork Ffaculty are committed to scholarship including debate on social work and social welfare, with particular attention to how social problems come to be defined and addressed. The Program content addresses the structural barriers that prevent people from reaching their full potential. With a commitment to lifelong learning and a critical analysis of oppression, graduates will have the knowledge, skills, and professional social work values necessary to work collaboratively with individuals, families, groups, and communities in diverse and cross-cultural environments. The program contributes to the knowledge base of social work through partnerships with professional and local communities.

~~The program addresses the structural barriers that prevent people from reaching their full potential. With a commitment to lifelong learning and a critical analysis of oppression, graduates will have the knowledge, skills, and professional social work values necessary to work collaboratively with individuals, families, groups, and communities in diverse and cross-cultural environments. The program contributes to the knowledge base of social work through partnerships with professional and local communities.~~

~~Social work education is a critical process that respects diverse sources and forms of knowledge while encouraging dissent. We are committed to scholarship including debate on social work and social welfare, with particular attention to how social problems come to be defined and addressed.~~

All individuals, families, groups, and communities are entitled to be treated with respect, with justice, and without discrimination. ~~To that end, we~~ Faculty seek to provide equitable educational opportunities and participation of those groups experiencing systemic oppression. Valuing our community base, we seek to promote social change.

Graduates will be prepared to work with individuals, families, groups, and communities in a variety of settings, funded by both government and non-government sources, including but not limited to: child welfare, programs and services for women, immigration and cross-cultural services, family and community services, health care, mental health, corrections, addictions, services for the elderly, unemployment and income security programs, Aboriginal settings, and services and programs for people with disabilities and special needs.

~~Entry into the program is at the third-year level. The BSW program has full accreditation with the Canadian Association for Social Work Education (2012-2020).~~

Entrance requirements

Entry into the program is at the third-year level.

1. Applicants must have 60 credits by May 1st of the year of application.
  - Pending available space, applicants who do not have 60 credits by May 1st may be considered as 'conditional admits' to the program if the credits are completed by August 31st.
  - Students who are conditionally admitted and who have not completed the 60 credits by the end of the late summer semester will have to re-apply for the next intake.
2. Students must have an overall minimum GPA of 2.67 for courses applicable to the BSW.
3. The 60 credits must consist of the following:
  - 6 credits of SOWK 110 and SOWK 210
  - 54 credits of University level credits (at least 42 credits must be Qualifying Arts & Science electives)
4. The 54\* University level credits must have at least 42 credits of Qualifying Arts and Science electives, which must include the following:

Requirements:

- Three credits of English composition (i.e. CMNS 155 or ENGL 105);
- Three credits of English literature (i.e. ENGL 108-170);
- Three credits of Introductory Statistics (i.e. STAT 104 or PSYC 110\*\*\*);
- Three credits of Human Development\*\* (SOWK 225 or PSYC 250)

Recommended:

- Three credits of Sociology of Families\*\* (SOWK 283 or SOC 331)
- One of SOC 331 or SOWK 283 is a pre-requisite for SOWK 483. SOWK 483 is a requirement of the BSW Child Welfare Specialization and is an elective in the BSW Generalist option.

\* Students who have completed a UFV Community Support Worker certificate or UFV Social Services diploma program are eligible to receive a 6 credit block for the completed certificate and a 12 credit block for the completed diploma.

Students who have completed practica within these programs may receive extra points on their application. These 12 credits otherwise can come from any university level UFV course or UFV assigned transfer credit (100-level or higher).

\*\* Credit is provided for only one of SOWK 225 or PSYC 250 and one of SOWK 283 or SOC 331.

Note: A current list of Qualifying Arts and Science courses is available at [ufv.ca/swhs](http://ufv.ca/swhs). Go to "Application Information & Forms" and the form is under the heading: Bachelor of Social Work – Generalist & Child Welfare Specialization.

1. Applicants must have SOWK 110 (Introduction to Social Work and Human Services) and SOWK 210 (Introduction to Social Welfare), or an equivalent six credits.

2. In order to be considered, applicants must have completed 48 general university-level qualifying Arts and Science credits (by May 1st of the year of application) that are applicable to the BSW graduation requirements (see Academic regulations, below), with a GPA of 2.67. These 48 credits must include:

- three credits in English composition (i.e. CMNS 155 or ENGL 105);
- three credits of English literature (i.e. ENGL 108-170);
- three credits of Human Development (i.e. SOWK 225 or PSYC 250);
- and three credits of Introductory Statistics (i.e. STAT 104 or PSYC 110).

It is recommended that students have three credits of Sociology of Families (i.e. SOC 331 or SOWK 283).

Students who have completed a UFV Community Support Worker certificate or UFV Social Services diploma program may be eligible to receive additional discretionary credits. Up to six credits may be given for a completed certificate and up to 12 credits for a diploma, as well as additional credits for any completed qualifying Arts and Science transfer courses (i.e. English, Psychology, etc.).

Note: A current list of qualifying Arts and Science courses is available at [ufv.ca/swhs](http://ufv.ca/swhs).

3-4. Applicants must have 400 hours of recent\*\*, supervised work in human services, either paid or voluntary, which may include practicum-hours in practica.

\*\*The experience must be within 1-2three years of application. It is recommended that students be engaged in volunteer or paid supervised work in human services at the time of application.

54. Readiness for and interest in social work/personal suitability.

65. All applicants must be aware of, willing and able to uphold the Social Work Code of Ethics.

Note: Please see the [Practicum regulations and field placement practicum details-Field Placement/Practica Regulations and Details](#) section below.

Students who do not meet these requirements might consider the Social Services Studies [program path](#).

When to apply

Applications are accepted for entrance to the Fall semester only, with an application deadline of January 31. All completed applications submitted by this date will be reviewed. Applications received after this date will be considered only if space permits. See Specific intake application process for more information.

How to apply

1. To be considered for Fall semester entrance (September), completed applications must be received by January 31 of the year of application. ~~All completed applications submitted by this date will be reviewed. Applications received after this date will be considered only if space permits.~~

~~2. Submit the application fee, along with the UFV application for admission form, to the Office of the Registrar (OReg). Application forms are available from any OReg or Student Services office. You can also print an application form or apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).~~

32. Upon admission to the BSW program, students you will be provided with registration information. A deposit is required upon when you register (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due at the end of the second week of classes.

34. In cases where interim transcripts are submitted, an admission decision may be made conditionally upon completion of academic requirements. Proof of completion of entrance requirements is due at the end of the first week in May for Fall admissions.

#### **Documents required in order to achieve “complete applicant” status for degree applicants:**

~~Additional documents required for a complete application:~~

• UFV Application: submit the application fee, along with the UFV application for admission form, to the Office of the Registrar (OReg). You can print an The application form can be printed and submitted or apply online applications will be accepted at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

• Official, sealed transcripts (or interim transcripts) from all previous post-secondary institutions showing grade/course achievement as per entrance requirements.

• SWHS Additional Application Information Form detailing your past experience and education (available at [ufv.ca/admissions/forms](http://ufv.ca/admissions/forms)).

• A personal statement (typed, double-spaced, about between 800 to 1,000 words in length) that addresses the following questions:

i. Why do you want to become a social worker?

ii. What kinds of life/work experiences have you had that contributed to this decision?

iii. What experiences have you had that prepare you for social work in a culturally diverse environment?

iv. What do you see as the most pressing social problem or issue facing Canadian society? Why?

- Two recent satisfactory letters of reference from social workers or related work, practicum, or volunteer supervisors should be submitted with your application package. These must be on reference forms available from the School of Social Work & Human Services or they can be original, signed letters on letterhead, addressing the criteria on the reference forms.

~~3. Upon admission to the BSW program, you will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due at the end of the second week of classes.~~

~~4. In cases where interim transcripts are submitted, an admission decision may be made conditionally upon completion of academic requirements. Proof of completion of entrance requirements is due at the end of the first week in May for Fall admissions.~~

Basis for admission decision

Applications will be reviewed using a point rating system. Complete applications will be evaluated according to the following categories:

1. Academic experience, including GPA and number of credits (scored out of 40). The higher the applicant GPA on required academic pre-requisites, the more points awarded. GPA will be calculated using the UFV grading scale.;
2. Work and/or volunteer experience in the human services field (scored out of 25);
3. Letters of reference (scored out of 10); and  
; and
4. Applicant statement (scored out of 25).

Academic regulations

In completing the BSW program, students are required to have:

- a minimum of 60 credits of Social Work (SOWK) courses and a minimum of 60 credits of Qualifying Arts and Science courses. (A minimum of 30 upper-level Social Work credits must be completed at UFV.)
- maintain a minimum BSW program GPA of 2.~~675~~ for practicum placements and 2.67 for graduation. Students with a cumulative GPA of less than 2.~~567~~ will be required to withdraw.
- obtain a C or 2.0 or better in each SWHS course. Credits that are over 10 years old may be stale-dated; students should check with the Program Advisor regarding transferability.

Acceptance into the program does not guarantee practicum-field placement. A criminal record check completed through the Ministry of Justice is required prior to practicum-field placement.

Part-time students may be required to complete additional requirements if it takes them more than five years to finish the third and fourth year [courses](#). In planning their programs, part-time students should make particular note of course prerequisites and course corequisites [and course sequencing](#). Consulting with the Program Advisor before registering into specific courses is recommended. [Admission-Enrolment](#) to field education courses is particularly dependent on the student [choosing successfully completing](#) the appropriate course corequisites and prerequisites.

Students in other degree programs may be granted permission to register in a maximum of two Social Work courses without being in the BSW program. Students must meet the prerequisites for these courses.

[Field Placement/Practicum Regulations and ~~field placement practicum d~~ details](#)

All students are required to complete two field placements in the BSW program. Complete policies and procedures are outlined in the [BSW Field Education Manual and the MSW Field Education Manual](#). ~~(BSW don't have to read MSW manual)~~ available on the SWHS website.

To [be eligible to apply for](#) ~~complete~~ the field placement, ~~requirements~~, the following criteria [and requirements](#) apply:

- completion of prerequisites
- [BSW](#) program GPA of 2.675
- acceptance into the program does not guarantee ~~the student a practicum field~~ placement. A criminal record check completed through the Ministry of Justice is required prior to ~~practicum field~~ placement.

The Field Education Coordinator will work collaboratively with each student to identify field placement sites which respond to individual learning interests of students and meet the program criteria.

Field placement sites are located in the Fraser Valley and across the Lower Mainland. The School strives to place students in their home communities [if possible](#). Students are responsible for transportation to ~~practicum field placement~~ sites. Most field placements will require students to have a valid driver's license and access to an insured vehicle. Students are responsible for maintaining professionalism in the field placement.

[Field placements in the BSW program are set up as block placements during the Winter term from January to April. Part-time students do have the option of completing their field placement in the Fall term from September to December. Students are expected make themselves to be available to be in the field placement. AT](#) third-year field placements ~~s~~ requires students to be available for three days (21 hours) per week. Fourth-year [field placements require](#) students ~~must~~ [to](#) be available for four days (28 hours) per week. Students are required to attend a mandatory bi-weekly seminar for both third and fourth year field placements.

All field placements and ~~F~~field ~~I~~nstructors are approved through the Field Education Coordinator. For complete details, please refer to the [BSW Field Education Manual and MSW Field Education Manual](#). ~~(again this is BSW, not MSW)~~

Students who have extensive social work experience [supervised by a Social Worker](#) prior to admission may be eligible to challenge the third year field placement. Please refer to the [BSW Field Education Manual](#) for application [criteria](#) and approved process.

Note: [Admission to the program does not guarantee a field placement.](#) The field placement requires a separate application process and all criteria must be met including a criminal record check through the Ministry of Justice.

#### Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done in consultation with the Program Advisor.

#### Graduation Requirements:

##### 1. 60 credits of 1<sup>st</sup> and 2<sup>nd</sup> year courses:

- 6 credits of SOWK 110 and 210
- 54 credits of University level credits (at least 42 credits must be Qualifying Arts & Science electives)

##### 2. 60 credits of 3<sup>rd</sup> and 4<sup>th</sup> year courses:

- 6 credits of 3<sup>rd</sup> and 4<sup>th</sup> year Qualifying Arts & Science electives
- 54 credits of 3<sup>rd</sup> and 4<sup>th</sup> year SOWK courses

Students must apply for graduation by completing a request to graduate form available at the Office of the Registrar. This must be done no later than April 1, with program requirements completed by April 30.

#### Program outline

(Subject to change as per CASWE Accreditation Standards.)

#### Third year

#### **Semester V (Fall)**

| Course   | Title                                                                                                      | Credits |
|----------|------------------------------------------------------------------------------------------------------------|---------|
| SOWK 300 | Social Work Practice with Individuals                                                                      | 3       |
| SOWK 311 | Social Work Theory and Ethics                                                                              | 3       |
| SOWK 312 | Legal Knowledge for Social Work Practice                                                                   | 3       |
| SOWK 320 | Anti-Racist and Cross-Cultural Social Work                                                                 | 3       |
| Elective | <del>Lower and upper level</del> <u>Upper-level Qualifying Arts &amp; Science elective or SOWK Group B</u> | 3       |
| Total    |                                                                                                            | 15      |

#### **Semester VI (Winter)**

| <b>Course</b> | <b>Title</b>                                                                                          | <b>Credits</b> |
|---------------|-------------------------------------------------------------------------------------------------------|----------------|
| Elective      | SOWK Group A                                                                                          | 3              |
| SOWK 330      | Practicum I (3 day per week, plus one bi-weekly seminar class)                                        | 6              |
| SOWK 392      | Aboriginal Social Work                                                                                | 3              |
| Elective      | <u>Upper-level Qualifying Lower- and upper-level Arts &amp; Science elective or SOWK Group A or B</u> | 3              |
| Total         |                                                                                                       | 15             |

Fourth year

**Semester VII (Fall)**

| <b>Course</b>   | <b>Title</b>                                           | <b>Credits</b> |
|-----------------|--------------------------------------------------------|----------------|
| SOWK 404        | Research Methods and Evaluation                        | 3              |
| SOWK 410        | Social Policy Analysis                                 | 3              |
| Electives       | SOWK Group <u>AB (two courses)</u>                     | <u>36</u>      |
| Elective        | <u>Lower- or upper-level Arts or SOWK SOWK Group B</u> | 3              |
| <u>Elective</u> | <u>SOWK Group B</u>                                    | <u>3</u>       |
| Total           |                                                        | 15             |

**Semester VIII (Winter)**

| <b>Course</b> | <b>Title</b>                                            | <b>Credits</b> |
|---------------|---------------------------------------------------------|----------------|
| SOWK 430      | Practicum II (4 days per week, plus online seminar)     | 9              |
| Elective      | <u>Lower- and upper-level Arts or SOWK Group A or B</u> | 3              |
| Elective      | <u>Lower- and upper-level Arts or SOWK Group B</u>      | 3              |
| Total         |                                                         | 15             |

Program Total 60

Electives

BSW students are required to complete a total of six SOWK electives (see below) and two upper-level electives. University-level Arts electives which contribute to the breadth of the student's knowledge should be chosen in consultation with the Program Advisor.

**SOWK Group A electives**

Students must complete a minimum of two SOWK Group A electives:

| <b>Course</b> | <b>Title</b>                          | <b>Credits</b> |
|---------------|---------------------------------------|----------------|
| SOWK 301      | Social Work Practice with Groups      | 3              |
| SOWK 380      | Social Work and Community Development | 3              |
| SOWK 483      | Family Centred Social Work            | 3              |

### **SOWK Group B electives**

Students must complete four SOWK Group B electives unless they choose to complete all three Group A electives, in which case they are required to complete three Group B electives:

| <b>Course</b> | <b>Title</b>                 | <b>Credits</b> |
|---------------|------------------------------|----------------|
| SOWK 394      | Substance Misuse Issues      | 3              |
| SOWK 450      | Social Work in Health Care   | 3              |
| SOWK 490      | Gerontological Social Work   | 3              |
| SOWK 491      | Child Welfare                | 3              |
| SOWK 493      | Feminist Social Work         | 3              |
| SOWK 496      | Disability Issues            | 3              |
| SOWK 497      | Social Work in Mental Health | 3              |

Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see [this section](#).

Certificate in Extended Studies in Social Work: Child Welfare specialization

Students who have completed the Bachelor of Social Work ~~degree can be recognized~~ [may be eligible for additional work to meet to complete the requirements for](#) the Child Welfare specialization. Please see [this section](#) for more details.

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Social Work and Human Services page](#)

**Feedback from CWC**

From: Elizabeth Dow [Elizabeth.Dow@ufv.ca](mailto:Elizabeth.Dow@ufv.ca)

To: Rhonda Colwell <Rhonda.Colwell@ufv.ca>; cwconsult <cwconsult@lists.ufv.ca>; Ashley Hoogendoorn <Ashley.Hoogendoorn@ufv.ca>; Rosetta Khalideen <Rosetta.Khalideen@ufv.ca>; Sylvie Murray [Sylvie.Murray@ufv.ca](mailto:Sylvie.Murray@ufv.ca)

Cc: Laura Tryhuk <Laura.Tryhuk@ufv.ca>; Vanessa Krahn [Vanessa.Krahn@ufv.ca](mailto:Vanessa.Krahn@ufv.ca)

Subject: RE: [CWC] cover memo and proposed BSW Major Changes

Hi Rhonda,

Thank you for your review and feedback. We have reviewed your comments and clarified below in red.

We thank you again for your suggestions.

*Elizabeth*

Elizabeth Dow, PhD, RSW  
Director  
School of Social Work  
and Human Services  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
V2S 7M8 Canada

Telephone: 604-854-4560  
Toll Free: (Canada): 1-888-504-7441x4560  
Fax: 604-855-7558



**From:** Rhonda Colwell

**Sent:** Friday, January 10, 2014 3:47 PM

**To:** Elizabeth Dow; cwconsult; Ashley Hoogendoorn; Rosetta Khalideen; Sylvie Murray

**Cc:** Laura Tryhuk; Vanessa Krahn

**Subject:** RE: [CWC] cover memo and proposed BSW Major Changes

Hi everyone,

I have read this proposal and I have 2 confirmation/clarification requests pertaining to the Entrance requirements, as follows:

1. Applicants must have 60 credits by May 1<sup>st</sup> of the year of application.  
Are there specific courses that students must have completed as part of these 60 credits? I expect that there are by the information that follows. I am suggesting that the specific courses be clearly stated at this point so that students know up front what these 60 credits are.

Yes, the specific courses that students must have completed within these 60 credits are listed under points 2 and 3 (on page 1-2) of the submission. I.e

2. Students must have an overall minimum GPA of 2.67 for courses applicable to the BSW.

- 6 credits of SOWK 110 and SOWK 210
- 54 credits of University level credits (at least 42 credits must be Qualifying Arts & Science electives)

3. The 54\* University level credits must have at least 42 credits of Qualifying Arts and Science electives, which must include the following:

Requirements:

- Three credits of English composition (i.e. CMNS 155 or ENGL 105);
- Three credits of English literature (i.e. ENGL 108-170);
- Three credits of Introductory Statistics (i.e. STAT 104 or PSYC 110\*\*\*);
- Three credits of Human Development\*\* (SOWK 225 or PSYC 250)

Recommended:

- Three credits of Sociology of Families\*\* (SOWK 283 or SOC 331)  
One of SOC 331 or SOWK 283 is a pre-requisite for SOWK 483. SOWK 483 is a requirement of the BSW Child Welfare Specialization and is an elective in the BSW Generalist option.

\* Students who have completed a UFV Community Support Worker certificate or UFV Social Services diploma program are eligible to receive a six credit block for the completed certificate and a 12 credit block for the completed diploma. Students who have completed practica within these programs may receive extra points on their application.

\*\* Credit is provided for only one of SOWK 225 or PSYC 250 and one of

SOWK 283 or SOC 331.

3. The 54\* University-level credits must have at least 42 credits of Qualifying Arts and Science electives, which must include the following ...  
How students may interpret this statement is that 12 credits can be in any university-level course. Will your program accept up to 12 credits completed in courses such as AGRI or ADED or BUS or LIBT or GE assigned transfer credit? If there are specific disciplines that your program will not accept, then I suggest that these are listed here.

Thanks for this suggestion. We will clarify this to state that these 12 credits can either be utilized as a block of credits from the CSW Certificate or SS Diploma OR it can be from any university level UFV course or UFV assigned transfer credit (100-level or higher). At least 42 credits must be from the list of qualifying Arts & Science electives.

Thanks,

Rhonda

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Elizabeth Dow

**Sent:** Thursday, December 12, 2013 2:35 PM

**To:** cwconsult; Ashley Hoogendoorn; Rosetta Khalideen; Sylvie Murray

**Cc:** Laura Tryhuk; Vanessa Krahn

**Subject:** [CWC] cover memo and proposed BSW Major Changes

To Campus Wide Consultation:

Attached is the cover memo for proposed major changes to the Bachelor of Social Work's degree program including, entrance and graduation requirements, as well as a change to the GPA required for practicum placement.

The proposed changes are in Word with the track changes turned on.

When reviewing this proposal, please "reply all" to myself, Vanessa Krahn and Laura Tryhuk.

Thank you.

*Elizabeth*

Elizabeth Dow, PhD, RSW  
Director  
School of Social Work  
and Human Services  
University of the Fraser Valley  
33844 King Road

Abbotsford, BC  
V2S 7M8 Canada

Telephone: 604-854-4560  
Toll Free: (Canada): 1-888-504-7441x4560  
Fax: 604-855-7558



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From: Elizabeth Dow <Elizabeth.Dow@ufv.ca>

To: Susan Fisher <Susan.Fisher@ufv.ca>; cwconsult <cwconsult@lists.ufv.ca>; Ashley Hoogendoorn <Ashley.Hoogendoorn@ufv.ca>; Rosetta Khalideen <Rosetta.Khalideen@ufv.ca>; Sylvie Murray <Sylvie.Murray@ufv.ca>

Cc: Laura Tryhuk <Laura.Tryhuk@ufv.ca>; Vanessa Krahn <Vanessa.Krahn@ufv.ca>

Subject: RE: [CWC] cover memo and proposed BSW Major Changes  
Hi Susan,

Further to my previous email, these courses are chosen by students who may have an interest in them. Students may consult with Educational advising and if students express an interest in Social Work then they would be advised of this list so they gain credit for applicable courses that would focus their studies in relevant ways. Some students make specific enquiries to our School upon entrance to UFV and our Program Advisor would share this information with them. Handouts and materials related to course selections are shared at student orientations too.

*Elizabeth*

Elizabeth Dow, PhD, RSW  
Director  
School of Social Work  
and Human Services  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
V2S 7M8 Canada

Telephone: 604-854-4560  
Toll Free: (Canada): 1-888-504-7441x4560  
Fax: 604-855-7558



**From:** Elizabeth Dow  
**Sent:** Friday, January 03, 2014 2:44 PM  
**To:** Susan Fisher; cwconsult; Ashley Hoogendoorn; Rosetta Khalideen; Sylvie Murray  
**Cc:** Laura Tryhuk; Vanessa Krahn  
**Subject:** RE: [CWC] cover memo and proposed BSW Major Changes

Hello Susan,

The list of qualifying Arts and Science electives taken prior to admission into the BSW program) have been in place for years, and how exactly it was developed is unknown. However, we have a task force reviewing a potentially broader range of courses. Please note that these A&S electives are not the specific mandatory pre-requisites (listed below) for admission to our BSW:

ENGL 105/CMNS 155

STAT 104 / PSYC 110

PSYC 250 / SOWK 225

ENGL Lit (108-170)

We trust this helps to clarify this matter. Thank you for your enquiry.

*Elizabeth*

Elizabeth Dow, PhD, RSW  
Director  
School of Social Work  
and Human Services  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
V2S 7M8 Canada

Telephone: 604-854-4560  
Toll Free: (Canada): 1-888-504-7441x4560  
Fax: 604-855-7558



**From:** Susan Fisher  
**Sent:** Thursday, December 12, 2013 2:53 PM  
**To:** Elizabeth Dow; cwconsult; Ashley Hoogendoorn; Rosetta Khalideen; Sylvie Murray  
**Cc:** Laura Tryhuk; Vanessa Krahn  
**Subject:** RE: [CWC] cover memo and proposed BSW Major Changes

Hello. I just have a question about the Qualifying Arts and Sciences Electives. How are these courses chosen?

Sincerely

Susan

---

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [cwconsult-bounces@ufv.ca] on behalf of Elizabeth Dow  
**Sent:** December 12, 2013 2:35 PM  
**To:** cwconsult; Ashley Hoogendoorn; Rosetta Khalideen; Sylvie Murray  
**Cc:** Laura Tryhuk; Vanessa Krahn  
**Subject:** [CWC] cover memo and proposed BSW Major Changes

To Campus Wide Consultation:

Attached is the cover memo for proposed major changes to the Bachelor of Social Work's degree program including, entrance and graduation requirements, as well as a change to the GPA required for practicum placement.

The proposed changes are in Word with the track changes turned on.

When reviewing this proposal, please "reply all" to myself, Vanessa Krahn and Laura Tryhuk.

Thank you.

*Elizabeth*

Elizabeth Dow, PhD, RSW  
Director  
School of Social Work  
and Human Services  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
V2S 7M8 Canada

### **Memo**

**To:** Undergraduate Education Committee Members  
**Cc:** Sue Brigden–Dean, Faculty of Access and Open Studies  
**From:** Christine Nehring–Department Head, ABT  
**Date:** January 20, 2014  
**Subject:** Applied Business Technology (ABT) Program Changes

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#### **Rationale**

Since the ABT program was last revised (2002), the role of the administrative professional has expanded. In addition to their traditional duties, administrative personnel are expected to be current and capable in an online business environment and are often tasked with maintaining and supporting an organization's online business presence.

A program review conducted in the fall of 2013 determined that—although much of the program content is still current and relevant—the ABT program would benefit from the addition of a course (ABT 160) that would provide graduates with the skills necessary to maintaining and supporting an organization's online business presence.

As part of the program review, all courses were updated as outlined in the Major Course Changes section below.

#### **Budget Implications**

As a current course (ABT 135) has been shortened to accommodate the addition of ABT 160, the length and credit-value of the program (six months and 24 credits) remain unchanged. As infrastructure (e.g. instructors, computer lab, classroom) is currently in place to support the cohort-based ABT program, there are no budget implications to this program change.

#### **Major Course Changes**

All of the ABT official course outlines have been scrutinized and updated to reflect the following points.

- Concise calendar descriptions that outline the scope of the courses
- Learning outcomes that use specific and measurable verbs and correlate to UFV's Institutional Learning Outcomes
- Accurate course hours and up-to-date information in the departmental-discretion sections

FAOS faculty council approved the program changes at the January 2014 meeting. The major course changes will be reviewed in late January/early February by the curriculum committee and faculty council and presented at the February 2014 council meeting for approval.

**Calendar Changes–Program Outline**

The Applied Business Technology program is a full-time, 24-week program, which includes the three-week work experience course. There are two intakes a year. Students may start the program in either September or January.

| Course                  | Title                                                                 | Credits             |
|-------------------------|-----------------------------------------------------------------------|---------------------|
| ABT 110                 | Database Management: Access                                           | 1.5                 |
| ABT 111                 | Office <del>Procedures</del> <a href="#">Practices and Management</a> | 1.5                 |
| ABT 131                 | Keyboarding                                                           | 3                   |
| ABT 133                 | Word Processing: Word                                                 | 4.5                 |
| ABT 135                 | Business English and Communications                                   | 4.5                 |
| ABT 137                 | Spreadsheets: Excel                                                   | 3                   |
| ABT 143                 | Bookkeeping                                                           | 3                   |
| <a href="#">ABT 160</a> | <a href="#">Online Business Communications</a>                        | <a href="#">1.5</a> |
| ABT 187                 | Work Experience                                                       | 3                   |
| <b>Total</b>            |                                                                       | <b>24</b>           |

**Campus-Wide Consultation Questions and Responses**

**From:** Rhonda Colwell

**Sent:** Thursday, December 12, 2013 2:38 PM

**Subject:** RE: [CWC] ABT Program Change

Hi everyone,

My only concern with this program change is when this will be implemented.

Because the ABT Certificate program is a cohort model, I would not want to see these program changes occur when our current ABT students are in the middle of completing their course work. Student can always choose to follow the requirements set out in a newer Academic Calendar (as compared to the Academic Calendar requirements they were admitted under), but we cannot force them to do so.

I also assume from a budgetary perspective that the “old” and “new” requirements would not be able to run simultaneously during the transition period.

Of course, the newly admitted ABT Certificate students will follow the new program outline.

Thanks,

Rhonda

**From:** Christine Nehring  
**Sent:** Thursday, December 12, 2013 2:45 PM  
**Subject:** RE: [CWC] ABT Program Change

Hi Rhonda,

We have planned the implementation date so that there is no cohort overlap. The program change is for a September 2014 implementation. The winter 2014 cohort will have graduated by then (under the old model), and the fall 2014 cohort will enter into the revised program.

Regards,

Christine

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**From:** Rhonda Colwell  
**Sent:** Thursday, December 12, 2013 4:18 PM  
**Subject:** RE: [CWC] ABT Program Change

Thanks Christine. I have no additional concerns.



---

**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Ashley Hoogendoorn  
Phone: 4571

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**TO:** Members of UEC

**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair

**DATE:** January 10, 2014

**RE:** Consultation for revisions to the Undergraduate Course and Program Approval policy (21)

---

The Senate Governance Committee has reviewed a request from the Undergraduate Education Committee to make revisions to the Undergraduate Course and Program Approval policy (21) and recommends that the proposed changes go out for consultation.

The following are the proposed changes to the Undergraduate Course and Program Approval policy (21):

- New policy form provision for Expedited Undergraduate Program Approval as recommended by APPC (for more information, please see the September 25, 2013 [APPC agenda package](#)).
- Separate Procedures (as detailed in Appendices A, B, and C) from the policy itself.
- Identify responsibility for various program and course approval templates and guidelines.

Please see attached documents for further information.



NUMBER 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

## **UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

AUTHORITY Senate  
 PRIMARY CONTACT Provost and Vice-President, Academic  
 RELATED POLICIES

### **PURPOSE**

The policy is to guide the review and approval of UFV employs a process to scrutinize new and existing courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

### **SCOPE**

This policy applies to a All new courses and programs and changes to existing courses and programs, will undergo an approval process.

Approval will be guided by interests as articulated in the Strategic Plan and the Education Plan. The internal process includes various consultations and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors.

This policy provides the guidelines and procedures pertaining to UFV's internal program and course approval processes.

Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

### **DEFINITIONS**

In this policy, the following definitions apply:

**Academic Unit:** An academic unit includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

**Campus Wide Consultation:** The Campus Wide Consultation process provides an opportunity for other academic units and service areas (e.g. Admissions & Records, Library, Student Services) to review and provide feedback about the course or program submission; it precedes consultation with faculty councils.

**Official Course Outline:** A legal document used for calendar copy, articulation, and other official documentation purposes, the Official Course Outline establishes the parameters for the course syllabus that instructors develop and provide to students.

**Lower level Course:** A course that is a first or second year course; lower level courses are generally numbered in the 100s and 200s.

**Major Course Change:** A modification to a course that affects the nature or focus of a course, options for students, or budget.

**Minor Course Change:** A modification to a course that has no effect on the nature or focus of a course, options for students, or budget.

**Program:** For the purposes of this policy, “program” refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

**Major Program Change:** A modification to a program that affects the nature or focus of the program, options for students, or budget.

**Minor Program Change:** Any change which is not major, as described above.

**Program Budget Analysis:** A summary of the budget implications of a proposed new program or revisions to an existing program. It is to be attached to all new and revised Program Proposals when the proposal is submitted to Senate and its standing committees for approval. The Budget Analysis Template is available from the Office of the Program Development Coordinator.

**Program Committee:** A committee created to oversee the implementation and administration of a program and its courses. A Program Committee is approved by the Dean(s).

**Program Concept Paper:** A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program Proposal:** The detailed description for a new program prepared on the standard template provided by the Program Development Office, of Program Proposals.

**Program Working Group:** A group of people formally approved in consultation with the Dean(s) (or the Provost) to proceed in the development of a course or new program proposal for consideration in the approval process. This group may become the Program Committee, which will provide oversight of the program and its courses. The final composition of the group is approved by the Dean. Guidelines for the composition of Program Working Groups are found in the program and course approval resources provided by the Office of the Program Development Coordinator.

**Recommendation:** Providing advice, positive or negative, to inform approval decisions by subsequent committees.

**Undergraduate Course:** Any course numbered below 600, including continuing studies, vocational, and developmental courses.

**Undergraduate Education Committee (UEC):** A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

**Upper level Course:** A course that is a third- or fourth-year course; upper-level courses are usually numbered in the 300s and 400s.

## **POLICY**

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV’s mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

**REGULATIONS**

- ~~1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's Strategic Plan, mandate, and Institutional Learning Outcomes.~~
  1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
  - ~~2. Changes made to the procedures and guidelines of this policy require the approval of Senate.~~
  2. A new course requires the approval of UEC, or Senate upon recommendation by UEC, according to the process outlined in Appendix A.
  3. Course changes will be classified as either *minor* or *major*. What constitutes a *minor* or *major* course change will be determined and communicated by UEC.
  4. A *minor* course change is to be approved by Faculty Council and submitted to UEC as an information item and for review before for inclusion in the Calendar. The process for making *minor* changes to an undergraduate level course and descriptions of *minor* changes are presented in Appendix A.
  5. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC, according to the process outlined in Appendix A.
  6. A new program requires the approval of Senate according to the process outlined in Appendix B Procedures for Undergraduate Program Approval. In exceptional cases, the approval can be obtained through the expedited process outlined in Procedures for Expedited Undergraduate Program Approval (please see the September 25, 2013 APPC agenda package). No proposal can be put through the expedited process more than once.
  7. The process for *major* and *minor* program changes is determined by UEC outlined in Appendix B. Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information. What constitutes a *minor* or *major* program change will be determined and communicated by UEC, in consultation with the PDO.
  8. The criteria for applying the expedited program approval process to a new program are as follows:
    - 1.1 The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
      - a. There is funding available from an external source, with time constraints.
      - b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
      - c. There is a request for a partnership with a time constraint, and there is a funding source.
      - d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
      - e. There is an opportunity for capital or infrastructure injection, with time constraints.
- In addition,
- 1.2. The program must be sustainable.
  - 1.3. The program must be consistent with the strategic goals of UFV.

1.4. The program must be consistent with program priorities of UFV.

1.5. There are minimal adverse implications for other faculties, programs, and services.

9. Procedures, guidelines, and templates in support of this policy will be developed, maintained, and communicated as such:

- For new and revised courses: UEC Office, in consultation with UEC.
- For new proposals (including concept papers): PDO, in consultation with the UEC Office.
- For program revision: UEC Office, in consultation with UEC, and PDO as necessary.
- For expedited process: APPC Office, in consultation with UEC and PDO.

~~The Office of the Program Development Coordinator will be responsible for developing and reviewing the program and course approval templates and guidelines in consultation with UEC. UEC will approve the templates and guidelines and any subsequent revisions.~~

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APPENDICES

Supplemental information:

- | [Procedures for Undergraduate Course Approval Process](#)
- | [Procedures for Undergraduate Program Approval Process](#)
- | [Procedures for Expedited Undergraduate Program Approval](#)

DRAFT



NUMBER 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

### **UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

AUTHORITY Senate  
 PRIMARY CONTACT Provost and Vice-President, Academic  
 RELATED POLICIES

#### **PURPOSE**

The policy is to guide the review and approval of new courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

#### **SCOPE**

This policy applies to all new courses and programs and changes to existing courses and programs.

#### **DEFINITIONS**

In this policy, the following definitions apply:

**Program:** For the purposes of this policy, refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

**Program Concept Paper:** A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

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**Program Proposal:** The detailed description for a new program prepared on a standard template provided by the Program Development Office.

**Program Working Group:** A group of people formally approved to proceed in the development of a new program for consideration in the approval process.

**Undergraduate Course:** Any course numbered below 600, including continuing studies, vocational, and developmental courses.

**Undergraduate Education Committee (UEC):** A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

#### **POLICY**

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV's mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

#### **REGULATIONS**

1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
2. A new course requires the approval of UEC, or Senate upon recommendation by UEC
3. Course changes will be classified as either *minor* or *major*. What constitutes a *minor* or *major* course change will be determined and communicated by UEC.
4. A *minor* course change is to be approved by Faculty Council and submitted to UEC for review before inclusion in the Calendar.
5. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC.
6. A new program requires the approval of Senate according to the process outlined in *Procedures for Undergraduate Program Approval*. In exceptional cases, the approval can be obtained through the expedited process outlined in *Procedures for Expedited Undergraduate Program Approval* (please see the September 25, 2013 APPC [agenda package](#)). No proposal can be put through the expedited process more than once.
7. The process for *major* and *minor* program changes is determined by UEC. *Major* changes require the approval of Senate. *Minor* changes are approved by UEC, and sent to Senate for information. What constitutes a *minor* or *major* program change will be determined and communicated by UEC, in consultation with the PDO.
8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 1.1 The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - a. There is funding available from an external source, with time constraints.
    - b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - c. There is a request for a partnership with a time constraint, and there is a funding source.
    - d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - e. There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

- 1.2. The program must be sustainable.
- 1.3. The program must be consistent with the strategic goals of UFV.
- 1.4. The program must be consistent with program priorities of UFV.
- 1.5. There are minimal adverse implications for other faculties, programs, and services.

9. Procedures, guidelines, and templates in support of this policy will be developed, maintained, and communicated as such:
- For new and revised courses: UEC Office, in consultation with UEC.
  - For new proposals (including concept papers): PDO, in consultation with the UEC Office.
  - For program revision: UEC Office, in consultation with UEC, and PDO as necessary.
  - For expedited process: APPC Office, in consultation with UEC and PDO.

DRAFT

Reference: Section 35.2 (6) (b) of the University Act

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Undergraduate Course and Program Approval (21)

Page 3 of 4

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APPENDICES

Supplemental information:

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate Program Approval

DRAFT

**Draft Agreement for Block Transfer**

**Receiving Institution:** University of the Fraser Valley

Receiving Institution Program/Degree name: Bachelor of Arts, Major in English (Creative Writing concentration) with Minor in Communications

**Sending Institution:** Okanagan College, Diploma in Writing and Publishing

**Official Implementation Date:** September 2014

**Renewal Date:** September 2020 (Note: UFV is in the process of revising its BA degree requirements. Students who transfer in to UFV under this arrangement will be allowed to complete by fulfilling the degree requirements in effect in September 2014.)

**Credits awarded:** 60 credits or two years

***Other elements of this transfer arrangement:***

Students who have earned the Okanagan College Diploma and Writing and publishing with a CGPA of 2.5 are guaranteed admission to the UFV BA program. Students will receive 60 credits for their diploma, but they may need to do more than an additional 60 credits in order to satisfy all the requirements of the UFV BA program. Students wishing to transfer to the UFV BA must contact the UFV Arts Advice Centre to ensure that they take the appropriate courses at UFV in order to satisfy the breadth requirements of the BA and the requirements of the English major (Creative Writing) and the Communications minor. Please see attached notes on the agreed-upon equivalencies. This transfer agreement is not based on course-by-course articulation; rather it recognizes the overall learning outcomes delivered by the Diploma in Writing and Publishing. The UFV advisors, in helping transfer students plan their program at UFV, will follow the attached guide.

Either party may terminate this agreement if there is substantial change in the target programs at either the sending or the receiving institution.

UFV will inform the relevant departments at Okanagan College when the new BA degree framework is implemented.

**Guide to Block Transfer from Okanagan College Diploma in Writing and Publishing to the UFV BA (Major in English with a concentration in Creative Writing)**

Basic conditions:

- The student must have a GPA of 2.5.
- All 60 credits will be accepted towards the UFV BA degree

**For the general education requirements of the UFV BA:**

Students will be accepted as having already met the following BA requirements:

- writing requirement: This will be waived on the basis of the many English courses in the OC diploma
- Humanities (6 credits outside major): This can be satisfied by OC courses that transfer as English, Communications, or Linguistics
- Social Sciences (6 credits outside major): This can be satisfied by OC courses that transfer as Media and Communications Studies: CMNS 110, 120, 230, 250; students may need to take an additional 3 credits of Social Sciences

Any BUAD or FINA courses in a student's program can be used as electives in the BA.

OC students will need:

- a lab science course (4 credits)
- reasoning requirement (3 to 6 credits; normally satisfied with UFV PHIL 100)

**For the Creative Writing concentration in the English major:**

Lower-level requirements: 24 credits

√• ENGL 105 - waived

√• Three credits from ENGL 104, 108, 115, 120, 130, 150, 170:

*OC ENGL 151 transfers as ENGL 120;*

√• ENGL 200:

*OC 150 or 153 will be considered equivalent to ENGL 200*

- Six credits from ENGL 204-207, 240, 280 needed

√• Six credits from ENGL 208, 211, 212, 213, 215:

*OC's Engl 126 and the intermediate creative writing workshop courses will be recognized as equivalent*

Upper-level requirements: 32 credits

*(Note: UFV upper-level English courses are 4-credit courses.)*

- Eight credits from ENGL 301, 304, 306, 312, 316 (OC students will need to take 2 courses from this group.)
- 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381 (OC students will need to take 3 courses from this group.)
- Four credits from ENGL 356, 360, 361 (OC students will need to take 1 course from this group.)
- Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1) (OC students will need to take 1 course.)
- Four credits from ENGL 405, 490 (see Note 2)

Note 1: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381.

Note 2: ENGL 490 must be focused on a creative writing project.

**For the Communications minor:**

- **One** of CMNS 125 (Introduction to Workplace Communication, CMNS 155 Introduction to Workplace and Academic Communication) or CMNS 175 (Writing for the Internet)

√*This can be satisfied by OC ENGL 204 or 235*

- One of CMNS 180 (Introduction to Intercultural Communications), CMNS 212 (Basic Public Relations and Advocacy Communications); or HSER 120 (Introduction to Interpersonal Communications)

Students would need to take one of these.

- Required: CMNS 235 (Oral Communication)

Students would need to take this course as there is no equivalent in the OC program.

- Required: CMNS 251 Professional Report Writing

✓OC ENGL/CMNS 235 is considered equivalent to UFV CMNS 251.

**Upper-level requirements: 12-16 credits**

Four upper-level Communications courses, one of which must be a 400-level course.

OC students will receive the following credit:

- OC FINA 202 will be accepted as CMNS 375
- OC ENGL 209 will be accepted as CMNS 320

**Summary:**

A student with the Okanagan diploma can enter third year at UFV having to take the following courses in her first or second semester:

- lab science
- PHIL 100 (to meet BA reasoning requirement)
- CMNS 235 (UFV)
- 2 courses from ENGL 204-207, 240, 280

But she will receive some upper-level credits towards the major.:

- Up to 6 upper-level CMNS credits.

Depending on the particular courses selected at Okanagan, students may not be able to complete the UFV BA in 2 years (4 full terms); they may need to pick up an extra course in the summer.

**Sample program**

(This represents an optimal selection of OC courses that fit well with the UFV degree; individual students may not be able to complete in 4 semesters.)

**Year 1 at Okanagan College:**

[CMNS 100](#) - Introduction to Communications

[ENGL 116](#) - Introduction to Creative Writing I

[ENGL 126](#) - Introduction to Creative Writing II

[CMNS 110](#) - Introduction to Mass Communication (*Either CMNS 110 or CMNS 120 would transfer as UFV MACS credit*)

[ENGL 150](#) - Critical Writing and Reading: Poetry and Drama

[ENGL 151](#) - Critical Writing and Reading: Short Fiction and the Novel (*Any of ENGL 150, 151, 153 would be acceptable.*)

[BUAD 111](#) - Financial Accounting I

[BUAD 116](#) - Marketing (*Any of BUAD 111, 116, 123, or 195 would transfer to UFV*)

[FINA 120](#) - Introduction to the Creative Process

[FINA 170](#) - Applied Publishing Skills

**Year Two Okanagan College**

[CMNS 200](#) - Communications in the Everyday

[ENGL 204](#) - Applied English Studies I

[ENGL 205](#) - Applied English Studies II

[ENGL 206](#) - Publishing: Best Practices and Copy Editing

[FINA 201](#) - Introduction to Publication Design

[FINA 202](#) - Advanced Publication Design

[ENGL 207](#) - Web Development for Publishing (*will be accepted as UFV CMNS 376*)

[ENGL 235](#) - Professional Writing and Communications (*will be accepted as equivalent to UFV CMNS 251, a requirement for the minor.*)

*\*If an OC student takes ENGL 209 instead of ENGL 235, it will be recognized as equivalent to UFV CMNS 320.)*

[ENGL 216](#) - Intermediate Workshop in Creative Writing - Poetry

[CMNS 250](#) - Cultural Industries in Canada

2 years at OC assessed as 60 credits

**Final 2 years at UFV**

Term 1: (16 credits total)

ENGL 207 (literature)

BIO 106 (4 credits)

PHIL 100

ENGL 280 (literature)

CMNS 180

Term 2: (15 credits)

ENGL 304 (literature)

ENGL 307 (literature)

CMNS 235

ENGL 378 (Creative writing)

Term 3: 15 credits

ENGL 360 (literature)

CMNS 325 Writing for the Sciences and Technology

ENGL 363 (literature)

ENGL 315 Creative writing: Children's literature

Term 4: (14 credits)

ENGL 490 (directed studies in Creative Writing)

CMNS 365 Grant and proposal writing

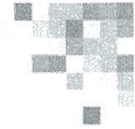
CMNS 360 Advocacy Writing

ENGL 303 Creative writing: Historical fiction

***Total credits: 120***



Program Overview



Training Topics and Suggested Time Allocation

AUTOMOTIVE SERVICE TECHNICIAN 2

% of Time Allocation to:

|               |                                                             | % of Time  | Theory      | Practical  | Total       |
|---------------|-------------------------------------------------------------|------------|-------------|------------|-------------|
| <b>Line A</b> | <b>ADVANCED ELECTRICAL SYSTEMS</b>                          | <b>28%</b> | <b>30%</b>  | <b>70%</b> | <b>100%</b> |
| A1            | Perform advanced electrical testing                         |            | ✓           | ✓          |             |
| A2            | Service starting systems                                    |            | ✓           | ✓          |             |
| A3            | Service charging systems                                    |            | ✓           | ✓          |             |
| A4            | Diagnose passenger restraint systems                        |            | ✓           | ✓          |             |
| A5            | Service electrical accessories                              |            | ✓           | ✓          |             |
| <b>Line B</b> | <b>HEATING, VENTILATION AND AIR CONDITIONING SYSTEMS</b>    | <b>19%</b> | <b>40%</b>  | <b>60%</b> | <b>100%</b> |
| B1            | Obtain refrigerant handling certification                   |            | ✓           |            |             |
| B2            | Service heating and ventilation systems                     |            | ✓           | ✓          |             |
| B3            | Service air conditioning systems                            |            | ✓           | ✓          |             |
| <b>Line C</b> | <b>ENGINES</b>                                              | <b>39%</b> | <b>30%</b>  | <b>70%</b> | <b>100%</b> |
| C1            | Describe principles of gasoline internal combustion engines |            | ✓           |            |             |
| C2            | Describe principles of diesel internal combustion engines   |            | ✓           |            |             |
| C3            | Evaluate engine mechanical condition                        |            | ✓           | ✓          |             |
| C4            | Describe engine removal and installation procedures         |            | ✓           |            |             |
| C5            | Perform engine repairs                                      |            | ✓           | ✓          |             |
| C6            | Service gaskets and seals                                   |            | ✓           | ✓          |             |
| <b>Line D</b> | <b>ENGINE SUPPORT SYSTEMS</b>                               | <b>12%</b> | <b>30%</b>  | <b>70%</b> | <b>100%</b> |
| D1            | Service lubrication systems                                 |            | ✓           | ✓          |             |
| D2            | Service cooling systems                                     |            | ✓           | ✓          |             |
| D3            | Describe air induction and exhaust systems                  |            | ✓           |            |             |
| <b>Line E</b> | <b>HYBRID VEHICLE SAFETY</b>                                | <b>2%</b>  | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
| E1            | Describe hybrid vehicle safety                              |            | ✓           |            |             |

Total Percentage for Automotive Service Technician 2

100%

The theory and practical weighting distribution for AST 2 is 46 % theory and 54 % practical.

Kandi,  
please remove  
Diesel eng + fuel  
and add  
E3 Hybrid Safety

**Welding:**

Please be advised that the Industry Training Authority (ITA) has rolled out a new welding training model that affects UFV's current Welding Level 'C', 'B', and 'A' certificate programs.

Effective January 2014 (will affect our September 2014 program starts):

- Our current Welding 'C' level program will now be called "Welding Foundation". The curriculum stays the same but there are changes to line titles (see attached). At this time there will be no change in duration for the Welding Foundation program.
- Welding 'B' and 'A' certificate programs will no longer be offered.
- The Industry Training Authority (ITA) has introduced a new apprenticeship model that will be presented as Welding Levels 1, 2 & 3 with an optional specialty metals endorsement after that. UFV may at some time offer levels 1 & 2 under this apprenticeship model.
- Currently levels 1 & 2 of technical training in the apprenticeship model earn the equivalent ITA credential as our 'C' level (or the new "Welding Foundation") training that UFV will continue to offer. UFV will offer Level 3 and the Specialty Metals Endorsement which technically replace our 'B' and 'A' levels but they will differ in course duration and outcomes. Upon completion of Level 3, students will be eligible to write the Interprovincial Red Seal exam for Welding. However, because the new Level 3 and the 'Specialty Metals Endorsement' will be apprenticeship courses now, no certificate will be awarded by UFV and students will not attend convocation. For those courses then this is just an information item for UEC purposes.

To summarize, UFV will continue to offer the same standard of welding instruction but under a new model and names starting in September 2014. Instead of Welding C, B & A they will now be called Welding Foundation, Level 3 and Specialty Metals Endorsement.

Also, at this time, since we are making the change through UEC, we would like to proceed with recent recommendations received from Pre-UEC that "Trades consider assigning credits for their courses, and also to number courses according to the course numbering policy"  
<http://www.ufv.ca/Assets/Secretariat/Policies/58.pdf>.

The policy says:

Less than 100 Pre-undergraduate courses

100 – 199 Undergraduate courses at the first year (lower) level, used by post-secondary programs – certificates, first year of a diploma, associate degree or bachelor's degree

(See attached), after review of the ITA Welding Foundation course outline, we have calculated the credit value for each line and renamed it as well according to Pre-UEC's previous recommendation. The formula we used was 25hrs (1 week) = 1 credit. This 34 week program breaks down to a total of 34 credits. However, while individual courses will be assigned credit values, students will continue to be accepted only into the program as a whole.

| Welding Changes - Effective Sept 2014           |  |                                 |  |                                                                         |         |
|-------------------------------------------------|--|---------------------------------|--|-------------------------------------------------------------------------|---------|
| Welding Level C (OLD)                           |  | Will be covered in the NEW:     |  | Welder - Foundation (NEW)                                               | Credits |
| WLDG P1 - Introduction & Program Orientation    |  | ITA Line A (WLDG 101)           |  | WLDG 101 Occupational Skills                                            | 6       |
| WLDG P2 - Gas Cutting (Oxy-Fuel-Gas)            |  | ITA Line B (WLDG 102)           |  | WLDG 102 Oxy-Fuel Cutting and Gouging Processes (OFC and OFG)           | 2       |
| WLDG P3 - Gas Welding & Braze Welding           |  | ITA Line C (WLDG 103)           |  | WLDG 103 Fusion and Braze Welding (TB) Using the Oxy-Fuel (OFW) Process | 1       |
| WLDG P4 - Shielded Metal Arc Welding 1          |  | ITA Line D (WLDG 104)           |  | WLDG 104 Shielded Metal Arc Welding (SMAW)                              | 8       |
| WLDG P5 - Air Carbon Arc Gouging                |  | ITA Line E (WLDG 105)           |  | WLDG 105 Electric Arc Cutting, Gouging and Related Processes            | 2       |
| WLDG P6 - Gas Metal Arc & Flux Core Arc Welding |  | ITA Line F & M (WLDG 106 & 110) |  | WLDG 106 Semi-Automatic Welding                                         | 7       |
| WLDG RK1 - Material Handling                    |  | ITA Line A (WLDG 101)           |  | WLDG 107 Basic Metallurgy                                               | 2       |
| WLDG RK2 - Drawings and Fabrication             |  | ITA Line I & J (WLDG 108 & 109) |  | WLDG 108 Welding Drawings                                               | 2.5     |
| WLDG RK3 - Metallurgy 1                         |  | ITA Line G (WLDG 107)           |  | WLDG 109 Layout and Fabricate Components                                | 2.5     |
|                                                 |  |                                 |  | WLDG 110 Submerged Arc Welding (SAW)                                    | 1       |
|                                                 |  |                                 |  | Total Credits                                                           | 34      |

**Heavy Duty/Commercial Transport:**

*Please see attached spreadsheet that details the existing and new “proposed” changes to curriculum for our Heavy Duty/Commercial Transport (HD/CT) Certificate Program. These changes have been initiated and are mandated by the Industry Training Authority (ITA) to all training providers and are effective for UFV course start dates as of September 2014.*

- *Why the changes are occurring:* The changes to the HD/CT program are in response to demands from industry, recognized by the Transport Career Development Association (TransCDA) and developed by the HD/CT Articulation group. The last update to the HD/CT curriculum was in 1996.
- *Timeline for implementation:* classes with the new curriculum can begin in September 2014



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

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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

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#### Voting Members:

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, Secretary & Registrar (or designate)
- 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\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Director, Teaching and Learning (ex officio)

#### Ex Officio Non-Voting Members:

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- ~~Director, Teaching and Learning (ex officio)~~
- ~~Director, Enrolment Management Manager, Enrolment Planning~~
- Director, Institutional Research and Integrated Planning
- ~~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

At its December 6, 2013 meeting, Senate approved a recommendation from SGC to review the terms of reference and membership composition of its standing committees every three years, beginning in 2014-15. The Secretariat office will initiate the review on behalf of SGC in August/September 2014.

**Standing Committees of Senate  
Rules for the Conduct of Business**

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**1. Procedures for meetings**

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided only by in-person votes at a meeting. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate who wish to appoint a designate shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

**2. Meeting Schedule**

- 2.1. Meetings shall be held monthly in the fall and winter semesters unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting, with at least seven days' notice.

**3. Terms of office**

- 3.1. The terms of the Senate members on the Senate standing committees shall be the balance of the member's term on Senate, to a maximum of three years, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 3.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership on the standing committees may be renewed, to a maximum of six consecutive years.

**4. Attendance**

- 4.1. Regular attendance is expected of all members of the Senate standing committees.
- 4.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

**5. Amendments to the terms of reference**

- 5.1. Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition every three years, and any recommendations for changes be brought to Senate for approval.

approved at Senate 2013 12 06



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

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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.
10. Provide annual reports to Senate.

Revised at Senate 2013 12 06



## **UNDERGRADUATE EDUCATION COMMITTEE**

### **COMPOSITION**

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#### Chair:

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

#### Vice-Chair

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

#### 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\* (ex officio)
- One Academic Advisor approved by Senate
- 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, Engagement & Graduate Studies (or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Director, Teaching and Learning (ex officio)
- Director, Enrolment Management
- Associate Vice-President Institutional Research and Planning
- 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.

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Revised at Senate 2013 12 06