



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

13 Dec 2013 - 10:00

C1429

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

3 - 11 2.1. UEC draft minutes: November 22, 2013

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

12 - 3.1. Physics  
15

Changes including pre or corequisites: PHYS 325

MOTION: To approve the changes to the PHYS 325 course outline as presented.

#### 4. PROGRAMS

16 - 4.1. Business  
30

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.

31 - 4.2. Geography  
38

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

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Physical Geography major, Honours, and minor in Science as presented, effective September 2014.

39 -  
40

**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.

**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**

**5.4. Course Outline Subcommittee report**

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))

41

**6.2. UEC Retreat**

42

**6.3. Transfer Agreements and other institutions**

43 -  
50

**6.4. Learning outcome guidelines**

**7. ADJOURNMENT**



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

November 22, 2013  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

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

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

**MOTION:**

To approve the agenda as presented.

S. Fisher/ R. Colwell

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

##### **2.1. UEC draft minutes: October 25, 2013**

**MOTION:**

To approve the draft minutes as presented.

S. Marsh/ H. Compeau

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

The following courses are ready for publication following UEC approval.

##### **3.1. History**

Changes including course number, calendar description, and synonymous courses: HIST 205 (formerly HIST 105)

Changes including course number, calendar description, credits, title, synonymous courses, total hours per term, and prerequisites: HIST 221 (formerly HIST 322)

Changes including calendar description and synonymous courses: HIST 324

Discontinuation: HIST 381

Changes including title and calendar description: HIST 419

**MOTION:**

To approve the changes to the HIST course outlines as amended:

- HIST 205: Learning outcome 3: ~~express~~ **describe** the relationship between the past and the present in the study of history.

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- HIST 324: Learning outcome 1: ~~articulate an in-depth understanding of~~ **identify and describe** the distinguishing cultural features of 20th Century Canadian society.
- HIST 419: Add HIST 499K to 'replaces' and 'cannot take' in synonymous courses section.

M. Bos-Chan/ R. Colwell

**MOTION:**

To approve the discontinuation of HIST 381 as presented.

S. Brigden/ R. Colwell

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

Review including changes to calendar description: ANTH 111 and 240

Changes including prerequisites: SOC 355/ANTH 355/MACS 355

**MOTION:**

To approve the Social, Cultural, and Media Studies course outlines as amended:

- ANTH 111: Structure of hours
  - o Lectures: ~~35-45~~ **35**
  - o Seminar: ~~0-10~~ **10**

S. Fisher/ R. Colwell

CARRIED

In favour: 9

Opposed: 1

Abstentions: 1

There was discussion what constitutes a measurable learning outcome.

**3.3. Theatre**

Changes including title, calendar description, and total hours per term: THEA 111

Changes including title, calendar description, total hours per term, and prerequisites: THEA 112

Review including changes to course description and prerequisites: THEA 305

**MOTION:**

To approve the changes to the THEA course outlines as amended:

- THEA 111: learning outcome 2: ~~Manage listening and observation skills~~ **Listen and observe** effectively and confidently while engaged in acting exercises and performances.

**3.4. Visual Arts**

Discontinuation: GD 218, 261, and 378

Changes including prerequisites: GD 317

Changes including calendar description and synonymous courses: GD 358

Changes including prerequisites: VA 366/FILM 366

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**MOTION:**

To approve the discontinuation of GD 218, 261, and 378 as presented.

R. Colwell/ J. White

**MOTION:**

To approve the changes to the Visual Arts course outlines as presented.

S. Marsh/ J. Larsen

**3.5. Physics**

New course: ENGR 100, Production in Practice

**MOTION:**

To approve the new ENGR 100 course outline and remove the first sentence of the calendar description, as amended.

S. Marsh/R. McLeod

**3.6. English**

New course: ENGL 200, Introduction to Literary Critical Methods

**MOTION:**

To approve the new ENGL 200 course outline as amended:

- 2. ~~Demonstrate an ability to~~ Identify the dominant features and key patterns in a given work of poetry, fiction, and drama.
- 3. ~~Demonstrate familiarity with the~~ **Apply** discursive conventions of **to** the literary critical essay through guided response to selected secondary sources (literary critical articles).
- 5. ~~Articulate an understanding of~~ **Summarize** reasons scholars study literature and the types of questions they ask of it.

S. Fisher/ S. Marsh

**3.7. Biology**

Changes including prerequisites: BIO 410/GEOG 410

**MOTION:**

To approve the changes to the BIO 410/GEOG 410 course outlines as presented.

S. Marsh/ J. Larsen

**3.8. Geography**

New course: GEOG 103, The Physical Environment

Changes including reactivation, title, calendar description, synonymous courses, and total hours per term: GEOG 111

Changes including prerequisites: GEOG 201, 202, 307, 308, 318

Changes including course number, calendar description, prerequisites, and

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synonymous courses: GEOG 219/BIO 219 (formerly GEOG 317/BIO 317)  
Changes including calendar description and prerequisites: GEOG 257/CMNS 257  
Changes including title, calendar description, and total hours per term: GEOG 270  
Discontinuation: GEOG 271  
Review, including changes to calendar description and prerequisites: GEOG 303  
Review, including changes to title, calendar description, and prerequisites: GEOG 304  
Review including changes to calendar description and prerequisites: GEOG 323  
Changes including course number, title, calendar description, prerequisites, and synonymous courses: GEOG 319/BIO 319 (formerly GEOG 417/BIO 417)  
Changes including title, calendar description, and prerequisites: GEOG 396/GDS 310/SOC 396 and GEOG 398/GDS 311/SOC 398

**MOTION:**

To approve the discontinuation of GEOG 271 as presented.

S. Marsh/H. Compeau

**MOTION:**

To approve the changes to the Geography course outlines as amended:

- GEOG 103:
  - o Addition of learning outcome: **7. Describe the impact of human activities on the natural environment.**
  - o Calendar description: Note: Students with credit for GEOG 101 ~~and~~ **or** GEOG 102 may not take GEOG 103 for further credit.
- GEOG 201:
  - o Learning outcome 2: ~~Theoretically and experimentally master the knowledge of~~ **Describe and explain the** basic atmospheric radiation theory and its application to microclimate modification, thermodynamics and moisture, precipitation processes, atmospheric motion, frontal theory, general circulation of the atmosphere, tropical climatology, severe thunderstorms, and global climate change.
  - o Learning outcome 3: ~~Demonstrate an acquaintance with~~ **Discuss and summarize** the findings of contemporary research topics in climatology.
  - o Student evaluation:
    - Assignments and reports: 40-60%
    - Exams: 40-60%
- GEOG 219/BIO 219:
  - o Learning outcome 2: ~~Demonstrate knowledge about~~ **Describe and summarize** geologic time, evolution, ecology, and systematics in written and oral presentation;
- GEOG 303:
  - o Learning outcome 4: ~~Integrate~~ **Apply** physical and human geographic perspectives to understand complex hydrologic and environmental issues.
- GEOG 304:
  - o Learning outcome 4: ~~Integrate~~ **Apply** human and physical geographic perspectives to understand complex environmental issues
- GEOG 307:
  - o Learning outcome 1: ~~demonstrate an understanding of~~ **describe and**

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- o ~~explain~~ the meteorological principles of the urban climate system,
  - o Learning outcome 3: ~~demonstrate an understanding of~~ **analyze** the effects of the urbanization on the atmosphere
- GEOG 308:
  - o Learning outcome 1: Demonstrate in written and oral form ~~an advanced understanding~~ **a complex analysis** of the global climate system.
- GEOG 318:
  - o Learning outcome 3: Provide ~~advanced~~ **detailed** written and verbal evidence **analysis** of the threats to water resources.
- GEOG 396/GDS 310/SOC 396:
  - o Learning outcome 3: Build on knowledge learned in the workplace to **prepare for** future academic coursework, future career opportunities, or independent research.
  - o Learning outcome 5: Learn to reconcile and ~~understand~~ **describe the** differences and commonalities within the context of community development or sustainability work
- GEOG 398/GDS 311/SOC 398:
  - o Learning outcome 3: Build on knowledge learned in the workplace to **prepare for** future academic coursework, future career opportunities, or independent research.
  - o Learning outcome 5: Learn to reconcile and ~~understand~~ **describe the** differences and commonalities within the context of community development or sustainability work.

S. Marsh/ R. McLeod

Learning outcomes were changed to be measurable.

#### **4. PROGRAMS**

##### **4.1. Geography**

Change to program requirements: Physical Geography Honours in Science

Change to program requirements: Physical Geography major, Honours, and minor in Science (addition of course options and renumbering)

Changes to program requirements: Geography major (no concentration, Environmental Studies concentration, International Studies concentration, and Urban Studies concentration), Honours, extended minor, and minor in Arts

Change to program requirements: Geography major Environmental Science concentration (formerly Environmental Studies concentration), Global Studies concentration (formerly International Studies concentration, and Urban studies concentration).

Discontinuation of program: Geography major Physical Geography concentration.

##### **MOTION:**

To recommend the approval of the changes to the program requirements of the Physical Geography Honours in Science as presented, effective September

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2014.

S. Marsh/ S. Brigden

**MOTION:**

To approve the addition of course options and the renumbering of course options in the Physical Geography major, Honours, and minor in Science as presented, effective September 2014.

S. Marsh/ S. Fisher

**MOTION:**

To recommend the approval of the changes to the program requirements of the Geography major (no concentration, Environmental Studies concentration, International Studies concentration, and Urban Studies concentration), Honours, extended minor, and minor in Arts as presented, effective September 2014.

S. Marsh/ R. Colwell

**MOTION:**

To recommend the approval of the changes to the Geography major Environmental Science concentration (formerly Environmental Studies concentration, Global Studies concentration (formerly International Studies concentration), and Urban Studies concentration in Arts as presented, effective September 2014.

S. Marsh/ J. Larsen

**MOTION:**

To recommend the approval of the discontinuation of the Geography major Physical Geography concentration in Arts as presented, effective September 2014.

S. Marsh/ S. Fisher

**4.2. Arts**

Change to program requirements: Bachelor of Arts degree (addition of GEOG 111 as an option for the Social Science requirement and addition of GEOG 103 as an option for the Lab Science requirement)

Change to program requirements: Liberal Arts diploma (addition of GEOG 111 as an option for the Social Science requirement)

Change to program requirements: Bachelor of Arts (Criminal Justice) degree (addition of GEOG 103 and 116 as Elective Science options)

**MOTION:**

To approve the addition GEOG 111 as an option for the Social Science requirement and addition of GEOG 103 as an option for the Lab Science requirement for the Bachelor of Arts degree as presented, effective September 2014.

S. Fisher/ R. Colwell

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**MOTION:**

To approve the addition of GEOG 111 as an option for the Social Science requirement for the Liberal Arts diploma as presented, effective September 2014.

S. Fisher/ S. Marsh

**MOTION:**

To approve the addition of GEOG 103 and 116 as Elective Science options for the Bachelor of Arts (Criminal Justice) degree as presented, effective September 2014.

S. Marsh/ J. Larsen

**4.3. English**

Change to program requirements: English major (all concentrations), Honours, extended minor, and minor in Arts.

**MOTION:**

To recommend the approval of the changes to the program requirements for the English major (all concentrations), Honours, extended minor, and minor in Arts as presented, effective September 2014.

S. Brigden/ H. Compeau

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

Change to program requirements: Sociology major and extended minor

Change to program requirements: Sociology/Anthropology major

**MOTION:**

To approve the addition of PSYC 110 as an option for the Sociology major and extended minor as presented, effective May 2014.

S. Brigden/ A. Iliev

**MOTION:**

To approve the addition of PSYC 110 as an option for the Sociology/Anthropology major as presented, effective May 2014.

L. Stagg/ S. Fisher

**4.5. Physics**

Changes to entrance requirements: Engineering Transfer program

Changes to program requirements: Engineering Transfer program

**MOTION:**

To recommend the approval of the changes to the entrance and program requirements of the Engineering Transfer program as presented, effective September 2014.

S. Brigden/ S. Marsh

**5. OTHER BUSINESS/DISCUSSION ITEMS****5.1. UEC Screening Subcommittee (USS)****MOTION:**

To recommend to Senate Governance Committee the approval of the proposed UEC Screening Subcommittee Terms of Reference and membership criteria as amended:

- Procedure step 2: Minor **editorial** changes will be made at the discretion of the USS and communicated to the proponent and Faculty Council.

S. Brigden/ M. Bos-Chan

The purpose of the UEC Screening Subcommittee (USS) would be to look through proposals with a great level of detail. Examples of the type of issues this subcommittee would look at are wording of prerequisites and learning outcomes, Banner issues, and if a change is minor or major. Resolving these issues prior to UEC would enable UEC discussions to focus on curriculum matters and program paths.

Minor editorial changes would be made at USS and larger issues would be sent back to the proponent to resolve. This would help UEC to be more consistent and set expectations.

Although not connected to this change, the order of Campus-Wide Consultation (CWC) in the approval process may be moved to occur after the USS has looked at the submissions (pending changes to Policy 21).

**5.2. UEC Co-Chair****MOTION:**

To recommend to Senate Governance Committee to review and revise the membership to include co-chairs of UEC, to include a voting faculty member of the committee, nominated by the committee, and approved by Senate, and the Secretary and Registrar or designate (voting member).

S. Brigden/ M. Bos-Chan

**MOTION:**

To recommend to Senate Governance Committee that the Director of Teaching and Learning position be moved back to a voting position.

M. Bos-Chan/ S. Brigden

**MOTION:**

To recommend to Senate Governance Committee that the position titles be updated to correct position titles.

M. Bos-Chan/ S. Brigden

**5.3. Short Programs Subcommittee**

H. Compeau has volunteered to be a member of the Short Programs Subcommittee.

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**5.4. Course Outline Subcommittee report**

**MOTION:**

To approve **recommend the approval of** the revised draft of the course outline form, as amended:

- Addition of the following note at the top of the course outline: Note: The University reserves the right to amend course outlines as needed without notice.

S. Brigden/ S. Marsh

*Note: After the UEC meeting, there was a request to add an 'Administrative only' box at the end of the course outline that would provide additional administrative information. The revised course outline will be sent to Senate for its January meeting.*

**5.5. Admissions Subcommittee report**

There is no report this month.

**5.6. Transfer Credit Subcommittee report**

There is no report this month.

**5.7. Policy 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))

AH 101, 102, 310, 311  
BUS 338, 439  
GEOG 131, 233, 240  
HIST 314, 382, 464, 465, 486, 487  
SOC 254  
THEA 315

**6.2. Undergraduate Course and Program policy (21)**

**7. ADJOURNMENT**

This meeting was adjourned at 11:57am.

**Memo**

To: Faculty of Science Curriculum Committee

From: Derek Harnett, Department Head of Physics

Date: Sept. 9, 2013

Subject: PHYS 325, changes to pre-requisites

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

- Having taught the course multiple times, the instructor now feels that the material from PHYS 381 should be required as opposed to recommended to ensure a reasonable chance of student success.

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).

- PHYS 381 has gone from recommended to required.

B. Budget and Learning outcome Issues

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

- 3, 4, 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)
- None of these items has been changed.

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?

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- No.
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
  - Textbook: approximately \$125

CWC Comments: None

PDO



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

COURSE IMPLEMENTATION DATE: September 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 325                 | Science/Physics    | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Fluid Mechanics          |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Fluid mechanics is an important and yet often under-appreciated and neglected aspect of physics. An understanding of how fluids behave is important in a diversity of subjects from Astrophysics (stars and planetary bodies) to Microbiology (fluid flow into and out of cells). This course will introduce students to the subject of fluid mechanics from the basic principles of Archimedes and Bernoulli, to the more complex aspects of vortices and streamlines. An emphasis will be placed on the vector description of fluid behaviour, which will necessitate a brief introduction to Cartesian tensors.

PREREQUISITES: PHYS 221.  
 COREQUISITES:  
 PRE or COREQUISITES: PHYS 381. Note: As of September 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: Every 2-3 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>Jeff Chizma</u>           | Date approved: <u>December 6, 2012</u>    |
| Department Head: <u>Derek Harnett</u>            | Date of meeting: <u>May 31, 2013</u>      |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>November 15, 2013</u>   |
| Curriculum Committee chair: <u>Dave Fenske</u>   | Date approved: <u>November 15, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>December 13, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**PHYS 325**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Analyse situations involving static fluids (Archimedes principle, gauge and absolute pressure)
- Apply knowledge of the dynamics of vortices to simple situations involving moving fluids
- Describe and explain the principles behind simple fluid flow (Bernoulli)
- Identify the conservation laws at work during the flow of simple fluids
- Explain the major differences between viscous and non-viscous flow

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

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

**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:]*

Fluid Mechanics, 4<sup>th</sup> Edition: Kundu & Cohen, Academic press (2008)

Introduction to Fluid Mechanics, 6<sup>th</sup> Edition; Fox, McDonald & Pritchard Wiley (2004)

Fluid Mechanics 2<sup>nd</sup> Edition, Vol.6 of course of Theoretical Physics, Landau & Lifshitz, Elsevier (1987)

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                      |     |
|----------------------|-----|
| Assignments          | 30% |
| Midterm Examinations | 20% |
| Final Examinations   | 40% |
| Project/Presentation | 10% |

**COURSE CONTENT:**

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

| <b>Week</b> | <b>Topic</b>                                 |
|-------------|----------------------------------------------|
| 1           | Introduction                                 |
| 2           | Fundamental Concepts                         |
| 3-4         | Fluid Statics                                |
| 5-6         | Cartesian Tensors and Vector Calculus Review |
| 7-8         | Fluid Kinematics                             |
| 9-10        | Conservation Laws                            |
| 11-12       | Vorticity Dynamics                           |
| 12-13       | Laminar Flow                                 |

**Memo**

To: Undergraduate Education Committee Assistant, Rosetta Khalideen, Program Development Coordinator

From: Kim Milnes, Faculty, School of Business

Date: Sept 16, 2013

Subject: Proposal for Change to Bachelor of Business Administration Degree to Allow One Upper Level Economics Course to be taken in place of One Upper Level Business Elective

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. Program revision: Bachelor of Business Administration
- Rationale for change: Until 2010, ECON 410 was a required course in the BBA but once the BBA was updated this course was not only eliminated from the degree but no longer even was considered an acceptable elective. This lead to considering why an upper level Economics course could not be considered as equivalent to an upper level Business course. The following outlines reasons why this should be considered:
    - a. ECON 410 is already allowed as an upper level elective in Finance option of the BBA.
    - b. By allowing students to take one upper level Economics course in place of one upper level Business elective, it allows more students to obtain an Economics minor while obtaining their BBA degree.
    - c. Economics courses are already an integral part of the BBA including ECON 100, 101 and 307
    - d. This may reduce wait list on Business courses but giving students another avenue.
    - e. In discussions at previous department meeting, cross listing of Economics courses was approved in principle but never advanced due to the lengthy amount of paperwork required. This is a simpler but equivalent path to the same end.
  - 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).
    - a. This change will only affect those students in the general BBA or those pursuing a concentration or students pursuing Marketing and Human Resources Management options. Students in Finance option are already allowed an Economics course (ECON 410), and those pursuing the Accounting Options have prescribed upper level electives and therefore could not substitute an Economics courses
    - b. Possible courses would be:
      - i. ECON 341      3 credits  
International Trade  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
Topics discussed in this course include gains from trade in a Ricardian world, trade theory with increasing return to scale, empirical tests and extensions of

theoretical trade models, economic growth and international trade, the nature and effects of protection, multinational enterprises, customs union theory, globalization of the production process, trade and the environment, and international trade agreements and trade disputes.

- ii. ECON 352      3 credits  
Technological Progress and Economic Growth  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
This course equips students with a theoretical foundation for studying economic growth and technological progress. Topics covered include sources of economic growth, the impact of technological advances on growth and economic systems, the social-economic factors that influence innovation and diffusion of technology, and public policy issues on technological progress and economic growth.
- iii. ECON 360      3 credits  
Labour Economics  
Prerequisite(s): ECON 100, ECON 101, and one of MATH 106 or MATH 104  
This course focuses on labour economics and its application to the Canadian economy. The course analyzes labour issues using institutional facts along with analytic and empirical methods. The emphasis is on the interaction between economic theory and empirical evidence. Simple theoretical models of labour demand and labour supply are developed; students conduct economic analysis, and organize and present data.
- iv. ECON 361      3 credits  
Environmental Economics  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
This course explores the proper role of government regulation regarding the environment. Students will study the economic framework used to estimate the costs and benefits of environmental policies. This framework will be used to evaluate a series of policy questions, including: What is the relationship between economic growth and environment quality? How much pollution should there be? What are the costs of climate change? Are we running out of resources?
- v. ECON 365      3 credits  
Transportation Economics  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
This course focuses on economic issues related to both passenger and freight transportation. These issues include the demand and supply of transportation, market structure of transportation, transport cost and price analysis, transportation regulation, the evaluation of public and private modes of transportation, and the economic analysis of proposed transportation systems.
- vi. ECON 388      3 credits  
Law and Economics  
Prerequisite(s): 45 university-level credits, including one of ECON 100, ECON 101, or CRIM 220.  
In this course, economic methodology serves two roles in analyzing the legal system. First, fundamental economic principles provide a scientific theory to predict the effects of legal sanctions on behaviour. Second, economic theory provides a useful normative standard for evaluating law and policy. Topics

covered include property rights, contract formation and breach, tort law, law as an instrument for achieving desired social goals, an economic critique of the legal system, and crime and punishment.

vii. ECON 397 3 credits

Regulatory Economics

Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101

This course provides a framework for students to understand regulatory issues in the rapidly changing area of government-business relations in the 21st century. Students will learn the principles of and rationale for government regulations of business and examine how these principles are practiced in a number of industries to resolve various policy issues. They will also gain knowledge of the nature of business organization, market structure, and regulatory regime, with a particular focus on the Canadian economy.

viii. ECON 398 3 credits

Development Economics

Prerequisite(s): 45 university-level credits, including one of ECON 100 or ECON 101

This course will introduce students to the field of development economics, which applies theories and analytical tools of economics to the policy issues of underdeveloped economies such as poverty alleviation in poor countries and regions. The issues of development are wide-ranging and often require interdisciplinary perspectives. It is therefore crucial to exercise economic analysis of these issues in their institutional, historical, and geographical contexts. Country cases and cross-country comparative studies are used to illustrate the approach of development economics.

ix. ECON 410 3 credits

Macroeconomics and Financial Markets

Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101, and one of MATH 111 or MATH 141.

This course examines the economy as a whole, with a focus on financial markets. Topics include financial markets and institutions, the management of financial institutions, inflation and unemployment, interest rates in money and capital markets, savings and investment, business cycles, international finance, and economic growth.

B. Budget and Learning outcome Issues

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

- a. No effect since Economics courses offer similar outcomes to Business courses

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

- a. Economics courses are required as part of Economics minor. By allowing Business students to replace one Business elective, this allows more students to obtain the Economics Minor

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

- a. No change to existing curriculum.

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 effect
  - b. Class size limit – No effect
  - c. Frequency of offering – No effect
  - d. Resources required (labs, equipment) – No effect
5. If this course is not eligible for PLAR, explain why. – Not applicable
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Not applicable
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. – No effect

**Comments from CWC**

Hi,

One very minor comment: I think 'effective' should be 'effect'. As well, I am not sure 'support' should be at the end of the sentence.

B.1.a

Suggested: No effect since Economics courses offer similar support and outcomes to Business courses.

*Current: No effective since Economics courses offer similar outcomes to Business courses and support.*

Thanks,

Vlada

Vladimir Dvoracek, PhD, CFA  
AVP, Institutional Research and Planning  
University of the Fraser Valley

I have updated the document to reflect Vlad points. See attached

Kim Milnes

Hi everyone,

I have read this proposal and I have no concerns. Allowing students another option to complete a program requirement is always a good thing 😊

Thanks,  
Rhonda Colwell

I see no implications for the library on this ... all are current courses. Colleen

--

Colleen Bell, MLIS  
Information Literacy & Web Services Librarian  
Faculty Steward, Faculty & Staff Association  
University of the Fraser Valley  
33844 King Road \* Abbotsford, BC \* V2S 7M8  
(604) 504-7441 x4396 (v) \* (604) 853-0796 (f) \* [colleen.bell@ufv.ca](mailto:colleen.bell@ufv.ca)  
<http://www.transplantedgoose.net/>

Hi all,

I think this is a good plan. I have one question: the way the calendar copy reads, it appears as though the ECON course may be substituted for an upper-level BUS course only in the last semester. Is that correct, or is there a way to separate the note more from that final semester?

Thanks,

Samantha Pattridge

In response to Samantha's comment, I have updated the calendar copy (see attached). Hopefully this clarifies her concern.

Kim Milnes BSc, MBA  
Faculty, School of Business  
[www.ufv.ca](http://www.ufv.ca)

Business Administration

[ufv.ca/busadmin](http://ufv.ca/busadmin)

## **Bachelor of Business Administration**

UFV offers a program leading to a Bachelor of Business Administration degree. The objective of this program is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet course requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

Students have the option of concentrating in a functional area of business by taking a selection of specialized upper-level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on options and concentrations, see [this section](#).

### Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program from the two-year [Business Administration diploma](#).

#### Option 1: High school (for students with high school graduation only)

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for [ENGL 105](#).
3. Prerequisites for [MATH 141](#) (including a C+ or better in one of Foundations of Mathematics 12, Pre-calculus 12, or Principles of Mathematics 12).
4. One other [Approved Grade 12 course](#) with a minimum B grade.

#### Option 2: University students

1. A minimum of 30 credits transferrable to the BBA, with a minimum GPA of 2.67 calculated over all credits attempted that would be applicable to the BBA.
2. Prerequisites for [ENGL 105](#).
3. Prerequisites for [MATH 141](#).

#### Option 3: Departmental discretionary admission

The Business Administration department will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The department will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category may be required by the department to refresh their academic background by completing one or more lower-level business courses, as determined by the department, in addition to satisfying any course deficiencies.

Students applying under this category must contact the program chair prior to submitting a formal application in order to obtain a written statement of permission to apply. Permission given for this purpose does not imply acceptance; it only facilitates the application process.

#### 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:

- For university entrance, official transcripts (or interim transcripts) of all post-secondary institutions attended (other than UFV) showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, interim grades are required by March 30, with final grades due by August 3.

The following must be included:

- a. Official transcript (or interim transcript) from high school
- b. B.C. English 12 or equivalent with a minimum C+
- c. B.C. Principles of Math 12 or equivalent with a minimum C+
- d. B.C. secondary school graduation or equivalent

Note: Students making an early application must provide evidence of courses in progress as soon as available.

2. In April or May, an orientation will be offered for all Business Administration programs. Attendance at the orientation is mandatory.

3. Upon admission, 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 the end of the second week of classes.

4. 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 must be submitted by the date stated on your acceptance letter.

#### 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.

#### Residency requirements

At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499.

#### Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at UBC, SFU, UVic, or UNBC are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

Many business administration courses are transferable to B.C. colleges and institutes. To obtain maximum transfer credit, students should ensure that electives chosen are transferable and appropriate for the desired program.

Most accounting and finance-related business administration courses offered at UFV have transferability with the professional accounting associations — the Institute of Chartered

Accountants (CA), the Society of Management Accountants (CMA) and the Certified General Accountants Association (CGA). A number of the department's courses are also recognized by the Canadian Credit Union Institute, the Institute of Canadian Bankers, the Purchasing Management Association of Canada, and Sales and Marketing Executives International. (See information on transferability in the [Business course descriptions](#) section.)

#### Distance education

A number of courses applicable to the degree, diploma, and certificate programs are available by distance education through TRU-OL. If your work schedule, or UFV's timetable, prevents you from taking a course when needed, or you find it impossible to obtain a seat in a course because it is full, you may be able to arrange to take an equivalent course through the publicly funded TRU-OL. Students must obtain permission in advance from the School of Business. A request for Letter of Permission is available at [www.ufv.ca/admissions](http://www.ufv.ca/admissions) or can be obtained from the Office of the Registrar. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student.

#### Recognition of previously completed Business Administration courses

Former UFV business administration students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV Business Administration program should contact the Business Administration department to determine whether any courses/credits can be recognized for or transferred to the desired UFV Business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

- Relevance and suitability of the course to the program as determined by the Business Administration department
- Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
- Grades received (a C grade is the minimum acceptable if the course was taken at another institution)
- Courses taken at other institutions may not be used to meet the program residency requirements.

#### Fees and additional costs

See the [Fees and Other Costs section](#).

Textbooks and supplies cost approximately \$1000–1500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

### Program requirements

Business Administration degree students are required to complete a minimum of 40 three- or four-credit courses with a cumulative value of at least 120 credits (in most cases the credit value of courses will exceed this total).

BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics. General requirements consist of four general education electives at the 100/200 level (including one natural science lab, one social science, and one humanities); plus a variety of other required courses in math, English, and communications. Students should consult with the program chair or program assistant for eligible courses that meet the general education elective requirements.

### Program regulations

#### Standing required for continuance

Students in the Business Administration degree program must maintain a program GPA and semester average of 2.67 (B- average).

#### Academic warning

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to academic warning for the next semester (see [this section](#) for details). A student on academic warning may not register in a course overload. Students who do not achieve a semester GPA of at least 2.67 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.67 will continue on academic warning until the minimum program GPA of 2.67 is achieved.

#### Required to withdraw

Students who have been required to withdraw from the BBA program may have the opportunity to continue as General Studies students, but may not register for any upper-level courses that require admission to the BBA program.

#### Appeals for readmission

Students who are required to withdraw from the program must submit an appeal for readmission if they wish to resume studies in the program.

In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester applied for. Re-admission is not automatic.

#### Standing on readmission

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

#### Graduation requirements

- a) 2.67 program GPA in years one to four of the BBA.
- b) Successful completion of all core and elective courses of the BBA.

Students must meet the department's specific core and elective course requirements described for this program, as well as the department's academic expectations described under Academic Performance Requirements in order to be awarded the degree.

Students who complete the first two years of the BBA and meet the GPA and program requirements for the [Business Administration diploma](#) may apply for that credential.

#### Length and location

Students can complete the BBA degree program in four years if five courses are taken each fall and winter semester. A reduced course load is permitted, but a longer period of time will be needed to complete the program. The department requires years one to four to be completed within 10 years if the program is taken on a part-time basis. Students returning to Business Administration at UFV after an absence will be allowed seven years to complete years three and four of the degree.

First- and second-year business courses are offered at both the Abbotsford and Chilliwack campuses; most first-year courses are also offered at the Mission campus. Third- and fourth-year business courses are normally only offered at the Abbotsford campus. However, some of the non-business courses are available in Abbotsford, Mission, or Chilliwack. All students should expect to travel between campuses during their program.

#### Course withdrawal deadlines

Course withdrawal deadlines follow UFV's [Course Withdrawal policy \(81\)](#).

#### Addition of Arts and Science extended minor and minor

Students who choose to combine their BBA with a minor or extended minor in an Arts or Science discipline must complete all the requirements of the BBA and all the discipline requirements of the minor or extended minor. If you are interested in pursuing this option, contact the Business program advisor to discuss your program plan.

#### Co-operative Education option

The Co-operative Education option offers students in the Business Administration diploma and degree programs the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the [Co-operative Education](#) section of the calendar for further details.

Program outline

First year

### **Semester I**

| <b>Course</b>   | <b>Title</b>                               | <b>Credits</b> |
|-----------------|--------------------------------------------|----------------|
| BUS 100         | Introduction to Business                   | 3              |
| BUS 160/CIS 110 | Computerized Business Applications and MIS | 3              |
| ENGL 105        | Academic Writing                           | 3              |
| ECON 100        | Principles of Microeconomics               | 3              |
| MATH 141        | Calculus for Business                      | 3              |

### **Semester II**

| <b>Course</b> | <b>Title</b>                            | <b>Credits</b> |
|---------------|-----------------------------------------|----------------|
| BUS 120       | Essentials of Marketing                 | 3              |
| BUS 143       | Accounting I                            | 3              |
| STAT 106      | Statistics I                            | 4              |
| CMNS 125      | Introduction to Workplace Communication | 3              |
| ECON 101      | Principles of Macroeconomics            | 3              |

Second year

### **Semester III**

| <b>Course</b> | <b>Title</b>                             | <b>Credits</b> |
|---------------|------------------------------------------|----------------|
| BUS 144       | Accounting II                            | 3              |
| BUS 149       | Essentials of Finance (formerly BUS 162) | 3              |
| BUS 203       | Organizational Behaviour                 | 3              |
| BUS 221       | Professional Selling                     | 3              |
| CMNS 251      | Professional Report Writing              | 3              |

### **Semester IV**

| <b>Course</b> | <b>Title</b>                                        | <b>Credits</b> |
|---------------|-----------------------------------------------------|----------------|
| BUS 201       | Human Resource Management                           | 3              |
| BUS 226       | Economic and Business Statistics (formerly BUS 301) | 4              |
| BUS 227       | New Business Development                            | 3              |
| BUS 247       | Management Accounting                               | 3              |
| BUS 261       | Business Law                                        | 3              |

Third year

#### **Semester V**

| <b>Course</b> | <b>Title</b>                                                        | <b>Credits</b> |
|---------------|---------------------------------------------------------------------|----------------|
| BUS 320       | Business Research Methods                                           | 3              |
| ECON 307      | Managerial Microeconomics                                           | 3              |
| Elective      | Lower or upper-level Business elective <a href="#">(see Note 1)</a> | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>          | 3              |
| Elective      | General education requirement (see Note <a href="#">2</a> )         | 3              |

#### **Semester VI**

| <b>Course</b> | <b>Title</b>                                                | <b>Credits</b> |
|---------------|-------------------------------------------------------------|----------------|
| BUS 349       | Financial Management I                                      | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3              |
| Elective      | General education requirement (see Note <a href="#">2</a> ) | 3              |

Fourth year

#### **Semester VII**

| <b>Course</b> | <b>Title</b>                                                | <b>Credits</b> |
|---------------|-------------------------------------------------------------|----------------|
| BUS 404       | Management Science                                          | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3              |
| Elective      | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3              |
| Elective      | General education requirement (see Note <a href="#">2</a> ) | 3              |

#### **Semester VIII**

| Course   | Title                                                       | Credits |
|----------|-------------------------------------------------------------|---------|
| BUS 403  | Strategic Management                                        | 3       |
| BUS 405  | Strategic Management Simulation                             | 3       |
| Elective | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3       |
| Elective | Upper-level Business elective <a href="#">(see Note 1)</a>  | 3       |
| Elective | General education requirement (see Note <a href="#">2</a> ) | 3       |

[Note 1: ONE Upper-level Economics elective may be taken in place of ONE Upper-level Business elective](#)

Note [2](#): Students in the BBA program must meet the following general education requirements:

- a) One natural science (lab) course.
- b) One humanities course.
- c) One social science course.
- d) One other general education elective other than business. (This includes any university-level course of three credits or more.)

# MEMO



To: Campus-Wide Consultation  
From: Michelle Rhodes, Head, Geography Department  
Date: October 3, 2013 [\(amended 11 22 2013\)](#)  
Re: Memo Attachment: Revised lower-level Geography programming

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Due to the addition of GEOG 103, 111, and 219 to lower-level programming in Geography, program requirements are experiencing substantial change. The attached is a view of the program with all 100- and 200-level changes included.

**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** October-17-13 2:27 PM  
**To:** Myra Hughes; Michelle Rhodes  
**Cc:** Samantha Patridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 4 GEOGRAPHY – Revision to Lower Level Geography Programs

... this memo has what I think are the correct lower-level requirements listed for the Geography extended minor. I have no additional concerns.

**Calendar Changes (Lower-level requirements only are shown here)**

**Physical Geography major**  
(for Bachelor of Science degree students)

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: ~~45~~ 49 credits**

| Course                                | Title                                                         | Credits      |
|---------------------------------------|---------------------------------------------------------------|--------------|
| <b>One of:</b>                        |                                                               |              |
| <del>_____</del> GEOG 101             | <del>Weather and Climate</del>                                | <del>4</del> |
| <del>_____</del> GEOG 102             | <del>Evolution of the Earth's Surface</del>                   | <del>4</del> |
| <del>_____</del> GEOG 103             | <del>The Physical Environment</del>                           | <del>4</del> |
| <del>_____</del> GEOG 116             | <del>Introduction to Geology</del>                            | <del>4</del> |
| <del>_____</del> GEOG 101             | <del>Weather and Climate</del>                                | <del>4</del> |
| <del>_____</del> GEOG 102             | <del>Evolution of the Earth's Surface</del>                   | <del>4</del> |
| <del>or _____</del> GEOG 116          | <del>Introduction to Geology</del>                            | <del>4</del> |
| <del>_____</del> GEOG 111             | <del>Environmental Issues and Strategies</del>                | <del>3</del> |
| <del>or _____</del> GEOG 140          | <del>Human Geography</del>                                    | <del>3</del> |
| <b>Two of:</b>                        |                                                               |              |
| <del>_____</del> GEOG 201             | <del>Introduction to Climatology</del>                        | <del>4</del> |
| <del>_____</del> GEOG 202             | <del>Introduction to Geomorphology</del>                      | <del>4</del> |
| <del>_____</del> GEOG 219             | <del>Biogeography</del>                                       | <del>4</del> |
| <del>_____</del> GEOG 201             | <del>Introduction to Climatology</del>                        | <del>4</del> |
| <del>_____</del> GEOG 202             | <del>Introduction to Geomorphology</del>                      | <del>4</del> |
| GEOG 211                              | Environmental Science                                         | 3            |
| <del>or _____</del> GEOG 257/CMNS 257 | <del>Environment: Science and Communications</del>            | <del>3</del> |
| GEOG 252                              | Explanation in Geography: Quantitative Methods                | 4            |
| GEOG 253                              | Introduction to Geographic Information Systems                | 4            |
| <b>One of:</b>                        |                                                               |              |
| <del>_____</del> STAT 104             | <del>Introductory Statistics</del>                            | <del>4</del> |
| <del>_____</del> STAT 106             | <del>Statistics I</del>                                       | <del>4</del> |
| <del>_____</del> STAT 270             | <del>Introduction to Probability and Statistics</del>         | <del>4</del> |
| <b>One of:</b>                        |                                                               |              |
| <del>_____</del> PHYS 101             | <del>Introductory General Physics: Mechanics and Fluids</del> | <del>5</del> |
| <del>_____</del> PHYS 105             | <del>Heat, Waves, and Optics</del>                            | <del>5</del> |
| <del>or _____</del> PHYS 111          | <del>Mechanics</del>                                          | <del>5</del> |
| <b>One pair of:</b>                   |                                                               |              |
| BIO 111                               | Introductory Biology I                                        | 10           |
| and BIO 112                           | Introductory Biology II                                       |              |
| <del>or _____</del>                   | <del></del>                                                   | <del></del>  |
| CHEM 113                              | Principles of Chemistry I                                     | 10           |
| and CHEM 114                          | Principles of Chemistry II                                    |              |

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: ~~49-48~~ credits**

| Course                      | Title                                              | Credits      |
|-----------------------------|----------------------------------------------------|--------------|
| <u>One of:</u>              |                                                    | <u>4</u>     |
| <u>GEOG 101</u>             | <u>Weather and Climate</u>                         |              |
| <u>GEOG 102</u>             | <u>Evolution of the Earth's Surface</u>            |              |
| <u>GEOG 103</u>             | <u>The Physical Environment</u>                    |              |
| <u>GEOG 116</u>             | <u>Introduction to Geology</u>                     | -            |
| <del>GEOG 101</del>         | <del>Weather and Climate</del>                     | <del>4</del> |
| <del>GEOG 102</del>         | <del>Evolution of the Earth's Surface</del>        | <del>4</del> |
| <del>or GEOG 116</del>      | <del>Introduction to Geology</del>                 | -            |
| <u>GEOG 111</u>             | <u>Environmental Issues and Strategies</u>         | <u>3</u>     |
| <u>Or</u> GEOG 140          | Introduction to Human Geography                    | 3            |
| <u>Two of:</u>              |                                                    | <u>8</u>     |
| <u>GEOG 201</u>             | <u>Introduction to Climatology</u>                 |              |
| <u>GEOG 202</u>             | <u>Introduction to Geomorphology</u>               |              |
| <u>GEOG 219</u>             | <u>Biogeography</u>                                |              |
| <del>GEOG 201</del>         | <del>Introduction to Climatology</del>             | <del>4</del> |
| <del>GEOG 202</del>         | <del>Introduction to Geomorphology</del>           | <del>4</del> |
| GEOG 211                    | Environmental Science                              | 3            |
| <u>or</u> GEOG 257/CMNS 257 | Environment: Science and Communications            |              |
| GEOG 252                    | Explanation in Geography: Quantitative Methods     | 4            |
| GEOG 253                    | Introduction to Geographic Information Systems     | 4            |
| MATH 270/<br>STAT 270       | Introduction to Probability and Statistics         | 4            |
| PHYS 101                    | Introductory General Physics: Mechanics and Fluids |              |
| <u>or</u> PHYS 111          | Mechanics                                          | 5            |
| <b>One pair of:</b>         |                                                    | <b>10</b>    |
| BIO 111                     | Introductory Biology I                             |              |
| <b>and</b> BIO 112          | Introductory Biology II                            |              |
| <b>or</b> CHEM 113          | Principles of Chemistry I                          |              |
| <b>and</b> CHEM 114         | Principles of Chemistry II                         |              |

**Physical Geography minor**

(for Bachelor of Science degree students)

This section specifies the minor discipline requirements for the Bachelor of Science in Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: ~~24~~20 credits**

| Course                 | Title                                          | Credits      |
|------------------------|------------------------------------------------|--------------|
| <u>One of:</u>         |                                                | <u>4</u>     |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>                     |              |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>        |              |
| <u>GEOG 103</u>        | <u>The Physical Environment</u>                |              |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                 |              |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                 | <del>4</del> |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>    | <del>4</del> |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>             | <del>-</del> |
| <u>Two of:</u>         |                                                | <u>8</u>     |
| <u>GEOG 201</u>        | <u>Introduction to Climatology</u>             |              |
| <u>GEOG 202</u>        | <u>Introduction to Geomorphology</u>           |              |
| <u>GEOG 219</u>        | <u>Biogeography</u>                            |              |
| <del>GEOG 201</del>    | <del>Introduction to Climatology</del>         | <del>4</del> |
| <del>GEOG 202</del>    | <del>Introduction to Geomorphology</del>       | <del>4</del> |
| GEOG 252               | Explanation in Geography: Quantitative Methods | 4            |
| GEOG 253               | Introduction to Geographic Information Systems | 4            |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree



33844 King Road  
Abbotsford, BC  
V2S 7M8  
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**MEMORANDUM**

**TO:** Campus Wide Consultation (CWC)  
**FROM:** Michelle Rhodes, Geography Department Head  
**DATE:** October 3, 2013\_ **(CWC comments added on page 3)**  
**SUBJECT:** Minor Addition to Physical Geography course options in BSc

---

**Proposed:**

That GEOG 318 be added as an option for students completing upper-level credits in Physical Geography.

**RATIONALE:**

This course has already been approved/ offered, but was not originally designed as a course that would meet this requirement. Following a course cancellation for Fall 2013 (due to a maternity leave), GEOG 318 was 'pressed into service' so to speak, as a course that would meet the physical geography course requirements. This was approved as a blanket substitute for Fall 2013. We are now requesting that this become a permanent change.

**Budget Implications:**

None.

*Note: Only upper-level requirements for Geography programs are included on the following pages.*

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Upper-level requirements: 56-61 credits**

| Course                             | Title                                                                                                                                                                                              | Credits |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Required:</b>                   |                                                                                                                                                                                                    |         |
| GEOG 353                           | GIS Applications                                                                                                                                                                                   | 4       |
| GEOG 354                           | Approaches in Human Geography                                                                                                                                                                      | 4       |
| GEOG 433                           | Geography of Selected Regions                                                                                                                                                                      | 4       |
| GEOG 491                           | Honours Research Design and Data Collection (see Note 1)                                                                                                                                           | 4       |
| GEOG 493                           | Honours Research Project in Physical Geography/GIS                                                                                                                                                 | 4       |
| STAT 315<br>(formerly<br>MATH 315) | Applied Regression Analysis (see Note 2)                                                                                                                                                           | 3       |
| 20 credits<br>(five<br>courses):   | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">318</a> , 335, 402, 410, 417, 419, 453                                     | 20      |
| <b>One of:</b>                     |                                                                                                                                                                                                    | 4-6     |
| GEOG 396                           | Global Development Studies: Canada Internship                                                                                                                                                      |         |
| GEOG 398                           | Global Development Studies: International Internship                                                                                                                                               |         |
| GEOG 452                           | Field Methods and Techniques                                                                                                                                                                       |         |
| <b>or</b> GEOG 470                 | Field Studies in Geography                                                                                                                                                                         |         |
| <b>Plus:</b>                       |                                                                                                                                                                                                    |         |
| Electives                          | Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing science, mathematics, statistics, computer science, physics) (see Notes 4 and 5) |         |

**Physical Geography major**  
(for Bachelor of Science degree students)

**Upper-level requirements: 32-33 credits**

| Course                        | Title                                                                                                                                                          | Credits |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Required:</b>              |                                                                                                                                                                |         |
| GEOG 353                      | GIS Applications                                                                                                                                               | 4       |
| GEOG 433                      | Geography of Selected Regions                                                                                                                                  | 4       |
| 20 credits (five<br>courses): | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">318</a> , 335, 402, 410, 417, 419, 453 | 4       |
| <b>One of:</b>                |                                                                                                                                                                | 4-6     |
| GEOG 396                      | Global Development Studies: Canada Internship                                                                                                                  |         |
| GEOG 398                      | Global Development Studies: International Internship                                                                                                           |         |
| GEOG 452                      | Field Methods and Techniques                                                                                                                                   |         |
| GEOG 470                      | Field Studies in Geography                                                                                                                                     |         |

Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

**Physical Geography minor**  
(for Bachelor of Science degree students)

**Upper-level requirements: 16 credits**

| Course                   | Title                                      | Credits |
|--------------------------|--------------------------------------------|---------|
| GEOG 353                 | GIS Applications                           | 4       |
| <b>Two of:</b>           |                                            | 8       |
| GEOG 302                 | Fluvial Geomorphology                      |         |
| GEOG 303                 | Principles of Hydrology                    |         |
| GEOG 304                 | Coastal Geomorphology                      |         |
| GEOG 307                 | Urban Climatology                          |         |
| GEOG 308                 | Climate Change and Variability             |         |
| GEOG 315                 | Soil Process and Function                  |         |
| GEOG 317                 | Biogeography                               |         |
| <a href="#">GEOG 318</a> | <a href="#">Water Resources Management</a> |         |
| GEOG 335                 | Methods in Freshwater Ecology              |         |
| <b>One of:</b>           |                                            | 4       |
| GEOG 402                 | Quaternary Geology and Geomorphology       |         |
| GEOG 410                 | Plant Ecology                              |         |
| GEOG 417                 | Wetlands                                   |         |
| GEOG 419                 | Paleoecology                               |         |
| GEOG 453                 | Remote Sensing of the Environment          |         |

Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

**Campus-Wide Consultation:**

From: Rhonda Colwell  
Sent: Friday, October 18, 2013 9:34 AM  
To: Myra Hughes; Michelle Rhodes  
Cc: Samantha Pattridge; Ashley Hoogendoorn  
Subject: RE: [CWC] 10 - GEOGRAPHY - Minor addition to Physical Geography course options in BA and BSc

Hi everyone,

I have read this proposal and I have one request – can we add an asterisk that leads to a note which states that GEOG 318 may only be used to satisfy one criterion/requirement?

Thanks,  
Rhonda

**From:** Michelle Rhodes  
**Sent:** October-18-13 9:51 AM

**To:** Rhonda Colwell; Myra Hughes

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: [CWC] 10 - GEOGRAPHY - Minor addition to Physical Geography course options in BA and BSc

Hi,

We can add this. Thanks,

Michelle

# MEMO



To: Campus Wide Consultation (CWC)  
From: Michelle Rhodes, Head, Geography Department  
Date: October 3, 2013  
Re: New Course for Approval; GEOGRAPHY 103  
BSc Entrance Requirement Options

---

## **Proposed**

With the approval of the new course GEOG 103: The Physical Environment; we 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.

## **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. 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.)

We are therefore requesting that GEOG 103 be added to the list of eligible courses for use in the lab science requirements.

Revised Calendar Copy

### Entrance requirements

1. B.C. secondary school graduation or equivalent, or completion of nine university-level credits. A minimum GPA of 2.0 in all university courses attempted is required.

2. One of: (Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of B) or (MATH 094/095 with a minimum average grade of B) or (MATH 110 with a minimum grade of C+) or (MATH 111 with a minimum grade of C).

3. One course, chosen from the following disciplines, with a minimum grade of C+:

- Biology: Biology 12, BIO 093, or BIO 111
- Chemistry: Chemistry 12, CHEM 093 (previously offered), CHEM 110, or CHEM 113
- Geography: Geography 12, GEOG 101, ~~or~~ GEOG 102, or GEOG 103
- Geology: Geology 12 or GEOG 116
- Physics: Physics 12, PHYS 093, PHYS 100, PHYS 101, PHYS 105, or PHYS 111

4. Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#) in the Admissions section of the calendar.

Attendance at a Bachelor of Science information session or personal interview with a science advisor is recommended.

Students who do not meet these requirements might consider the Science Studies [program path](#).



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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Ashley Hoogendoorn  
Phone: 4571

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**TO:** UEC members

**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair

**DATE:** November 29, 2013

**RE:** UEC Retreat

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A UEC retreat is being planned for the beginning of the upcoming academic year. The retreat will provide an opportunity for UEC members to discuss guidelines that UEC should create and use when reviewing items at UEC. Possible topics of discussion may include how to determine the quality of curriculum, what counts as a standard of evidence, how to approach interdisciplinary issues, and what to look for when reading an agenda package.

Please note that the retreat will take place on the same day of the August UEC meeting (August 29, 2014, pending room booking approval). UEC will be a one-hour meeting, with the retreat to take place the rest of the day. A catered lunch will be provided.

As this will be an important event for UEC members, please make sure that you will be able to attend. In preparation for the retreat, information will be compiled and distributed at the June UEC meeting that members can read over the summer months.



**Memo**

**To:** Samantha Pattridge, UEC Chair

**From:** Darren Francis, Deputy Registrar

**Subject:** Clarification of CBC transfer agreement and grad school

**Date:** December 5, 2013

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The transfer agreement with Columbia Bible College (CBC) which was recently approved by UEC should not have any negative impact on a student's ability to apply to grad school. It should not have a negative impact because in most cases, graduate schools require students to have a Bachelor's degree from a recognized institution. UFV is a recognized institution through the Association of Universities and Colleges of Canada (AUCC), and as such our degree will stand on its own. Transfer credit incorporated into UFV's degree from another institution will be validated through the fact that it was used for degree completion at UFV.

Yours truly,

Darren Francis,  
Deputy Registrar

# *Writing Learning Outcomes*



This job aid is designed to help you to write learning outcomes for your courses.

After using this job aid, you should be able to:

- ☒ define learning outcomes
- ☒ define the categories (domains) of learning outcomes
- ☒ identify the levels within these categories
- ☒ describe the relationship between program goals and learning outcomes
- ☒ discuss the preferred number of learning outcomes for a course
- ☒ use the checklist to write better learning outcomes.



**LEARNING RESOURCES UNIT**  
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Web site: <http://www.lru.bcit.ca>

## Write Learning Outcomes



## What are learning outcomes?

Learning outcomes specify what learners' new behaviours will be after a learning experience. They state the knowledge, skills, and attitudes that the students will gain through your course. Learning outcomes begin with an action verb and describe something observable or measurable.

### Examples

At the end of this course you will be able to:

1. *Use change theory to develop family-centred care within the context of nursing practice.*
2. *Design improved bias circuits using negative feedback.*
3. *Demonstrate the safe use of welding equipment.*

Learning outcomes often represent discrete units of instruction in a course but each may have several sub-outcomes. Learning outcomes need not be attained by specific instruction in a lesson—they may be woven throughout the course. For example, they may include such things as *use problem solving techniques* or *work effectively in teams*.

## Why are learning outcomes important?

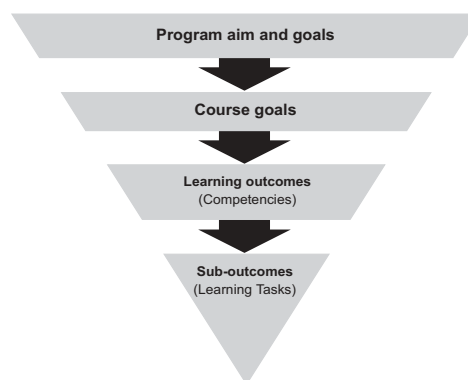
Learning outcomes are the most important section of your course outline—the essence of your course. They are essential because they:

- define the type and depth of learning students are expected to achieve
- provide an objective benchmark for formative, summative, and prior learning assessment
- clearly communicate expectations to learners
- clearly communicate graduates' skills to prospective employers\*
- define coherent units of learning that can be further subdivided or modularized for classroom or for other delivery modes.
- guide and organize the instructor and the learner.

\*By reading your listed learning outcomes, an employer or professional in the field should be able to identify what knowledge, skills, and attitudes your students will be able to offer them after taking your course.

## How do learning outcomes fit into program goals?

Learning outcomes for a course should fit within the overall course and program goals. This chart shows how they relate.





## Write Learning Outcomes

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### How many learning outcomes should there be?

There should be as many outcomes as needed to clearly reflect what the students will gain from your course. Follow these rough guidelines when deciding how many you need:

- Each major topic in the course should have one to three learning outcomes.
- Each 45-hour or three-credit course should have between five and 12 learning outcomes.

When you are writing the outcomes, you will use only *one* action verb per outcome. For example, you would use *two* learning outcome statements for designing and testing a circuit:

1. Design improved bias circuits using negative feedback.
2. Test bias circuits using negative feedback.

### Sub-outcomes

Each learning outcome may be made more explicit by using several sub-outcomes.

For example:

*Learning Outcome 1:* Study productively to meet learning goals.

*Sub-outcome 1.1:* Identify effective generic and personal study habits.

*Sub-outcome 1.2:* Describe self-motivation strategies.

*Sub-outcome 1.3:* Select appropriate study techniques to match your personal style and material.

*Learning Outcome 2:* Manage stress constructively.

*Sub-outcome 2.1:* Identify potential sources of stress.

*Sub-outcome 2.2:* Predict generic and personal stress patterns.

*Sub-outcome 2.3:* Select appropriate stress management techniques to prevent or control stress.

*Sub-outcome 2.4:* Create a personal stress management plan.

*Learning Outcome 3:* Install electrical wiring safely.

*Sub-outcome 3.1:* Identify relevant sections of the Canadian Electrical Code.

*Sub-outcome 3.2:* Describe electrical hazards.

*Sub-outcome 3.3:* Select appropriate tools and materials.

*Sub-outcome 3.4:* Identify safety rules about wiring on the job site.

*Sub-outcome 3.5:* Apply safety rules as you wire a circuit.

## Write Learning Outcomes



### Classifying learning outcomes

When specifying learning outcomes, think about what you want students to be able to do on the job as a result of their learning. These things fall into three possible categories (*domains*):

- thinking, knowledge (cognitive domain)
- doing, skills (psychomotor domain)
- feeling, attitudes (affective domain)

Of course, some units of learning may occur in more than one domain at the same time.

Each of these categories has different possible *levels of learning*. These range from simple recall or observation to the complex evaluation or organization of information.

### Choosing appropriate action verbs

The charts on pages 5 to 7 show samples of the action verbs you could use for learning outcomes in each of these categories and levels. Make sure that the verbs you choose match the level of learning you require. Notice that the action verbs listed represent measurable or observable behaviours.

Vague verbs such as *know* or *understand* are not easily measurable. Substitute, *identify*, *define*, *describe*, or *demonstrate*. Some subjective terms such as *appreciate* and *be aware of* may sometimes be used for outcomes in the affective domain.

As you construct your learning outcomes, use the checklist on the back of this job aid. It will remind you of all the important points about learning outcomes.



Write Learning Outcomes

# Cognitive Domain

(thinking, knowledge)

|                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Knowledge</b></p> <p><b>Definition:</b><br/>Remembers previously learned material.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• define</li> <li>• identify</li> <li>• label</li> <li>• list</li> <li>• name</li> <li>• recall</li> <li>• state</li> </ul> | <p><b>Comprehension</b></p> <p><b>Definition:</b><br/>Grasps the meaning of material (lowest level of understanding).</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• describe</li> <li>• discuss</li> <li>• explain</li> <li>• locate</li> <li>• paraphrase</li> <li>• give example</li> <li>• translate</li> </ul> | <p><b>Application</b></p> <p><b>Definition:</b><br/>Uses learning in new and concrete situations (higher level of understanding).</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• apply</li> <li>• carry out</li> <li>• demonstrate</li> <li>• illustrate</li> <li>• prepare</li> <li>• solve</li> <li>• use</li> </ul> | <p><b>Analysis</b></p> <p><b>Definition:</b><br/>Understands both the content and structure of material.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• categorize</li> <li>• compare</li> <li>• contrast</li> <li>• differentiate</li> <li>• discriminate</li> <li>• outline</li> </ul> | <p><b>Synthesis</b></p> <p><b>Definition:</b><br/>Formulates new structures from existing knowledge and skills.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• combine</li> <li>• construct</li> <li>• design</li> <li>• develop</li> <li>• generate</li> <li>• plan</li> <li>• propose</li> </ul> | <p><b>Evaluation</b></p> <p><b>Definition:</b><br/>Judges the value of material for a given purpose.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• assess</li> <li>• conclude</li> <li>• evaluate</li> <li>• interpret</li> <li>• justify</li> <li>• select</li> <li>• support</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956

Write Learning Outcomes



# Psychomotor Domain

(doing, skills)

| Perception                                                                                                                                                                                                                                                                                                                                           | Set                                                                                                                                                                                                                                                                                                                                                                    | Guided Response                                                                                                                                                                                                                                                                                                                          | Mechanism                                                                                                                                                                                                                                                                                                                                                                                               | Complete Overt Response                                                                                                                                                                                                                                                                                                                                                                                             | Adaption                                                                                                                                                                                                                                   | Organization                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Definition:</b><br>Senses cues that guide motor activity.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• detect</li> <li>• hear</li> <li>• listen</li> <li>• observe</li> <li>• perceive</li> <li>• recognize</li> <li>• see</li> <li>• sense</li> <li>• smell</li> <li>• taste</li> <li>• view</li> <li>• watch</li> </ul> | <b>Definition:</b><br>Is mentally, emotionally, and physically ready to act.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• achieve a posture</li> <li>• assume a body stance</li> <li>• establish a body position</li> <li>• place hands, arms, etc.</li> <li>• position the body</li> <li>• sit</li> <li>• stand</li> <li>• station</li> </ul> | <b>Definition:</b><br>Imitates and practices skills, often in discrete steps.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• copy</li> <li>• duplicate</li> <li>• imitate</li> <li>• manipulate with guidance</li> <li>• operate under supervision</li> <li>• practice</li> <li>• repeat</li> <li>• try</li> </ul> | <b>Definition:</b><br>Performs acts with increasing efficiency, confidence, and proficiency.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• complete with confidence</li> <li>• conduct</li> <li>• demonstrate</li> <li>• execute</li> <li>• improve efficiency</li> <li>• increase speed</li> <li>• make</li> <li>• pace</li> <li>• produce</li> <li>• show dexterity</li> </ul> | <b>Definition:</b><br>Performs automatically.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• act habitually</li> <li>• advance with assurance</li> <li>• control</li> <li>• direct</li> <li>• excel</li> <li>• guide</li> <li>• maintain efficiency</li> <li>• manage</li> <li>• master</li> <li>• organize</li> <li>• perfect</li> <li>• perform automatically</li> <li>• proceed</li> </ul> | <b>Definition:</b><br>Adapts skill sets to meet a problem situation.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• adapts</li> <li>• reorganizes</li> <li>• alters</li> <li>• revises</li> <li>• changes</li> </ul> | <b>Definition:</b><br>Creates new patterns for specific situations.<br><br><b>Sample Verbs:</b> <ul style="list-style-type: none"> <li>• designs</li> <li>• originates</li> <li>• combines</li> <li>• composes</li> <li>• constructs</li> </ul> |

Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956



Write Learning Outcomes

# Affective Domain

(feeling, attitudes)

| Receiving                                                                                                                                                                                                                                                                       | Responding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Valuing                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Organization                                                                                                                                                                                                                                                                                                                                                                                       | Internalizing                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Definition</b><br/>Selectively attends to stimuli.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• accept</li> <li>• acknowledge</li> <li>• be aware</li> <li>• listen</li> <li>• notice</li> <li>• pay attention</li> <li>• tolerate</li> </ul> | <p><b>Definition:</b><br/>Responds to stimuli.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• agree to</li> <li>• answer freely</li> <li>• assist</li> <li>• care for</li> <li>• communicate</li> <li>• comply</li> <li>• conform</li> <li>• consent</li> <li>• contribute</li> <li>• cooperate</li> <li>• follow</li> <li>• obey</li> <li>• participate willingly</li> <li>• read voluntarily</li> <li>• respond</li> <li>• visit</li> <li>• volunteer</li> </ul> | <p><b>Definition:</b><br/>Attaches value or worth to something.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• adopt</li> <li>• assume responsibility</li> <li>• behave according to</li> <li>• choose</li> <li>• commit</li> <li>• desire</li> <li>• exhibit loyalty</li> <li>• express</li> <li>• initiate</li> <li>• prefer</li> <li>• seek</li> <li>• show concern</li> <li>• show continual desire to</li> <li>• use resources to</li> </ul> | <p><b>Definition:</b><br/>Conceptualizes the value and resolves conflict between it and other values.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• adapt</li> <li>• adjust</li> <li>• arrange</li> <li>• balance</li> <li>• classify</li> <li>• conceptualize</li> <li>• formulate</li> <li>• group</li> <li>• organize</li> <li>• rank</li> <li>• theorize</li> </ul> | <p><b>Definition:</b><br/>Integrates the value into a value system that controls behavior.</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>• act upon</li> <li>• advocate</li> <li>• defend</li> <li>• exemplify</li> <li>• influence</li> <li>• justify behavior</li> <li>• maintain</li> <li>• serve</li> <li>• support</li> </ul> |

Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956

## Checklist for writing learning outcomes

*Use the following checklist to help you as you write learning outcomes.*

### ***When writing learning outcomes, I need to:***

1. Focus on outcomes, not processes ..... ☐
2. Start each outcome with an action verb. .... ☐
3. Use only one action verb per learning outcome ..... ☐
4. Avoid vague verbs such as *know* and *understand*. .... ☐
5. Check that the verbs used reflect the level of learning required. .... ☐
6. Ensure that outcomes are observable and measurable. .... ☐
7. Write the outcomes in terms of what the learner does, not  
what the instructor does. .... ☐
8. Check that the outcomes reflect knowledge, skills, or  
attitudes required in the workplace. .... ☐
9. Include outcomes that are woven into the entire course  
(such as *work effectively in teams*). .... ☐
10. Check that there are the appropriate number of outcomes  
(no more than three per major topic) ..... ☐
11. List the sub-outcomes for each outcome ..... ☐
12. Check that the outcomes fit within program and course goals ..... ☐

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Burnaby, British Columbia, Canada

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