



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

25 Apr 2014 - 10:00

A225

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

5 - 10

2.1. UEC draft minutes: March 28, 2014

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

11 -  
14

##### 3.1. Communications

Review including changes to calendar description and total hours: CMNS 490

MOTION: To approve the changes to the CMNS 490 course outline as presented.

15 -  
49

##### 3.2. Modern Languages

Changes including prerequisites and total hours : FREN 102 and 215

Changes including credits and calendar description: JAPN 301 and SPAN 301

Changes including credits, calendar description, and prerequisites: JAPN 302

Changes including credit: SPAN 302

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

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

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

Page

50 -  
57

**3.3. Psychology**

Changes including prerequisites: PSYC 360 and 386

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

58 -  
74

**3.4. Theatre**

Changes including title, calendar description, and total hours: THEA 211

New course: THEA 312, Character and Scene Study II

Review including changes to calendar description, prerequisites, and total hours: THEA 450

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

75 -  
79

**3.5. Nursing**

Changes including prerequisites: PNUR 147

MOTION: To approve the changes to the PNUR 147 course outline as presented.

80 -  
83

**3.6. Child, Youth, and Family Studies**

Changes including credits and calendar description: CYC 390

MOTION: To approve the changes to the CYC 390 course outline as presented.

84 -  
97

**3.7. English**

New Course: ENGL 386, Figurative Language

Changes including calendar description: ENGL 491 and 492

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

98 -  
105

**3.8. Business**

New course: BUS 478, Work Spaces. Built Places.

MOTION: To approve the new BUS 478 course outline as presented.

**4. PROGRAMS**

106 -  
108

**4.1. Business**

Changes including program requirements: Bachelor of Business Administration degree Human Resource Management option and Organizational Studies concentration.

Page

MOTION: To approve the addition of BUS 478 as an option for the Bachelor of Business Administration degree Human Resource Management option and Organizational Studies concentration as presented, effective January 2015.

109 -  
111

#### **4.2. English**

Changes including program requirements: English major, Drama concentration

MOTION: To approve the changes to the English major, Drama concentration program requirements as presented, effective September 2014.

112 -  
135

#### **4.3. Child, Youth, and Family Studies**

Changes including entrance and program requirements: Early Childhood Education certificate and Bachelor of Arts in Child and Youth Care degree

MOTION: To recommend the approval of the changes to the Early Childhood Education certificate entrance requirements as presented, effective January 2015.

MOTION: To approve the changes to the Early Childhood Education certificate program requirements as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the Bachelor of Arts in Child and Youth Care degree entrance requirements as presented, effective September 2015.

MOTION: To approve the changes to the Bachelor of Arts in Child and Youth Care degree program requirements as presented, effective September 2014.

136

#### **4.4. Nursing**

Changes including entrance requirements: Bachelor of Science in Nursing and Practical Nursing diploma

MOTION: To recommend the approval of changes to the Bachelor of Science in Nursing and Practical Nursing diploma entrance requirements as presented, effective January 2015.

137 -  
142

#### **4.5. Fine Arts**

Changes including program requirements: Bachelor of Fine Arts degree

MOTION: To approve the changes to the Bachelor of Fine Arts double extended minor elective requirements as presented, effective September 2014.

MOTION: To approve the addition of GEOG 103 to the Bachelor of Fine Arts lab science requirement as presented, effective September 2014.

Page

MOTION: To recommend the approval of the changes to the Bachelor of Fine Arts graduation requirements as presented, effective January 2015.

143 - **4.6. General Studies**

147

Changes including entrance and program requirements: Bachelor of General Studies degree

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

MOTION: To recommend the approval of the changes to the Bachelor of General Studies degree program requirements as presented, effective January 2015.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Admissions Subcommittee report**

148 - **5.2. Transfer Credit Subcommittee report**

149

MOTION: To accept the Transfer Credit Subcommittee report.

150 - **5.3. Policy Subcommittee report**

153

MOTION: To accept the draft of the Assignment of Course Credit policy (105) as presented.

MOTION: To send the draft of the Assignment of Course Credit policy (105) for further consultation as directed by SGC.

**5.4. Course Outline Subcommittee**

**6. INFORMATION ITEMS**

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

CIS 495 and 496  
EDUC 300  
THEA 250, 311, 352, 451

154 - **6.2. Senate Standing Committee Rules for the Conduct of Business**

155

Addition of section on electronic voting.

**7. ADJOURNMENT**



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

March 28, 2014  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, S. Brigden, H. Compeau, J. English, S. Fisher, D. Francis, S. Hardman, A. Iliev, J. Larsen, S. Manu, R. McLeod, S. Patridge, J. White, S. Xi  
**ABSENT:** S. Bains, R. Colwell, V. Dvoracek, N. Goad, S. Marsh, D. McGuire, E. Spalding, L. Stagg, M. Wideman  
**GUESTS:** Z. Dennison, S. Murray, S. Piper, B. Vanderlei  
**RECORDER:** A. Hoogendoorn

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

**MOTION:**

To approve the agenda as presented.

S. Brigden/R. McLeod

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

##### **2.1. UEC draft minutes: February 28, 2014**

**MOTION:**

To approve the draft minutes as presented.

S. Brigden/H. Compeau

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

The following courses are ready for publication following UEC approval.

##### **3.1. Psychology**

Changes including prerequisites: PSYC 302, 325, and 368

Changes including calendar description and prerequisites: PSYC 306

New course: PSYC 371, Current Issues in Personality

Z. Dennison explained that nine years ago, PSYC 210 and 220 were split up into a number of different courses. Banner could not capture the intended equivalencies, and as a result, the prerequisites for PSYC 302 and 368 were incorrectly listed. This meant that students could be admitted into one of these courses unprepared. The Psychology department requested that given this information, the prerequisites for these courses be corrected, without having to give one year's notice of the more restrictive change. UEC recognized the special circumstance and agreed that the revised PSYC 302 and 368 course outlines could have a January 2015 implementation date. If needed, the

UEC Draft Minutes  
28 Mar 2014

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department can provide prerequisite waivers to students with extenuating circumstances.

**MOTION:**

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

- PSYC 302 prerequisites: ~~PSYC 202 or PSYC 221. Note: As of January 2016, prerequisites will change to the following:~~ PSYC 202 (formerly PSYC 210).
- PSYC 325 prerequisites: ~~PSYC 202 (formerly PSYC 210) or PSYC 221. Note: As of January 2016, prerequisites will change to the following:~~ (PSYC 202 (formerly PSYC 210)) and (PSYC 221).
- PSYC 368 calendar description changed to: This course undertakes a brief survey of the interdisciplinary field of political psychology. Topics that may be examined include chimpanzee politics, game theory, personality, cognition and decision-making, group processes, emotion, social identity, race relations, nationalism, terrorism, and social capital.

H. Compeau/ S. Fisher

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

Review including changes to title and maximum enrolment: ANTH 301

S. Piper pointed out that changing the maximum enrolment from 36 to 25 is just a clarification of what is currently practiced, as upper-level Arts courses typically have a maximum enrolment of 25.

**MOTION:**

To approve the changes to the ANTH 301 course outline as presented.

S. Fisher/S. Brigden

**3.3. Mathematics and Statistics**

Review including changes to calendar description, prerequisites, and total instructional hours: MATH 094

Review including changes to including calendar description, equivalent courses, and total instructional hours: MATH 095

**MOTION:**

To approve the changes to the Mathematics course outlines as presented.

S. Manu/ R. McLeod

**4. PROGRAMS**

**4.1. Mathematics and Statistics**

Changes including program requirements: Mathematics extended minor (Statistics option) and minor (Statistics option) in Arts.

**MOTION:**

To approve the changes to the Mathematics extended minor (Statistics options) and minor (Statistics option) in Arts program requirements as presented, effective

UEC Draft Minutes  
28 Mar 2014

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September 2014.

H. Compeau/ S. Brigden

**4.2. Arts**

Changes including program requirements: Bachelor of Arts degree (declaration policy, academic warning policy, and course duplication policy)

**MOTION:**

To recommend the approval of the changes to the Bachelor of Arts degree declaration policy as presented, effective January 2015.

S. Brigden/ R. McLeod

**MOTION:**

To recommend the approval of the changes to the Bachelor of Arts degree academic warning policy as presented, effective January 2015.

S. Brigden/ H. Compeau

**MOTION:**

To approve the changes to the Bachelor of Arts degree course duplication policy as presented, effective September 2014.

S. Brigden/ J. White

It was questioned why students are allowed five course repeats. D. Francis explained that this is consistent with SFU's practice and that UFV's Bachelor of Arts degree was developed in partnership with SFU.

**4.3. Biology**

Changes including program requirements: Biology major Pre-Medicine/Pre-Veterinary concentration (formerly Pre-Medicine concentration), Ecology and Biology of Organisms concentration (formerly Ecology concentration), and Cellular, Molecular, and Genetics concentration

Discontinuation of program: Biology major Pre-Veterinary concentration and Biology of Organisms concentration

**MOTION:**

To recommend the approval of the changes to the Biology major Pre-Medicine/Pre-Veterinary concentration (formerly Biology major Pre-Medicine concentration) program requirements as presented, effective January 2015.

S. Brigden/ A. Iliev

**MOTION:**

To recommend the approval of the changes to the Biology major Ecology and Biology of Organisms concentration (formerly Biology major Ecology concentration) program requirements as presented, effective January 2015.

S. Brigden/ R. McLeod

UEC Draft Minutes  
28 Mar 2014

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**MOTION:**

To recommend the approval of the discontinuation of the Biology major Pre-Veterinary concentration as presented, effective January 2015.

S. Brigden/ A. Iliev

**MOTION:**

To recommend the approval of the discontinuation of the Biology major Biology of Organisms concentration as presented, effective January 2015.

J. Larsen/ A. Iliev

**MOTION:**

To approve the changes to the Biology major Cellular, Molecular, and Genetics concentration program requirements as presented, effective September 2014.

J. Larsen/ S. Fisher

**4.4. Communications**

Changes including program requirements: Communications minor

**MOTION:**

To recommend the approval of the addition of the residency and PLAR requirements to the Communications minor as amended, effective January 2015:

- Memo: 1) there seems to be an assumption that any work involving writing writing in the workplace is equivalent to our upper-level CMNS courses.

S. Fisher/H. Compeau

**MOTION:**

To approve the addition of CMNS 257/GEOG 257 as a program requirement option for the Communications minor as presented, effective September 2014.

S. Fisher/ J. White

D. Francis chaired the meeting for this item.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Undergraduate Course and Program Approval policy (21)**

The proposed changes to the Undergraduate Course and Program Approval policy (21) were sent out for a 30-day consultation. The feedback was discussed and resulted in additional changes.

It was pointed out that SBC is concerned that UEC is removing the procedures from the policy and that UEC determines what constitutes a major or minor course or program change. UEC decided that it may be too cumbersome to specifically mention all of the committees involved, but it would make sense that the policy includes a statement ensuring that all other relevant committees are consulted.

UEC Draft Minutes  
28 Mar 2014

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**MOTION:**

To recommend to the SGC Policy Subcommittee that the changes to the Undergraduate Course and Program Approval policy (21) be recommended to SGC and Senate for approval as amended:

- Regulations, point 9: **Any procedures developed in support of this policy will consider the roles of other Senate Standing Committees in the course and program approval process.**

R. McLeod/ S. Brigden

**5.2. Policy Subcommittee report**

R. McLeod outlined the revisions made to the Assignment of Course Credit policy (105). One hour of instruction time means that students are required to spend two hours working outside of class to meet the outcomes of the course. The policy was also expanded to include courses that do not fit into the traditional model (e.g. online learning). In such a case, there will be an opportunity to assess the amount of work required of students.

UEC members expressed some concerns with the revisions. First, it may be difficult to account for the time a student is presumed to be working outside of class time. It was explained that the hours reflect the amount of time a student would need to invest in order to meet the outcomes of the course. Second, the formula does not take into consideration what is happening in the learning environment. The response was that the number of credits are tied to hours of learning time, not to how difficult the course is. Third, the policy looks at courses on their own and does not consider how they are tied into programs. It was pointed out that there is a general presumption the greater context is there. Fourth, the ratio used in the policy is too prescriptive. The response was that the wording could be changed to address this issue. Finally, it was questioned how a department's disciplinary expertise and UEC's institutional perspective would be balanced and captured within the policy.

The UEC Policy Subcommittee will meet again to consider the concerns and suggestions presented and will make further revisions to the policy. The next step will be to bring the proposed draft of policy 105 back to UEC with a motion.

**5.3. Admissions Subcommittee report**

There is no report for this month.

**5.4. Transfer Credit Subcommittee report**

There is no report for this month.

**5.5. Course Outline Subcommittee report**

There is no report for this month.

**6. INFORMATION ITEMS**

UEC Draft Minutes  
28 Mar 2014

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

CYC 202, 260, 360, 423, 425, and 496  
CMNS 251, 412, and CMNS 300/JRNL 300  
ECE 101, 102, 103, 160, 223, 224, 242, 243, 260, 269, 281, and 282  
PSYC 202, 221, 241, 250, 280, 303, 305, 326, 343, 357, 367, 370, 375, 380,  
383, 385, and 408

**6.2. Expression of interest for UEC membership**

**6.3. Standing Committees of Senate - Rules for the Conduct of Business**

The following revisions were made:

- Meeting schedule: 2.1. revised and 2.2. added.
- Terms of office: 3.2. revised.

**7. ADJOURNMENT**

The meeting was adjourned at 12:02pm.

# MEMO



To: Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant, College of Arts; Ashley Hoogendorn, Undergraduate Education Committee Assistant

From: Samantha Pattridge, Department Head Communications

Date: 15/04/2014

Re: CMNS 490, 6-year review

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**A. Course revision: CMNS 490: Directed Studies in Communications**

1. *Rationale for change:* Regular 6-year review
2. *Summary of substantive changes:* Calendar description has been shortened to fit the new course outline form, The number of hours has been changed to 60 to better reflect general institutional practice for a 4-credit course and the amount of work typically expected of a student. Outcomes have been edited, but not substantially changed.

**C. Budget and Learning outcome Issues**

3. *How does your course address the UFV Learning Outcomes?* Several ILOs are addressed by this course's outcomes, with particular focus on #1 Demonstrate information competency (through information gathering and synthesis to complete a communications workplace-based project), #3 Use knowledge and skills proficiently (the course has a strong focus on workplace-ready documents and communication, requiring a high proficiency level), #5 Communicate effectively (in writing and in oral presentation), #6 Pursue self-motivated and self-reflective learning (students are required to conduct independent research).
4. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* This course is not required by any other program.
5. *What consideration has been given to indigenizing the curriculum?* Indigenizing the curriculum can occur within the context of the student's project choice and research selections.
6. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:*
  - a. Credit value
  - b. Class size limit – Class size was not listed on the previous outline. Class size has been set at 6 since this course is only run as an Independent Study.
  - c. Frequency of offering

d. Resources required (labs, equipment)

7. *If this course is not eligible for PLAR, explain why. This is a process course where the students, through ongoing consultation with faculty, design and develop an independent project.*

8. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? N/A*

9. *Please provide an estimate of the typical costs for this course, including textbooks and other materials. Up to \$100 for textbooks. No other materials required.*

Course Reviewers: [Samantha Pattridge](#), [Linda Pardy](#)



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2008

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

**Course Code and Number:** CMNS 490

**Number of Credits:** 4 [Course credit policy \(105\)](#)

**Course Full Title:** Directed Studies in Communications

**Course Short Title:** Directed Studies in CMNS

**Faculty:** Faculty of Humanities

**Department (or program if no department):** Communications

### Calendar Description:

Students will pursue independent study of a communications issue, theme, or problem and apply that research to a workplace-based project. The completed project must display the student's writing ability, knowledge of audience, and thorough familiarity with the topic area.

**Prerequisites (or NONE):** 60 university-level credits completed, at least 12 credits must be from CMNS, of which 9 credits must be 300-level or higher and written permission of the instructor and the department.

**Corequisites (if applicable, or NONE):** None.

**Pre/corequisites (if applicable, or NONE):** None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

### Total Hours: 60

#### Typical structure of instructional hours:

|                                                                                                       |           |
|-------------------------------------------------------------------------------------------------------|-----------|
| Lecture hours                                                                                         | 5         |
| Seminars/tutorials/workshops                                                                          |           |
| Laboratory hours                                                                                      |           |
| Field experience hours                                                                                |           |
| Experiential (practicum, internship, etc.)                                                            |           |
| Online learning activities                                                                            |           |
| Other contact hours: consultation, interviews, and presentation of project, student-directed learning | 55        |
| <b>Total</b>                                                                                          | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 6

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

**Department / Program Head or Director:** Samantha Pattridge

**Date approved:** November 1, 2013

**Campus-Wide Consultation (CWC)**

**Date of posting:** March 7, 2014

**Faculty Council approval**

**Date approved:** April 11, 2014

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** April 11, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** April 25, 2014

[CMNS 490]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Conduct thorough independent research into a communications issue, problem, or topic.
2. Complete a communications workplace-based project that requires research, critical thinking, and document production skills.
3. Manage a project.
4. Produce effective extended print and electronic documents according to audience requirements.
5. Present findings in a technical briefing to an audience of faculty members, peers, and other experts.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a process course where the students, through ongoing consultation with faculty, design and develop an independent project.

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

1. The student will undertake independent learning which may involve field work and may require approval of UFV Research Ethics Committee.
2. At least six weeks prior to the beginning of the semester students must, in consultation with a faculty member from Communications and their discipline, develop a detailed project proposal indicating the rationale, readings, scope, objectives, and methods.
3. Faculty will conduct mentoring interviews to establish and guide students toward the achievement of project objective(s).
4. Faculty may conduct lectures/seminars on project planning and management, research methods, and presentation of findings, including document design and oral briefing strategies.
5. Students will present their project findings to a panel of faculty.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>       | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------------|--------------------------|------------------|---------------------------|
| 1.                                  | Textbook will vary according to project proposal. | <input type="checkbox"/> |                  |                           |

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

Will vary according to project proposal.

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

### Details (if necessary):

10% - Interview participation and weekly discussion with faculty advisor.

20% - Short written assignments (periodic progress reports).

15% - Presentation of findings (technical briefing to a panel of at least three faculty members, one of which might be from their discipline area).

55% - Final project.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

## Typical Course Content and Topics

Varies according to project proposed/approved. To be determined in consultation with faculty advisor.

## For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:



**Memo**

To: Ashley Hoogendorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date:

Subject: *Revision of an existing course – FREN 102*

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

A. Course revision:

1. Rationale for change:

*Due to the recent elimination of grade 12 provincial exams, the prerequisites for FREN 102 have become outdated. All other changes are part of the regularly scheduled review.*

2. Summary of substantive changes:

*Changes include prerequisites, structure of hours, maximum enrollment, expected frequency, learning outcomes, methods, textbooks, student evaluation and course content.*

~~B. New course:~~

~~1. Rationale for new course~~

~~2. How new course fits into program(s)~~

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

C. Budget and Learning outcome Issues

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

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

*n/a*

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

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

a. Credit value – *3 credits*

b. Class size limit – *28 (increased from 26 to provide funding for the French Major)*

c. Frequency of offering – *Twice per year*

d. Resources required (labs, equipment) – *No additional resources required*



5. If this course is not eligible for PLAR, explain why.

*n/a*

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

*n/a*

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

*The costs for this course would be similar to costs in any course.*

Comments at CWC:

- I notice the hours have changed from 60 to 45, but there is no change in the credits. What is the rationale for this change?
- The addition of “demonstrate knowledge of” at the end of the learning outcomes lead-in works well, except for with the last outcome, which reads “demonstrate sufficiently competent pronunciation to be understood.” I would suggest revising the outcomes to omit the extra phrase on the lead-in or revising the last outcome to fit grammatically with the lead-in.
- It is common to see a breakdown of the student evaluation in percentages. Can this be added? In other words, how much weight is given to the exams and quizzes, to the written work, and to the participation?
- Under course content, could item #2 be expanded into separate bullets? It is hard to read in paragraph format.

Response:

- The instructor has updated the Fr. 102 outline to address bullet points 2 – 4.
- The change of hours is more a formality. Recent FREN course outlines have been revised to 45 hours at the lower-level to be consistent with most other Arts departments. I am not sure why it was originally listed at 60 because the contact hours are in fact well under that. Upper-level French courses have 60 contact hours; as such the credit value of these courses is 4. Betty-Joan also mentioned that there was some talk a few years ago about charging students more if they had more contact time, which is something MOLA wanted to avoid.

Comments at CACC:

**MOLA - A. Cameron**

**2.5.1 Course Revisions: FREN 102, FREN 215**

It was mentioned that the learning outcomes cannot be condensed, as the specificity of the outcomes are needed for articulation purposes

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FREN 102

Committee members were concerned that there may be some confusion with the pre-requisite, it was suggested and agreed that an additional note will be added to the pre-requisites stating that "Students with a B or higher in FREN 12 are encouraged to enrol in FREN 215"

PowerPoint will be removed from the methods portion of the outline and presentations will remain and oral presentations will be added to the evaluation component. Additionally it was noted that the "CAN8" reference in methods should be revised to say "all material has been digitized to create interactive computer exercises"

The note under student evaluation will be revised to "students must receive a minimum of 50% on at least one of the two major examinations", and the second sentence will be removed from the note. this will create clarity and remove redundant information.

It was requested that units or weeks be provided for the course content section.

**MOTION:**

That revisions to FREN 215 be approved as presented, and FREN 102 be approved with the noted amendments

P. Funk / S. Fisher

APPROVED

*All suggestions made to FREN 102 outline.*



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 1981

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: FREN 102

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: French Language II

Course Short Title: French Lang II

Faculty: Faculty of Humanities

Department (or program if no department): Modern Languages

### Calendar Description:

This course continues to develop students' ability to express themselves in oral and written French. It directly follows the goals and methods of FREN 101.

**Prerequisites (or NONE):** One of FREN 101, or French 12, or assessment of the department.

Note: Students with a B or higher in French 12 are encouraged to enroll in FREN 215.

**Corequisites (if applicable, or NONE):** None.

**Pre/corequisites (if applicable, or NONE):** None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 32        |
| Seminars/tutorials/workshops               | 13        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

**Maximum enrolment (for information only): 28**

**Expected frequency of course offerings**

(every semester, annually, etc.): **Twice per year**

Department / Program Head or Director: Teresa Arróliga-Piper

Date approved: September 20, 2013

Campus-Wide Consultation (CWC)

Date of posting: November 15, 2013

Faculty Council approval

Date approved: April 11, 2014

Dean/Associate VP: Jacqueline Nolte

Date approved: April 11, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: April 25, 2014

[FREN 102]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- use the subjunctive after expressions of doubt, necessity, emotion, and certain conjunctions
- use all personal pronouns as well as “y” and “en”
- conjugate the following verbs in present, passé composé, imparfait, plus-que-parfait, futur simple, conditionnel, and subjunctif: “offrir” (and other verbs of this type such as “ouvrir”, “couvrir”, etc.), “croire”, “voir”, “savoir”, “connaître” (and the problems associated with “pouvoir” in context), “conduire” (and other verbs of this type such as “produire”, “réduire”, etc), “suivre” (and other verbs of this type such as “poursuivre”), “craindre” (and other verbs of this type such as “joindre”, “éteindre”, etc)
- use the “faire causatif” construction
- form and use all types of adverbs
- utilize relative pronouns “qui”, “que”, “où”, “dont”, “ce qui”, “ce que”, and “ce dont”
- provide sequence of events using adverbs, noun phrases and « avant » and « après »
- use VERB + INFINITIVE constructions, including expressions which require “à” or “de” before the infinitive
- form hypothetical constructions
- express events in the past tense using passé composé, imparfait, and plus-que-parfait
- express events in the future using futur simple and futur proche.
- demonstrate knowledge of French culture in Canada, France, Belgium, Switzerland, Africa, and Asia
- understand elements of French phonology such as liaison, enchainement, rhythm, and intonation
- demonstrate a sufficiently competent pronunciation to be understood

## Prior Learning Assessment and Recognition (PLAR)

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

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

Students will learn French by presentations, pictures, gestures, music, CDs, DVDs, dialogues, plus various conversational drills and workbook exercises to develop skills in communicating in French without reverting to English translation. All material has been digitized to create interactive computer exercises. Material to be learned will be constantly introduced, practiced, reviewed, and reused in an overlapping way so students can learn vocabulary and grammatical structures gradually in a step by step fashion.

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

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

| <u>Author Surname,<br/>Initials</u>       | <u>Title (article, book, journal, etc.)</u>  | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------------|----------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Cameron, A. &<br>Hamilton-Clark,<br>R. | Bonjour le Canada! An Introduction to French | <input type="checkbox"/> | Pearson          | 2013                      |

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

Headphones required for use in multimedia lab.

## Typical Evaluation Methods and Weighting

|                                         |     |              |     |                   |   |            |      |
|-----------------------------------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:                             | %   | Assignments: | 40% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:                          | 50% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Classroom and Seminar<br>Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Classroom and seminar participation determined by attendance, participation and progress in both class itself and the seminar/tutorial sessions. Students must receive a minimum of 50% on at least one of the two major examinations.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

## Typical Course Content and Topics

- Weeks 1-2: Review of concepts learned in Fr. 101,
- Week 2: The disjunctive personal pronouns as well as “y” and “en”,
- Weeks 3-10: The following verbs in *présent*, *passé composé*, *imparfait*, *plus-que-parfait*, *futur simple*, *conditionnel*, and *subjonctif*: “*offrir*” (and other verbs of this type such as “*ouvrir*”, “*couvrir*”, etc.), “*croire*”, “*voir*”, “*savoir*”, “*connaître*” (and the problems associated with “*pouvoir*” in context), “*conduire*” (and other verbs of this type such as “*produire*”, “*réduire*”, etc), “*suivre*” (and other verbs of this type such as “*poursuivre*”), “*craindre*” (and other verbs of this type such as “*joindre*”, “*éteindre*”, etc),
- Week 4: The “*faire causatif*” construction,
- Week 5: All types and formation of adverbs,
- Week 6: Relative pronouns “*qui*”, “*que*”, “*où*”, “*dont*”, “*ce qui*”, “*ce que*” and “*ce dont*”,
- Week 7: Providing sequence of events using adverbs, noun phrases, and « *avant* » and « *après* »,
- Week 8: VERB + INFINITIVE constructions, including expressions which require “*à*” or “*de*” before the infinitive,
- Weeks 9-10: Hypothetical constructions,
- Weeks 10-11: How to express events in the past tense using *passé composé*, *imparfait*, and *plus-que-parfait*,
- Weeks 12-13 How to express events in the future using *futur simple* and *futur proche*,
- Weeks 1-13: French culture in Canada, France, Belgium, Switzerland, Africa, and Asia,
- Weeks 1-13: Elements of French phonology such as *liaison*, *enchaînement*, rhythm and intonation, acquisition of competent pronunciation.

## For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



**Memo**

To: Ashley Hoogendorn (UEC Assistant), Jacqueline Nolte (Dean), Sylvie Murray (Program Development Coordinator)

From: Betty-Joan Traverse (Department Head, Modern Languages)

Date:

Subject: *Revision of an existing course – FREN 215*

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:

*Due to the recent elimination of grade 12 provincial exams, the prerequisites for FREN 215 have become outdated. All other changes are part of the regularly scheduled review.*

2. Summary of substantive changes:

*Changes include prerequisites, structure of hours, maximum enrollment, expected frequency, learning outcomes, methods, textbooks, student evaluation and course content.*

~~B. New course:~~

~~1. Rationale for new course~~

~~2. How new course fits into program(s)~~

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

C. Budget and Learning outcome Issues

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

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

*n/a*

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

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

- a. Credit value – *3 credits*
- b. Class size limit – *28 (increased from 26 to provide funding for the French Major)*
- c. Frequency of offering – *Twice per year*
- d. Resources required (labs, equipment) – *No additional resources required*



5. If this course is not eligible for PLAR, explain why.

*n/a*

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

*n/a*

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

*The costs for this course would be similar to costs in any course.*

Comments at CWC:

- For FREN 215, I have the same question as for FREN 102 – what is the rationale for changing from 60 to 45 hours, and how do you think this change will impact the students?
- Otherwise, the changes look self-explanatory.

Response:

- The change of hours is more a formality. Recent FREN course outlines have been revised to 45 hours at the lower-level to be consistent with most other Arts departments. I am not sure why it was originally listed at 60 because the contact hours are in fact well under that. Upper-level French courses have 60 contact hours; as such the credit value of these courses is 4. Betty-Joan also mentioned that there was some talk a few years ago about charging students more if they had more contact time, which is something MOLA wanted to avoid.

Comments at CACC:

**MOTION:**

That revisions to FREN 215 be approved as presented, and FREN 102 be approved with the noted amendments

P. Funk / S. Fisher

APPROVED



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

Course Code and Number: FREN 215

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Intermediate French I

Course Short Title: Interim French I

Faculty: Faculty of Humanities

Department (or program if no department): Modern Languages

### Calendar Description:

Increases communicative competence through vocabulary expansion, improved pronunciation, grammar review, and the development of efficient reading and writing techniques. Conducted entirely in French, students work together in small groups reviewing the essential elements of French grammar, discussing literary works, and learning composition skills. Participation in multi-media programs, along with regular written assignments and oral tutorials, further improves students' abilities to understand and express themselves in French.

**Note: Students with credit for FREN 230 cannot take this course for further credit.**

**Prerequisites (or NONE):** French 12 with the provincial exam, or FREN 101 and FREN 102, or instructor's permission, or assessment of the department. Note: As of January 2016, prerequisites will change to the following: French 12 with a B or higher, or FREN 102, or instructor's permission, or assessment of the department.

**Corequisites (if applicable, or NONE):** None

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

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s): **FREN 230**

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 32        |
| Seminars/tutorials/workshops               | 13        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 28**

**Expected frequency of course offerings**  
(every semester, annually, etc.): **Twice per year**

|                                                                     |                                           |
|---------------------------------------------------------------------|-------------------------------------------|
| <b>Department / Program Head or Director:</b> Teresa Arróliga-Piper | <b>Date approved:</b> September 20, 2013  |
| <b>Campus-Wide Consultation (CWC)</b>                               | <b>Date of posting:</b> November 15, 2013 |
| <b>Faculty Council approval</b>                                     | <b>Date approved:</b> April 11, 2014      |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                          | <b>Date approved:</b> April 11, 2014      |
| <b>Undergraduate Education Committee (UEC) approval</b>             | <b>Date of meeting:</b> April 25, 2014    |

[FREN 215]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Present, passé composé, imparfait tenses of regular –er, –ir, and –re verbs, present, passé composé, imparfait tenses of irregular verbs être, avoir, faire, aller, vouloir, pouvoir, voir, recevoir, devoir, savoir, connaître, boire, croire, écrire, lire, dire, vivre, suivre, prendre, mettre, definite and indefinite articles, voilà vs il y a, la négation, interrogative structures, reflexive and reciprocal verbs, idiomatic expressions with avoir and être, depuis and present, verbs of “sortir” type, adjectives, il est vs c’est, possessive and demonstrative adjectives, adverbs, comparative and superlative of adjectives and adverbs, numbers to one billion, passé composé (formation, all agreements, negative, interrogative, use of adverbs), imparfait (formation, use and idiom), plus-que-parfait, la concordance des temps au passé, and formation and usage of the present subjunctive;
- Various cultural and literary texts including readings by Gabrielle Roy, Louis Hémon, Arthur Rimbaud, Roch Carrier (*Le Chandail de Hockey*), Jean-Philippe Toussaint, Guy de Maupassant and others;
- French pronunciation including liaison, enchainement, intonation, rhythm, and diphthong elimination.

## Prior Learning Assessment and Recognition (PLAR)

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

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

The communicative methodology forms the focus of the class activities, which are learner-centered. Class is conducted in French with students working with the instructor as well as together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs. Composition skills are developed by the writing and rewriting of four short essays.

In addition to class work, students meet once a week with a native speaker in small seminars/tutorials, i.e. conversation groups of six to nine people. Activities vary and include practicing various structures as well as discussion and role play. A feature length film will be viewed and discussed in French.

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>   | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|-----------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. | St. Onge, S. et al.                 | Interaction : Révision de grammaire française | <input checked="" type="checkbox"/> | Nelson           | 2011                      |

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

Headphone with microphone for use with CAN-8 platform

[FREN 215]

University of the Fraser Valley Official Undergraduate Course Outline

Page 3 of 3

## Typical Evaluation Methods and Weighting

|                      |     |                   |     |                                      |     |            |      |
|----------------------|-----|-------------------|-----|--------------------------------------|-----|------------|------|
| Final exam:          | 10% | Assignments:      | 40% | Midterm exam:                        | 10% | Practicum: | %    |
| Quizzes/tests:       | %   | Lab work:         | %   | Field experience:                    | %   | Shop work: | %    |
| Class Participation: | 10% | Seminar/Tutorial: | 10% | Workbook Assignments and Oral Tests: | 20% | Total:     | 100% |

**Details (if necessary):** Mid-term and final exam include both a written and oral component.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

## Typical Course Content and Topics

This is a one-semester course independent of 225, but linked to French 216, its companion course. The first five chapters of Interaction will be studied in FREN 215; the last five will be studied in FREN 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related Cahier exercises contain many written activities to emphasize correct structures. There are also web-sites to visit, suggested video and film viewings.

Week 1: Present tense of regular verbs  
Week 2: Present tense of irregular verbs nouns and articles  
Week 3: Futur proche, faire causative, impératif  
Week 4: Subjunctive present, negation  
Week 5: Interrogatives, depuis, idioms with avoir and être  
Week 6: Adjectives, possessive adjectives  
Week 7: Midterm review and exam  
Week 8: Adverbs, comparisons, demonstrative adjectives, superlatives  
Week 9: Numbers, irregular verbs in –re and -oir  
Week 10: Passé composé  
Week 11: Imparfait  
Week 12: Plus-que-parfait, dates  
Week 13: Concordance of past tenses

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**For Administrative Use Only**

Department code:                      CIP Code:                      Course Level Code:  
  
PDC Code:

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**Memo**

**To: CWC, CACC, CAC, UEC**

**From: Teresa Arrôliga-Piper (Department Head, Modern Languages)**

**Date: March 21<sup>st</sup>, 2014**

**Subject: Revision of an existing course – JAPN 301**

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

A. Course revision:

1. Rationale for change:

**The course outline has been updated to reflect current practice in the course. The total number of credits has been increased to four to be consistent with other MOLA upper-level courses and the number of contact hours for the course.**

2. Summary of substantive changes:

**Total number of credits, structure of hours, Course contents are geared toward allowing students to obtain widely recognized credentials, such as JLPT (Japanese Language Proficiency Test)**

C. Budget and Learning outcome Issues

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

**Analyze critically and imaginatively (#2)**

**Use knowledge and skills proficiently (#3)**

**Initiate inquiries and develop solutions to problems (#4)**

**Communicate effectively (#5)**

**Pursue self-motivated and self-reflective learning (#6)**

**Contribute regionally and globally (#9)**

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

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

**By learning Japanese language, communication style, customs, common beliefs and history, students will recognize existence of various cultures, and will respect uniqueness and dignity of each culture.**

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

a. Credit value **4**

b. Class size limit **15**

- c. Frequency of offering **once per year**
- d. Resources required (labs, equipment) **n/a**

- 5. If this course is not eligible for PLAR, explain why. **n/a**
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **n/a**
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

**The costs for this course would be similar to costs in any course.**

Comments at CWC:

Hi all,

I have read this proposal and I have no concerns. Just the suggestion to review the wording of the Learning Outcomes.

Hello. With reference to JAPN 301 and 302:

- The change to 4 credits will make these courses anomalous in the BC system. While UBC, for example, does offer some lower-level intensive courses at 6, 9, and even 12 credits, the upper-level courses are all 3 credits.

*Response: This issue will be discussed with the deans on Thursday, April 3. Most upper level courses in the College of Arts are 4 credit; all upper level French courses are 4 credit. These are 60 hour courses with a substantial student workload; they should be recognized as such. Moreover, from a budgetary viewpoint, a 4 credit course pays for itself with an enrollment of about 23 students, while a 3 credit course requires about 33 students to break even.*

Comments at CACC:

There was a discussion around wanting to retain the depth and challenge that if they retract or remain at three credits, there would need to be an additional course to obtain the extended learning that students are currently obtaining. 4 credit courses are continuing to be offered, but this may not always be the best option and should consider moving to a method of greater flexibility. It was noted that UEC is working on a policy where credit value will be measured in accordance with the amount of work completed both in and out of class.

Class size was also discussed, and it was agreed that a max enrolment of 26 will be implemented for all four course submissions.

Learning outcome 1 should be "listen and understand speech at a natural speed..."

*Class size has been changed to 26; learning outcome 1 has been revised as suggested.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

**Course Code and Number:** JAPN 301

**Number of Credits:** 4 [Course credit policy \(105\)](#)

**Course Full Title:** Third-Year Japanese I  
**Course Short Title:**

**Faculty:** Faculty of Humanities

**Department (or program if no department):** Modern Languages

### Calendar Description:

As an integrated course, four skills of the Japanese language (listening, speaking, reading, and writing) are reinforced to the advanced level. Authenticity of verbal and written communications, in particular cultural situations, is pursued.

**Prerequisites (or NONE):** JAPN 202.

**Corequisites (if applicable, or NONE):** None.

**Pre/corequisites (if applicable, or NONE):** None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours:** 60

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 45        |
| Seminars/tutorials/workshops               | 15        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 26

**Expected frequency of course offerings**  
 (every semester, annually, etc.): Once per year

**Department / Program Head or Director:** Teresa Arrôliga-Piper

**Date approved:** March 18, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** March 28, 2014

**Faculty Council approval**

**Date approved:** April 11, 2014

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** April 11, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** April 25, 2014

[JAPN 301]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

1. Listen and understand speech at a natural speed and on the TV/radio
2. Speak at an appropriate level of formality depending on the situation
3. Read well including skimming and scanning to get ready to read authentic materials without difficulty
4. Write texts with multiple paragraphs by hand and by using a Japanese word processor
5. Write 80 new Kanji and read 100 in addition to the previous 300 taught at lower-levels
6. Show an understanding of the common beliefs and customs that form the basis of communication strategies in Japanese

## Prior Learning Assessment and Recognition (PLAR)

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

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

1. Lectures about sentence structures, strategies for language acquisition, and aspects of Japanese cultures
2. Various tasks and exercises for developing listening, speaking, reading, and writing skills
3. Conversation focused lab activities including group work and exercises involving native speakers
4. Use of computers and videos
5. Essay writing

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                     | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|-----------------------------------------------------------------|--------------------------|------------------|---------------------------|
| 1. | Miura & McGloin                     | An Integrated Approach to Intermediate Japanese (with workbook) | <input type="checkbox"/> | Japan Times      | 2008                      |
| 2. | Nakamura & Yoshida                  | Kodansha's Furigana Dictionary                                  | <input type="checkbox"/> | Kodansha         | 2013                      |
| 3. | Banno                               | Kanji Look and Learn Workbook                                   | <input type="checkbox"/> | Japan Times      | 2009                      |
| 4. | Makino & Tsutsui                    | A Dictionary of Basic Japanese Grammar                          | <input type="checkbox"/> | Japan Times      | 1989                      |
| 5. | Makino & Tsutsui                    | A Dictionary of Intermediate Japanese Grammar                   | <input type="checkbox"/> | Japan Times      | 1995                      |

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

## Typical Evaluation Methods and Weighting

|                |     |                                                   |     |                   |     |            |      |
|----------------|-----|---------------------------------------------------|-----|-------------------|-----|------------|------|
| Final exam:    | 20% | Assignments:                                      | 20% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:                                         | %   | Field experience: | %   | Shop work: | %    |
| Oral Exam:     | 10% | Active Participation<br>& Performance in<br>Class | 10% | Other:            | %   | Total:     | 100% |

Details (if necessary):

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**[JAPN 301]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

An example of a 13-week semester schedule

Sentence structures, vocabulary, and Kanji are introduced and reinforced throughout the course.

Week 1: Assessment interview, JLPT (Japanese Language Proficiency Test) N3 level exercises

Week 2: Speaking in formal settings

Week 3: Explaining own study history, writing autobiography

Week 4: Passive, causative, and causative-passive

Week 5: Making request, asking favors

Week 6: Reading and discussion about studying in Japan

Week 7: Japanese home and family, asking permissions

Week 8: Explaining own family members and hometown

Week 9: Japanese geography, education system in Japan

Week 10: Introducing own university

Week 11: Honorific language system

Week 12: Reading and writing about different customs in Japan such as tipping

Week 13: Review and Interview

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, CAC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: **March 21<sup>st</sup>, 2014**

Subject: **Revision of an existing course – JAPN 302**

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

A. Course revision:

1. Rationale for change:

**The course outline has been updated to reflect current practice in the course. The total number of credits has been increased to four to be consistent with other MOLA upper-level courses and the number of contact hours for the course.**

2. Summary of substantive changes:

**Total number of credits, structure of hours, Course contents are geared toward allowing students to obtain widely recognized credentials, such as JLPT (Japanese Language Proficiency Test)**

C. Budget and Learning outcome Issues

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

**Analyze critically and imaginatively (#2)**

**Use knowledge and skills proficiently (#3)**

**Initiate inquiries and develop solutions to problems (#4)**

**Communicate effectively (#5)**

**Pursue self-motivated and self-reflective learning (#6)**

**Contribute regionally and globally (#9)**

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

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

**By learning Japanese language, communication style, customs, common beliefs and history, students will recognize existence of various cultures, and will respect uniqueness and dignity of each culture.**

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

a. Credit value **4**

b. Class size limit **15**

- c. Frequency of offering **once per year**
- d. Resources required (labs, equipment) **n/a**

- 5. If this course is not eligible for PLAR, explain why. **n/a**
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **n/a**
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

**The costs for this course would be similar to costs in any course.**

Comments at CWC:

Hi all,

I have read this proposal and I have no concerns. Just the suggestion to review the wording of the Learning Outcomes.

Hello. With reference to JAPN 301 and 302:

- The change to 4 credits will make these courses anomalous in the BC system. While UBC, for example, does offer some lower-level intensive courses at 6, 9, and even 12 credits, the upper-level courses are all 3 credits.

*Response: This issue will be discussed with the deans on Thursday, April 3. Most upper level courses in the College of Arts are 4 credit; all upper level French courses are 4 credit. These are 60 hour courses with a substantial student workload; they should be recognized as such. Moreover, from a budgetary viewpoint, a 4 credit course pays for itself with an enrollment of about 23 students, while a 3 credit course requires about 33 students to break even.*

Comments at CACC:

There was a discussion around wanting to retain the depth and challenge that if they retract or remain at three credits, there would need to be an additional course to obtain the extended learning that students are currently obtaining. 4 credit courses are continuing to be offered, but this may not always be the best option and should consider moving to a method of greater flexibility. It was noted that UEC is working on a policy where credit value will be measured in accordance with the amount of work completed both in and out of class.

Class size was also discussed, and it was agreed that a max enrolment of 26 will be implemented for all four course submissions.

Learning outcome 1 should be "listen and understand speech at a natural speed..."

JAPN 301 should be listed as a pre-requisite for this course (remove JAPN 202)

*Class size has been changed to 26; learning outcome 1 has been revised as suggested; the prerequisites have been revised as suggested.*



ORIGINAL COURSE IMPLEMENTATION DATE: Winter 2010  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: JAPN 302                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Course Full Title: Third-Year Japanese II<br>Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Department (or program if no department): Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>This course is the second of a two-semester sequence of 300-level Japanese courses. The course aims to develop four communication skills of the Japanese language (listening, speaking, reading, and writing), as well as conversation strategies. Authenticity of verbal and written communications, in particular cultural situations, is pursued.                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> JAPN 202 or equivalent. Note: As of January 2016, prerequisites will change to the following: JAPN 301 or equivalent.<br><b>Corequisites (if applicable, or NONE):</b> None<br><b>Pre/corequisites (if applicable, or NONE):</b> None                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Teresa Arrôliga-Piper<br><b>Campus-Wide Consultation (CWC)</b><br><b>Faculty Council approval</b><br><b>Dean/Associate VP:</b> Jacqueline Nolte<br><b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> March 18, 2014<br><b>Date of posting:</b> March 28, 2014<br><b>Date approved:</b> April 11, 2014<br><b>Date approved:</b> April 11, 2014<br><b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |

[JAPN 302]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**Learning Outcomes**

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

1. Listen and understand speech at a natural speed and on the TV/radio
2. Speak at an appropriate level of formality depending on situations
3. Understand written texts with specific contents concerning everyday topics including excerpts from authentic materials
4. Express/explain thoughts and opinions in writing and in oral presentations
5. Write 90 new Kanji in addition to the previous 380 taught at lower levels; be able to read an additional 140 Kanji
6. Identify common proverbs and haiku shared by many speakers of Japanese.

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

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

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

1. Lectures about sentence structures, strategies for language acquisition, and aspects of Japanese culture
2. Various tasks and exercises for developing listening, speaking, reading, and writing skills
3. Conversation focused lab activities including group work and exercises involving native speakers
4. Use of computers, and videos
5. Essay writing

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                     | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|-----------------------------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Miura & McGloin                  | An Integrated Approach to Intermediate Japanese (with workbook) | <input type="checkbox"/> | Japan Times      | 2008                      |
| 2. Nakamura & Yoshida               | Kodansha's Furigana Dictionary                                  | <input type="checkbox"/> | Kodansha         | 2013                      |
| 3. Banno                            | Kanji Look and Learn Workbook                                   | <input type="checkbox"/> | Japan Times      | 2009                      |
| 4. Makino & Tsutsui                 | A Dictionary of Basic Japanese Grammar                          | <input type="checkbox"/> | Japan Times      | 1989                      |
| 5. Makino & Tsutsui                 | A Dictionary of Intermediate Japanese Grammar                   | <input type="checkbox"/> | Japan Times      | 1995                      |

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

**Typical Evaluation Methods and Weighting**

|                    |     |                                             |     |                   |     |            |      |
|--------------------|-----|---------------------------------------------|-----|-------------------|-----|------------|------|
| Final exam:        | 20% | Assignments:                                | 23% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:     | 20% | Lab work:                                   | %   | Field experience: | %   | Shop work: | %    |
| Oral Presentation: | 10% | Active Participation & Performance in Class | 7%  | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

[JAPN 302]

University of the Fraser Valley Official Undergraduate Course Outline

Page 3 of 3

**Typical Course Content and Topics**

An example of a 13-week semester schedule

Sentence structures, Vocabulary, and Kanji are introduced and reinforced throughout the course.

Week 1: Speaking about winter break, New Year in Japan,

Week 2: Job search, Phone conversation

Week 3: Reading and discussion about early modern days of Japan

Week 4: Gift giving and receiving, Humbleness in language and communication

Week 5: Oral presentation, Annual events in Japan

Week 6: Complaining and making apologies

Week 7: Reading and discussion about different customs in Japan such as roles and behavior at home

Week 8: Medical and dental cares

Week 9: Speaking about health, Onomatopoeia and Psychomimes

Week 10: Describing past experience, Loanwords in Japanese

Week 11: Japanese attitude toward foreigners speaking Japanese

Week 12: Reading Donald Keene, In-class writing

Week 13: JLPT (Japanese language Proficiency Test) N2 level exercises, Interview

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, CAC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: **March 21<sup>st</sup>, 2014**

Subject: **Revision of an existing course – SPAN 301**

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

A. Course revision:

1. Rationale for change:

**The course outline has been updated to reflect current practice in the course. The total number of credits has been increased to four to be consistent with other MOLA upper-level courses and the number of contact hours for the course.**

2. Summary of substantive changes:

**Total number of credits, structure of hours, textbooks and supplies/materials, student evaluation.**

C. Budget and Learning outcome Issues

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

**Analyze critically and imaginatively (#2)**

**Use knowledge and skills proficiently (#3)**

**Initiate inquiries and develop solutions to problems (#4)**

**Communicate effectively (#5)**

**Pursue self-motivated and self-reflective learning (#6)**

**Contribute regionally and globally (#9)**

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

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

- **We use specific readings (news, essays, short stories, poems, novels, plays, etc.) music, films and material from the internet that illustrates the diversity of indigenous communities of the Americas.**
- **Students read and discuss texts written by Afro-Latin American authors (Nicolás Guillen), women (Rosario Castellanos and Luisa Valenzuela), and indigenous anonymous authors (nahuatl and Mayan poetry).**

- **Students read and discuss readings both literary and non-literary, about the scope of racial and ethnic diversity both in the Americas and globally.**
  - **Students watch and discuss videos about the living conditions of indigenous, women and children in Latin America to discuss to understand how socio-political and economic forces has threaten the survival of indigenous languages, ways of life, and beliefs throughout Latin America.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value **4**
    - b. Class size limit **15**
    - c. Frequency of offering **once per academic year.**
    - d. Resources required (labs, equipment) **n/a**
  5. If this course is not eligible for PLAR, explain why. **n/a**
  6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **n/a**
  7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**The costs for this course would be similar to costs in any course.**

Comments at CWC:

Hi all,

I have read this proposal and I have no concerns.

Hello. With reference both to SPAN 301 and 302:

- Why are these courses moving from 3 to 4 credits? I know that the FREN upper-level courses are 4-credit, but when viewed in the larger context of the BC PSE system, 4-credit upper levels are anomalous. For example, at UVic, upper-level Spanish courses carry the equivalent of 3 credits; so too do the third-year Spanish courses at Kwantlen.

*Response: This issue will be discussed with the deans on Thursday, April 3. Most upper level courses in the College of Arts are 4 credit; all upper level French courses are 4 credit. These are 60 hour courses with a substantial student workload; they should be recognized as such. Moreover, from a budgetary viewpoint, a 4 credit course pays for itself with an enrollment of about 23 students, while a 3 credit course requires about 33 students to break even.*

*Update from T. Piper: I met with Jacqueline Nolte on April 3rd . We agreed to change SPAN 301 and 302 to 4-credit courses. At such time as upper-level courses are changed to 3-credit value across the Arts, we*

*will do the same with SPAN 301 and 302. Students currently complain that the amount of work entailed in these courses is not matched by their credit value. So, when the credit value eventually is reduced, we will also have to reduce the course content. We will then require additional resources from the university to add more Spanish courses. In the meantime, we would like there to be some uniformity to the credit-value of upper-level courses within MOLA.*

- The class size changes from 20 to 15 in the case of 302 and from 26 to 15 in the case of 301 are not something the dean's office can approve. Although the reality may be that these courses will, at least initially, be offered as DIS, we can't be committed to offering courses with such small class sizes.

*Response: This issue will be discussed with the deans on Thursday, April 3. These are intensive writing and oral communication courses, entailing a very heavy instructional workload. Nonetheless, we will leave the class sizes at 20 for 302 and 26 for 301, unless we can strike a compromise with the deans tomorrow.*

Comments at CACC:

There was a discussion around wanting to retain the depth and challenge that if they retract or remain at three credits, there would need to be an additional course to obtain the extended learning that students are currently obtaining. 4 credit courses are continuing to be offered, but this may not always be the best option and should consider moving to a method of greater flexibility. It was noted that UEC is working on a policy where credit value will be measured in accordance with the amount of work completed both in and out of class.

Class size was also discussed, and it was agreed that a max enrolment of 26 will be implemented for all four course submissions.

Week by week breakdown should also be summarized in English, for transfer credit purposes

*Class size has been changed to 26; week by week breakdown in English has been included.*



ORIGINAL COURSE IMPLEMENTATION DATE: Winter 2007  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SPAN 301                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Advanced Spanish I - Oral Communication<br><b>Course Short Title:</b> Adv Span I-Oral Comm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Through this course, students can achieve an advanced level of Spanish oral communication, improving vocabulary, fluency and comprehension. Grammatical explanation and written work help to distinguish oral and written communication norms. Students should expect frequent interaction, individual and group presentations, class discussions and exposure to Spanish language and culture through a variety of media.                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> (SPAN 201) and (SPAN 202) or departmental permission.<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Teresa Arrôliga-Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> March 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |

[SPAN 301]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 4

## Learning Outcomes

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

1. Understand and participate in a conversation at normal speed for an extended period of time.
2. Understand, analyze, and discuss contemporary Latin American films within a social, cultural, and political context.
3. Comprehend, repeat, and discuss the main ideas of lengthy oral discourse on increasingly complex topics.
4. Possess sufficient vocabulary and grammar to understand the mass media.
5. Acquire situation-specific vocabulary through conversation.
6. Appreciate the regional linguistic variety of Spanish (idioms, phrases, and expressions).
7. Communicate information and express ideas with accuracy.
8. Read, analyze, and discuss short literary and journalistic texts (e.g. short stories, newspapers, magazines, websites, etc.).
9. Appreciate the principal stylistic differences between written and spoken Spanish in various contexts.
10. Understand and appreciate the culture of various Hispanic countries.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Students will be led through a series of lessons of increasing complexity focusing on Hispanic culture and language with the goal of incrementally improving speed, stamina and accuracy in comprehension and expression. Specific learning methods may include:

1. Lectures.
2. Participation in individual and group activities (e.g. vocabulary exercises, oral exercises, interviews, role-play, etc.).
3. Round table class discussions and debates.
4. Oral presentations in front of the class.
5. Research and analysis of Spanish news and magazine articles.
6. Reading and critical analysis of short Latin-American literary texts.
7. Watching, analyzing, and discussing Spanish films and audio tapes.
8. Laboratory exercises.

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

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

| <u>Author Surname,<br/>Initials</u>            | <u>Title (article, book, journal, etc.)</u>        | <u>Current Edition</u>   | <u>Publisher</u>         | <u>Year<br/>Published</u> |
|------------------------------------------------|----------------------------------------------------|--------------------------|--------------------------|---------------------------|
| 1.                                             |                                                    | <input type="checkbox"/> |                          |                           |
| Blanco, J.,<br>2. García, M., &<br>Aparisi, M. | Revista (Conversación Sin Barreras), Third Edition | <input type="checkbox"/> | Vista Higher<br>Learning | 2010                      |
| 3.                                             |                                                    | <input type="checkbox"/> |                          |                           |
| 4.                                             |                                                    | <input type="checkbox"/> |                          |                           |
| 5.                                             |                                                    | <input type="checkbox"/> |                          |                           |

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

[http://www.wordreference.com/English\\_Spanish\\_Dictionary.asp](http://www.wordreference.com/English_Spanish_Dictionary.asp)

Selection of readings prepared for the course.

E-mail account and experience in using it

## Typical Evaluation Methods and Weighting

|                       |     |                   |     |                   |   |            |      |
|-----------------------|-----|-------------------|-----|-------------------|---|------------|------|
| Final exam:           | 10% | Assignments:      | 40% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:        | %   | Lab work:         | 5%  | Field experience: | % | Shop work: | %    |
| In-class Performance: | 20% | Oral Evaluations: | 30% | Other:            | % | Total:     | 100% |

**Details (if necessary):** Assignments include online discussion (10%), portfolio (15%) and final presentation (15%). Oral evaluations include role play, debates, and interviews.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**Typical Course Content and Topics**

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

**Week 1**

EL LENGUAJE Y LA COMUNICACIÓN – Language and Communication

Content: El origen del español y su futuro – The origin and future of the Spanish language

Diversidad lingüística del español – The linguistic diversity of Spanish

Una nueva lengua: Spanglish – A new language: Spanglish

Reading: Artículo: Hispania, Sefarad, Al-Andalus: España

**Week 2**

Cuento: El difícil arte de aprender Spanglish (by Eduardo Marcela Daconte) – The difficult art of learning Spanglish

Newspaper article: la educación bilingüe y la reafirmación cultural, La Opinión (México) – Bilingual education and cultural reaffirmation

Music: Shakira (ft. Alejandro Sanz) – La Tortura (Spanglish version), Oye Mi Canto, Aventura – Cuando Volveras (Spanglish version), Aventura – I'm Sorry, Molotov – Frijolero (Beaner), Shakira – Hips Don't Lie

**Week 3**

LAS CREENCIAS POPULARES – Popular Beliefs

Content: Regional festivities

Diversity as exemplified in customs and beliefs

Popular wisdom expressed in proverbs and sayings

Video: Como agua para chocolate / El anzuelo

**Week 4**

Reading: Cuento: El miedo (by Ramón del Valle-Inclán – España)

Newspaper article: El día de muertos, La Jornada (México)

Music: Shakira – Ciega Sordomuda, El Mariachi Loco, other songs about festivals, day of the dead

Week 5: EL ARTE EN LATINOAMÉRICA – Art in Latin America

Content: Música, pintura y poesía – Music, painting, and poetry

Pintores y muralistas (Painters and muralists): Fernando Botero (Colombia), Diego Rivera (México), José Gamarra (Uruguay) y Oswaldo Viteri (Ecuador)

Poetas y poetisas (Poets): Alfonsina Storni (Argentina) Rosario Castellanos (México), Pablo Neruda (Chile), José Martí (Cuba)

**Week 6**

Reading: Reseña: Frida Kahlo: El pincel de la angustia (by Martha Zamora)

Cuento: Garabatos (by Pedro Juan Soto – Puerto Rico)

Poemas: Análisis y contraste de cuatro poetas latinoamericanos

Video: Frida Kahlo

Music: La música ranchera: Pepe Aguilar o Jose Alfredo Jiménez; José Martí: Guantánamera; Pablo Neruda: Víctor Jara;

Alfonsina Storni: Mercedes Sosa.

**Week 7**

LA AMÉRICA INDÍGENA: AYER Y HOY – Indigenous America: Yesterday and today

Content: Ethnic groups: los mayas, los incas y los aztecas

Hispanic identity and diversity

La influencia española en Latinoamérica hasta ahora – The Spanish influence in Latin America until now

El mestizaje y el sincretismo – Mestizaje and syncretism

**Week 8**

Reading: Magazine article: Autopsia de una civilización, Qué pasa (Chile)

Leyenda: la leyenda del maíz

Ensayo: Nuestra lengua (by Octavio Paz)

Video: Cabeza de Vaca / La otra conquista

Music: Víctor Jara, Quilapayún, Inti Illimani

**Week 9**

LA PRESENCIA LATINA – The Latin Presence

Content: Inmigración y emigración, ventajas y desventajas – Immigration and emigration, advantages and disadvantages  
Nationalism and internal treaties

Los hispanos en el norte – Hispanics in North America

La identidad latina / La dificultad de llamarse "hispano" – Latin identity / the difficulty of the term 'Hispanic'

Hispanos famosos (Famous Hispanics): Sandra Cisneros (Poeta chicana), Óscar Arias (Premio Nobel de la paz)

**[SPAN 301]****University of the Fraser Valley Official Undergraduate Course Outline****Page 4 of 4****Typical Course Content and Topics continued:****Week 10**

Reading: Cuento: Una caja de plomo que no se podía abrir (by José Luis González – Puerto Rico)

Poema: Where you from? (by Gina Valdés – Estadounidense)

Magazine article: España: Nueva ola de inmigrantes, Destino y diversidad (España)

Video: El norte – The North

Music: Gloria Estefan – Mi Tierra, Shakira, Aventura, Enrique Iglesias, Daddy Yankee or Thalía

**Week 11**

VISITEMOS HISPANOAMÉRICA – A visit to Hispanic America

Content: Cuba – Las dos caras de la moneda – The two sides of the coin

Guatemala – Los últimos quince años – The last fifteen years

España – Su lugar en la Comunidad Económica Europea – Its place in the European Economic Community

Puerto Rico – Encontrando su identidad – Finding its identity

República Dominicana – Raíces de su música – Roots of its music

**Week 12**

Reading: Artículo “Cuba: La Independencia, de Batista a Castro”

Extracto de Me llamo Rigoberta Menchú y así me nació la conciencia (by Rigoberto Menchú)

Artículo de periódico “España ingresa en la Unión europea”

El dominio español al norteamericano (by Sila M. Calderón)

Artículo “Comienzo de una raza”

Music: Silvio Rodríguez y Pablo Milanés (cantantes cubanos contemporáneos)

“El costo de la vida” (by Juan Luis Guerra / merengue, bachata)

**Week 13**

LA NARRATIVA Y LA POESÍA EN NUESTRA LITERATURA – Narrative and Poetry in Our Literature

Content: La prosa narrativa – Narrative prose

Trama o argumento, personajes o protagonistas, perspectiva narrativa o punto de vista. – Plot, characters, narrative perspective, point of view

Espacio, tiempo y forma. – Space, time, and form

**Week 14**

El análisis (Estructura, el planteamiento, el desarrollo y el final) – Analysis (Structure, approach, development, conclusion)

La poesía - Poetry

Imágenes poéticas – Poetic imagery

Los versos y las estrofas – Lines and verses

Reading: Una escena de la película “El abuelo” (by Benito Pérez Galdós – España)

El Alhep (José Luis Borges – Argentina)

“Sonetos de la muerte” (by Gabriela Mistral – Chile)

Ruben Darío

Music: Los Fabulosos Cadillacs, Mercedes Sosa, Gondwana, Celia Cruz

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, CAC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: **March 21<sup>st</sup>, 2014**

Subject: **Revision of an existing course – SPAN 302**

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

A. Course revision:

1. Rationale for change:

**The course outline has been updated to reflect current practice in the course. The total number of credits has been increased to four to be consistent with other MOLA upper-level courses and the number of contact hours for the course.**

2. Summary of substantive changes:

**Total number of credits, structure of hours, textbooks and supplies/materials, student evaluation.**

C. Budget and Learning outcome Issues

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

**Analyze critically and imaginatively (#2)**

**Use knowledge and skills proficiently (#3)**

**Initiate inquiries and develop solutions to problems (#4)**

**Communicate effectively (#5)**

**Pursue self-motivated and self-reflective learning (#6)**

**Contribute regionally and globally (#9)**

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

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

- **We use specific readings (news, essays, short stories, poems, novels, plays, etc.) music, films and material from the internet that illustrates the diversity of indigenous communities of the Americas.**
- **Students read and discuss texts written by Afro-Latin American authors (Nicolás Guillen), women (Rosario Castellanos and Luisa Valenzuela), and indigenous anonymous authors (nahuatl and Mayan poetry).**

- **Students read and discuss readings both literary and non-literary, about the scope of racial and ethnic diversity both in the Americas and globally.**
  - **Students watch and discuss videos about the living conditions of indigenous, women and children in Latin America to discuss to understand how socio-political and economic forces has threaten the survival of indigenous languages, ways of life, and beliefs throughout Latin America.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value **4**
    - b. Class size limit **15**
    - c. Frequency of offering **once per academic year**
    - d. Resources required (labs, equipment) **n/a**
  5. If this course is not eligible for PLAR, explain why. **n/a**
  6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **n/a**
  7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**The costs for this course would be similar to costs in any course.**

Comments at CWC:

Hi all,

I have read this proposal and I have no concerns.

Hello. With reference both to SPAN 301 and 302:

- Why are these courses moving from 3 to 4 credits? I know that the FREN upper-level courses are 4-credit, but when viewed in the larger context of the BC PSE system, 4-credit upper levels are anomalous. For example, at UVic, upper-level Spanish courses carry the equivalent of 3 credits; so too do the third-year Spanish courses at Kwantlen.

*Response: This issue will be discussed with the deans on Thursday, April 3. Most upper level courses in the College of Arts are 4 credit; all upper level French courses are 4 credit. These are 60 hour courses with a substantial student workload; they should be recognized as such. Moreover, from a budgetary viewpoint, a 4 credit course pays for itself with an enrollment of about 23 students, while a 3 credit course requires about 33 students to break even.*

*Update from T. Piper: I met with Jacqueline Nolte on April 3rd . We agreed to change SPAN 301 and 302 to 4-credit courses. At such time as upper-level courses are changed to 3-credit value across the Arts, we*

*will do the same with SPAN 301 and 302. Students currently complain that the amount of work entailed in these courses is not matched by their credit value. So, when the credit value eventually is reduced, we will also have to reduce the course content. We will then require additional resources from the university to add more Spanish courses. In the meantime, we would like there to be some uniformity to the credit-value of upper-level courses within MOLA.*

- The class size changes from 20 to 15 in the case of 302 and from 26 to 15 in the case of 301 are not something the dean's office can approve. Although the reality may be that these courses will, at least initially, be offered as DIS, we can't be committed to offering courses with such small class sizes.

*Response: This issue will be discussed with the deans on Thursday, April 3. These are intensive writing and oral communication courses, entailing a very heavy instructional workload. Nonetheless, we will leave the class sizes at 20 for 302 and 26 for 301, unless we can strike a compromise with the deans tomorrow.*

Comments at CACC:

There was a discussion around wanting to retain the depth and challenge that if they retract or remain at three credits, there would need to be an additional course to obtain the extended learning that students are currently obtaining. 4 credit courses are continuing to be offered, but this may not always be the best option and should consider moving to a method of greater flexibility. It was noted that UEC is working on a policy where credit value will be measured in accordance with the amount of work completed both in and out of class.

Class size was also discussed, and it was agreed that a max enrolment of 26 will be implemented for all four course submissions.

Learning outcome 12 should use the term Hispanic as opposed to Spanish. Outcome 8 and 12 can be comprised into one outcome

*Class size has been changed to 26; learning outcomes have been revised as suggested.*



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2007

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SPAN 302

Number of Credits: 4 [Course credit policy \(105\)](#)

Course Full Title: Advanced Spanish II - Composition

Course Short Title: Adv Span II-Comp

Faculty: Faculty of Humanities

Department (or program if no department): Modern Languages

### Calendar Description:

This course offers advanced study of written Spanish, including sentence, paragraph and composition structure, grammar, and sensitivity to differences in style, tone, and levels of language from colloquial to formal. Students will build accuracy and speed in reading and writing Spanish in different styles and contexts.

Prerequisites (or NONE): (SPAN 201) and (SPAN 202).

Corequisites (if applicable, or NONE): None.

Pre/corequisites (if applicable, or NONE): None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

### Total Hours: 60

#### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 30        |
| Seminars/tutorials/workshops               | 30        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

### Maximum enrolment (for information only): 26

### Expected frequency of course offerings

(every semester, annually, etc.): At least once a year

Department / Program Head or Director: Teresa Arrôliga-Piper

Date approved: March 18, 2014

Campus-Wide Consultation (CWC)

Date of posting: March 28, 2014

Faculty Council approval

Date approved: April 11, 2014

Dean/Associate VP: Jacqueline Nolte

Date approved: April 11, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: April 25, 2014

**Learning Outcomes**

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

1. Acquire and use new vocabulary, resolve persistent grammatical difficulties, and learn techniques for the development of a good writing style.
2. Resolve persistent grammatical difficulties, and learned techniques for the development of good writing style.
3. Produce academic papers in Spanish.
4. Communicate information and express ideas with accuracy.
5. Improve their ability to read, analyze, and discuss Peninsular and Spanish American texts.
6. Improve their ability to do research in Spanish.
7. Describe and apply the principal stylistic differences between written and spoken Spanish in various contexts.
8. Use complex structures of Spanish grammar in contextualized exercises with consistency; use these structures in composition with some inconsistencies and inaccuracies.
9. Produce writing that is generally comprehensible to native readers.
10. Compare and contrast general cultural aspects present in different Spanish speaking countries with those of the student.
11. Demonstrate understanding of Hispanic values, customs, and social mores through participating in class discussions, and giving oral and written reports.

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

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

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

Methods will vary by instructor but may include:

1. Lectures.
2. Participation in individual and group activities (e.g. vocabulary exercises, oral exercises, interviews, role-play, etc...).
3. Round table class discussions and debates.
4. Oral presentations in front of the class.
5. Research and analysis of Spanish news and magazine articles.
6. Reading and critical analysis of Peninsular and Spanish American literary texts.
7. Watching, analysing, and discussing Spanish films and audio tapes.
8. Advanced practice of communicative and writing skills through culture-based texts and films.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>               | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|-----------------------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Febles, J. &<br>Harris, C.       | Por escrito: de la palabra a la composición (2nd Edition) | <input type="checkbox"/> | Prentice Hall    | 2010                      |

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

[http://www.wordreference.com/English\\_Spanish\\_Dictionary.asp](http://www.wordreference.com/English_Spanish_Dictionary.asp)

Selection of readings prepared for the course.

E-mail account and experience in using it.

**Typical Evaluation Methods and Weighting**

|                                |     |              |     |                   |   |            |      |
|--------------------------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:                    | %   | Assignments: | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:                 | 12% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Attendance &<br>Participation: | 8%  | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Assignments include four compositions and peer-review processes (35%), written assignments (24%), online discussions (6%) and journal, portfolio and oral report (15%)

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**Typical Course Content and Topics**

**Week 1:** Platero y yo, Juan Ramón Jiménez  
Description of object and places. Description of People, Comparison.  
In-class editing session Descriptive rough draft  
Grammar assignment 1

**Week 2:** La siesta del martes, Gabriel García Márquez  
Narration of an event. News Report, opinion Letter

**Week 3:** "Hernán Cortés", Carlos Fuentes  
Narration of a historical event. Narrative Essay. Editorials and op-eds

**Week 4:** In-class editing session Narrative rough draft  
Grammar assignment 2

**Week 5:** " La generacion de los mil euros", Antonio Jimenez. Statistical Report.

**Week 6:** Descriptive essay. Opinion essay.

**Week 7:** Mariposas de Koch, Antonio Di Benedetto

**Week 8:** Argumentative essay. Cover Letter.

**Week 9:** Refutation Essay

**Week 10:** In-class editing session — Argumentative essay  
writing portfolio

**Week 11:** Literary review of Santa Evita, Mario Vargas Llosa

**Week 12:** Film Review, Literary Review, Academic essay

**Week 13:** Grammar review  
In-class editing session academic essay

**Week 14:** In-class grammar test and oral report

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:

**Memo**

To: CACC

From: Zoe Dennison and Tracy Porter

Date: February 28, 2014

Subject: Course outline revisions - PSYC 202, 221, 241, 250, 280, 303, 305, 326, 343, 357, 360, 367, 370, 375, 380, 383, 385, 386, 408– Minor changes

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The psychology department curriculum committee has gone over almost all our outlines, as many were in need of review and updating. Three courses needed prerequisite changes that increased prerequisites, and those have gone the route for major changes on a separate memo. Two courses on this memo have had prerequisites reduced (360, 386).

The rest required updating changes, but nothing substantive was affected.

Summary of changes:

- a) Some calendar descriptions have been modified for clarification. The title for PSYC 280 has been made clearer.
- b) Learning Outcomes - changes made to reflect current LO requirements (and remove numbering as per the CACCs instructions)
- c) Texts/readings have been updated
- d) Student evaluation – more definitive examples have been added
- e) Course content has been updated to reflect week by week breakdown.
- f) Prerequisite changes include the removal of the mention of PSYC 210/220 from some outlines.

In our program past, PSYC 210/220 together contained PSYC 202 Research Methods, 221 Cognition, 250 Lifespan Development, 260 Social Psychology and 280 Biological Basis of Behaviour. When we discontinued 210/220 (10 years ago) and went back to the individual courses, assigning the correct structure for describing prerequisites was quite difficult because of Banner limitations.

A course that required 210/220 might now need 202 and/or 221, 250, or 280, so 210/220 was listed as the previous requirement in all those cases. However, it was officially noted as the same as 202, even though 210 was not the same as 202 in content. That is a convention that Banner forced on us because it could not break 210/220 down.

Since that time, many folks have forgotten the original reasons, and assume if a prerequisite says 210/220, it required 202, when it might actually have required 221 or 280 content.

As we now move to remove the mention of 210/220 (to avoid confusing students as the course has not been run for many years), it might look as if this is narrowing of prerequisites (removing the option of 202), but in fact 202 was never a prerequisite for some courses. The two courses affected by this are PSYC 326 Psychology of Consciousness and PSYC 380 Neuropsychology. Changing the prerequisite notation from PSYC 221 or PSYC 210 and 220, to just PSYC 221, is not removing an option (which would make it a major change), it is a change from PSYC 221 or 'the parts of 210/220 that are like 221', to just PSYC 221, which is a minor change.

For the two courses with prerequisites made broader, PSYC 360 used to require PSYC 101 and PSYC 102 as well as a methods course, but now just requires PSYC 101 and PSYC 102 and approximately second year standing (39 credits). PSYC 386 is similar, it required a methods course in addition to PSYC 101 and 102, but that has been replaced with 45 university credits.

| Course   | Clarified<br>Calendar<br>Description | Improved<br>LO's | Updated<br>Text<br>and/or<br>Readings | Improved<br>Evaluation<br>Examples | Detailed<br>Content<br>Breakdown | Prereq/Coreq Change<br>(Minor Change) |
|----------|--------------------------------------|------------------|---------------------------------------|------------------------------------|----------------------------------|---------------------------------------|
| PSYC 202 | X                                    | X                | X                                     | X                                  | X                                | No Change Proposed                    |
| PSYC 221 |                                      | X                | X                                     | X                                  | X                                | No Change Proposed                    |
| PSYC 241 | X                                    | X                | X                                     | X                                  |                                  | No Change Proposed                    |
| PSYC 250 |                                      | X                | X                                     | X                                  | X                                | No Change Proposed                    |
| PSYC 280 | X                                    | X                | X                                     | X                                  | X                                | No Change Proposed                    |
| PSYC 303 | X                                    | X                | X                                     | X                                  | X                                | No Change Proposed                    |
| PSYC 305 | X                                    | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 326 |                                      | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 343 |                                      | X                |                                       | X                                  | X                                | Removed 210/220                       |
| PSYC 357 |                                      | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 360 |                                      | X                | X                                     | X                                  | X                                | X                                     |
| PSYC 367 | X                                    | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 370 | X                                    | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 375 |                                      | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 380 | X                                    | X                | X                                     | X                                  |                                  | Removed 210/220                       |
| PSYC 383 | X                                    | X                | X                                     | X                                  | X                                | Removed 210/220                       |
| PSYC 385 |                                      |                  |                                       |                                    |                                  | Removed 210/220                       |
| PSYC 386 |                                      | X                | X                                     | X                                  | X                                | X                                     |
| PSYC 408 | X                                    | X                |                                       | X                                  | X                                | Removed 210/220                       |

These changes have no budgetary implications.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Social Psychology<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><p>The purpose of this course is to provide students with a broad overview of the field of social psychology. The course focuses on social psychological theory and findings. Topics may include how individuals view the social world, how individuals make inferences about others, how attitudes are formed and changed, and social relations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Note:</b> Students with credit for PSYC 260 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> (PSYC 101) and (PSYC 102) and (one of PSYC 202, CRIM 220, KPE 301, KPE 400, SOC 255/ANTH 255/MACS 255 [formerly SCMS 255], or [PSYC 210 and PSYC 220]). Note: As of January 2016, prerequisites will change to the following: (45 university-level credits) to include (PSYC 101) and (PSYC 102).<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>PSYC 260</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Lecture hours</td> <td style="text-align: right; padding: 2px;">30</td> </tr> <tr> <td style="padding: 2px;">Seminars/tutorials/workshops</td> <td style="text-align: right; padding: 2px;">15</td> </tr> <tr> <td style="padding: 2px;">Laboratory hours</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Field experience hours</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Experiential (practicum, internship, etc.)</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Online learning activities</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total</b></td> <td style="text-align: right; padding: 2px;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Zoe Dennison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> February 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> March 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> March 16, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> February 20, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |

[PSYC 360]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Enumerate the basic processes in social perception and to demonstrate the relationship of these processes to social behavior and interaction
- Summarize the body of theory and research relevant to social attitudes and the relationship of attitudes to behavior
- Describe social interaction in such areas as interpersonal attraction and aggression
- Describe social influence processes and to relate these processes to such phenomena as obedience and conformity

## Prior Learning Assessment and Recognition (PLAR)

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

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

This course may include lectures, discussion, films and videos, readings. This course may be offered online or as a hybrid course.

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u>   | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|-------------------------------------|--------------------|---------------------------|
| 1. | Aronson, Wilson,<br>Akert, & Fehr   | <i>Social psychology: Canadian edition</i>  | <input checked="" type="checkbox"/> | Prentice Hall      |                           |
| 2. | Baron & Byrne                       | <i>Social psychology</i>                    | <input checked="" type="checkbox"/> | Allyn and<br>Bacon |                           |
| 3. |                                     |                                             | <input type="checkbox"/>            |                    |                           |
| 4. |                                     |                                             | <input type="checkbox"/>            |                    |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                    |                           |

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

No special materials required.

## Typical Evaluation Methods and Weighting

### Example One:

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 45% | Assignments: | 20% | Midterm exam:     | 35% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         |     | Other:       | %   | Other:            | %   | Total:     | 100% |

Details (if necessary):

### Example Two:

3 Quizzes: 15% (5% each)  
Midterm exam: 30%  
Final exam: 35%  
Final essay: 20%

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**[PSYC 360]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

| <b>Week</b> | <b>Topic</b>                                            |
|-------------|---------------------------------------------------------|
| 1           | Introduction                                            |
| 2-3         | Social Perception and Cognition                         |
| 4           | Self-justification and the need to maintain self-esteem |
| 5-6         | Attitudes                                               |
| 7           | Midterm                                                 |
| 8-9         | Conformity, Compliance, and Obedience                   |
| 10          | Interpersonal Attraction and Relationships              |
| 11          | Aggression                                              |
| 12          | Prejudice                                               |
| 13          | Review                                                  |

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 386                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Social Psychology of Groups<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>The purpose of this course is to provide students with a broad overview of the social psychology of groups. The course focuses on social psychological theory, methodology, and findings. Topics will include group cohesion and development, power, leadership, and performance.                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b> (PSYC 101) and (PSYC 102) and (one of PSYC 202, CRIM 220, KPE 301, KPE 400, SOC 255/ANTH 255/MACS 255 [formerly SCMS 255], or [PSYC 210 and PSYC 220]. Note: As of January 2016, prerequisites will change to the following: (45 university-level credits) to include (PSYC 101) and (PSYC 102).<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Alternate years |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Zoe Dennison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> February 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> March 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> March 16, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> February 20, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

[PSYC 386]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

1. Describe, discuss, and analyze current research and theories on group formation and development, group influence, and interaction
2. Identify issues and critically evaluate research on group performance, decision-making, and conflict
3. Write assignments or papers that incorporate critical evaluation of relevant literature
4. Integrate course material and describe its application to real world group behaviour
5. Generate new research questions about groups and group behaviour

## Prior Learning Assessment and Recognition (PLAR)

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

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

May include lectures, films and video, in-class exercises. May be taught as a hybrid or online course

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. | Forsyth & Donelson                  | <u>Group Dynamics</u>                       | <input checked="" type="checkbox"/> | Brooks/Cole      | 2014                      |
| 2. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                  |                           |

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

No special materials required.

## Typical Evaluation Methods and Weighting

### Example One:

|                |     |             |     |                   |     |            |      |
|----------------|-----|-------------|-----|-------------------|-----|------------|------|
| Final exam:    | 45% | Assignment: | 20% | Midterm exam:     | 35% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:   | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:      | %   | Other:            | %   | Total:     | 100% |

Details (if necessary):

### Example Two:

Midterm exam: 30%  
 Final exam: 35%  
 Attendance: 10%  
 Two quizzes: 5% (2.5% each)  
 Eight small papers: 20% (2.5% each)

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**[PSYC 386]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

| <b>Topic</b>                     | <b>Chapter</b> |
|----------------------------------|----------------|
| Week 1: Introduction             | 1              |
| Week 2: Structure                | 6              |
| Week 3: Cohesion and Development | 5              |
| Week 4: Influence                | 7              |
| Week 5-6: Performance            | 10             |
| Week 7: Midterm                  |                |
| Week 8: Power                    | 8              |
| Week 9: Leadership               | 9              |
| Week 10: Inter-group Relations   | 14             |
| Week 11: Decision Making         | 11             |
| Week 12: Teams                   | 12             |
| Week 13: Conflict                | 13             |

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 21 March 2014

Subject: Major Change to THEA 211

Course revision: THEA 211 Character and Scene Study I

1. Rationale for change: A revision of core acting courses, THEA 111, THEA 112, THEA 211 and THEA 212, was one of the recommendations in the Theatre department's 2012 program review. For the most part, THEA 211 needed only minor changes. The one major change is a reduction of course hours from 50 to 45, to accord with the actual contact hours for the course (3 hours a week for a 14 week semester, plus a 3 hour performance exam = 45 hours).
2. Summary of substantive changes:
  - **Course Title** changed to better reflect the course content
  - **Calendar description** clarified
  - **Course hours** revised to 45 hours (see rationale above)
  - **Maximum enrolment** change to 24 from 18
  - **Learning outcomes** clarified
  - **Instructor-related sections** (texts, supplies/materials, evaluation, course content) updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

The following show out the course learning outcomes align with Institutional Learning Outcomes (ILO):

- analyze a dramatic script from an actor's perspective [ILO 1, 2, 3]
- apply knowledge of historical or classical dramatic and performance conventions to script analysis [ILO 1, 2, 3]
- conduct research into the values, experiences and circumstances relevant to a character [ILO 1, 2, 3, 4]
- choose actions based on an informed knowledge of how character relationships determine communication [ILO 2, 3, 4, 5]
- apply vocal and physical techniques to embody a character's experience [ILO 3, 5]
- use relaxation techniques and sensory observation to be alert to present experience [ILO 3, 5]
- respond with spontaneity and believability to the actions and behaviors of other actors when performing [ILO 3, 5]

- give constructive critique on their own and others' work [ILO 5, 6, 7, 8]
  - refine a performance by responding constructively to feedback [ILO 3, 5, 6, 8]
  - demonstrate professionalism when fulfilling their responsibilities in rehearsal and performance [ILO 8]
  - collaborate with one or two other actors to prepare and perform scenes [ILO 1 through 8]
- b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required by any programs beyond the discipline.
- c. What consideration has been given to indigenizing the curriculum?
- Indigenization is not directly addressed in this particular course; however, through its annual season of theatre and hosting of special events, including partnership events with the Sto:lo Nation and visits by prominent First Nations creative artists, the department plays an integral role in developing awareness of Indigenous culture and issues. This course supports these activities.
- d. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
- i. Credit value: no change
  - ii. Class size limit: changing the class size maximum to 24 will have a modest positive impact by increasing tuition revenues for this course
  - iii. Frequency of offering: no change
  - iv. Resources required (labs, equipment): the facilities needed for this course are available (CEP studio theatre)
- e. If this course is not eligible for PLAR, explain why.
- This course is eligible for PLAR
- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
- Field trips to attend theatre productions and other live events may be required from time to time, depending on the faculty member teaching the course. Normally, such excursions are announced on the first day of class, and arranged with the class. Students normally cover the costs of tickets and transportation themselves.
- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
- Textbooks, software, and materials for this course generally cost around \$150-200. Field trips to see theatre productions will normally cost around \$50, including theatre tickets and transportation.



ORIGINAL COURSE IMPLEMENTATION DATE: December 1980

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: THEA 211

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Character and Scene Study I  
Course Short Title:

Faculty: Faculty of Humanities

Department (or program if no department): Theatre

### Calendar Description:

In this course, students work with contemporary and classical scripts, learning how to define character relationships, animate interactions with other actors, and clarify tactics. This course may involve field trips to see plays in the Lower Mainland.

Prerequisites (or NONE): THEA 112

Corequisites (if applicable, or NONE): None.

Pre/corequisites (if applicable, or NONE): None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

Total Hours: 45

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 10        |
| Seminars/tutorials/workshops               | 10        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours: Studio                | 25        |
| <b>Total</b>                               | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 24

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

Department / Program Head or Director: Bruce Kirkley

Date approved: March 2014

Campus-Wide Consultation (CWC)

Date of posting: March 28, 2014

Faculty Council approval

Date approved: April 11, 2014

Dean/Associate VP: Jacqueline Nolte

Date approved: April 11, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: April 25, 2014

[THEA 211]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- analyze a dramatic script from an actor's perspective
- apply knowledge of historical or classical dramatic and performance conventions to script analysis
- conduct research into the values, experiences, and circumstances relevant to a character
- choose actions based on an informed knowledge of how character relationships determine communication
- apply vocal and physical techniques to embody a character's experience
- use relaxation techniques and sensory observation to be alert to present experience
- respond with spontaneity and believability to the actions and behaviors of other actors when performing
- give constructive critique on their own and others' work
- refine a performance by responding constructively to feedback
- demonstrate professionalism when fulfilling their responsibilities in rehearsal and performance
- collaborate with one or two other actors to prepare and perform scenes

## Prior Learning Assessment and Recognition (PLAR)

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

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

Individual and group exercises, improvisation, scene-work, classical monologue preparation, class presentations, critique and discussion, field observation and study, attendance and analysis of theatre performances.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                                             | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. Cohen, R.                        | Acting Power: the 21 <sup>st</sup> Century Edition                                                      | <input checked="" type="checkbox"/> | Routledge        | 2013                      |
| 2. Caldarone, M.                    | Actions: The Actor's Thesaurus                                                                          | <input checked="" type="checkbox"/> | Nick Herne       | 2004                      |
| 3. Hester, J.                       | Performing Shakespeare                                                                                  | <input checked="" type="checkbox"/> | Crowood          | 2008                      |
| 4. Henry, J. et al                  | Duo! The Best Scenes for Two for the 21 <sup>st</sup> Century                                           | <input checked="" type="checkbox"/> | Applause         | 2009                      |
| 5. Freeman, N.                      | Once more unto the speech, dear friends: monologues from Shakespeare's first folio (volumes I, II, III) | <input checked="" type="checkbox"/> | Applause         | 2005/06                   |

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

Exercise mat, water bottle, and active wear required for classes.

## Typical Evaluation Methods and Weighting

|                    |     |                  |     |                   |     |            |      |
|--------------------|-----|------------------|-----|-------------------|-----|------------|------|
| Final exam:        | %   | Assignments:     | 20% | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests:     | %   | Lab work:        | %   | Field experience: | %   | Shop work: | %    |
| Class Performances | 50% | Research Journal | 20% | Participation     | 10% | Total:     | 100% |

### Details (if necessary):

|                                  |     |
|----------------------------------|-----|
| Scene Presentations (2)          | 30% |
| Classical Monologue Presentation | 20% |
| Reading Journal                  | 10% |
| Character Research Journal       | 20% |
| Theatre Attendance and Review    | 10% |
| Class Participation              | 10% |

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**[THEA 211]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

- 1 Introduction; Situation, Context, Interaction
- 2 Winning; Feedback Loop
- 3 Relationship and Communication
- 4 Present Scene 1
- 5 Tactics 1
- 6 Tactics 2
- 7 Scene Coaching
- 8 Scene Coaching
- 9 Present Scene 2
- 10 Performing Shakespeare 1
- 11 Performing Shakespeare 2
- 12 Shakespeare Monologue Coaching 1
- 13 Shakespeare Monologue Coaching 2
- 14 Shakespeare Monologue Presentations

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 18 March 2014

Subject: New Course: THEA 312 Character and Scene Study II (Replaces THEA 212)

1. Rationale for change: THEA 312 Character and Scene Study II is a new upper-level course designed to replace the department's current second year course THEA 212 Acting IV. The development of more upper-level creative practice courses was a central recommendation of the Theatre department's 2012 program review. THEA 212 was originally created in 1980 as part of the two-year diploma program. The content of the course has always been relatively advanced for a second-year course, so moving to a third-year level is a logical step. The new THEA 312 will form an important upper-level option in creative practice for the department's proposed Theatre Major.
2. Summary of substantive changes to THEA 212, which this course replaces:
  - **Course Code and Number** changed to THEA 312
  - **Number of Credits** changed to 4 in keeping with other upper-level Theatre courses
  - **Calendar description** modified for clarity and simplicity
  - **Prerequisites** expanded to "One of: THEA 211, THEA 215, or THEA 112 and THEA 250" to allow students more paths into the course
  - **Total Hours** changed to 90 hours to accord with standard hours for upper-level creative practice courses in Theatre
  - **Learning outcomes** clarified and adjusted to reflect upper-level course expectations
  - **Instructional Methods** revised and expanded to capture the range of learning methods appropriate to this course
  - **Instructor-related sections** (texts, supplies/materials, evaluation, course content) updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?
 

The following show out the course learning outcomes align with Theatre Learning Outcomes (TLO, attached), and Institutional Learning Outcomes (ILO):

    - Realize the values, experiences, and actions of a complex character in performance [TLO 3, 4, 5, 6; ILO 2, 3, 4, 5, 6]
    - Apply research relevant to understanding and portraying a character's historical, social, and cultural circumstances [TLO 1, 2, 6, 9, 11; ILO 1, 2, 3, 4, 6]

- Employ vocal and physical techniques to embody their characterization [TLO 6, 12; ILO 3, 5]
  - Respond to other actors in ways that intensify interactions between characters [TLO 3, 4, 6, 7; ILO 2, 3, 4, 5, 8]
  - Play an extended range of actions with ease and flexibility [TLO 4, 6; ILO 3, 4]
  - Prepare for a professional audition [TLO 3, 4, 6, 12; ILO 3, 5, 6, 8]
  - Create an effective acting resume and webpage [TLO 5; ILO 5, 8]
  - Apply criteria for obtaining and selecting effective headshots and photographs [TLO 5, 9, 12; ILO 2, 5, 8]
  - Describe how casting decisions are made [TLO 1, 4, 5, 10; ILO 2, 3, 4, 8]
  - Describe how to develop a professional relationship with talent agencies [TLO 3, 4, 12; ILO 3, 5, 8]
  - Demonstrate professionalism when fulfilling an actor's responsibilities in rehearsals and performances [TLO 3, 5, 12; ILO 2, 5, 8]
  - Give constructive critique on their own and others' work [ILO 2, 5, 7, 8]
  - Refine a performance by responding constructively to feedback [ILO 3, 4, 6, 8]
  - Collaborate with others to create an ensemble performance [TLO 7; ILO 7, 8]
- b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required by any programs beyond the discipline.
- c. What consideration has been given to indigenizing the curriculum?
- The prerequisites for the course have been expanded from the previous THEA 212 Acting IV course that it replaces, to include THEA 250 Introduction to Storytelling. THEA 250 is designed specifically to appeal to Aboriginal learners, so allowing this course as a prerequisite will open more pathways for these students to take advanced courses in Theatre.
- d. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
- i. Credit value: the increase in credits will provide a modest amount of additional tuition revenue
  - ii. Class size limit: the class size limit has been increased from 18 to 24, which will also provide a modest amount of additional tuition revenue
  - iii. Frequency of offering: the frequency of offering has been changed from "annually" to "every other year," in keeping with other upper-level courses in Theatre. This change should not have any impact on budget, since it will simply mean that the section previously dedicated to THEA 212 annually will now be given to THEA 312 one year, and to another upper-level creative practice course the other.

- iv. Resources required (labs, equipment): the facilities needed for this course are already available (CEP studio theatre)
- e. If this course is not eligible for PLAR, explain why.  

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

Field trips to attend theatre productions and other live events may be required from time to time, depending on the faculty member teaching the course. Normally, such excursions are announced on the first day of class, and arranged with the class. Students normally cover the costs of tickets and transportation themselves.
- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  

Textbooks, software, and materials for this course generally cost around \$150-200. Field trips to see theatre productions will normally cost around \$50, including theatre tickets and transportation.



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: THEA 312

Number of Credits: 4 [Course credit policy \(105\)](#)

Course Full Title: Character and Scene Study II  
 Course Short Title:

Faculty: Faculty of Humanities

Department (or program if no department): Theatre

### Calendar Description:

In this course, students will learn to create complex characterizations, apply auditioning and career building skills, and undertake the challenges of an extended role. This course may involve field trips to see plays in the Lower Mainland.

Note: Students with credit for THEA 212 can take THEA 312 to receive 4 upper-level credits, or can use 3 credits from THEA 212 to satisfy upper-level THEA requirements.

Prerequisites (or NONE): One of THEA 211, or THEA 215, or (both THEA112 and THEA 250).

Corequisites (if applicable, or NONE): None.

Pre/corequisites (if applicable, or NONE): None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number: THEA 212

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

Total Hours: 90

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 12        |
| Seminars/tutorials/workshops               | 6         |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) | 40        |
| Online learning activities                 |           |
| Other contact hours: Studio                | 32        |
| <b>Total</b>                               | <b>90</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 24

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

Department / Program Head or Director: Bruce Kirkley

Date approved: March 2014

Campus-Wide Consultation (CWC)

Date of posting: March 28, 2014

Faculty Council approval

Date approved: April 11, 2014

Dean/Associate VP: Jacqueline Nolte

Date approved: April 11, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: April 25, 2014

[THEA 312]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

### Learning Outcomes

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

- Realize the values, experiences, and actions of a complex character in performance
- Apply research relevant to understanding and portraying a character's historical, social, and cultural circumstances
- Employ vocal and physical techniques to embody their characterization
- Respond to other actors in ways that intensify interactions between characters
- Play an extended range of actions with ease and flexibility
- Prepare for a professional audition
- Create an effective acting resume and webpage
- Apply criteria for obtaining and selecting effective headshots and photographs
- Describe how casting decisions are made
- Describe how to develop a professional relationship with talent agencies
- Demonstrate professionalism when fulfilling an actor's responsibilities in rehearsals and performances
- Give constructive critique on their own and others' work
- Refine a performance by responding constructively to feedback
- Collaborate with others to create an ensemble performance

### Prior Learning Assessment and Recognition (PLAR)

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

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

Individual and group exercises, improvisation, scene study, class presentations, contemporary and classical audition preparation, workshops (on resumes, headshots, and basic webpage creation using online tools such as Squarespace, Wordpress or Weebly), audition presentations with guest director, one-act play performance, critique and discussion, field observation and study, attendance and analysis of theatre performances.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                          | <u>Current Edition</u>              | <u>Publisher</u>             | <u>Year<br/>Published</u> |
|-------------------------------------|----------------------------------------------------------------------|-------------------------------------|------------------------------|---------------------------|
| 1. Cohen, R.                        | Acting Power: the 21 <sup>st</sup> Century Edition                   | <input checked="" type="checkbox"/> | Routledge                    | 2013                      |
| 2. Bogart, A.                       | The Viewpoints Book: A Practical Guide to Viewpoints and Composition | <input checked="" type="checkbox"/> | Theatre Communications Group | 2005                      |
| 3. Wagh, S.                         | An Acrobat of the Heart: A Physical Approach to Acting               | <input checked="" type="checkbox"/> | Vintage                      | 2000                      |
| 4. Cohen, D.                        | The Complete Professional Audition                                   | <input checked="" type="checkbox"/> | Back Stage Books             | 2005                      |
| 5. Merlin, J.                       | Auditioning: An Actor-Friendly Guide                                 | <input checked="" type="checkbox"/> | Vintage                      | 2001                      |

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

Exercise mat, water bottle, and active wear required for classes; head-shots, resumes, and computer with internet access required for audition workshops and presentations.

### Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |                |      |
|----------------|-----|--------------|-----|-------------------|-----|----------------|------|
| Final exam:    | %   | Assignments: | 15% | Midterm exam:     | %   | Participation: | 10%  |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work:     | %    |
| Scene Study    | 20% | Audition     | 25% | One Act Play      | 30% | Total:         | 100% |

#### Details (if necessary):

Scene Study (including character research) 20%  
 Audition (including resume and webpage) 25%  
 One Act Play (including character research) 25%  
 Actor's Journal 10%  
 Participation 10%

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**[THEA 312]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

- 1 Introduction; The Character's Viewpoint
- 2 Embodying the Character
- 3 Character Choice, Action and Interaction
- 4 Scene Preparation and Coaching
- 5 Scene Presentation and Critique
- 6 Audition and Self-Marketing Techniques I (acting skills and concepts specific to auditions)
- 7 Audition and Self-Marketing Techniques II (resumes, headshots, webpages, agents, casting)
- 8 Audition Preparation and Coaching
- 9 Audition Presentation
- 10 Audition Feedback and Discussion
- 11 Researching and Preparing the Extended Role
- 12 One Act Play Preparation and Coaching
- 13 One Act Play Preparation and Coaching
- 14 One Act Play Presentation and Critique

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 24 March 2014

Subject: Major Change to THEA 450, Prerequisites Changed

Course revision: THEA 450 Directing I

1. **Rationale for change:** This course is due for routine course review. In the proposed revisions, the **prerequisites** have been both opened up, so that students now have more options for the specific courses required for THEA 450, but have also been made more restrictive, in that students will need more theatre courses overall. The prerequisites for the course were formerly THEA 211 and either THEA 199 or 299. The course revision proposes allowing more options: THEA 211 (Character and Scene Study I), or THEA 215 (Voice and Body I), or THEA 112 (Essentials of Acting) and THEA 250 (Introduction to Storytelling). At the same time, the revision proposes tightening the practicum prerequisites to require both THEA 199 and THEA 299, since 199 is now a prerequisite for 299, and requiring students to complete an additional 12 credits of Theatre prior to taking Directing I. These changes are needed to recognize that THEA 450 is designed as an upper-level capstone experience, and students need a significant breadth and depth of knowledge and skill in order to meet the challenges of directing for the theatre. With the current prerequisites, students with insufficient preparation have sometimes registered in the course, requiring significant remedial coaching to shepherd them through the material. Opening up the options for the specific courses assigned as prerequisites should serve as a reasonable counterbalance to the requirement for more courses overall.

The revision also proposes adjusting the **class size** maximum to 18 from the current 24. Here again, because this is an upper-level capstone course requiring a significant degree of individual attention and coaching, a class-size maximum of 18 ensures an appropriate depth and breadth of learning experience for students at this level, most of whom will be in their final year of study when taking this course. Please note that the department has increased the class size maximum in all lower level studio courses (from 18 to 24), so the modest reduction here is more than offset by increased enrolments elsewhere.

2. **Summary of substantive changes:**
  - **Prerequisites** changed to “THEA 211, or THEA 215, or THEA 112 and THEA 250; plus THEA 299 and 12 additional Theatre credits”
  - **Structure of instructional hours** adjusted to reflect current practice
  - **Maximum enrolment** adjusted to 18 students from 24
  - **Learning outcomes** clarified

- **Instructional methods** updated to include field trips and scene presentations
- **Instructor-related sections** (texts, supplies/materials, evaluation, course content) updated to reflect current practice

3. Budget and Learning outcome Issues

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

The following show out the course learning outcomes align with Institutional Learning Outcomes (ILO):

- Describe the director's role in the creative process of theatre production [ILO 1]
- Explain how directing theory and practice have developed historically [ILO 1, 2, 3]
- Analyze contemporary dramatic texts from the director's point of view [ILO 1, 2, 3, 4]
- Create production concepts for scripts [ILO 2, 3, 4, 6]
- Communicate clearly and professionally, in oral, non-verbal, and written contexts [ILO 5]
- Apply knowledge of directing theory and practice by directing student actors in a short scene [ILO 4, 5, 6, 7, 8]
- Evaluate how different approaches to directing are employed in a range of aesthetic and literary contexts [ILO 2, 3, 6]
- Interpret primary and secondary sources to answer questions arising from script analysis and in rehearsal [ILO 2, 4, 6]
- Apply critical criteria to critique and improve creative work [ILO 2, 5, 6, 7, 8]

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

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

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

The prerequisites for the course have been expanded to include THEA 250 Introduction to Storytelling. THEA 250 is designed specifically to appeal to Aboriginal learners, so allowing this course as a prerequisite will open more pathways for these students to take advanced courses in Theatre.

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

- Credit value: no change
- Class size limit: changed to 18 from 24; please see rationale above
- Frequency of offering: no change
- Resources required (labs, equipment): no change

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

This course is eligible for PLAR.

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

Field trips to attend theatre productions and other live events may be required from time to time, depending on the faculty member teaching the course. Normally, such excursions are announced on the first day of class, and arranged with the class. Students normally cover the costs of tickets and transportation themselves.

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

Textbooks, software, and materials for this course generally cost around \$150-200. Field trips to see theatre productions will normally cost around \$50, including theatre tickets and transportation.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|---|--------------------------------------------|--|----------------------------|--|-------------------------------|----|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: THEA 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Course Full Title: Directing I<br>Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Department (or program if no department): Theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><p>This course is an introduction to the fundamentals of directing, commencing with a survey of directing history and theory to 1960. Students will explore the director's creative process through the analysis of contemporary scripts as well as engaging in workshop sessions in directing practice. Students may be required to attend field trips to performances.</p>                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Note: Students with credit for Thea 453 cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> (THEA 211) and (either THEA 199 or 299). Note: As of January 2016, prerequisites will change to the following: (One of THEA 211, or THEA 215, or [both THEA 112 and THEA 250]) and (THEA 299) and (12 additional THEA credits).<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>THEA 453</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">10</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">5</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: workshop</td><td style="text-align: right;">45</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours | 5 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: workshop | 45 | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 18<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Every other year |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours: workshop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> March 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                               |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

[THEA 450]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Describe the director's role in the creative process of theatre production
- Explain how directing theory and practice have developed historically
- Analyze contemporary dramatic texts from the director's point of view
- Create production concepts for scripts
- Communicate clearly and professionally, in oral, non-verbal, and written contexts
- Apply knowledge of directing theory and practice by directing student actors in a short scene
- Evaluate how different approaches to directing are employed in a range of aesthetic and literary contexts
- Interpret primary and secondary sources to answer questions arising from script analysis and in rehearsal
- Apply criteria to critique and improve creative work

## Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, seminars, workshop, videos, field trips, scene presentations

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u>        | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|--------------------------|-------------------------|---------------------------|
| 1. | Bogart, A.                          | A Director Prepares                         |                          | Routledge               | 2001                      |
| 2. | Nottage, L.                         | Ruined                                      | <input type="checkbox"/> | Dramatists Play Service | 2010                      |
| 3. | Mitter, S and<br>Shevtsova, M       | Fifty Key Theatre Directors                 | <input type="checkbox"/> | Routledge               | 2005                      |
| 4. | Ball, W                             | A Sense of Direction                        | <input type="checkbox"/> | Drama Books             | 1984                      |

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

## Typical Evaluation Methods and Weighting

|                     |     |              |     |                   |   |            |      |
|---------------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:         | %   | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:      | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Scene Presentations | 30% | Other:       | %   | Other:            | % | Total:     | 100% |

### Details (if necessary):

|                                           |     |
|-------------------------------------------|-----|
| Autobiographical scene assignment         | 10% |
| Presentation on director                  | 15% |
| Director's preparation (One-act analysis) | 15% |
| Directors's Preparation (script analysis) | 15% |
| Director's concept – group project        | 15% |
| Final scene presentation                  | 20% |
| Performance critique based on field trip  | 10% |

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**[THEA 450]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

Week One – The director's role, the nature of creativity, principles of leadership  
Week Two – Workshop exploration of autobiography as subject for performance direction  
Week Three – Autobiography presentations  
Week Four – The rise of the director from the Greeks to 1900, directing theory and practice presentations 1900 – 1960  
Week Five – Directing theory and practice 1900 – 1960 continued  
Week Six – The director's preparation – analysis of one-act play  
Week Seven - Workshop on rehearsing a scene, working with actors  
Week Eight – The director's preparation – analysis of a contemporary play  
Week Nine – The director's preparation – production concept of contemporary play  
Week Ten – Presentations of group concepts, field trip  
Week Eleven – The director's preparation – analysis of contemporary scene  
Week Twelve – Rehearsals of contemporary scene, finding the action  
Week Thirteen – Scene coachings with instructor  
Final Exam – Presentation of scenes and critique

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:

**MEMORANDUM**

**TO:** UEC  
**FROM:** Nancy Goad, Coordinator Nursing Programs  
**RE:** Pre-requisites PNUR 147

PNUR 147 is an Anatomy and Physiology course initially approved at UEC in February 2012 as part of the new provincial curriculum for the PN program. The provincial curriculum reflects that this course was to be a prerequisite for entry into the PN program but did allow for programs to offer it as part of the program in the first offering of the program since applicants had had not opportunity to take it ahead of time. It was offered as a program course in the initial offering of the PN program at UFV in September 2012.

The course was re-submitted to UEC in November 2012 and was approved to become a program prerequisite. However at that time no changes were made to the course outline. It still has a course prerequisite as “Enrolled in the Practical Nursing diploma program”.

The entrance requirements to the PN program include completion of both Biology 12 and PNUR 147 (or equivalents). However, Biology 12 is a course that applicants need to take in preparation for PNUR 147.

The PN program would ask that the current prerequisite be removed and that the following prerequisite be added.

“A minimum C+ grade in one of Biology 12 or equivalent (BIO 093) or BIO 111 within 5 years prior to enrolment.”

The changes have been approved by Health Sciences Faculty Council

CWC

One comment was sent from CWC and the feedback has been incorporated:

Thanks Nancy. I have no further concerns.

Rhonda

**From:** Nancy Goad  
**Sent:** Tuesday, March 11, 2014 8:16 PM  
**To:** Rhonda Colwell  
**Subject:** RE: [CWC] PNUR 147 Memorandum and BSN and PN Entrance Requirements

Rhonda:

Thank you for the feedback. The expectation is that a C+ is the required grade for all relevant Bio courses. I will change it to reflect the wording you have suggested. It does make it clearer.

Nancy Goad

---

**From:** Rhonda Colwell

**Sent:** March 5, 2014 10:58 AM

**To:** Charlene Smadello

**Cc:** Nancy Goad; Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: [CWC] PNUR 147 Memorandum and BSN and PN Entrance Requirements

Hi all,

I have read this proposal and I have a clarification question about the way the prerequisites for PNUS 147 are worded – do students need to have a minimum C+ grade in just BIO 111? Or, is this minimum grade applied to whichever BIO course the student chooses?

Does “A minimum C+ in one of Biology 12, BIO 093, or BIO 111. This course must be completed within 5 years prior to enrolment.” better reflect what is required?

I have no concerns with the entrance requirement changes.

Thanks,  
Rhonda



ORIGINAL COURSE IMPLEMENTATION DATE: September 2012  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2018  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

**Course Code and Number:** PNUR 147

**Number of Credits:** 3 [Course credit policy \(105\)](#)

**Course Full Title:** Human Anatomy and Physiology  
**Course Short Title:**

**Faculty:** Faculty of Health Sciences

**Department (or program if no department):** Practical Nursing

### Calendar Description:

This course provides students with a review of each of the body systems. The structure and function of each of the systems will be discussed. Emphasis will be placed on an understanding of the interrelationship among the body systems. As each body system is presented, various health promotion strategies will be discussed that support optimal health.

**Prerequisites (or NONE):** A minimum C+ grade in one of Biology 12 or equivalent (BIO 093) or BIO 111 within 5 years prior to enrollment.

**Corequisites (if applicable, or NONE):** None

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

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

### Total Hours: 45

#### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 45        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 36

**Expected frequency of course offerings**  
 (every semester, annually, etc.): Annually

**Department / Program Head or Director:** Hannah MacDonald

**Date approved:** February 6, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** February 21, 2014

**Faculty Council approval**

**Date approved:** March 28, 2014

**Dean/Associate VP:** Joanne MacLean

**Date approved:** March 28, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** April 25, 2014

[PNUR 147]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**Learning Outcomes**

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

1. Describe the structure and the function of each body system.
2. Discuss the physiological mechanisms integral to each body system.
3. Articulate an understanding of the interrelationship among all body systems for the achievement of a homeostatic state.
4. Apply appropriate health terminology to discussion of body systems.
5. Identify relevant health promotion strategies that will promote optimal health for each body system.

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

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

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

Lecture, discussion, small group work, videos

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

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

|    | <u>Author Surname,</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u>             | <u>Year</u><br><u>Published</u> |
|----|-------------------------------------------|---------------------------------------------|--------------------------|------------------------------|---------------------------------|
| 1. | Scanlon, V. C.,<br>& Sanders, T           | Essentials of anatomy and physiology        | 6 <sup>th</sup>          | Philadelphia:<br>F. A. Davis | 2011                            |
| 2. | Venes, D.<br>(Ed.).                       | Taber's cyclopedic medical dictionary       | 19 <sup>th</sup>         | Philadelphia:<br>F.A. Davis  |                                 |
| 3. |                                           |                                             | <input type="checkbox"/> |                              |                                 |
| 4. |                                           |                                             | <input type="checkbox"/> |                              |                                 |
| 5. |                                           |                                             | <input type="checkbox"/> |                              |                                 |

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

PNUR 147 Course Pack

**Typical Evaluation Methods and Weighting**

|                |     |              |   |                   |     |            |      |
|----------------|-----|--------------|---|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | % | Midterm exam:     | 40% | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:    | % | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | % | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**Typical Course Content and Topics**

Course outcomes will be met through examination and exploration of the following:

- Anatomy and Physiology of the body systems
  - o Structure and function of integumentary system
  - o Structure and function of respiratory system
  - o Structure and function of cardiovascular system
  - o Structure and function of nervous system
  - o Structure and function of endocrine system
  - o Structure and function of lymphatic system
  - o Structure and function of digestive system
  - o Structure and function of urinary system
  - o Structure and function of reproductive system
  - o Structure and function of skeletal system
  - o Structure and function of muscular system

**[PNUR 147]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3**

- Health Promotion Strategies
  - o Role of health promotion and optimal health of body systems
  - o Examples of health promotion strategies
- Health Terminology
  - o Common health terminology

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

## Memo

To: Ashley Hoogendoorn, Rosetta Khalideen

From: Maple Melder Crozier, Department Head for Child, Youth and Family Studies Department

Date: April 8, 2014

Subject: Proposal for revision of an existing course (CYC 390)

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

A. Course revision:

1. Rationale for change:

This course is offered for 3 credits. It is a Directed Studies course, the requirements of which are negotiated between an instructor and an individual student. A student may repeat this course, with different content/requirements for an additional 3 credits, to a maximum of 6 credits.

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):

a. We changed the credit amount from 6 to 3.

This course is offered for 3 credits. It is a Directed Studies course, the requirements of which are negotiated between an instructor and an individual student. A student may repeat this course, with different content/requirements for an additional 3 credits, to a maximum of 6 credits.

b. Because this is a Directed Studies type course which is unusual, the learning outcomes and course content cannot be specific because different topics could be covered in this course.

c. We have not made a major change.

d. There have been editing/minor changes to these two areas of learning outcome and course content in the calendar description.

C. Budget and Learning outcome Issues

1. This course gives students an opportunity to address 1-6 of the ILOs, with particular emphasis on 6:

1. Demonstrate information competency, 2. Analyze critically and imaginatively, 3. Use knowledge and skills proficiently, 4. Initiate inquiries and develop solutions to problems, 5. Communicate effectively and 6. Pursue self-motivated and self-reflective learning.

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? This course can be about any topic, so it may incorporate indigenous concepts.

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

This course will not affect our budget. We are asking for a minor change of credit value to make this course more useful to students.

- a. Credit value: 6 credits to 3 credits (see rationale above)
  - b. Class size limit: it is a Directed Studies so this course is based on need
  - c. Frequency of offering: when required
  - d. Resources required (labs, equipment): independent research for credits is required.
5. If this course is not eligible for PLAR, explain why.  
This is not available for PLAR as it is individualized to the learning needs of the student and department.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? No.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
There are no anticipated costs for this course, beyond typical research or study.



ORIGINAL COURSE IMPLEMENTATION DATE: 1993-94

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CYC 390

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Directed Studies in Child and Youth Care

Course Short Title: Directed Studies in CYC

Faculty: Faculty of Professional Studies

Department (or program if no department): Child, Youth, and Family Studies

### Calendar Description:

This course requires work in a specific area in child and youth care using research projects, directed readings, or additional course work. It may be taken more than once for credit, provided the course content is different from that previously taken.

**Prerequisites (or NONE):** Admission to the CYC degree program and permission of department head

**Corequisites (if applicable, or NONE):** None.

**Pre/corequisites (if applicable, or NONE):** None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

### Typical structure of instructional hours:

|                                                |           |
|------------------------------------------------|-----------|
| Lecture hours                                  |           |
| Seminars/tutorials/workshops                   |           |
| Laboratory hours                               |           |
| Field experience hours                         |           |
| Experiential (practicum, internship, etc.)     |           |
| Online learning activities                     |           |
| Other contact hours: student directed learning | 45        |
| <b>Total</b>                                   | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 36**

**Expected frequency of course offerings**  
(every semester, annually, etc.): whenever required

Department / Program Head or Director: Maple Melder Crozier

Date approved: September 2013

Campus-Wide Consultation (CWC)

Date of posting: November 1, 2013

Faculty Council approval: Rosetta Khalideen

Date approved: December 13, 2013

Dean/Associate VP: Rosetta Khalideen

Date approved: December 13, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: April 25, 2014

[CYC 390]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Demonstrate an advanced understanding of a particular issue, problem, or topic in CYC.
- Manage a project.
- Produced a publishable journal article.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is individualized to the learning needs of the student and department.

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

Lecture, guest speakers, papers (essays), research.

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

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

The textbooks and materials will be selected by the instructor according to the focus of the course or chosen special topic.

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u>        | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|--------------------------|-------------------------|---------------------------|
| 1. | Seita, J.,<br>Brendtro, L.          | Kids who Outwit Adults.                     | <input type="checkbox"/> | Solution Tree           | 2005                      |
| 2. | Greene, R.                          | Lost at School.                             | <input type="checkbox"/> | Scribner                | 2008                      |
| 3. | Brown, J.,<br>Hannis, D.            | Community Development in Canada.            | <input type="checkbox"/> | Pearson<br>Canada, Inc. | 2012                      |
| 4. |                                     |                                             | <input type="checkbox"/> |                         |                           |
| 5. |                                     |                                             | <input type="checkbox"/> |                         |                           |

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

## Typical Evaluation Methods and Weighting

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

### Details (if necessary):

Will vary depending on the subject. Some evaluation methods may include:

Research paper, personal portfolio.

Required reading from course pack developed for the special topic in CYC.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

## Typical Course Content and Topics

- Theory and practice related to any issues in CYC;
- Global influences on child/youth development;
- Children's rights;
- Cultural influences in CYC;

## For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



**MEMORANDUM**

**To:** CACC/UEC

**From:** John Pitcher, Dept. Head

**Date:** February 16, 2014

**Re:** Department Proposal New Course, **ENGL 386, Figurative Language**

---

**B. New course:**

1. Rationale for new course: **This rhetoric course is designed to expand our course offerings in the Writing and Rhetoric Concentration. In addition, the course would appeal to English majors other than those in the Concentration because it places literature, the other arts, and popular culture at the centre of a discussion that is largely theoretical in character.**

2. How new course fits into program(s): **There is a steady demand for our Rhetoric and Writing and Rhetoric Concentration and since the departure of the one person able to teach 372 (Canadian English), our offerings are thin. At the moment, we have only the following:**

**English 374 "Rhetoric: Advanced Composition"**

**English 375 "Rhetoric: Composition Theory"**

**English 376 "Rhetoric: An Historical Survey"**

**English 379 "Rhetoric: Composition Teaching"**

**To say the least, we do not adequately represent the diverse and lively area of Rhetorical Theory. This new course will help to remedy this situation.**

3. If a new discipline designation is required, explain why. **N/A**

**C. Budget and Learning outcome Issues**

1. *How does your course address the UFV Learning Outcomes?* **The course meets ILOs 1-5 through its emphasis on reading, writing, critical thinking, communication, research skills, and engagement with social and cultural issues.**

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

3. *What consideration has been given to indigenizing the curriculum?* **The course may include indigenizing content at discretion of instructor.**

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: **N/A***

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

5. *If this course is not eligible for PLAR, explain why. **N/A***

6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **N/A***

7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials. **\$100.00 for the textbook. No other materials required.***

*Consult Summary*  
*English 386 – Figurative Language*

**From:** Rhonda Colwell – ARTS ADVICE CENTRE  
**Sent:** March-05-14 11:23 AM  
**To:** John Pitcher  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] ENGL 386: New Course

Hi John,

I have read this proposal and I have one question – will a change to the English major, Writing and Rhetoric concentration, be forthcoming?

I have no concerns about the course outline information.

Thanks,  
Rhonda

**From:** John Pitcher  
**Sent:** April-02-14 10:08 AM  
**To:** Rhonda Colwell  
**Subject:** RE: [CWC] ENGL 386: New Course

Yes, for the May CACC.

**From:** Patti Wilson - LIBRARY  
**Sent:** March-06-14 1:15 PM  
**To:** John Pitcher  
**Subject:** RE: ENGL 386: New Course

Hi John,

The library resources should be quite adequate to support this course. We have a number of the sources listed in the course outline, included the Sontag and Lakoff/Turner books and we have an extensive collection of literary works from which to draw examples.

We have books on poetics, metaphor, figurative language, figures of speech and other related topics. Our databases, such as the MLA Bibliography, Project Muse, JSTOR, Cambridge Journals Online, Oxford Journals Online, and Humanities Abstracts will be useful sources for scholarly journal articles.

Let me know if you have specific titles you would like to purchase to support this course.

Patti



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 386                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Figurative Language<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Students will study figurative language (figures of speech and tropes) by reading key texts in rhetorical and literary theory from Aristotle to the twentieth century, and will assess its significance in poetry and other arts.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b> Any two 200-level English courses.<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Every other year |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> John Pitcher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 1, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> February 17, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

[ENGL 386]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**Learning Outcomes**

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

1. Identify and define major figures and tropes;
2. Recognize and apply critical frames to literary analysis;
3. Compare and contrast ideas and theories about figurative language from different literary periods;
4. Describe and analyse the use of figures and tropes in poetry and other arts;
5. Write analytically about the use of root metaphors in social and cultural settings;
6. Use appropriate scholarly conventions and research methods;
7. Conduct guided research and synthesize secondary sources in written and oral work;
8. Present the results of their own research and thinking in a seminar setting;
9. Participate appropriately in class through informal discussions and/or formal presentations.

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

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

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

Lecture, facilitated discussion, student-led discussion, student presentations, individual assistance in producing a seminar and a research essay.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>             | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. Lakoff, G.,<br>Turner, M.        | More Than Cool Reason: A Field Guide to Poetic Metaphor | <input checked="" type="checkbox"/> |                  |                           |
| 2. Sontag, S.                       | Illness as Metaphor                                     | <input type="checkbox"/>            |                  |                           |
| 3.                                  | Course pack                                             | <input type="checkbox"/>            |                  |                           |
| 4.                                  |                                                         | <input type="checkbox"/>            |                  |                           |
| 5.                                  |                                                         | <input type="checkbox"/>            |                  |                           |

Any short anthology of poetry in English

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

**Typical Evaluation Methods and Weighting**

|                        |     |                      |     |                   |     |            |      |
|------------------------|-----|----------------------|-----|-------------------|-----|------------|------|
| Final exam:            | 30% | Assignments:         | %   | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests:         | %   | Lab work:            | %   | Field experience: | %   | Shop work: | %    |
| Short Analytical Essay | 20% | Seminar Presentation | 20% | Research Essay    | 30% | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**Typical Course Content and Topics**

- Week 1: Definitions and overview; selection from *The Encyclopedia of Rhetoric*; figures and tropes in ancient rhetoric; selection from Aristotle's *Rhetoric* and the *Rhetoric ad Herennium*
- Week 2: Figurative language in early Christian thought: selections from Augustine's *De Doctrina Christiana* and *The Confessions*
- Week 3: Figures and tropes in Renaissance rhetorical education: selection from Erasmus, *De Copia*; George Puttenham, *The Art of English Poesie*; Henry Peacham, *The Garden of Eloquence*; and Brian Vickers, *In Defence of Rhetoric*; representative Renaissance poems.
- Week 4: Figurative language and the interpretation of history; selection from Giambattista Vico, *The New Science*; and Hayden White, *Tropics of Discourse*
- Week 5: The enemies of figurative speech; selections from Plato, *The Republic*; Bacon, *The Advancement of Learning*; Locke, *Essay Concerning Human Understanding*.
- Week 6: Figurative language and linguistics; Roman Jakobson, "Two Aspects of Language and Two Types of Aphasiac Disturbances"
- Week 7: Twentieth-Century Criticism and the interpretation of poetry; selections from Kenneth Burke, Cleanth Brooks, Philip Wheelwright, George Whalley
- Week 8: Metaphor and interpretation; Lakoff and Turner, *More than Cool Reason*
- Week 9: Post-structuralist approaches to figurative language; selections from Paul DeMan, and Hayden White
- Week 10: Metaphor and hermeneutics; selection from Paul Ricoeur, *The Rule of Metaphor*
- Week 11: Figurative language in modern poetry; representative examples from Emily Dickinson, Ezra Pound, W.B. Yeats, T.S. Eliot, Dylan Thomas, Wallace Stevens
- Week 12: Metaphor as cultural construct; Susan Sontag, *Illness as Metaphor*
- Week 13: Figures and tropes in contemporary culture

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



**MEMORANDUM**

**To:** CACC/UEC  
**From:** John Pitcher, Dept. Head  
**Date:** February 16, 2014  
**Re:** ENGL 491: Course Revision

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**A. Course revision:**

1. *Rationale for change:* This course is required under the new English Honours: Creative Writing program. The course has undergone very minor revisions to include a Creative Writing project option.
2. *Summary of substantive changes:* Minor changes to calendar description and learning outcomes to include Creative Writing project option.

**C. Budget and Learning outcome Issues**

1. *How does your course address the UFV Learning Outcomes?* The course meets ILOs 1-5 through its emphasis on reading, writing, critical thinking, communication, research skills, and engagement with social and cultural issues.
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* N/A
3. *What consideration has been given to indigenizing the curriculum?* The course may include indigenizing content at discretion of instructor.
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:* N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
5. *If this course is not eligible for PLAR, explain why.* N/A
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* N/A
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* N/A



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|----|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 491                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Honours Directed Reading<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>This course is the first of two courses specific to the Honours program: a reading course and a course devoted to the writing of an extended research essay or substantial creative writing project. Honours Directed Reading is therefore intended to prepare students to write the research paper or creative writing project. The course will consist of instruction in research techniques and intensive reading in an area of interest to be defined by agreement between students and instructors.                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> (Acceptance to the English Honours program as outlined in the calendar) and (completion of all lower-level course requirements for the English major) and (a minimum of 24 upper-level requirements for the English major).<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td>15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed Learning</td><td>45</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 45 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Maximum enrolment (for information only):</b> 1<br><b>Expected frequency of course offerings (every semester, annually, etc.):</b> on request/as needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> John Pitcher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 7, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> February 17, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 25, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |

[ENGL 491]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

1. Conduct research: find, evaluate, and cite primary and secondary sources relevant to the project, using accurate style conventions.
2. Demonstrate initiative in conceptualizing and outlining an extended scholarly essay or creative writing project.
3. Place an argument in conversation with the ideas of other critics and theorists, when the course is focused on an extended scholarly research essay.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Directed studies discussions will be conducted in weekly meetings between the student and instructor.

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

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

### Textbooks will vary for each Honours project.

However, a guide to research strategies, such as Wayne Booth's *The Craft of Research* (Chicago: U Chicago P, 1995) may be included regularly as a reference text. Since this course is an advanced reading course, and since there are no classes to attend or term paper required, the amount of material to be read may exceed substantially that of a regularly scheduled upper-level course.

The following is a sample reading list for an Honours Reading course on the poet, Charles Olson (*Call me Ishmael: The Collected Prose, the Maximus Poems* (3 vols.), *The Special View of History, Muthologos* (2 vols.)).

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                                     | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Billiteri, C.                    | <i>Language and the Renewal of Society in Whitman, Laura (Riding) Jackson and Charles Olson</i> | <input type="checkbox"/> |                  | 2009                      |
| 2. Butterick, G.                    | <i>Guide to the Maximus Poems</i>                                                               | <input type="checkbox"/> |                  | 1980                      |
| 3. Dewey, A.                        | <i>Beyond Maximus: The Constitution of Public Voice in Black Mountain Poetry</i>                | <input type="checkbox"/> |                  | 2007                      |
| 4. Hallberg, R. V.                  | <i>Charles Olson: The Scholar's Art</i>                                                         | <input type="checkbox"/> |                  | 1978                      |
| 5. Paul, S.                         | <i>Olson's Push: Origin, Black Mountain and Recent American Poetry</i>                          | <input type="checkbox"/> |                  | 1987                      |

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

## Typical Evaluation Methods and Weighting

|                        |     |                                        |     |                   |   |            |      |
|------------------------|-----|----------------------------------------|-----|-------------------|---|------------|------|
| Final exam:            | %   | Assignments:                           | %   | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:         | %   | Lab work:                              | %   | Field experience: | % | Shop work: | %    |
| Annotated Bibliography | 75% | Proposal and Outline for Honours Essay | 25% | Other:            | % | Total:     | 100% |

Details (if necessary):

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**[ENGL 491]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Typical Course Content and Topics**

- Week 1: Olson, *Call Me Ishmael*, selected essays from the *Collected Prose*
- Weeks 2-4: Olson, *Maximus Poems*, vol. 1; Sherman Paul, *Olson's Push*; Donald Sherburne, *A Key to Whitehead's Process and Reality* (a reference text); Olson, *Special View of History*
- Weeks 5-6: Olson, *Maximus Poems*, vol. 2; von Hallberg, *The Scholar's Art*
- Weeks 7-8: Olson, *Maximus Poems*, vol. 2; Anne Dewey, *Beyond Maximus*; Carla Billitieri, *Language and the Renewal of Society* (Olson section)
- Weeks 9-10: Olson, *Maximus Poems*, vol. 3, Charles Stein, *The Secret of the Black Chrysanthemum*; selections from *Muthologos*
- Weeks 11-12: Olson, *Maximus Poems*, vol. 3; Henry Corbin, *Avicenna and the Visionary Recital*; Heinrich Zimmer, *Myths and Symbols in Indian Art and Civilization*
- Week 13: Completion of annotations and proposal/outline of Honours essay

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

|     | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>         | <u>Current<br/>Edition</u> | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-----|-------------------------------------|-----------------------------------------------------|----------------------------|------------------|---------------------------|
| 1.  | Stein, C.                           | The Secret of the Black<br>Chrysanthemum            | <input type="checkbox"/>   |                  | 1987                      |
| 2.  |                                     | Selection of recent critical essays                 | <input type="checkbox"/>   |                  |                           |
| 3.  | Corbin, H.                          | Avicenna and the Visionary Recital                  | <input type="checkbox"/>   |                  | 1990                      |
| 4.  | Sherburne, D.                       | A Key to Whitehead's Process and<br>Reality         | <input type="checkbox"/>   |                  | 1966                      |
| 5.  | Zimmer, H.                          | Myths and Symbols in Indian Art and<br>Civilization | <input type="checkbox"/>   |                  | 1946                      |
| 6.  |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 7.  |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 8.  |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 9.  |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 10. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 11. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 12. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 13. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 14. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 15. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 16. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 17. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 18. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 19. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 20. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 21. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 22. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 23. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 24. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 25. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 26. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 27. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 28. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 29. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |
| 30. |                                     |                                                     | <input type="checkbox"/>   |                  |                           |



**MEMORANDUM**

**To:** CACC/UEC

**From:** John Pitcher, Dept. Head

**Date:** February 16, 2014

**Re:** ENGL 492: Course Revision

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**A. Course revision:**

1. *Rationale for change:* This course is required under the new English Honours: Creative Writing program. The course has undergone very minor revisions to include a Creative Writing project option.
2. *Summary of substantive changes:* Minor changes to calendar description and learning outcomes to include Creative Writing project option.

**C. Budget and Learning outcome Issues**

1. *How does your course address the UFV Learning Outcomes?* The course meets ILOs 1-5 through its emphasis on reading, writing, critical thinking, communication, research skills, and engagement with social and cultural issues.
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* N/A
3. *What consideration has been given to indigenizing the curriculum?* The course may include indigenizing content at discretion of instructor.
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:* N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
5. *If this course is not eligible for PLAR, explain why.* N/A
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* N/A
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* N/A



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

**Course Code and Number:** ENGL 492

**Number of Credits:** 4 credits [Course credit policy \(105\)](#)

**Course Full Title:** Honours Directed Essay  
**Course Short Title:**

**Faculty:** Faculty of Humanities

**Department (or program if no department):** ENGL

### Calendar Description:

This is the second of two courses specific to the Honours program. Preceded by the honours reading course, the honours essay will be devoted to the writing of an extended research paper or substantial creative writing project. This essay or creative writing project is to be the graduating project for the student's BA degree in English Honours and should display excellent writing ability, knowledge of scholarly conventions or conventions of the chosen genre in the case of a creative writing project, and thorough familiarity with the student's chosen topic.

**Prerequisites (or NONE):** (Acceptance to the Honours program as outlined in the calendar) and (completion of all lower-level course requirements) and (a minimum of 24 upper-level requirements for the English major) and (completion of ENGL491).

**Corequisites (if applicable, or NONE):** None.

**Pre/corequisites (if applicable, or NONE):** None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 60**

### Typical structure of instructional hours:

|                                                |           |
|------------------------------------------------|-----------|
| Lecture hours                                  |           |
| Seminars/tutorials/workshops                   | 15        |
| Laboratory hours                               |           |
| Field experience hours                         |           |
| Experiential (practicum, internship, etc.)     |           |
| Online learning activities                     |           |
| Other contact hours: Student Directed Learning | 45        |
| <b>Total</b>                                   | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

### Maximum enrolment (for information only):

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

**Department / Program Head or Director:** John Pitcher

**Date approved:** February 7, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** February 17, 2014

**Faculty Council approval**

**Date approved:** April 11, 2014

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** April 11, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** April 25, 2014

[ENGL 492]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Demonstrate initiative in planning and drafting an extended scholarly research essay or substantial creative writing project.
2. Demonstrate advanced editorial skills in revising the essay or project.
3. Demonstrate facility in the judicious use of secondary sources (when the course is focused on an extended scholarly research essay).
4. Demonstrate advanced facility with the apparatus of scholarly writing as outlined in a standard style guide such as that of the Modern Languages Association (when the course is focused on an extended scholarly research essay).
5. Advance a proposition or thesis, supporting claims with explicit reasoning and textual evidence (when the course is focused on an extended scholarly research essay).
6. Place an argument in conversation with the ideas of other critics and theorists (when the course is focused on an extended scholarly research essay).

## Prior Learning Assessment and Recognition (PLAR)

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

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

Individual directed learning through weekly sessions with supervising faculty.

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

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

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u> | <u>Publisher</u> | <u>Year Published</u> |
|------------------------------------------|---------------------------------------------|------------------------|------------------|-----------------------|
|------------------------------------------|---------------------------------------------|------------------------|------------------|-----------------------|

Textbooks will consist of the bibliography prepared for the Honours Directed Reading (ENGL 491).

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

## Typical Evaluation Methods and Weighting

|                                                  |                                                                                                                     |                     |              |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------|--------------|
| Final exam: %                                    | Assignments: %                                                                                                      | Midterm exam: %     | Practicum: % |
| Quizzes/tests: %                                 | Lab work: %                                                                                                         | Field experience: % | Shop work: % |
| Draft of research paper or Creative Project: 20% | Final edited version of research paper or creative project (8000 words or equivalent creative writing project): 80% | Other: %            | Total: 0%    |

Details (if necessary):

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

## Typical Course Content and Topics

Course content will be that of Honours directed reading (ENGL 491).

## For Administrative Use Only

Department code:                      CIP Code:                      Course Level Code:

PDC Code:

**Memo**

To: Chair, Undergraduate Education Committee  
From: Director, School of Business  
Date: January 28, 2014  
Subject: Proposal for a new course: BUS 478. Work Spaces. Built Places

**A. New course: Bus 478. Work Spaces. Built Places****1. Rationale :**

- a. When we go to work, most of us expect to return home in more or less the same condition as when we left. However, for an increasingly number of employees, this is not the case. Workplace accidents and ill-health continue to occur with consequences ranging from minor cuts to chronic disease and death. Human resource departments often bear the greatest burden for monitoring the organization's safety and wellness. If not done so, the costs to the organization and its employees are vast.

The study of these experiences and interrelationships between people and their workplaces is an expanding area. It is included in the competencies outlined in the certification for human resource professionals (CHRP); and, has become a sought-after area for study and research. The general subject includes various themes. One of these is health and safety. This includes topics such as workplace hazards (e.g. physical, chemical, biological, and psychosocial); and organizational interventions (e.g. training, planning and investigation). This theme is covered in the existing UFV course, BUS 418. Occupational Health and Safety.

The other theme grows from the previous one and is often referred to as workplace design. It addresses how people experience built environmental conditions (built places), at work (workspace). This includes topics such as workspace design (proxemics, territoriality and belonging, crowding and density, privacy, and biophilia); and, dimensions of the built environment (e.g. servicescape, sportscape, wayfinding, and universal design). This second theme, which is quickly increasing in prominence, is covered in the proposed course, BUS 478. Work Spaces. Built Places.

**2. How new course fits into program(s)**

- a. This course compliments BUS 418, Occupational Health and Safety. While BUS 418 focuses upon workplace hazards, risks and threats and their impact on employees; BUS 478 focuses on workplace safeguards, securities and healthy designs and their impact on employees. The course adds to the breath of this area of study.
- b. The new course is added as an elective to the BBA degree in the Organization Studies concentration; and, as an elective to the BBA degree in the Human Resource Management option.



3. If a new discipline designation is required, explain why.
  - a. No new discipline designation is required.
- B. Budget and Learning outcome Issues
  1. How does your course address the UFV Learning Outcomes?
    - a. The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 5, 7, and 9.
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    - a. Not applicable
  3. What consideration has been given to indigenizing the curriculum?
    - a. Where possible the curriculum highlights the importance of Aboriginal history, culture and practice to workspaces and built places. It also respects and understands Aboriginal people, their traditions and values. In-class cases and examples include indigenous applications.
  4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value: No change
    - b. Class size limit: No change
    - c. Frequency of offering: No change
    - d. Resources required (labs, equipment): No change
  5. If this course is not eligible for PLAR, explain why.
    - a. PLAR by portfolio assessment.
  6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    - a. There may be trips to local area businesses, malls and buildings. These trips are announced and scheduled in the course syllabus. The trips are funded by the student (approximate cost per trip = \$5.00, maximum four trips).
  7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    - a. Textbook(s) and material: \$150.00.



**Comments from CWC**

**From:** Don Miskiman  
**Sent:** March-05-14 12:09 PM  
**To:** Rhonda Colwell  
**Cc:** Marla Fralick; businfo  
**Subject:** RE: [CWC] New course BUS 478 documents

Rhonda,

You are correct; the prerequisite for the course is 75 university-level credits. Non-business students will be able to successfully complete the course.

Don Miskiman PhD, CHRP  
Associate Professor  
UFV School of Business

**From:** Rhonda Colwell  
**Sent:** March-05-14 11:38 AM  
**To:** Marla Fralick  
**Cc:** Frank Ulbrich; Rosetta Khalideen; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] New course BUS 478 documents

Hi all,

I have read this proposal and I want to confirm that a student will ***not*** be required to complete a BUS course to meet the course prerequisites. The only reason why I ask is because a prerequisite of 75 university-level credits is unusual for upper-level BUS courses. The companion course, BUS 418, asks for BUS 201.

I don't have any issues with this prerequisite, but I did want to ask to ensure that a non-BUS student will be able to successfully complete this course.

I don't have any concerns with adding this course to the list of electives for these concentrations – more options for students to choose from is always a good thing ☺

Thanks,

Rhonda



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

**Course Code and Number:** BUS 478

**Number of Credits:** 3 [Course credit policy \(105\)](#)

**Course Full Title:** Work Spaces, Built Places.  
**Course Short Title:** Work Spaces, Built Places.

**Faculty:** Faculty of Professional Studies

**Department (or program if no department):** School of Business

### Calendar Description:

This course studies how people experience built environmental conditions (built places) at work (workspaces). It examines the role of workspaces and built places on employee productivity and performance. Topics include person-place relationships; place-design experiences; territoriality-belonging; privacy; crowding-density; biophilia; servicescape, sportscape; wayfinding; and universal design.

**Prerequisites (or NONE):** 75 university-level credits.

**Corequisites (if applicable, or None):** None.

**Pre/corequisites (if applicable, or None):** None.

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

### Total Hours: 45

#### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 10        |
| Seminars/tutorials/workshops               | 20        |
| Laboratory hours                           |           |
| Field experience hours                     | 10        |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours: Varies by instructor  | 5         |
| <b>Total</b>                               | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 28

**Expected frequency of course offerings (every semester, annually, etc.):** Annually

**Department / Program Head or Director:** Dr. Frank Ulbrich

**Date approved:** February 11, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** February 21, 2014

**Faculty Council approval**

**Date approved:** March 21, 2014

**Dean/Associate VP:** Dr. Rosetta Khalideen

**Date approved:** January 28, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** April 25, 2014

[BUS 478]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**Learning Outcomes**

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

- identify and evaluate environmental conditions in work settings (workspaces)
- identify and evaluate performance in a variety of work environments
- observe and analyze the characteristics and efficacy of workspaces and built places
- apply workspaces and built places concepts to real world situations
- create designs for effective workspaces
- observe, identify, analyze, and design effective workspaces.

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

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

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

Lectures, discussion, guest lectures, seminars, student presentations, ethnological research

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

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

| <u>Author Surname,<br/>Initials</u>                    | <u>Title (article, book, journal, etc.)</u>                                           | <u>Current Edition</u>   | <u>Publisher</u>                                                        | <u>Year<br/>Published</u> |
|--------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------|---------------------------|
| 1. Andrew, J.,<br>Chang, N. and<br>Nicholson, M.       | Office Space, Changing Workplaces and Human Performance.                              | <input type="checkbox"/> | Kingston, ON:<br>Queen's<br>University                                  | 2008                      |
| 2. Augustin, S.                                        | Place Advantage                                                                       | <input type="checkbox"/> | Hoboken, NJ:<br>Wiley                                                   | 2009                      |
| 3. Becker, F.                                          | Offices at Work: Uncommon Workspace Strategies that Add Value and Improve Performance | <input type="checkbox"/> | San Francisco,<br>CA: Jossey-<br>Bass                                   | 2004                      |
| 4. Browing, B.,<br>Garvin, C., Fox,<br>B. and Cook, R. | The Economics of Biophilia                                                            | <input type="checkbox"/> | New York, NY:<br>Terrapin Bright<br>Green                               | 2012                      |
| 5. Butterworth, I.                                     | The Relationship Between the Built Environment and Wellbeing. A Literature Review     | <input type="checkbox"/> | Melbourne,<br>Australia:<br>Victorian Health<br>Promotion<br>Foundation | 2000                      |

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

No extra- ordinary supplies required.

**Typical Evaluation Methods and Weighting**

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**Typical Course Content and Topics**

1. Person- Place Relationships
  - Environmental perception
  - Spatial cognition
  - Attachment and Identity
2. Space and Place
  - Personal Space
  - Proxemics
  - National cultures

**[BUS 478]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Course Content continued:**

3. Place-design experiences
4. Territoriality and Belonging
5. Privacy
6. Crowding and Density
7. Biophilia
  - Biophilic design
  - Economics of biophilia
8. Workspaces
  - Organizational culture
  - Workspaces (industrial, business)
  - Learning environments (schools, universities)
  - Healthcare facilities (hospitals, clinics)
  - Residences (home offices)
  - Retail spaces (small business, corporate, franchise)
9. Servicescape
  - Physical and symbolic factors
  - Facilities (service, hospitality)
10. Sportscape
  - Physical and symbolic factors
  - Facilities (stadia, arena, open areas)
11. Wayfinding
  - Systems and strategies
  - Symbols, maps, signage
12. Universal Design
  - Design for human performance
  - Modifications

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

[BUS 478]

University of the Fraser Valley Official Undergraduate Course Outline Supplemental Form

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

|     | <u>Author Surname,<br/>Initials</u>                | <u>Title (article, book, journal, etc.)</u>                                            | <u>Current<br/>Edition</u> | <u>Place of Publication</u>                          | <u>Year<br/>Published</u> |
|-----|----------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------|---------------------------|
| 1.  | Centre for<br>Excellence in<br>Universal<br>Design | Building for Everyone: A Universal<br>Design Approach.                                 | <input type="checkbox"/>   | Dublin IE:<br>National Disability<br>Authority.      | 2011                      |
| 2.  | Clements-<br>Croome, D. (Ed)                       | Creating the Productive Workplace,<br>2nd Edition                                      | <input type="checkbox"/>   | London, UK:<br>Taylor and<br>Frances                 | 2006                      |
| 3.  | Duffey, F.                                         | The impact of Office Design on<br>Business Performance.                                | <input type="checkbox"/>   | London, UK:<br>British Council for<br>Offices.       | 2006                      |
| 4.  | Ellard, C.                                         | Where Am I? Why We Can Find Our<br>Way to the Moon But Get Lost in<br>the Mall         | <input type="checkbox"/>   | Toronto, ON:<br>HapperCollins                        | 2009                      |
| 5.  | Gibson, D                                          | The Wayfinding Handbook.<br>Information Design for Public Places                       |                            | New York, NY:<br>Princeton<br>Architectural<br>Press | 2009                      |
| 6.  | Gifford, R.                                        | Environmental Psychology.<br>Principles and Practice5th Edition                        | <input type="checkbox"/>   | Colville, WA:<br>Optimal Books                       | 2014                      |
| 7.  | Heerwagen, J.                                      | Investing in People: The Social<br>Benefits of Sustainable Design                      | <input type="checkbox"/>   | Seattle, WA:<br>Haworth.                             | 2010                      |
| 8.  | Kellert, S.                                        | Building for Life. Designing and<br>Understanding the Human-Nature<br>Connection       | <input type="checkbox"/>   | Washington, DC:<br>Island Press                      | 2005                      |
| 9.  | Kellert, S.,<br>Heerwagen, J.<br>and Mador, N.     | Biophilic Design. The Theory, Science<br>and Practice of Bringing Buildings to<br>Life | <input type="checkbox"/>   | Hoboken, NJ:<br>Wiley                                | 2008                      |
| 10. | Kingmann, A.                                       | Brandscapes: Architecture in the<br>Experience Economy                                 | <input type="checkbox"/>   | Cambridge, MA:<br>MIT Press.                         | 2007                      |
| 11. | Louv, R.                                           | The Nature Principle. Human<br>Restoration and the End of Nature-<br>Deficit Disorder  | <input type="checkbox"/>   | Chapel Hill, NC:<br>Algonquin                        | 2011                      |
| 12. | McClure, W.<br>and Bartuska, T.<br>(Eds)           | The Built Environment, 2nd Edition.                                                    | <input type="checkbox"/>   | Hoboken, NJ:<br>Wiley                                | 2007                      |
| 13. | Myerson, J.,<br>Bichard, J. and<br>Erlich, A.      | New Demographics, New<br>Workspaces.                                                   | <input type="checkbox"/>   | Burlington, VT:<br>Gower.                            | 2010                      |

|     |                                 |                                                                                                             |                          |                                                  |      |
|-----|---------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------|------|
| 14. | Steingeld, E.<br>and Maisel, J. | Universal Design: Creating Inclusive<br>Environments.                                                       | <input type="checkbox"/> | Hoboken, NJ:<br>Wiley.                           | 2012 |
| 15. | Too, L                          | Total Feng Shui                                                                                             | <input type="checkbox"/> | San Francisco, CA:<br>Chronicle Books            | 2005 |
| 16. | Turner, G. and<br>Myerson, J.   | New Workspace. New Culture                                                                                  | <input type="checkbox"/> | Burlington, VT:<br>Gower                         | 1998 |
| 17. | Vischer, J.                     | Towards an Environmental<br>Psychology of Workspace: How<br>People are Affected by<br>Environments for Work | <input type="checkbox"/> | Architectural<br>Science Review<br>Vol 51, No 2. | 2008 |
| 18. | Vischer, J.                     | Space Meets Status: Designing<br>Workplace Performance.                                                     | <input type="checkbox"/> | Oxford, UK:<br>Routledge                         | 2005 |

**Memo**

**Date:** January 28, 2014  
**To:** Undergraduate Education Committee Assistant  
**From:** Director, UFV School of Business  
**Subject:** Course addition to electives for BBA human resource management option and BBA organization studies concentration.

**A. Addition to electives: BUS 478 Work Spaces. Built Places**

1. Rationale for change: To provide business students and students with a business minor, more selection for an elective in their program. The course adds to the breath of study in the management area.

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?  
The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 5, 7, and 9
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. Not applicable.
3. What consideration has been given to indigenizing the curriculum?
  - a. Where possible the curriculum highlights the importance of Aboriginal history, culture and practice to workspaces and built places. It also respects and understands Aboriginal people, their traditions and values. In-class cases and examples include indigenous applications.
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: No Change
  - b. Class size limit: No Change
  - c. Frequency of offering: No Change
  - d. Resources required (labs, equipment): No Change
5. If this course is not eligible for PLAR, explain why.  
PLAR by portfolio assessment.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - a. There may be trips to local area businesses, malls and buildings. These trips are announced and scheduled in the course syllabus. The trips are funded by the student (approximate cost per trip = \$5.00, maximum four trips).
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
Textbook(s) and materials: \$150.00

Business Administration

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

## **Bachelor of Business Administration options and concentrations**

### **Human Resource Management option**

This option is designed to equip student with the skills and abilities necessary for a successful career in human resource management. It also provides students with the foundation for successful completion of the Human Resources Management Association's Knowledge Exam, the first step in the certification process to obtain the national Certified Human Resource Professional (CHRP) designation.

| <b>Course</b> | <b>Title</b>                                                    | <b>Credits</b> |
|---------------|-----------------------------------------------------------------|----------------|
| BUS 305       | Industrial Relations                                            | 3              |
| BUS 314       | Recruitment and Selection                                       | 3              |
| BUS 406       | Compensation and Benefits                                       | 3              |
| BUS 416       | Training and Development                                        | 3              |
| BUS 418       | Workplace Health and Safety                                     | 3              |
| Electives     | Four upper-level Business (Human Resource Management) electives | 12             |

Human Resource Management electives

Four upper-level Business electives for the Human Resource Management option must be chosen from the following list.

| <b>Course</b> | <b>Title</b>                                   | <b>Credits</b> |
|---------------|------------------------------------------------|----------------|
| BUS 304       | Organization Theory and Application            | 3              |
| BUS 307       | Selected Topics in Organizational Behaviour    | 3              |
| BUS 308       | Selected Topics in Applied Organization Theory | 3              |
| BUS 309       | Selected Topics in Human Resources Management  | 3              |
| BUS 377       | Management of Cooperatives                     | 3              |
| BUS 400       | Business and Society                           | 3              |
| BUS 407       | Gender and Diversity Issues                    | 3              |
| BUS 408       | Teamwork in Organizations                      | 3              |
| BUS 417       | Performance Evaluation and Management          | 3              |
| BUS 419       | Strategic Human Resource Planning              | 3              |
| BUS 423       | Services Marketing                             | 3              |
| BUS 430       | Management of Innovation                       | 3              |

|                       |                                         |                 |
|-----------------------|-----------------------------------------|-----------------|
| <b>BUS 478</b>        | <b><u>Work Spaces. Built Places</u></b> | <b><u>3</u></b> |
| BUS 492               | Directed Studies                        | 3               |
| CMNS 345/<br>ADED 345 | Instructional Skills for the Workplace  | 4               |
| CMNS 445/<br>ADED 445 | Facilitating Skills for the Workplace   | 4               |

### **Organizational Studies concentration**

#### **Required course**

| <b>Course</b> | <b>Title</b>                        | <b>Credits</b> |
|---------------|-------------------------------------|----------------|
| BUS 304       | Organization Theory and Application | 3              |

#### **Electives: Any three of the following**

| <b>Course</b>  | <b>Title</b>                                   | <b>Credits</b>  |
|----------------|------------------------------------------------|-----------------|
| BUS 307        | Selected Topics in Organizational Behaviour    | 3               |
| BUS 308        | Selected Topics in Applied Organization Theory | 3               |
| BUS 309        | Selected Topics in Human Resources Management  | 3               |
| BUS 327        | Consumer Behaviour                             | 3               |
| BUS 377        | Management of Cooperatives                     | 3               |
| BUS 407        | Gender and Diversity Issues                    | 3               |
| BUS 408        | Teamwork in Organizations                      | 3               |
| <b>BUS 478</b> | <b><u>Work Spaces. Built Places</u></b>        | <b><u>3</u></b> |
| BUS 492        | Directed Studies                               | 3               |
| CRIM 417       | Leadership in Groups and Organizations         | 3               |

Note: Students may take **one** other UFV 3rd or 4th year course to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as counting toward the completion of the concentration prior to the student enrolling in the course.

OR

Students may take **one** course at another institution to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as being eligible for transfer credit and as counting toward completion of the concentration prior to the student enrolling in the course. Please contact the department for more details.



**MEMORANDUM**

**To:** CACC/UEC

**From:** John Pitcher, Dept. Head

**Date:** February 16, 2014 (revised as per consultation March 31, 2014)

**Re:** ENGL Drama Concentration Revision

*Some of the drama courses were redesigned and cross listed with THEA, the drama concentration has been modified to reflect the new cross-listed courses. THEA has added a number of theatre study based courses which are now included as upper-level options and the practice based courses have been removed.*

The Drama Concentration program requirements need to be revised to reflect the new cross-listed courses with Theatre: ENGL 233/THEA 203, ENGL 234/THEA 204, ENGL 365/THEA 301. These new courses have resulted from a consolidation of ENGL 230, ENGL 231, THEA 201, and THEA 202. At the same time, the following changes have been made:

1. Remove ENGL 104 and THEA 101, on the grounds that they don't satisfy prerequisites for 200-level courses in English and Theatre.
2. Remove ENGL 165, which is no longer offered by the English department.
3. Change theatre options to include only theatre studies courses, not acting/practice based courses (i.e., THEA 311, 352, 360, 370, 401, 450, and 451 are hereby removed from the Drama Concentration).

The new calendar copy will read as follows:

English major, Drama Concentration

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

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL ~~104~~, 108, 109, 115, 120, 130, 150, ~~165~~, 170, ~~THEA 101~~
- ~~Three credits from ENGL 233 /THEA 203~~ENGL 230, ENGL 231, THEA 201, THEA ~~202~~
- ENGL 234/THEA 204
- ~~Nine-Six~~ credits from ENGL 204-294

-

Upper-level requirements: 32 credits

- Eight credits from ENGL 301, 304, 306, 309, 316, 318, 319,
- Twelve credits from ENGL 310, 312, 361, ~~365~~, 368, THEA ~~301~~, 305, ~~306, 307, 360, 401, 311, 352, 353, 360, 370, 450, 451~~
- Twelve credits from ENGL 301-490

Note: ENGL 233/THEA 203 are cross-listed courses and cannot be taken for additional credit

Note: ENGL 365/THEA 301 are cross-listed courses and cannot be taken for additional credit

***Consult Summary***

***Changes to the English major: Drama Concentration***

**From:** Rhonda Colwell  
**Sent:** March-05-14 11:17 AM  
**To:** John Pitcher  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] Program Revision: ENGL Drama Concentration

Hi John,

I have read this proposal and I have two requests, as follows:

Please separate out the specific 200-level ENGL courses in the last bullet so that it is clear for students to know that both courses are required.

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 108, 109, 115, 120, 130, 150, 170
- Six credits from ENGL 204-294
- ENGL 233 \*(Change implemented as per suggestion)
- ENGL 234

I will also ask that you check with Samantha/Ashley about the implementation date for these changes because I expect that notice will need to be given to students.

Thanks,  
Rhonda

**From:** Ashley Hoogendoorn  
**Sent:** Friday, March 07, 2014 12:02 PM  
**To:** Rhonda Colwell; John Pitcher  
**Cc:** Samantha Pattridge  
**Subject:** RE: [CWC] Program Revision: ENGL Drama Concentration

Hi Rhonda,

Notice is required when entrance requirements to a program are being made more restrictive. In this case, it looks like just the program requirements are being changed, so notice wouldn't be required.

Thanks,  
Ashley

**From:** Rhonda Colwell  
**Sent:** March-12-14 11:33 AM  
**To:** Ashley Hoogendoorn; John Pitcher  
**Cc:** Samantha Pattridge  
**Subject:** RE: [CWC] Program Revision: ENGL Drama Concentration

Thanks for clarifying this for me, Ashley.

**From:** [Laura Chomiak](#)  
**To:** [Karen Power](#)  
**Subject:** FW: ECE CERT and DIP Changes  
**Date:** Friday, March 28, 2014 5:12:27 PM  
**Attachments:** [ECE course descriptions-prereqs 2014-15.docx](#)  
[ECE Diploma calendar changes 2014-15.docx](#)  
[ECECYC calendar link update.docx](#)  
[ECE Certificate calendar changes 2014-15.docx](#)  
[image004.png](#)

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From: Doris Ball  
Sent: Monday, March 10, 2014 2:15 PM  
To: Laura Chomiak  
Cc: Maple Melder-Crozier  
Subject: ECE CERT and DIP Changes

Hi Laura:

Attached are the documents for Faculty Council's approval for calendar changes to the ECE Certificate and Diploma Programs.

Also see below the original memo sent to Dr. Rosetta Khalideen on Oct 21, 2013 regarding changes. And following that are the comments/suggestions made by the Campus Wide Consult's comments along with my comments in bold uppercase red type. For simplicity only ECE changes will be dealt with in this email and the CYC changes will be answered in the next email.

TO: Campus-Wide Consultation  
Dr. Rosetta Khalideen, Dean of Professional Studies  
FROM: Dr. Maple Melder Crozier, Dept Head of ECYC  
DATE: 21 October 2013  
RE: Revised program – Rationale for changes to ECE and CYC  
This memo is to explain the changes in our most recent edit of Calendar Copy for our department.

#### ECE Certificate

We have increased access for students as the 19 year old age requirement now needs to be before the practicum, not enrollment in the program.

We adjusted the wording in the "How to Apply" section to reduce confusion and hopefully increase clarity.

We have actually removed one Engl/Cmns requirement to again increase accessibility, and reduce the credit value of the Certificate to 49.5 from 52.5.

The order of the courses was adjusted so prerequisites and co-requisites wording is consequently amended.

Also, the program outlined was completely changed to create a part time cohort for working practitioners. This model has been successful in it's pilot offering. The only change is the order in which the courses are offered (hence the prerequisite changes) and removing one English/CMNS requirement.

ECE 160 course had wrong information as this was never a Diploma course, but is part of the Health and Human Services Certificate offered as the CTC program, so this change is to increase accuracy. ECE 291 does indeed replace ECE 491.

From: Elaine Harris  
Sent: October-21-13 4:57 PM  
To: Doris Ball; Maple Melder-Crozier  
Cc: Rosetta Khalideen; Ashley Hoogendoorn  
Subject: RE: ECE Certificate and Diploma Program changes  
Hi

Could I make a couple of suggestions about wording for the ECE certificate calendar copy:

1. For Entrance requirements, I would suggest listing each of the letter of intent, and the questionnaire, as separate points rather than with the interview and orientation. The letter of intent can be submitted within the online application. It requires more detail though (how long, what specifically should they address). [For examples of wording, see BA CRIM (Provide a 300- to 500-word statement articulating your personal strengths and weaknesses and interest in criminal justice) or B. Kinesiology (A 500-1000 word essay that addresses the following:
  - Why are you interested in a career in Kinesiology or Physical Education?
  - What have you done to prepare for university?
  - Why are you uniquely suited to our program?

The Entrance requirements could then read something like this:

Applicants are required to:

1. Be 19 years of age or older before starting the practicum in the program.
  2. Be able to supply own transportation to field sites.
  3. Meet the prerequisites for CMNS 155<[http://www.ufv.ca/calendar/2013\\_14/CourseDescriptions/CMNS.htm#155](http://www.ufv.ca/calendar/2013_14/CourseDescriptions/CMNS.htm#155)> or ENGL 105<[http://www.ufv.ca/calendar/2013\\_14/CourseDescriptions/ENGL.htm#105](http://www.ufv.ca/calendar/2013_14/CourseDescriptions/ENGL.htm#105)>.
  4. Submit a letter of intent: XXX word statement articulating .....(your interest in this field, how you have prepared, why suited or whatever you decide).
  5. Submit the Early Childhood questionnaire (link to the form)
4. Attend an orientation and interview.

We will be changing this section it as per your recommendations. They are valid recommendations.

2. Under How to Apply:

#1 - I would suggest the following changes in wording, because there are many ways to meet the prerequisite – a variety of English language tests, high school English 12, or a post-secondary English or CMNS course:

Additional documents required for a complete application:

- ECE additional application form questionnaire (available at [ufv.ca/admissions/forms](http://www.ufv.ca/admissions/forms#additionalapps)<<http://www.ufv.ca/admissions/forms#additionalapps>>
- Documentation showing evidence of the prerequisite for CPT or LPI score, or fulfillment of prerequisite for CMNS 155 or ENG 105 (link to the course description in the calendar). If the prerequisite is being met through a college or university course, an official transcript is required showing completion of course alternatives. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit<[http://www.ufv.ca/calendar/2013\\_14/General/Transfer.htm](http://www.ufv.ca/calendar/2013_14/General/Transfer.htm)> section for details.

#1 Also, you might consider including the questionnaire and the letter of intent as documents required for a complete application. This ensures that you have everything before the interview, and you could then delete #4 altogether.

Yes this is what we will be doing now including all the documents for a complete application. Our questionnaire is currently being reviewed by our ECE Curriculum Committee

#3 – I'm not quite clear on this statement – do you mean once the application has been received and the prerequisites for ENGL 105/CMNS 155 have been met, the applicant will be interviewed and evaluated? I might suggest "Once the application is complete and all required documents received (see #1, above), you will be interviewed and evaluated .....

I was not clear whether the orientation and interview happened at the same time, or if they are completely separate events. If the orientation occurs earlier, you might mention it in an earlier point, but I would assume you can't do the interview and final evaluation until the application is complete – am I correct?

The orientation and interview are on the same night and we would like all of the requirements met

before students attend the orientation and interview.

Once the application is complete and all required documents received (see #1, above), you will be interviewed and evaluated .....

We will be including the questionnaire and the letter of intent as documents required for a complete application. This ensures everything is received before the interview, and we can delete #4 altogether.

All your suggestions will be taken in consideration and many of them will be implemented. Thanks for your recommendations Elaine.

From: Rhonda Colwell

Sent: October-28-13 12:25 PM

To: Doris Ball; cwconsult; Maple Melder-Crozier

Cc: Rosetta Khalideen; Ashley Hoogendoorn

Subject: RE: ECE Certificate and Diploma Program changes

Hi everyone,

I have read this proposal and I have noticed the following items:

Some of the ECE course prerequisites use the phrase "successful completion of". The minimum grade to satisfy course prerequisites is a C- unless a higher grade is included. How does your dept define "successful completion of"? I suggest that you remove this phrase from all course outlines. If your dept does want the minimum grade to be higher than a C-, please include the minimum grade required.

Hi everyone,

My apologies for this very late response.

Doris, for the ECE course prerequisites, I will still suggest the removal of the phrase "successful completion of". What you have explained below sounds more to me like Standing Required for Continuance in the Program. Within Arts programs, we also consider this as Academic Warning. Your dept may want to consider making a program change to your current Calendar Copy to include this section. I can also see this information included under a Graduation Requirements section of your program's Calendar copy.

Thanks,  
Rhonda

FOR THE ECE PROGRAM, WE REQUIRE THAT STUDENT RECEIVE A MINIMUM OF A C+ NOT FOR EACH COURSE BUT AS A MINIMUM TERM GPA OF 2.33. WE WERE NOT SURE HOW TO WORD THAT. ANY SUGGESTIONS? WE DO HAVE IT LISTED IN THE CALENDAR CURRENTLY JUST BEFORE THE "ENTRANCE REQUIREMENTS" SECTION.

"Students in the ECE Certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate.

Some of the ECE course prerequisites also state "first year of the ECE Certificate". To make this clear for students, I suggest that you list out the specific ECE courses. I expect that this will make it easier for Banner to be coded for these prerequisites. I suggest that you contact Darren to confirm this. WE WILL BE LISTING OUT THE SPECIFIC COURSES THAT CONSTITUTE "FIRST YEAR OF THE ECE CERTIFICATE".

Some of the ECE course outlines list a Course Revised Implementation Date of January 2013. My assumption is that this is a mistake because January 2013 has already come and gone. THE DATE WAS MISSED ON SOME COURSE OUTLINES, AND THEY NOW HAVE ALL BEEN CHANGED TO MAY 2014 AS THEH COURSE REVISED IMPLEMENTATION DATE AND MAY 2020 AS THE COURSE TO BE REVIEWED DATE.

The Course Content section is missing from ECE 130.

IT WAS SENT TO ME THAT WAY, WE WILL BE ADDING THE COURSE CONTENT TO THIS COURSE OUTLINE.

Thanks,

Rhonda

ECE Diploma

Wording changes have been made to correct errors and increase clarity.

I trust this addresses your questions of our changes to Calendar Copy!

The notice required in the Calendar for changes is understood.

Respectfully submitted,

--Dr. Maple Melder Crozier\*

Doris Ball

[Description: UFV\_RGB\_GIF15400]

Department Assistant/Advisor

Early Childhood/Child and Youth Care Department

604-854-4580 office

604-855-7558 fax

1-888-504-7441 local 4580 toll free

33844 King Road, Abbotsford, BC V2S 7M8

Room D3076

Success<<http://quotes4all.net/success.html>> is the ability to go from one

failure<<http://quotes4all.net/failures.html>> to another with no loss of

enthusiasm<<http://quotes4all.net/enthusiasm.html>>. Winston

Churchill<<http://quotes4all.net/winston%20churchill.html>>

## Early Childhood Education/Child and Youth Care

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

### Early Childhood Education certificate

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UFV offers a certificate program at both the Abbotsford and Chilliwack campuses leading to registration in British Columbia as early childhood educators.

The certificate program includes basic courses in communications, interpersonal relations, child growth and development, working with children, and the early childhood curriculum. ~~Students in the ECE certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate. Students who do not maintain the required cumulative GPA will be placed on Academic Warning for one semester. If they do not attain the required GPA they will need to meet with the program head before continuance in the program, and they may need to withdraw from the program.~~

Before taking practicum you will be required to obtain a TB clearance (as required as per Community Care Facilities Licensing Legislation), as well as a Rubella clearance and criminal record check.

After completing this program, graduates can be licensed as early childhood educators by the Provincial Licensing Board, with an additional 500 hours of supervised work and a first aid certificate.

Following completion of the certificate, students who wish to continue their studies can ladder into the ~~following ECE diploma programs specializing in special needs and/or infancy:~~

- ~~• Early Childhood Education diploma~~
- ~~• Special Needs specialty~~
- ~~• Infancy specialty~~

### Entrance requirements

- ~~1. Suitability to work with children.~~
- ~~2. Secondary school graduation or equivalent~~
- ~~3. Completion of prerequisites for Engl 105 or equivalent~~
- ~~4. Attend an orientation and interview.~~
- ~~5. Submit the Questionnaire — [www.ufv.ca/ece/](http://www.ufv.ca/ece/) — link to form — Application Info.~~

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~~Applicants must be 19 years of age or older before being accepted into starting the practicum in the program.~~

~~2. Be able to Ability to supply own transportation to field sites.~~

~~3. You must meet the prerequisites for CMNS 155 or ENGL 105. [www.ufv.ca/calendar/](http://www.ufv.ca/calendar/)~~

~~4. Satisfactory completion of interview or questionnaire.~~

~~Submit a letter of intent (a 300–400 word statement articulating your personal strengths, your interest in the ece field, how you have prepared, why you feel you are suited to work with young children)~~

~~5. Submit the Questionnaire [www.ufv.ca/ece/](http://www.ufv.ca/ece/) link to form Application Info.~~

~~6. Attend an orientation and interview.~~

Students who do not meet these requirements might consider the Child and Youth Care Studies [program path until they can meet requirements.](#)

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see [Specific intake application process in the Admissions \(OReg\) Section of the Calendar.](#)

How to apply

- ~~1. 1. Submit your application online with 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), or a- Application forms are also available from any OReg or Student Services office~~
- ~~2. Official transcripts from secondary school and any prior post-secondary institutions.~~
- ~~3. Additional documents required for a complete application:~~

~~Additional documents required for a complete application:~~

~~• ECE additional application form Interview qQuestionnaire (available at [ufv.ca/admissions/formsece](http://ufv.ca/admissions/formsece) and go to Application Info), Letter of Intent (a 250 word personal statement articulating your strengths, interest in the ece field, how you have prepared, and why you feel suited to work with young children. There is a checklist available ([ufv.ca/ece](http://ufv.ca/ece) and go to Application info) to guide you through the application process...)~~

~~• CPT or LPI score, or proof of registration for a CPT sitting, Completion of prerequisites for Engl 105 (Grade 12 English with a C+ or higher or equivalent)~~

~~Documentation showing evidence of the prerequisite for CMNS 155 or ENG 105, (link to the course description in the calendar).~~

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~~If the prerequisite is being met through a college or university, or an official transcript is required showing completion of course alternatives.~~ To be considered official, transcripts must be ~~sent directly sealed and signed or directly from the sending institution to UFV from the originating institution;~~ see the [Transfer Credit](#) section for details.

24. After your complete application is received and reviewed, ~~the Office of the Registrar~~[the Office of the Registrar department](#) will forward your application to the ece department. The [department](#) will notify you of an orientation session that you must attend. If you do not attend ~~or~~ [you must](#) make arrangements with the ~~program department head~~, ~~or you will not~~ be eligible for admission to the program.

~~After the orientation session, you will be required to obtain a TB (as required per Community Care Facilities Licencing Legislation) and Rubella clearance and criminal record check and be given a questionnaire to return or be assigned to an interview time.~~

~~3. Once the application is complete and all required documents received bBased on your CPT score or English requirements and \_questionnaire and letter of intent, you will be interviewed and evaluated according along with to the following scale criteria:~~

|                                                       |     |
|-------------------------------------------------------|-----|
| ▲ Physical health and readiness to work with children | 35  |
| ▲ Prior relevant experience                           | 25  |
| ▲ Interview/questionnaire                             | 40  |
| Total                                                 | 100 |

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#### [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.](#)

~~[Physical health and readiness to work with children, and prior relevant experience.](#)~~

4. After the orientation session you will be required to:

- ▲ Submit a letter of intent
- ▲ Complete the questionnaire
- ▲ Submit CPT score or English mark

~~You will also be assigned an interview time.~~

~~5. Approximately eight weeks after the orientation you will be advised of the~~ [The](#) admission decisions ~~will be made in April and notifications sent out in early May.~~ [May](#).

Following admission to the program you will be provided with [course](#) registration information.

If you do not register for courses and pay course deposits, your place will be given to the next person on the program waiting list and you must reapply to the program.

~~6. Admission decisions are made in October to November for a January start, and April to May for a September start. Start dates are as follows:~~

~~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.~~

Dates and locations

The program is offered part-time over ~~four~~ five semesters, with alternating programs starting in Chilliwack in ~~2012-2014~~ and ~~2014-2016~~, and in Abbotsford in ~~2013-2015~~ and ~~2015-2017~~.

~~Note: If you wish to begin taking courses at UFV while waiting for a space to become available in this program, it will be necessary to submit a separate application to take courses as a Child and Youth Care Studies student.~~

Regulations concerning practica

The ~~program~~ department head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in a practicum setting in accordance with their professional background and current learning needs. ~~You~~ Students have the right to be informed in writing of the reasons for any change in placement. ~~You~~ Students may be required to withdraw from a practicum course if none of the available practicum agencies will accept ~~you~~ him/her.

A criminal record check is required prior to practicum placement. Upon admission to the program, students need to will be asked to submit the criminal record check form to the Ministry of Public Safety and Solicitor General of the BC Government. These forms are available from the department assistant and advisor. This will ensure the Criminal Record Check clearance is processed before classes begin.

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~~Students are required to provide their own transportation to and from practicum sites.~~

Fees and additional costs

See the Fees and Other Costs section of the UFV Calendar. ~~Books and additional supplies are about \$100 per course.~~

You should be prepared to spend approximately ~~\$800-500~~ per semester on books and supplies. You must also have your own means of transportation. Up to half of your program time will be

spent working in early childhood centres in the community. UFV takes no responsibility for students' transportation to field sites.

Students are encouraged to contact the Financial Aid and Awards office for information on loans, bursaries and work-study options.

**Standing required for continuance:**

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Students in the ECE certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate. Students who do not maintain the required cumulative GPA will be placed on Academic Warning for one semester. If they do not attain the required GPA they will need to meet with the program department head before continuance in the program, and they may need to withdraw from the program.

Program outline

**Semester I**

| Course      | Title                                                         | Credits |
|-------------|---------------------------------------------------------------|---------|
| ECE 100     | Human Development                                             | 3       |
| ECE 101     | Intro. to Early Childhood Education                           | 3       |
| ECE 102     | Intro. to Early Childhood Guidance                            | 3       |
| ECE 103     | Intro. to Observing and Recording Behaviour of Young Children | 3       |
| HSER 120    | Intro. to Interpersonal Communications                        | 3       |
| CMNS 155    | Introduction to Workplace and Academic Communication          |         |
| or ENGL 105 | Academic Writing (see Note)                                   | 3       |
| Total       |                                                               | 18      |

Note: CMNS 155 and 251 are the recommended series of courses.

**Semester II**

| Course  | Title                    | Credits |
|---------|--------------------------|---------|
| ECE 120 | Human Development II     | 3       |
| ECE 122 | Introductory Practicum   | 6       |
| ECE 123 | Art in ECE               | 1.5     |
| ECE 124 | Music in ECE             | 3       |
| ECE 125 | Early Childhood Programs | 3       |

**Total** **16.5**

**Note:** Students are required to complete all Semester I courses before taking Semester II courses.

**Semester III**

| <b>Course</b>  | <b>Title</b>                          | <b>Credits</b> |
|----------------|---------------------------------------|----------------|
| ECE 130        | Presenting Literature to Children     | 3              |
| ECE 132        | Nutrition, Health and Safety          | 3              |
| ECE 133        | Advanced Practicum                    | 6              |
| ECE 135        | The Process of Curriculum Development | 3              |
| <b>One of:</b> |                                       |                |
| CMNS 251       | Professional Report Writing           |                |
| or ENGL        | One of ENGL 120-170 (see Note 1)      | 3              |
| <b>Total</b>   |                                       | <b>18</b>      |

**Note 1:** CMNS 155 and 251 are the recommended series of courses.

**Note 2:** Students are required to complete all Semester II courses before taking Semester III courses.

PROGRAM OUTLINE - ECE Requirements:

Non-ECE requirements: one of CMNS 155/125 or English 105 and HSER 120 (3 credits each)

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Students will follow order of courses listed

|                   |                                   |     |
|-------------------|-----------------------------------|-----|
| Semester 1 Fall   | September-December                |     |
| ECE 100           | Human Development I               | 3   |
| ECE 101           | Foundations of ECE                | 3   |
| ECE 103           | Intro to Observing & Recording    | 3   |
|                   | Behaviour of Young Children       | 3   |
| Semester 2 Winter | January - April                   |     |
| ECE 102           | Intro to Early Childhood Guidance | 3   |
| ECE 120           | Human Development II              | 3   |
| ECE 132           | Nutrition, Health & Safety        | 3   |
| Semester 3 Fall   |                                   |     |
| ECE 122           | Introductory Practicum            | 6   |
| ECE 123           | Art in ECE                        | 1.5 |
| ECE 124           | Music in ECE                      | 3   |
| ECE 125           | Early Childhood Programming       | 3   |
| Semester 4 Winter |                                   |     |
| ECE 130           | Presenting Literature to Children | 3   |

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|                      |                                               |                     |
|----------------------|-----------------------------------------------|---------------------|
| ECE 133              | Advanced Practicum                            | 6                   |
| ECE 135              | Process of Curriculum Development             | 3                   |
| <u>Total credits</u> | <u>Including CMNS/ENG and HSER 120 (6 cr)</u> | <u>49.5 credits</u> |

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Early Childhood Education/Child and Youth Care page](#)

**From:** [Laura Chomiak](#)  
**To:** [Karen Power](#)  
**Subject:** FW: BACYC calendar changes  
**Date:** Friday, March 28, 2014 5:13:00 PM  
**Attachments:** [BACYC calendar changes 2013-2014.docx](#)  
[CYC course description-prerequisites.docx](#)  
[image004.png](#)

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Hi Laura:

Attached are the documents for Faculty Council's approval for calendar changes to the BACYC.

See below the original memo sent to Dr. Rosetta Khalideen on October 21, 2013 regarding calendar changes. The following are comments/suggestions made by the Campus Wide Consult along with my comments in bold uppercase red type.

**TO:** Campus-Wide Consultation  
 Dr. Rosetta Khalideen, Dean of Professional Studies  
**FROM:** Dr. Maple Melder Crozier, Dept Head of ECE  
**DATE:** 21 October 2013  
**RE:** Revised program – Rationale for changes to ECE and CYC  
 This memo is to explain the changes in our most recent edit of Calendar Copy for our department.

#### CYC Degree

The wording for several courses has changed in our programs for clarity and specificity. There are changes that have been approved by UEC that are not reflected in the Calendar Copy, and we are trying to make both the Calendar and our current practice consistent (for instance, the reducing of credits from 9 to 6 of CYC 310 and 410).

We changed credits from 42 to 45 for upper level due to the addition of CYC 302 and CYC 402 to the curriculum after approval at the 24 Apr 2009 UEC meeting. This change in credit value is to reflect that addition.

We have adjusted the wording for the English requirement to increase clarity for students when they choose their courses, as ENG 104 and 165 do not meet the English requirement criteria.

Since 1993 our program requires that all core courses are completed at a C+ level or higher, so this has now been added to the prerequisites in several courses just to be clearer for students, nothing has changed.

CYC 394 has been replaced by CYC 302.

From: Rhonda Colwell  
 Sent: October-28-13 12:25 PM  
 To: Doris Ball; cwconsult; Maple Melder-Crozier  
 Cc: Rosetta Khalideen; Ashley Hoogendoorn  
 Subject: RE: ECE Certificate and Diploma Program changes

Hi everyone,

I have read this proposal and I have noticed the following items:

Some of the Learning Outcomes section of the presented ECE course outlines use "understand". I suggest that you contact Samantha or Ashley for help with re-writing these. "Understand" is not measurable and will be flagged at the UEC mtg.  
**THE WORD "UNDERSTAND" HAS BEEN REMOVED FROM EVERY COURSE OUTLINE IN THE "LEARNING OUTCOMES" SECTION AND REPLACED WITH ANOTHER WORD I.E. INTERPRET, IDENTIFY OR RECOGNIZE DEPENDING ON THE CONTEXT.**

Some of the ECE course prerequisites use the phrase "successful completion of". The minimum grade to satisfy course prerequisites is a C- unless a higher grade is included. How does your dept define

"successful completion of"? I suggest that you remove this phrase from all course outlines. If your dept does want the minimum grade to be higher than a C-, please include the minimum grade required. FOR THE ECE PROGRAM, WE REQUIRE THAT STUDENT RECEIVE A MINIMUM OF A C+ NOT FOR EACH COURSE BUT AS A MINIMUM TERM GPA OF 2.33. WE WERE NOT SURE HOW TO WORD THAT. ANY SUGGESTIONS? WE DO HAVE IT LISTED IN THE CALENDAR CURRENTLY JUST BEFORE THE "ENTRANCE REQUIREMENTS" SECTION.

"Students in the ECE Certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate.

Some of the ECE course prerequisites also state "first year of the ECE Certificate". To make this clear for students, I suggest that you list out the specific ECE courses. I expect that this will make it easier for Banner to be coded for these prerequisites. I suggest that you contact Darren to confirm this. WE WILL BE LISTING OUT THE SPECIFIC COURSES THAT CONSTITUTE "FIRST YEAR OF THE ECE CERTIFICATE".

Some of the ECE course outlines list a Course Revised Implementation Date of January 2013. My assumption is that this is a mistake because January 2013 has already come and gone. THE DATE WAS MISSED ON SOME COURSE OUTLINES, AND THEY NOW HAVE ALL BEEN CHANGED TO MAY 2014 AS THEH COURSE REVISED IMPLEMENTATION DATE AND MAY 2020 AS THE COURSE TO BE REVIEWED DATE.

The Course Content section is missing from ECE 130.

IT WAS SENT TO ME THAT WAY, WE WILL BE ADDING THE COURSE CONTENT TO THIS COURSE OUTLINE.

Thanks,  
Rhonda

From: Samantha Pattridge  
Sent: November-05-13 1:13 PM  
To: Rhonda Colwell; Doris Ball; cwconsult; Maple Melder-Crozier  
Cc: Rosetta Khalideen; Ashley Hoogendoorn  
Subject: RE: [CWC] BACYC wording/prerequisite changes

Hi all,

I agree with Rhonda that the list of "or equivalent" courses should be defined to reduce confusion. If the intent is to allow a range of ENGL or CMNS courses, perhaps different wording would work better. However, if the intent is to focus on the courses that specifically teach writing skills, the "or equivalent" should be removed.

WE DO NOT KNOW HOW TO STREAMLINE THE ALTERNATIVE TO "OR EQUIVALENT (UNDER COURSE OUTLINE SECTION). ANY SUGGESTIONS?

WE INCLUDED THE WORDING "OR EQUIVALENT" FOR THOSE THAT ARE TRANSFERRING IN COURSES IF THEY HAVE AN EQUIVALENT TO THESE COMMUNICATIONS OR ENGLISH COURSES LISTED. WE WERE TRYING TO BE ACCOMODATING.

I have another question about the ENGL and CMNS changes. What is the rationale for these changes? THE RATIONALE FOR THESE CHANGES IS TO BE LESS LIMITING AND TO INCLUDE TWO CMNS AND EQUIVALENT, AND ANY FIRST YEAR ENGLISH AND EQUIVALENT. WE HAVE TO LIMIT CERTAIN ENGLISH COURSES TO USE AS ENGLISH REQUIREMENTS BECAUSE THEY HAVE NO PREREQUISITES.

I think it might make more sense to require ENGL 105 and CMNS 251, since these two courses are complementary. ENGL 105 focuses on composition, and CMNS 251 (for which ENGL 105 is a prerequisite) focuses on workplace report writing. It makes more sense for students to take these two than to take ENGL 105 and CMNS 155, half of which also focuses on composition. I know the options are limited with this change, though, and it is possible you have a different reason for making the change than the one I am assuming.

WE HAVE A LOT OF TRANSFER STUDENTS SO WE WERE TRYING TO NOT BE LIMITING. IF THESE TRANSFER STUDENTS CAN HAVE SOMETHING DIFFERENT WHY WOULD WE WANT TO LIMIT OUR STUDENTS.

I AGREE AND UNDERSTAND WHAT YOU MEAN ABOUT ENG 105 AND CMNS 251, I RECOMMEND TO OUR STUDENTS THAT THOSE TWO COURSES ARE A VERY GOOD COMBINATION. HOWEVER, THERE ARE A LOT MORE TO CONSIDER ON A LARGER SCALE.

Finally (speaking from a UEC perspective), the implementation dates can be left blank until the courses have been approved, after which Ashley will add in the appropriate date.  
THANKS FOR YOUR COMMENT ON THE IMPLEMENTATION DATE.

Thanks for your responses, Doris. I think I understand your intent now.

You can remove "or equivalent" from the CMNS and ENGL course listings, since it is understood institution-wide that equivalent transfer courses can be used in place of these specific courses. I think this change makes sense to me.

Thanks for the chance to comment,

Samantha

Samantha Pattridge  
Department Head, Communications  
University of the Fraser Valley  
604-504-7441 local 4177  
Samantha.Pattridge@ufv.ca<<mailto:Samantha.Pattridge@ufv.ca>>  
From: Doris Ball  
Sent: Thursday, November 07, 2013 5:16 PM  
To: Rhonda Colwell; cwconsult; Maple Melder-Crozier  
Cc: Rosetta Khalideen; Ashley Hoogendoorn  
Subject: RE: [CWC] BACYC wording/prerequisite changes

Calendar Copy document

Under the Graduation section, I suggest that you check with Shelaugh/Michelle about the program requirements completion date. My understanding is that April 30th is the institutional deadline in order to be included in the June Convocation ceremony. Our Winter semester has not ended by March 31st. THE DATE MARCH 31ST IS WHEN STUDENTS ARE APPLYING FOR THE PROGRAM IT HAS NOTHING TO DO WITH ENTRANCE REQUIREMENTS OR GRADUATION YET.

Under the Program Outline section, within the First Year courses, I suggest you change "ENGL 105 or equivalent (Not ENGL 104 or ENGL 165)" to "ENGL 105 or equivalent (excluding ENGL 104 and ENGL 165)". I also suggest that you define your list of "or equivalent" courses for the CMNS and ENGL requirements as students will ask this question.  
WE WILL CHANGE THE WORDING TO: ENGL 105 OR EQUIVALENT (EXCLUDING ENGL 104 AND ENGL 165)"

Under the Program Outline section, Note 2 is a bit clunky. I suggest something along the lines of - "Recommended university-level elective courses: Anthropology, Criminology, Psychology, Sociology, or any relevant area of interest to the student."  
NOTE 2 WILL BE CHANGED TO "RECOMMENDED UNIVERSITY-LEVEL ELECTIVE COURSES: ANTHROPOLOGY, CRIMINOLOGY, PSYCHOLOGY, SOCIOLOGY, OR ANY RELEVANT AREA OF INTEREST TO THE STUDENT."

Course Outlines

For CYC 210, I suggest a re-ordering of the prerequisites to "CYC 101 with a C+ or higher and a departmentally approved related certificate or diploma or 30 university transfer credits of permission of department head".  
GOOD SUGGESTION

For CYC 220, the prerequisites has the "related" removed from the departmentally approved certificate or diploma phrase. Related was not removed from the CYC 210 prerequisites. It doesn't matter to me which phrase is used, but I am requesting that one version is chosen and used for all.  
"RELATED" SHOULD HAVE BEEN CROSSED OUT UNDER THE CYC 210 PREREQUISITES AND IT HAS

BEEN CROSSED OUT NOW.

For the 300-level CYC courses, I suggest that you contact Darren about the prerequisites phrase of "completion of all CYC 200-level Core courses with a C+ or higher". I expect that this causes issues with Banner coding. For clarity purposes, I suggest something along the lines of "Admission to the CYC Degree program and a C+ or higher in each of CYC 202, 210, 220, 267, 268".

FOR THE 300 LEVEL CYC COURSES, WE WILL BE USING THE WORDING AS SPECIFIED: "ADMISSION TO THE CYC DEGREE PROGRAM AND A C+ OR HIGHER IN EACH OF CYC 202, 210, 220, 267, 268".

For a course such as CYC 321, I suggest something along the lines of "Admission to the CYC Degree program, a C+ or higher in each of CYC 202, 210, 220, 267, 268, and CYC 320".

FOR CYC 321 AND 341 WE WILL USE THE RECOMMENDED WORDING AS OUTLINED FOR CYC 321: "ADMISSION TO THE CYC DEGREE PROGRAM, A C+ OR HIGHER IN EACH OF CYC 202, 210, 220, 267, 268, AND CYC 320".

For CYC 340, I suggest that you define which "developmental psychology course" you will accept for the prerequisites. Is it PSYC 250 only? Or will you also accept PSYC 351, 355, 356, 357? Or SOWK 283? FOR CYC 340 WE WILL WORK ON BEING MORE SPECIFIC WITH THE DEVELOPMENTAL PSYCHOLOGY COURSE REQUIRED. WE WILL MOST LIKELY USE PSYC 250, 351, 355 AND 357 AND SAY ONE OF THESE. AS WELL AS EQUIVALENCY FOR THOSE STUDENTS WHO TRANSFERRED OR ARE TRANSFERRING COURSES IN.

For CYC 390 and CYC 490, I think the "or" should be an "and" – Admission to the CYC degree program and permission of department head. These are DIS courses and most disciplines require written consent of the supervising faculty member and/or permission of department head for their DIS courses. THANKS FOR THE SUGGESTION.

I have the same request for the 400-level CYC course prerequisites that state completion of 300-level CYC core courses with a C+ or higher as for the 300-level CYC courses.

Admission to the CYC degree program and a C+ or higher in each of CYC 302, 310A, 310B, 320, 321, 340, and 341.

THE WORDING WILL BE CHANGED TO THE RECOMMENDED: ADMISSION TO THE CYC DEGREE PROGRAM AND A C+ OR HIGHER IN EACH OF CYC 302, 310A, 310B, 320, 321, 340, AND 341.

For CYC 310, there is a note under the Calendar Description which outlines when the student is expected to complete CYC 310A and CYC 310B. This note is missing from CYC 410. Does this mean that students are not required to complete CYC 410A in Fall, CYC 410B in Winter, that A and B need to be completed in the same academic year, and that both need to be completed in order to receive credit?

FOR CYC 410 WE WILL INCLUDE THE NOTE: NOTE: CYC IS A FULL-YEAR COURSE. CYC 410A IS NORMALLY OFFERED SEPTEMBER-DECEMBER AND CYC 410B FOLLOWS IN JANUARY TO APRIL. CYC 410B MUST BE TAKEN IN THE SAME ACADEMIC YEAR AS CYC 410A. STUDENTS MUST TAKE BOTH TO RECEIVE CREDIT.

For CYC 410 pre or corequisites section, I suggest listing out the "400-level CYC core courses". FOR CYC 410 PRE AND COREQUISITE, WE WILL INCLUDE ALL 400 LEVEL CORE COURSES, THIS IS WHAT IT WILL LOOK LIKE:  
CYC 402, 423, 425, 467, 468, 469

For both CYC 310 and 410, are the students assigned a letter grade? Or are they CR/NCR based? I think this should be stated explicitly on the course outlines.  
FOR CYC 310 AND 410 STUDENTS ARE GIVEN A LETTER GRADE. NOTED THAT THAT THIS WILL BE STARTED ON THE COURSE OUTLINE FOR CYC 310 AND 410.

For CYC 423, the prerequisites include "or permission of instructor". This is the first one I have come to with instructor identified. The others have stated "or permission of department head". Again, for clarity

and consistency purposes, I suggest that one phrase is chosen and used in all course prerequisites.  
 THE PREREQUISITE FOR CYC 423 WILL STATE: ADMISSION TO THE CYC DEGREE PROGRAM OR PERMISSION FROM DEPARTMENT HEAD.  
 For CYC 496, is it possible to more clearly define the "Disability Issues within Child Welfare" under the Course Content section?  
 THE COURSE CONTENT WILL BE DEVELOPED BY THE INSTRUCTOR.

Several of the outlines have a previous course number listed in the Synonymous Course section in the (a) Replaces category. Do you think enough time has elapsed since the offering of the "old" course number that this reference can be removed? If not, can the following note be added under the Calendar Description? I will use CYC 267 as the example.

Note: Students with credit for CYC 252A may not complete CYC 267 for further credit.  
 I TALKED TO ASHLEY HOOGENDOORN AND WE CONSULTED WITH SHELAUGH THOMSON IN OREGON AND THE "FORMERLY" HAS BEEN REMOVED. ENOUGH TIME HAS ELAPSED TO DROP IT. I ALREADY CHECKED THE TIME PERIOD WHICH IS 5 YEARS OR MORE.

As with the ECE course outlines Learning Outcomes section, the CYC course outlines will need to be reviewed in order to re-word the outcomes which start with "Understand".  
 THE ECE AND CYC LEARNING OUTCOMES SECTION WILL BE REVIEWED TO ELIMINATE THE WORD "UNDERSTAND".

As with the ECE course outlines Course Revised Implementation Date, the CYC course outlines which state September 2013 will need to be changed as this date has already come and gone.  
 THE COURSE REVISED IMPLEMENTATION DATE WILL BE CHECKED AND MADE SURE THAT MAY 2014 IS LISTED FOR EACH ONE SO THEY ARE CONSISTENT.

I trust this addresses your questions of our changes to Calendar Copy!  
 The notice required in the Calendar for changes is understood.  
 Respectfully submitted,

Doris Ball  
 [Description: UFV\_RGB\_GIF15400]

Department Assistant/Advisor  
 Early Childhood/Child and Youth Care Department  
 604-854-4580 office  
 604-855-7558 fax  
 1-888-504-7441 local 4580 toll free  
 33844 King Road, Abbotsford, BC V2S 7M8  
 Room D3076

Success<<http://quotes4all.net/success.html>> is the ability to go from one failure<<http://quotes4all.net/failures.html>> to another with no loss of enthusiasm<<http://quotes4all.net/enthusiasm.html>>. Winston Churchill<<http://quotes4all.net/winston%20churchill.html>>

Early Childhood Education/Child and Youth Care  
[ufv.ca/ece/cyc](http://ufv.ca/ece/cyc)

### **Bachelor of Arts in Child and Youth Care degree**

This program provides degree-completion opportunities for students from a range of human service disciplines. The CYC program is tailored to part-time students and those already in the workforce, with core course offerings scheduled for afternoons and evenings. Students without a background in the human services field may apply to the program following successful completion of entrance requirements.

The BA in Child and Youth Care is designed to offer credit-based professional education to practitioners in human services agencies working with children, youth, and families. Most child and youth care workers are balancing agency, family, personal, and professional needs as they pursue training or upgrading in an increasingly demanding and complex field.

Child and youth care is an expanding field. It crosses a range of work settings and areas of practice, including residential/group home programs, regular and alternative school programs, day care and early childhood programs, child life/hospital-based programs, youth justice/probation/young offender programs, special needs foster care, parent/counsellor resources, programs for people with mental disabilities, and early intervention and child development centres.

Workers, supervisors, managers, and trainers in these programs bring a diverse set of backgrounds and credentials to their positions. Increasingly, an undergraduate degree is sought by employers for the more desirable employment situations in most areas in the field. This has led to a growing number of practitioners in line supervision and management positions investing in professional education to complete this BA degree.

The breadth of the child and youth care field requires a primary curriculum focus on [generic](#) development and social competence as a context for therapeutic intervention.

The degree is awarded following successful completion of a minimum of 12~~30~~ recognized credits. You may enter the program upon completion of related certificate and diploma programs, or one full year of university-level courses, providing they meet the program requirements. The 200-level CYC courses may be taken by students prior to acceptance into the degree program with permission of the department head if seats are available. The program of study includes core and elective courses.

#### **Entrance requirements**

1. Admission to the CYC program requires at least 30 credits of work as defined below:

a. 30 credits of university-level courses with a grade point average of at least 2.33 (C+), including six credits of first year English ([excluding ENG 104 and ENG 165](#)) and/or Communications with a minimum combined grade point average of ~~at~~ the six credits of C+ or

better  
or

b. A certificate in Early Childhood Education or other human service certificate program with a grade point average of at least 2.84 (B), including six credits of first year English ([excluding ENG 104 and ENG 165](#)) and/or Communications with a minimum combined average on the six credits of C+ or better. ~~(see Note).~~

~~Note:~~ Students who have completed an ECE or other human services certificate or diploma program with a 2.84 (B) average or higher may be given block credit for this training (up to 30 credits for a certificate and up to 60 credits for a two-year diploma).

2. An orientation ~~and interview~~ is ~~normally~~ required prior to admission to the program. ~~Paid or and volunteer experience with children or youth in a program setting is considered in the admissions decision. See Basis for admission decision details below.~~

It is strongly recommended that applicants for the program have a current first aid certificate ~~and updated Rubella and TB clearance.~~

Students who do not meet these requirements might consider the Child and Youth Care Studies [program path](#).

When to apply

Applications are accepted for entrance to the Fall semester only. ~~For application deadlines, see Specific intake application process, bBeginning October 1<sup>st</sup> for the following year. Applications are accepted until Jan 31<sup>st</sup> and may be extended to Mar 31<sup>st</sup>.~~

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How to apply

1. ~~Submit-Submit your UFV application online along with the application fee along with your UFV application for admission form to the Office of the Registrar (ORegAdmissions). You can apply online or download an application form at [ufv.ca/admissions/admissionshowtoapply/apply](#).~~  
Application forms are also available from any OReg or Student Services office.

Additional documents required for a complete application:

- ~~An official sealed transcript from every post-secondary institution you have attended, whether or not you have completed courses there (transcripts received in the original sealed envelope of the issuing institution are considered to be official).~~
- Letter of intent outlining past experience and career objectives.
- ~~Questionnaire with your rResponses to a series of provided questions (questionnaire)~~
- ~~An official sealed transcript from every post-secondary institution you have attended, whether or not you have completed courses there (transcripts received in the original sealed envelope of the issuing institution are considered to be official).~~

- Resume.
  - Two reference letters (one personal and one professional).
2. Students seeking application to the CYC degree program are required to attend an orientation. ~~Once your application is complete, Contact the department assistant/advisor to you will~~ be informed of the orientation date and time.
3. You will be advised of an admission decision and provided with registration information. A deposit is required ~~when you to~~ register ~~for courses~~ (see the [Fees and Other Costs](#) section). This money will be applied toward your tuition fees.

#### Basis for admission decision

Admission will be on a competitive basis. Meeting the minimal requirements does not guarantee admission. ~~Applications for the Fall semester must be received by January 31.~~ Applications received after ~~this~~ deadline ~~of January 31<sup>st</sup>~~ will be considered if space is available in the program. Complete applications will be evaluated according to the following categories, for a total of 100 points:

1. Academic history/GPA (30 points)
2. Work experience (20 points)
3. Volunteer experience (~~1520~~ points)
4. Letters of reference and resume (15 points)
5. ~~Applicant essay~~ [Letter of Intent](#) (~~150~~ points)
6. Attendance at an orientation session (5 points)

#### Fees and additional costs

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

#### [Visiting students](#)

~~Since the CYC courses in the program are transferable to the University of Victoria, some students may wish to take them at UFV for the purpose of completing their studies at UVic. UVic students require a Letter of Permission from UVic as well as an application to UFV as a visiting student. Please consult the Registrar's office at UVic. Applicants visiting from other institutions may not receive the same priority in registration as UFV students.~~

#### [Courses at UVic and other institutions](#)

#### [Distance Courses](#)

Students who wish to pursue the degree program more quickly than the ~~part time~~ offerings at UFV allow, may arrange to take [B.C. University](#) distance education courses ~~through UVic~~ on an individual basis. You must obtain permission in advance from the UFV ~~program department~~ head.

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~~A Request for Letter of Permission form for this purpose may be obtained from the Office of the Registrar. You must still apply to UVic as a visiting student.~~

Total transfer and course challenge credits may not normally exceed 90 credits; however, students pursuing a second degree are permitted to transfer a maximum of 50% of the CYC degree credits from their previous degree. All CYC degree requirements must be met. ~~Not more than 18 upper level (300 and 400 course numbers) credits will count toward the upper level requirements for the degree.~~

#### Graduation

All degree candidates must complete and submit the Request to Graduate form to the Office of the Registrar ([OReg](#)) by April 1.

All program requirements must be completed by April 30. This includes any transfer credits from other institutions. Students who enrol in the Summer semester to complete their program will qualify for the following year's graduation.

#### Standing required for continuance

In order to graduate from the BA in CYC, a C+ or higher is required in the following:

- All CYC core courses
- ENGL/CMNS requirements ([the average grade of two courses](#))
- Developmental psychology requirement.

Students will be required to maintain a cumulative grade point average and semester grade average of C+ (GPA 2.33) or higher. Students who fail to meet the required semester and/or cumulative GPA will be placed on academic warning. Students will be expected to repeat any course from the categories listed above if they received lower than a C+ grade. If a student fails to meet the GPA requirements after being placed on academic warning, they may be withdrawn from the program.

Students receiving academic warning for low grades or unacceptable student behaviour, will not normally be permitted to participate in the practicum component of the program. [or continue in the program until the unacceptable grades or behaviours are rectified-](#)

#### Regulations concerning practica

The department head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in practicum settings in accordance with their professional background and current learning needs. You have the right to be informed in writing of the reasons for any change in placement. You may be required to withdraw from a practicum course if none of the available practicum agencies will accept you.

A criminal record check is required prior to practicum placement. ~~This~~It is the responsibility of the student to initiate, pay for, and ensure the form is submitted in a timely manner (at least a month before Practicum is suggested).

Students are required to provide their own transportation to and from practicum sites.

**A special note about practicum:** Field experience is an integral part of the CYC degree. Students will complete two, 300-hour practica while in the program. There are a variety of excellent practicum sites in the Fraser Valley and throughout the Lower Mainland available to our students. The CYC faculty has links to many agencies and organizations in the child and youth care field. Different sites have different requirements regarding the amount and schedule of time a student will need to spend there, in order to provide the best learning and experience. If you are currently working in a regular position, be prepared to adjust your schedule to meet the demands of practicum, where 10 hours or usually approximately 2 days per week are expected (over a two-semester period). Some students save up vacation time; others have taken a leave to complete the required field experience hours.

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Program requirements

Completion of at least 120 credits with a minimum grade point average of 2.33. At least 42-45 of these credits must be upper-level (300-400).

Program outline

#### First year

| Course                             | Title                                                                                                       | Credits |
|------------------------------------|-------------------------------------------------------------------------------------------------------------|---------|
| CMNS 155<br><a href="#">or 251</a> | Introduction to Workplace and Academic Communication <del>or (see Note 4)</del> Professional Report Writing | 3       |
| <del>CMNS 251</del> ENG 105        | Professional Report Writing (see Note 4) Academic writing (excluding ENG 104 or ENG 165)                    | 3       |
| PSYC 101                           | Introduction to Psychology I (see Note 2)                                                                   | 3       |
| PSYC 102                           | Introduction to Psychology II (see Note 2)                                                                  | 3       |
| CYC 101                            | Introduction to Child and Youth Care                                                                        | 3       |
| Elective                           | Approved by department (Note 2)                                                                             | 3       |
| Elective                           | Approved by department                                                                                      | 3       |
| Elective                           | Approved by department                                                                                      | 3       |
| Elective                           | Approved by department                                                                                      | 3       |
| Elective                           | Approved by department                                                                                      | 3       |
| Total                              |                                                                                                             | 30      |

~~Note 1: CMNS courses can be replaced with first year and second year university level English.~~

Note ~~2~~<sup>1</sup>: PSYC 101 and 102 are prerequisites to PSYC 250.

Note 2: Recommended university-level elective courses: Anthropology, Criminology, Psychology, Sociology or any relevant area of interest to the student.

~~Note 3: Graduates of approved ECE certificate and diploma programs are eligible for block transfer credits.~~

### **Second year**

| <b>Course</b> | <b>Title</b>                                                             | <b>Credits</b> |
|---------------|--------------------------------------------------------------------------|----------------|
| CYC 202       | Aboriginal Perspectives of CYC Practice                                  | 3              |
| CYC 210       | Professional Practice in Child and Youth Care                            | 3              |
| CYC 220       | Theoretical Foundations for Child and Youth Care                         | 3              |
| CYC 267       | Introduction to Working with Individuals in Child and Youth Care         | 3              |
| CYC 268       | Introduction to Working with Groups and Families in Child and Youth Care | 3              |
| PSYC 250      | Introduction to Developmental Psychology                                 | 3              |
| Elective      | Approved by department <a href="#">(note 2)</a>                          | 3              |
| Elective      | Approved by department                                                   | 3              |
| Elective      | Approved by department                                                   | 3              |
| Elective      | Approved by department                                                   | 3              |
| Total         |                                                                          | 30             |

### **Third year**

Note: Students may not register for 300-level core CYC courses until they have completed all 200-level core CYC courses and are admitted to the program.

| <b>Course</b> | <b>Title</b>                                                       | <b>Credits</b> |
|---------------|--------------------------------------------------------------------|----------------|
| CYC 302       | Child and Youth Perspectives on Mental Health and Substance Misuse | 3              |
| CYC 310 A/B   | Supervised Practicum                                               | 6              |
| CYC 320       | Administration in CYC Practice                                     | 3              |
| CYC 321       | Critical Issues in Current CYC Practice                            | 3              |
| CYC 340       | Developmental Theory in CYC Practice                               | 3              |

|          |                                               |    |
|----------|-----------------------------------------------|----|
| CYC 341  | Applying Developmental Theory in CYC Practice | 3  |
| Elective | Approved by department                        | 3  |
| Elective | Approved by department                        | 3  |
| Elective | Approved by department                        | 3  |
| Total    |                                               | 30 |

#### **Fourth year**

Note: Students may not register in any 400-level core CYC courses, except 423 and 425, until they have completed all CYC 200- and 300-level core courses.

| <b>Course</b> | <b>Title</b>                                                    | <b>Credits</b> |
|---------------|-----------------------------------------------------------------|----------------|
| CYC 402       | Community and Interdisciplinary Relationships <del>in CYC</del> | 3              |
| CYC 410A/B    | Advanced Supervised Practicum                                   | 6              |
| CYC 423       | Research Methods in CYC                                         | 3              |
| CYC 425       | Data Analysis in CYC                                            | 3              |
| CYC 467       | Advanced Skills with Individuals in CYC                         | 3              |
| CYC 468       | Advanced Skills with Groups in Child and Youth Care             | 3              |
| CYC 469       | Advanced Skills with Families in CYC                            | 3              |
| Elective      | Approved by department                                          | 3              |
| Elective      | Approved by department                                          | 3              |
| Total         |                                                                 | 30             |

~~Recommended areas for elective courses could include arts, science, human services, English, and criminology.~~ Electives must be university level. CYC-sponsored electives may also be offered under courses CYC 260, 360 and 460. To confirm elective transferability, contact the ECE/CYC ~~program department~~ head.

#### **Child Protection specialization**

For program information on the Bachelor of Arts in Child and Youth Care — Child Protection specialization, please see [this section](#).

#### **Child Life ~~Professional Certification stream~~**

Students completing the Bachelor of Arts in Child and Youth Care who are interested in meeting the eligibility requirements for the Child Life Professional Certification Examination should contact the ECE/CYC ~~program department~~ head. Please see [childlife.org](http://childlife.org) for more details about CCLS requirements.

Certificate in Extended Studies in Child and Youth Care

Students who have completed the Bachelor of Arts in Child and Youth Care can be recognized for additional work to meet the Child Protection Specialization. Please see [this section](#) for more details.

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Early Childhood Education/Child and Youth Care page](#)

MEMORANDUM

TO: UEC  
FROM: Nancy Goad, Coordinator Nursing Programs  
RE: Entrance Requirements BSN, PN programs

At the present time applicants to the BSN program (both generic and LPN Access applicants) have the following entrance requirement:

*Official identity documents: birth certificate, and if applicable, documents showing landed immigrant status, marriage certificate and verification of name change*

Applicants to the PN program have a similar requirement:

*Official identity documents (birth certificate, marriage certificate, proof of name change, landed immigrant status)*

Since this information is already included in the application for admission to UFV, it does not need to be included separately as an admission requirement for these programs.

We are requesting that students applying to the BSN and PN programs have this entrance requirement eliminated.

CWC

No comments were received from CWC.

The changes have been approved by Health Sciences Faculty Council

**BFA Program  
Committee**

# Memo

To: Campus Wide Consultation  
From: BFA Program Committee  
Date: 4/23/2014  
Re: BFA Program Change: Double Extended Minor Elective Requirements

---

## Proposal

The BFAPC wishes to propose additions to elective requirement lists for the double extended minor program format with the BFA degree.

## Rationale

THEA has developed new courses, some cross-listed with ENGL, that are applicable to BFA studies. They are being added to elective requirement categories of Performance Literacy and Historical/Critical Literacy.

## Budget Implications

There are no perceived budget implications for the BFA degree program, as this is a change that does not impact our program or course delivery. Budget implications of course delivery will have been considered when the courses were introduced by the Theatre and English departments. Linking a course to program requirements will possibly have a positive impact on course fill rates.

**BFA Program Change: Double Extended Minor Requirements****Double extended minor requirements**

Students wishing to concentrate on two subject areas can earn a Bachelor of Fine Arts degree by completing two of the following extended minors:

- [Art History](#) (see Note)
- [Creative Writing](#)
- [Fashion](#)
- [Graphic and Digital Design](#)
- [Media and Communication Studies](#) (see Note)
- [Theatre](#)
- [Visual Arts](#)

Note: The BFA degree must contain at least one creative practice discipline. Extended minors in Art History and Media and Communications Studies cannot be combined with each other in the BFA degree. Students wishing to combine these two disciplines should pursue a BA degree.

To receive a Bachelor of Fine Arts degree with a double extended minor, students must complete all designated requirements in two discipline areas, plus one course from each of the following three areas:

- **Visual Literacy:** At least 3 credits from ENGL 165, ENGL 377, any Film Studies course, any Graphic Design course, or any Visual Arts course.
- **Performance Literacy:** At least 3 credits from ENGL 211, ENGL 381, or any Theatre course except THEA 201-~~204~~, ~~THEA 202~~, ~~THEA 301~~, or THEA 401.
- **Historical/Critical Literacy:** At least 3 credits from any Art History course, ENGL 115, ~~ENGL 233~~, ~~ENGL 234~~, ENGL 264, ENGL 364, ~~ENGL 365~~, or ENGL 373, FD 193, IPK 277, any MACS course, PHIL 250, PHIL 251, PHIL 252, THEA 201-~~204~~, ~~THEA 202~~, ~~THEA 301~~, or THEA 401.

Students admitted to the degree should seek advice from the BFA educational advisor regarding requirements. Declarations should be made with the BFA educational advisor when lower-level requirements for each extended minor have been completed, and at least 30 credits have been completed.

**BFA Program  
Committee**

# Memo

To: Campus Wide Consultation  
From: BFA Program Committee  
Date: 4/23/2014  
Re: BFA Program Change: Lab Science Requirement

---

## Proposal

The BFAPC wishes to propose the addition of GEOG 103 to the lab science requirement for the BFA degree program.

## Rationale

GEOG 103 is a newly designed lab science course which will be replacing GEOG 101 and GEOG 102 at UFV. The course meets the criteria for a lab science, and has been added to other Arts degrees at UFV. Furthermore, it is an acceptable lab science course for meeting eligibility for various TEP and PDP programs provincially.

## Budget Implications

There are no perceived budget implications for the BFA degree program, as this is a change that does not impact our program or course delivery. Budget implications of course delivery will have been considered when the course was introduced by the Geography department.

**BFA Program Change: Lab Science Requirement**

**Lab Science requirement**

One course from:

- ASTR 103 or 104
- BIO 100-level or higher
- CHEM 100-level or higher
- CIS 145, 146, 180, 185, or 245
- GEOG 101, 102, 103, or 116
- KPE 163 or 170
- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.

**BFA Program  
Committee**

# Memo

To: Campus Wide Consultation  
From: BFA Program Committee  
Date: 4/23/2014  
Re: BFA Program Change: Graduation Requirements

---

## Proposal

The BFAPC wishes to propose a change to graduation requirements, adding a cumulative GPA of at least 2.0 in addition to a program GPA of 2.0. Wording has also been altered slightly to align the policy more closely with that of other Arts degree programs.

## Rationale

To maintain the integrity of the institution and the BFA degree program, graduates should have a minimum transcript GPA of 2.0 in all courses. Until now, we have been requiring a program GPA of 2.0, but this could in some cases be higher than the CGPA.

## Budget Implications

There are no perceived budget implications, as this is a change that does not impact program or course delivery.

**BFA Program Change: Graduation Policy**

**Graduation**

It is the student's responsibility to ensure that all program requirements are met. This should be done by regular consultation with the BFA ~~e~~Educational ~~a~~Avisor. -A minimum program and cumulative GPA of 2.0 is required to graduate.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. Students who wish to attend the graduation ceremony in June must apply by April 1, and complete program requirements by April 30. Degree candidates who qualify to receive a UFW degree must be approved by the BFA Educational Advisor and the Senate.

~~GPA of at least 2.0 GPA on all program courses.~~

- ~~• Student participation in a graduation exhibition. Intention to participate should be registered with the BFA advisor during the semester prior to program completion.~~

~~Students who wish to attend the graduation ceremony in June must apply by April 1, and complete program requirements by April 30.~~

**BGS Program  
Committee**

# Memo

To: CACC

From: BGS Program Committee

Date: 4/23/2014

Re: BGS Program Change: Entrance Requirements

---

## Proposal

The BGSPC wishes to propose a change to admission requirements.

Applicants must have a minimum GPA of at least 2.0 in their most recent 30 post-secondary credits. A second option of completion of a UFV diploma or BC Associate degree has been added.

## Rationale

In response to the BGS Program Review recommendations and to maintain the integrity of the institution and the BGS degree program we are trying to establish academic rigor within the degree. Requiring stronger entrance requirements will align with other UFV program entrance requirements.

## Budget Implications

There are no perceived budget implications, as this is a change that does not impact program or course delivery.

CWC Comments:

**From:** Samantha Pattridge  
**Sent:** Monday, March 03, 2014 12:20 PM  
**To:** Elaine Newman; cwconsult  
**Subject:** RE: BGS Program Requirements

Hi Elaine,

I am happy to see these two changes (entrance and program requirements) to the BGS. I think they will achieve your goal of upholding the reputation of the degree and requiring sufficient rigor in the program.

The wording looks clear to me.

Best,

Samantha

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Elaine Newman  
**Sent:** Friday, February 28, 2014 3:27 PM  
**To:** cwconsult  
**Subject:** [CWC] BGS Program Requirements

Hi,

Attached please find a rationale for proposed changes to the BGS program requirements, and revised calendar copy to support the changes.

Thanks  
Elaine

**BGS Entrance Requirements****CURRENT:****Entrance requirements**

Students must have successfully completed 30 post-secondary credits of which nine must be university-level credits, and must include three credits of English composition or other writing courses (see program requirements, below). A 2.0 GPA is required for entry into the degree program.

For the purposes of this degree, post-secondary credits will be interpreted as credits that are transcribed by UFV as 100-level or higher.

**PROPOSED:****Entrance requirements**

Option 1: Successful completion of at least 30 post-secondary credits, of which nine must be university-level credits (non-vocational), and which must include three credits of English composition or other writing courses (see program requirements, below). Applicants must have a minimum 2.0 GPA on their most recent 30 post-secondary credits attempted to be admissible to the degree program.

For the purposes of this degree, post-secondary credits are interpreted as credits that are transcribed by UFV as 100-level or higher.

Option 2: Completion of a UFV diploma or BC Associate degree.

**Basis for admission decision**

Admission GPA is calculated based on the most recent 30 post-secondary credits attempted. Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when the UFV application, all required documentation, and the application fee have been submitted.

**BGS Program  
Committee**

# Memo

To: CACC

From: BGS Program Committee

Date: 4/23/2014

Re: BGS Program Change: Program Requirements

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## Proposal

The BGSPC wishes to propose a change to the BGS program requirements.

## Rationale

In response to the BGS Program Review recommendations and to maintain the integrity of the institution and the BGS degree program we are trying to establish academic rigor within the degree.

We currently have no limit on the number of non-university level credits that can count towards the BGS degree and we would like to recommend a limit of 30 non-university level credits.

## Budget Implications

There are no perceived budget implications, as this is a change that does not impact program or course delivery.

**BGS Program Requirements****CURRENT:****Program requirements**

The Bachelor of General Studies requires successful completion of 120 credits with a minimum grade point average of 2.0. At least 45 upper division credits are required for the Bachelor of General Studies. A minimum grade point average of 2.0 is required on upper division courses used for the degree. At least 30 credits must be completed at UFV, of which at least 15 must be upper-level credits. The 120 credits must incorporate the breadth requirements as well as include appropriate electives.

**PROPOSED:****Program Requirements**

The Bachelor of General Studies requires successful completion of the following:

- 120 credits overall, to include at least 45 upper-level credits and the program breadth requirements (see below). A maximum of 30 non-university-level credits (e.g., vocational credits) may be used.
- A minimum program grade point average of 2.0 and a minimum upper-level grade point average of 2.0 must be achieved.
- At least 30 credits must be completed at UFV, of which at least 15 must be upper-level credits.

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

**April 2014**

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

Transfer credit is recommended as follows:

| Effective Term | Precedent setting until | Institution Name: VCAD<br>(unrecognized institution)<br>Location: Vancouver, BC |                                        | UFV Equivalent                              |             |
|----------------|-------------------------|---------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------|-------------|
|                |                         | Course Name/Number or Program Name                                              | Qualifiers<br>(e.g. min. grade or GPA) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits     |
|                | n/a                     | CM10A Life Drawing I<br>CM10B Drawing I<br>GD40E Illustrator II                 | Min 2.0 gpa for all courses            | VA 113<br>VA1xx<br>GD216                    | 3<br>3<br>3 |
|                | n/a                     | CM10C Photoshop I<br>CM10E Illustrator I                                        | "                                      | GD 157<br>GD1xx                             | 3<br>3      |
|                | n/a                     | GD20D Photoshop II                                                              | "                                      | VA280                                       | 3           |
|                | n/a                     | P2000 Digital Photography                                                       | "                                      | VA180                                       | 3           |
|                | n/a                     | CM10D Colour & Photography                                                      | "                                      | GD101                                       | 3           |
|                | n/a                     | DH20A Design History                                                            | "                                      | GD102                                       | 3           |
|                | n/a                     | GD20C Conceptualization                                                         | "                                      | GD161                                       | 3           |
|                | n/a                     | GD20E Publication Design                                                        | "                                      | GD159                                       | 3           |
|                | n/a                     | GD30A Typography                                                                | "                                      | GD154                                       | 3           |
|                | n/a                     | GD30B Electronic Design<br>GD40D Electronic Design II                           | "                                      | GD2xx<br>GD3xx                              | 3<br>3      |
|                | n/a                     | GD30D Packaging Design                                                          | "                                      | GD375                                       | 3           |
|                | n/a                     | GD30E Corporate Design                                                          | "                                      | GD317                                       | 3           |
|                | n/a                     | GD40A Portfolio Prod. I                                                         | "                                      | GD369                                       | 3           |
|                | n/a                     | GD40B Advertising Design I<br>GD 50B Advertising Design II                      | "                                      | GD374<br>GD3xx                              | 3<br>3      |
|                | n/a                     | GD40C Dynamic Media I                                                           | "                                      | GD203                                       | 3           |
|                | n/a                     | GD50A Portfolio Production II                                                   | "                                      | GD358<br>GD361                              | 3<br>3      |
|                | n/a                     | GD50C Dynamic Media II                                                          | "                                      | GD303                                       | 3           |
|                | n/a                     | GD50D Web Design II                                                             | "                                      | GD204                                       | 3           |
|                | n/a                     | WD10D Web Design I                                                              | "                                      | GD202                                       | 3           |

75  
credits in  
total

### Recommendation rationale

Based on consultation between the VA department head and GDD program co-ordinator, who performed a comprehensive review of official Visual College of Art and Design of Vancouver course outlines and transcript supplied by transfer student. Contact hours are sufficient to grant VCAD courses equivalent 3.0 credits. Credits clearly fall within our disciplines of VA and GDD.

Some upper-level equivalencies are granted, but we feel these transfers should be granted based on clear overlap of course learning outcomes between VCAD and UFV courses.

**Non-precedent-setting rationale**

The student's course selections make her a good candidate for the BFA double extended minor in GDD and VA. As course selections may vary for students, we'd like to review these on a case by case basis, as some credit transfers we are granting are also based on specific clusters of courses the student has completed.



## MEMO

To: UEC  
From: Rod McLeod, Chair UEC Policy Subcommittee  
CC:  
Date: 16/04/2014  
Re: Assignment of Course Credit Policy (105)

---

The policy subcommittee has worked to address the concerns with the course and approval policy raised at UEC. The standard for determination of credit portion of the policy has been revised.

Motion: To accept the draft of the Assignment of Course Credit policy (105) as presented.

Motion: To send the draft of the Assignment of Course Credit policy for further consultation as directed by SGC.



NUMBER **105**  
 APPROVAL DATE MM-DD-YYYY  
 LAST AMENDMENT MM-DD-YYYY  
 LAST REVIEWED MM-DD-YYYY  
 NEXT REVIEW DATE MM-DD-YYYY

### **COURSE CREDITS**

|                                       |                                                                                              |
|---------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Approval Authority</b>             | Senate                                                                                       |
| <b>Responsible Executive</b>          | Provost and Vice-President, Academic                                                         |
| <b>Related Policies / Legislation</b> | Undergraduate Program and Course Approval (21)<br>Graduate Program and Course Approval (207) |

### **PURPOSE**

This policy establishes standards and principles for a consistent, credible approach to assigning course credits for courses at UFV.

### **SCOPE**

This policy applies to all courses offered for credit by the University of the Fraser Valley

### **DEFINITIONS**

In this policy, the following definitions apply:

**Credit:** A numeric value assigned to a course, based on the learning time required, which indicates the course's weight relative to courses across the university.

**Course:** A set of lectures or lessons in a particular subject, with defined learning outcomes, offered under a designated subject code and course number.

**Class time:** Time required of students to attend scheduled learning activities, including but not limited to lectures, laboratories, seminars, demonstrations, and practice of skills.

**Outside-of-class time:** Time expected of students outside of class for course-related activities, such as reading, research, assignments, projects, studying, rehearsing, and any other learning activities typically required to meet the course learning outcomes.

### **POLICY**

Course credits are intended to be a reflection of the total student learning time, including class time and outside-of-class time, expected of a typical student to meet the learning outcomes of the course.

Regardless of the instructional method(s) used, courses that require similar amounts of student learning time shall be assigned similar credit values.

---

**REGULATIONS****Standard for determination of credits**

The credit standard used at UFV is derived from the credit-hour model, where one credit involves one hour of classes and a 1:2 ratio of class time to outside-of-class time is assumed. The standard at UFV, is therefore based on the total student learning time, including both class time and outside-of-class time, rather than on class time alone.

UFV's standard for one credit is 45 student learning hours (one hour of class time and two hours outside-of-class time per week over a 15 week semester). For example, a 3-credit course involves 135 student learning hours in total.

Appropriate credits can be determined for any course, regardless of instructional format and ratio of class-time to outside-class-time, by comparing the total expected student learning time for a course to the standard of 45 total learning hours per credit.

The appendices provide a tool to assist with such calculations.

**Approval of course credits**

Credit values for courses are established during the course approval process and may be changed during course reviews, in accordance with the Undergraduate and Graduate Course and Program Approval policies.

The department head or equivalent, with approval of the appropriate dean and curriculum committee, proposes the number of credits for each course. When proposing course credit values for new courses, or changes to credit values, departments will be required to explain how the credits were determined, based on:

- instructional contact hours required for students to achieve content mastery
- additional hours required of the student to achieve content mastery
- the credit value of the same or similar courses at UFV or at other institutions

There may be times when a comparison with the standard credit value does not provide an appropriate credit value for a particular course. In these cases the department must provide a detailed rationale to explain why a variance is requested.

---

**APPENDICES**

Credit can be calculated based on the total time estimated for completion of a course by a typical student, compared to a credit in the standard academic model, using the following chart:

| Course                         | Class hours per week | Outside-of-class hours per week | Total hours per week | Duration in weeks (may vary by component) | Total hours per semester | Credits – total hours /45 |
|--------------------------------|----------------------|---------------------------------|----------------------|-------------------------------------------|--------------------------|---------------------------|
| Scheduled Classes              |                      |                                 |                      |                                           |                          |                           |
| Component 2<br>e.g. lab        |                      |                                 |                      |                                           |                          |                           |
| Component 3<br>e.g. field trip |                      |                                 |                      |                                           |                          |                           |
| Total                          |                      |                                 |                      |                                           |                          |                           |



**Standing Committees of Senate  
Rules for the Conduct of Business**

---

**1. Procedures**

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided only by in-person votes at a meeting. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate who wish to appoint a designate shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

**2. Voting**

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
  - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote;  
OR
  - b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions;
    - i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
    - ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting;
- 2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

**3. Meeting Schedule**

- 3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
- Academic Planning and Priorities Committee
  - Senate Governance Committee
  - Undergraduate Education Committee
- 3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
- Senate Awards and Honours Committee
  - Senate Standing Committee for Student Appeals
  - Senate Budget Committee
  - Faculty Standards Committee of Senate
  - Senate Graduate Studies Committee
  - Senate Indigenization Committee
  - Senate Research Committee

**4. Terms of office**

- 4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

**5. Attendance**

- 5.1. Regular attendance is expected of all members of the Senate standing committees.
- 5.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

**6. Amendments to the terms of reference**

- 6.1. Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition every three years, and any recommendations for changes be brought to Senate for approval.