



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
January 30, 2015 - 10:00 AM
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 - 9      2.1. UEC draft minutes: December 12, 2014

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

10 -      3.1. **Agriculture**  
13      Changes including total hours and course number: AGRI 306 (formerly AGRI 206)

MOTION: To approve the AGRI 306 course outline as presented.

14 -      3.2. **Communications**  
19      Review with changes including credits, prerequisites, and total hours: CMNS 360

MOTION: To approve the CMNS 360 course outline as presented.

20 -      3.3. **Nursing**  
40      Changes including title and total hours: NURS 101  
         Changes including title, credits, and total hours: NURS 102, 103  
         Changes including credits: PNUR 240  
         Changes including credits and total hours: PNUR 246

MOTION: To approve the NURS and PNUR course outlines as presented.

41 -      3.4. **Mathematics and Statistics**  
54      Review with changes: MATH 255/ENGR 255

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Review with changes including pre/corequisites: MATH 316  
Review with changes: STAT 450/MATH 450

MOTION: To approve the MATH and STAT course outlines as presented.

55 - **3.5. Physics**  
68

Review with changes: PHYS 381/MATH 381/ENGR 257  
Discontinuation: PHYS 332, 342, 362, 372

MOTION: To approve the PHYS 381/MATH 381/ENGR 257 course outline as presented.

MOTION: To approve the discontinuation of PHYS 332, 342, 362, and 372 as presented.

**4. SHORT PROGRAMS**

69 - **4.1. Short Programs Subcommittee report**  
88

MOTION: To accept the recommendations of the Short Programs Subcommittee as presented.

**5. PROGRAMS**

89 - **5.1. Co-operative Education**  
95

Change to program: Co-operative Education program

MOTION: To recommend the approval of the changes to the Co-operative Education program as presented, effective September 2015.

96 - **5.2. Biology**  
97

Change to program requirements: Biology major and Honours

MOTION: To approve the change to the Biology major and Honours program requirements as presented, effective September 2015.

98 - **5.3. Fine Arts**  
103

Change to program: Bachelor of Fine Arts

MOTION: To approve the change to the Bachelor of Fine Arts reasoning requirement as presented, effective September 2015.

MOTION: To approve the change to the Bachelor of Fine Arts visual literacy requirement as presented, effective September 2015.

104 - **5.4. Graphic and Digital Design**  
110

Change to program requirements: Graphic and Digital Design extended minor and minor

MOTION: To approve the changes to the Graphic and Digital Design extended

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minor and minor program requirements as presented, effective September 2015.

111 - **5.5. Mathematics and Statistics**

115 Change to program requirements: Data Analysis Post-degree certificate

MOTION: To approve the changes to the Data Analysis Post-degree certificate as presented, effective September 2015.

116 - **5.6. Political Science**

121 Change to program requirements: Political Science major

Change to program requirements: Political Science minor and extended minor

MOTION: To approve the changes to the Political Science major as presented, effective September 2015.

MOTION: To approve the changes to the Political Science minor and extended minor as presented, effective September 2015.

122 - **5.7. Modern Languages**

126 Change to program: French minor

New program: Certificate in Extended Studies in Arts: French major

New program: Certificate in Extended Studies in Arts: French extended minor

MOTION: To approve the change to the French minor as presented, effective September 2015.

MOTION: To approve the new Certificates in Extended Studies in Arts: French major and French extended minor as presented.

127 - **5.8. Education**

159 New program/change to Teacher Education Program: Bachelor of Education

Appendices available online at [www.ufv.ca/senate/uec/uec-agendas-and-minutes/](http://www.ufv.ca/senate/uec/uec-agendas-and-minutes/)

MOTION: To recommend the approval of the new Bachelor of Education degree as presented.

160 - **5.9. Agriculture**

187 New program: Bachelor of Agriculture Science, Horticulture major

MOTION: To recommend the approval of the new Bachelor of Agriculture Science and Horticulture major as presented.

188 **5.10. Applied and Technical Studies**

Name change: Automation and Robotics Technician (formerly Automation and Control Systems Technician)

Discipline code change: ELTR (Electronics), formerly EACT (Electronics Automation Control Technician)

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MOTION: To recommend that the recently-approved Automation and Control Systems Technician be changed to Automation and Robotics Technician as presented.

MOTION: To approve the creation of the new discipline code ELTR (Electronics) in place of the previously-approved EACT (Electronics Automation Control Technician).

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

189 -  
190

### **6.1. Course Numbering policy (58)**

191

### **6.2. Locally developed courses**

MOTION: To recommend that locally developed courses be considered as part of the Approved Grade 12 courses.

### **6.3. Admissions Subcommittee report and membership**

### **6.4. Transfer Credit Subcommittee report and membership**

### **6.5. Policy Subcommittee report and membership**

## **7. INFORMATION ITEMS**

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

EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, 498

PHYS 100

## **8. ADJOURNMENT**



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

December 12, 2014  
10:00 AM - C1429  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, Darren Francis, Nancy Goad, Shirley Hardman, Arlene Leon, David McGuire, Kate McCulloch, Lisa Moy, Samantha Pattridge, Eric Spalding  
**ABSENT:** Satwinder Bains, Tara Cooper, Vlad Dvoracek, John English, Peter Geller, Anthony Iliev, Stan Manu, Steven Marsh, Rod McLeod, Maureen Wideman, Al Wiseman, Simon Xi  
**GUESTS:** Avner Bachar, Bruce Kirkley, Sylvie Murray, Corinne Richardson  
**RECORDER:** Amanda Grimson

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

**MOTION:**

To approve the agenda as presented.  
CARRIED

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

##### **2.1. UEC draft minutes: November 21, 2014**

**MOTION:**

To approve the draft minutes as amended:

- 3. 4: "The course outline for GD 498 will be updated to indicate that it is not a ~~not~~ special topics course."

CARRIED

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

##### **3.1. Biology**

Changes including prerequisites: BIO 201, 220

**MOTION:**

To approve the BIO 201 and 220 course outlines as presented.  
CARRIED

##### **3.2. Geography**

Discontinuation: GEOG 343, 345, 445

**MOTION:**

To approve the discontinuation of GEOG 343, 345, and 445 as presented.  
CARRIED

##### **3.3. Media Arts**

New course: MEDA 100, Introduction to Media Arts

UEC Draft Minutes  
12 Dec 2014

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Changes including credits and hours: MEDA 260

Learning outcome #6 for MEDA 100, "Describe and implement some basic strategies for successful group work", should be referenced in the course content section. B. Kirkley (Theatre department head) will add a component to week 2 that refers to teamwork strategies.

**MOTION:**

To approve the MEDA 100 and 260 course outlines as amended:

- Course content to be revised to include group work.

CARRIED

**3.4. Political Science**

Discontinuation: POSC 333

**MOTION:**

To approve the discontinuation of POSC 333 as presented.

CARRIED

**3.5. Theatre**

Changes including total hours: THEA 101

**MOTION:**

To approve the THEA 101 course outline as presented.

CARRIED

**3.6. Upgrading and University Preparation**

Change to prerequisites: ENGL 081

**MOTION:**

To approve the ENGL 081 course outline as presented.

CARRIED

**4. PROGRAMS**

**4.1. Theatre**

Change to entrance requirements: Theatre diploma

**MOTION:**

To recommend the approval of the changes to the Theatre diploma entrance requirements as presented.

CARRIED

**4.2. Adult Education**

Change to program name: Workplace Training certificate (formerly Adult Education and Workplace Training certificate)

There was concern that removing "Adult Education" from the title might be misleading, and may give the impression that this is more of an applied certificate than a theoretical one. Although the current title is cumbersome, the rationale for a program name change should include more than just marketing concerns.

UEC Draft Minutes  
12 Dec 2014

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C. Richardson (Adult Education program advisor) agreed that "Workplace Education certificate" would meet the needs of the department. UEC felt that this will better represent the program than the proposed "Workplace Training certificate".

**MOTION:**

To approve the name change of the Adult Education and Workplace Training certificate to the Workplace Education certificate as amended.  
CARRIED

**4.3. Graphic and Digital Design**

Change to program requirements: Graphic and Digital Design extended minor and minor

Due to technical issues, the attachments for this item were not circulated with the agenda. Since the department was not able to be in attendance anyway, this item will be postponed.

**MOTION:**

To postpone this item to the January 2015 UEC meeting.  
CARRIED

**4.4. Visual Arts**

Change to program requirements: Visual Arts major

**MOTION:**

To approve the changes to the Visual Arts major program requirements as presented, effective September 2015.  
CARRIED

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

Change to program requirements: Media Literacy certificate

**MOTION:**

To approve the changes to the Media Literacy certificate program requirements as amended:

- "9 credits from the list below, including MACS 110, **or** MACS 130, or both."

CARRIED

**4.6. Continuing Education**

New program: Records Management Specialist certificate

New course: RM01, Fundamentals of Records Management

New course: RM02, Records Management Classification and Vocabulary

New course: RM03, Records Management Systems

New course: RM04, Digital Age Literacy

New course: RM05, Databases: Access

New course: RM06, Spreadsheets: Excel

New course: RM07, Word-Processing: Word

New course: RM08, Business Communications

New course: RM09, Records Management Practicum

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12 Dec 2014

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There was concern over use of the word "specialist" in the program title. Similarly, the Public Relations certificate was initially proposed as Public Relations Specialist, and that term was dropped. UEC agreed to approve this as a Records Management certificate. The program title will be updated in all course outlines.

**MOTION:**

To recommend the approval of the new Continuing Education Records Management certificate as amended.

CARRIED

**MOTION:**

To approve the Records Management course outlines (RM01, RM02, RM03, RM04, RM05, RM06, RM07, RM08, and RM09) as amended:

- RM01 course outline will indicate that the course is 0 credits
- Program title in prerequisites will be updated to "Records Management certificate"

CARRIED

**4.7. Applied and Technical Studies**

New program: Automation and Control Systems Technician

New course: AGRI 143, Introduction to Agriculture

New course: EACT 200, Technical Drafting and AutoCAD Applications

New course: EACT 201, Hydraulic and Pneumatic Control Systems

New course: EACT 202, Microprocessors/Microcontrollers and Data Acquisition

New course: EACT 210, Project Management and Occupational Organization

New course: EACT 211, Programmable Logic Controllers

New course: EACT 212, Wiring, Motors, and Actuators

New course: EACT 214, Control Systems

New course: EACT 216, Automation and Control Systems Project

The graduation section of the calendar copy is problematic, as it specifies that students may be able to graduate without meeting all program requirements. The existing second and third paragraphs should be removed; S. Murray will assist in rewriting this section using standard language from other programs.

The entrance requirements will also be re-written in consultation with OReg, to better outline the basic requirements.

There is no program-specific course repetition policy, but A. Bachar (Electronics faculty) indicated that there is no need to limit the number of courses that can be repeated in the program?

The allocation of hours relative to credits for the EACT courses was questioned. A. Bachar indicated that these are based on similar courses offered at other universities and adjusted based on UFV's requirements, but the hours-to-credits allocation is not consistent between the courses. This will be adjusted and submitted to the UEC Screening Subcommittee for final approval.

Additional changes to the course outlines were also discussed:

- EACT 210: prerequisites should include admission to the program or department approval

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- AGRI 143 learning outcomes and course content should be revised; calendar description should include field trips

A. Bachar and S. Murray will revise the course outlines and send to the UEC Screening Subcommittee.

**MOTION:**

To recommend the approval of the new Automation and Control Systems Technician diploma with revisions as suggested.

CARRIED

**MOTION:**

To approve the new discipline code EACT (Electronics Automation Control Technician) as presented.

CARRIED

**MOTION:**

To approve the Automation and Control Systems Technician diploma course outlines (EACT 200, 201, 201, 210, 211, 212, 214, 216, and AGRI 143) with the recommended changes, to be submitted to the UEC Screening Subcommittee for final approval.

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Admissions Subcommittee report**

There was no report from this subcommittee.

**5.2. Transfer Credit Subcommittee report**

This subcommittee has met to review procedures, but has not had any other business.

**5.3. Policy Subcommittee report**

This subcommittee has not yet met.

**6. ADJOURNMENT**

- 6.1.** The meeting was adjourned at 11:50 am.

# MEMO



**To:** UEC Screening Committee  
**From:** John English, Dean – Faculty of Applied & Technical Studies  
**Date:** 26/01/2015  
**Re:** Proposed Agri 306 Course Outline

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The Applied & Technical Studies Curriculum Committee reviewed the proposed Agri 306 course outline and recommended it for approval by the Applied & Technical Studies Faculty Council.

The Applied & Technical Studies Faculty Council met on November 13, 2014 and approved the following motion:

|                                                                                                                                                                                                                                 |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b><u>MOTION</u></b>                                                                                                                                                                                                            | <b>N. Penner/T. Thomson</b> |
| THAT the Applied and Technical Studies faculty council accept the proposed Agri 306 Course Outline, as presented by the Curriculum Committee and forward it to the Undergraduate Education Committee (UEC) Screening Committee. |                             |
| <b>CARRIED</b>                                                                                                                                                                                                                  |                             |

As Dean of the Faculty of Applied & Technical Studies I accept their recommendation and forward it to the UEC Screening Committee for consideration.

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CWC comments (course outline has been updated accordingly):

- Calendar description is too long; should be closer to 40 words (sentence fragments are acceptable).
- Hours should probably be 45 rather than 42.
- Learning outcomes:
  - #1: remove the word “used” from “...tools and techniques used...”
  - #3: suggest only using one verb rather than “Organize and deliver...”
- Instructional methods section needs revision (“Problem Based Learning model” currently refers to guest speakers).



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 09/15/14

## 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> AGRI 306                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Field Techniques in Pest Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Focus is on the practice of pest control, i.e. detection, diagnosis, and management of pests (arthropods, weeds, diseases, vertebrates). Students will conduct hands-on research (pest survey or product evaluation). Communication and extension practice including field days, presentations, and written reports. Field trips required.<br>Note: Students with credit for AGRI 206 cannot take this course for further credit.                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | AGRI 163 and AGRI 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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>AGRI 206</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><br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><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"> <tr> <td>Lecture hours</td> <td>24</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>5</td> </tr> <tr> <td>Field experience hours</td> <td>8</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td>8</td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 24 | Seminars/tutorials/workshops |  | Laboratory hours | 5 | Field experience hours | 8 | Experiential (practicum, internship, etc.) | 8 | 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><br>If yes, 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><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 24        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Rolf Arnold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> John English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |   |                        |   |                                            |   |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

AGRI 206

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Use a number of tools and techniques for the detection and management of pests, including a backpack sprayer and biological control agents
- Conduct a research project from conception to final analysis of data and presentation of results.
- Deliver information at an extension event. Students will be exposed to a variety of communication approaches.
- Develop a monitoring program for an agricultural operation (horticulture or livestock) using information from a variety of sources (includes sampling methods for various pests, training materials for staff, SOP, data sheets for recording information, ability to interpret monitoring data and make recommendations for management)
- Discuss the advantages and disadvantages of a variety of pest control tools commonly used in the Fraser Valley, including pesticides, biological control and genetically-engineered crops (e.g. glyphosate-tolerant crops).

## 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, field trips, seminars and guest speakers. There is also a primary assignment (40% of grade) that is conducted using Problem Based learning.

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

**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)

| Author (surname, initials) | Title (article, book, journal, etc.)           | Current ed.                         | Publisher                               | Year |
|----------------------------|------------------------------------------------|-------------------------------------|-----------------------------------------|------|
| 1. Flint, M.               | IPM in Practice: Principles and Methods of IPM | <input checked="" type="checkbox"/> | Regents of the University of California | 2012 |
| 2. Prasad, R               | Agri 306 Course Pack                           | <input checked="" type="checkbox"/> |                                         |      |
| 3.                         |                                                | <input type="checkbox"/>            |                                         |      |
| 4.                         |                                                | <input type="checkbox"/>            |                                         |      |
| 5.                         |                                                | <input type="checkbox"/>            |                                         |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Calculator; appropriate, safe clothing for field trips; transportation for field trips.

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |     |            |    |
|----------------|---|--------------|------|-------------------|-----|------------|----|
| Final exam:    | % | Assignments: | 75 % | Midterm exam:     | %   | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | 25% | Shop work: | %  |
| Other:         | % | Other:       | %    | Other:            | %   | Total:     | 0% |

**Details (if necessary):**

## Typical Course Content and Topics

### Module 1: Pest Control Techniques

- Biological control
  - When to use biological control
  - Determining which natural enemies are needed
  - Assessing natural enemy quality
  - Handling and release considerations for natural enemies
  - Developing a biologically based management program
  - Compatibility of natural enemies with other control tools
- Chemical control
  - When to use chemical control
  - Selecting the appropriate pesticide
  - Reading the pesticide label
  - Sprayer calibration & pesticide calculations
  - Storage, mixing and application
  - Sprayer types - including nozzles
  - Assessing spray coverage

- Other types of control:
  - Mammals and birds in both agricultural and urban environments
  - Structural pest control
  - Pest control of stored grain

**Module 2: Pest monitoring**

- Components of a monitoring program
- Finding thresholds for pests
  - Economic thresholds
  - Other types of thresholds
- Tools for monitoring
  - Data sheet
  - Visual assessment
  - Trapping tools
  - BCMAL Plant diagnostic lab
- Decision making following monitoring
  - Grower reports
  - Record keeping

**Module 3: Pest Control Research**

- Research bodies
- Research funding opportunities
  - Applying for research funding
- Types of research
  - Assessing control methods
    - Experimental
    - Operational
  - Pest biology and phenology
  - Survey
- Steps in conducting a research project
  - Identifying question in collaboration with growers
  - Grower group priority lists
  - Previous work
    - Literature review
    - Unpublished work - how to find out what's been done
  - Identifying other researchers and experts
  - Identifying grower collaborators for on-farm trials
  - Setting up experiment, survey area etc.
  - Data collection and analysis
  - Writing up and presenting results

**Module 4: Communications and extension**

- Consultant reports
- Field days
- Research presentations
- Reports and updates
- Other communication strategies for different audiences (e.g. general public)
- Standard Operating Procedures and other training materials

# MEMO



To: Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant, College of Arts; Amanda Grimson, Undergraduate Education Committee Assistant  
From: Samantha Pattridge, Department Head Communications  
CC:  
Date: 27/01/2015  
Re: CMNS 360, 6-year review

---

A. Course revision: CMNS 360: Advocacy Writing

1. *Rationale for change*: Regular 6-year review
2. *Summary of substantive changes*:

Calendar description: Revised and edited for clarity and to reflect current focus of course. Note added to alert students of the need to participate in social media networks.

Prerequisites: Added minimum credit requirement of 45 in addition to existing course prerequisites. The intent of the change is to prevent students from enrolling in the course after only one or two semesters of study. CMNS 360 is offered frequently enough that this change will not disadvantage students, merely delay their ability to enrol until their third or fourth year of study.

Learning outcomes: Updated and simplified outcomes language to better reflect course focus.

Typical course content: Updated and revised to reflect current course content and delivery.

Course credit: Because this course does not require extra time in class or extra student work compared to other upper-level courses, and to provide a stronger match between CMNS 360 and CMNS 465 (which are complementary courses), we have reduced this course's credit value from 4 to 3. The assignments have been adjusted to reflect the change.

**B. Budget and Learning outcome Issues****1. *How does your course address the UFV Learning Outcomes?***

Students undertaking CMNS 360: Advocacy Writing engage with the first five ILOs directly through the development and production of an advocacy campaign including substantial written components and an oral presentation of the campaign's contents and focus.

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

The course is not required by any other program.

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

Indigenous material can be brought into the course by the instructor or form the basis of the advocacy campaign developed by students to fulfil course requirements.

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

- a. Credit value
- b. Class size limit
- c. Frequency of offering

The course frequency has moved to "every other year" from "annually" as part of a departmental strategy to cycle through upper-level course offerings more equitably. This change has no budget implications.

- d. Resources required (labs, equipment)

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

This course is eligible for PLAR.

**6. *Are field trips required for this course? N/A.*****7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.***

\$120

**CWC comments:**

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**From:** Samantha Pattridge  
**Sent:** September-17-14 2:41 PM  
**To:** Rhonda Colwell; Gayle Noel  
**Cc:** Amanda Grimson  
**Subject:** RE: [CWC] CMNS 360, 6-year review

Hi Rhonda,

Students can be successful in CMNS 360 without CMNS 251, depending on their academic maturity and writing experience. Including CMNS 251 as a recommended course is a signal to the students that this is a writing-intensive course that requires strong writing skills.

Best,

Samantha

---

**From:** Rhonda Colwell  
**Sent:** Wednesday, September 17, 2014 2:28 PM  
**To:** Gayle Noel; Samantha Pattridge  
**Cc:** Amanda Grimson  
**Subject:** RE: [CWC] CMNS 360, 6-year review

Hi Samantha and Gayle,

I have read this proposal and the subsequent CWC comments. My question is about the recommended prerequisites: Do students need to obtain the learning outcomes from CMNS 251 or a second year CMNS course to be successful in completing CMNS 360?

I only ask because I think/know that Banner is not yet checking for recommended prerequisites.

Thanks,  
Rhonda



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 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 360

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

**Course Full Title:** Advocacy Writing  
**Course Short Title:**

**Faculty:** Faculty of Humanities

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

### Calendar Description:

Students will practice advocacy writing at an advanced level. The course focuses on writing persuasive requests, advocacy planning, media planning, implementing strategy, and writing advocacy campaigns for social change. This course will address the writing skills connected to larger social and political issues.

**Note:** Students will be required to participate in global social media environments.

### Prerequisites (or NONE):

One of the following: CMNS 125, CMNS 155, CMNS 175, CMNS 212, ENGL 105, or MACS 212. **Note:** as of September 2016, prerequisites will change to the following: 45 university-level credits including one of the following: CMNS 125, CMNS 155, CMNS 175, CMNS 212, ENGL 105, or MACS 212. CMNS 251 or another second year CMNS course is recommended.

### 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                                  | 15        |
| Seminars/tutorials/workshops                   | 15        |
| Laboratory hours                               |           |
| Field experience hours                         |           |
| Experiential (practicum, internship, etc.)     |           |
| Online learning activities                     |           |
| Other contact hours: student directed learning | 15        |
| <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):** 25

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

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

**Date approved:** March 7, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** September 19, 2014

**Faculty Council approval**

**Date approved:** October 10, 2014

**Dean/Associate VP:**

**Date approved:** October 10, 2014

|                                                         |                         |                  |
|---------------------------------------------------------|-------------------------|------------------|
| <b>Undergraduate Education Committee (UEC) approval</b> | <b>Date of meeting:</b> | January 30, 2015 |
|---------------------------------------------------------|-------------------------|------------------|

|                 |                                                                              |                    |
|-----------------|------------------------------------------------------------------------------|--------------------|
| <b>CMNS 360</b> | <b>University of the Fraser Valley Official Undergraduate Course Outline</b> | <b>Page 2 of 3</b> |
|-----------------|------------------------------------------------------------------------------|--------------------|

### Learning Outcomes

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

1. identify common elements of advocacy writing to effect social change
2. analyze effective campaigns advocating social change
3. compose an effective planning document for an advocacy campaign
4. construct a media plan for an advocacy campaign
5. develop a comprehensive advocacy campaign

### 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)  
Small group exercises, lectures, simulations, case studies

**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, D., de la<br>Vega, R.,<br>Watson, G. | Advocacy for social justice: A global action and reflection<br>guide | <input checked="" type="checkbox"/> | Kumarian<br>Press, Inc. | 2001                      |
| 2.                                             |                                                                      | <input type="checkbox"/>            |                         |                           |
| 3.                                             |                                                                      | <input type="checkbox"/>            |                         |                           |

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

### 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):

|                                           |     |
|-------------------------------------------|-----|
| Letter to the Editor                      | 10% |
| Preliminary Proposal                      | 10% |
| Literature review of government documents | 10% |
| Web analysis / Media analysis             | 10% |
| Case study of campaign for social change  | 10% |
| Major project                             | 25% |
| Presentation of major project             | 15% |
| Short writing projects/probes             | 10% |

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

### Typical Course Content and Topics

Week 1: Introduction to the course; defining advocacy  
Week 2: Exploring advocacy genres; letters to the editor  
Week 3: Local, regional, national and global advocacy  
Week 4: Examples of advocacy work  
Week 5: Proposals as a plan for action  
Week 6: The rhetorical context of advocacy writing  
Week 7: The research imperative in advocacy work  
Week 8: Making use of the traditional and online (and social) media  
Week 9: Fundraising for advocacy work  
Week 10: Evaluating advocacy efforts  
Week 11: Week 12: Advocacy campaign planning, writing, review, revision, and reflection  
Week 13: Reflection on advocacy

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**Memo for Course Changes**

To: UEC

From: Samantha Hampton, Co-Chair of BSN Task Force Committee; Nancy Goad, BSN Program Coordinator

Date: January 14<sup>th</sup>, 2015

**Subject: Proposal for revision of NURS 101, NURS 102, NURS 103**

Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

Revisions are being made to allow for improved levelling of nursing concepts across the 4 year BSN Program and to enhance leadership/communication qualities of students earlier in the program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The BSN curriculum is being reviewed and revised to ensure currency of concepts and improved levelling of the content. A substantive review has not occurred for several years.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
The learning outcomes reflect the standards of practice for a Registered Nurse (RN) in B.C. The course outlines reflect overall standards of practice inherent in the program outcomes

5. Which program areas have been consulted about the change(s)?  
BSN Faculty, BSN Curriculum Committee, Faculty Council Curriculum Committee (November 17<sup>th</sup>, 2014) and Faculty Council- Health Sciences (November 21st, 2014)

6. What consideration has been given to indigenizing the curriculum?  
There is a strong focus in this curriculum related to diversity. Aboriginal health and healing practices are emphasized.

7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value  
NURS 101 remains 4 credits, however the hours have been changed from 85 to 60 which is an accurate reflection of 4 credits.  
  
NURS 102 increases in credit from 3 to 4 to include a greater focus on communication concepts within the nursing program.  
  
NURS 103 decreases in credit value from 3 credits to 2 as the clinical/practicum hours have changed from 70-40.  
  
The overall tuition for the semester 1 remains the same.
  - b. Class size limit: No change
  - c. Frequency of offering: No change
  - d. Resources required (labs, equipment): No change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
There is a clinical component in NURS 103. It is evident in the time table. No additional funding is required.
10. Estimate of the typical costs for this course, including textbooks and other materials:  
Textbooks are typically \$1000 in the first semester of the BSN Program. Texts purchased at the beginning of the program are used throughout the program.  
Tuition:           NURS 101- \$589.60  
                      NURS 102- \$589.60  
                      NURS 103- \$294.80

**From:** Samantha Hampton  
**Sent:** November-21-14 12:36 PM  
**To:** Amanda Grimson  
**Cc:** Nancy Goad  
**Subject:** Re: Course outlines for Screening Committee & CWC

Hi Amanda,

Please find attached, three course outlines for the BSN Program and a memo outlining the changes. These outlines were approved today at the Faculty Council for Health Sciences and are ready to go to the Screening Committee prior to Campus Wide Consultation.

Thank you,

Samantha Hampton RN, BSN, MN, CHPC(C)

**Faculty of Health Sciences**

Associate Professor  
University of the Fraser Valley  
[Samantha.Hampton@ufv.ca](mailto:Samantha.Hampton@ufv.ca)  
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Tue 12/2/2014 3:44 PM  
Amanda Grimson [Amanda.Grimson@ufv.ca](mailto:Amanda.Grimson@ufv.ca)  
NURS 101, 102, 103 changes

Please send comments on the attached to Samantha Hampton and Nancy Goad.

NURS 101 – changes including title and total hours  
NURS 102 – changes including title, credits, and total hours  
NURS 103 – changes including title, credits, and total hours

The UEC Screening Subcommittee has reviewed these courses and has the following comments, which can be addressed as part of the CWC process:

- The course outlines list these courses as N101, N102, and N103; this should be updated to NURS 101, etc.
- NURS 102: title is “Professional Nursing: Communication I”; is there a “Communication II?”
- NURS 102 structure of hours: 8 hour seminar should be deleted
- NURS 103: differing maximum enrolment (48 Fall, 32 Winter) should be removed; only one should be included

Wed 12/17/2014 12:37 PM  
Sent to cwconsult

To the UEC Screening Subcommittee:

Thank you for the feedback with regard to the NURS 101, 102 & 103 course syllabi.  
NURS 102 is "Communication I" as there will be a Professional Nursing: Communication II in the semester that follows NURS 102. The 8 hour seminar will be deleted so the hours reflect 60.  
NURS 103 will now read as a maximum enrollment of 48.

Thank you,

Samantha Hampton RN, BSN, MN, CHPC(C)

**Faculty of Health Sciences**

Associate Professor

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**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**

September 2015

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

January 2021

**Course outline form version: 09/15/14**

## 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> NURS 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Foundations of Health and Wellness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> BSN program                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course provides an overview of health, environment and person as key concepts of nursing. Health within the context of primary health care philosophy and determinants of health will be explored through exemplars. The individual will be the focus.                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Admission to the Bachelor of Science in Nursing program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | NURS 102 and NURS 103.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prel/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 (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;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">12</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: concept-based learning activities</td><td style="text-align: center;">48</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 12 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: concept-based learning activities | 48 | <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, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: concept-based learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 48        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Maximum enrolment (for information only):</b> 48<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Fall and Winter                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of posting:</b> December 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Inter-relate the concepts of health, environment and person.
2. Outline the philosophy and principles of primary health care and how these give direction for nursing practice.
3. Examine determinants of health and their impact on person.
4. Apply the concepts of the physiological, psychosocial, spiritual, cultural and developmental dimensions to the individual.
5. Examine key aspects of family and the impact on individuals.
6. Apply course concepts to exemplars.

**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)**

Case studies, lectures, group work.

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

**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)**

| Author (surname, initials)                                                        | Title (article, book, journal, etc.)                            | Current ed.     | Publisher                           | Year |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------|-------------------------------------|------|
| 1. Jarvis, C.                                                                     | Pocket companion for physical examination and health assessment | 2 <sup>nd</sup> | Toronto, ON: Elsevier Saunders      | 2014 |
| 2. Potter, P. A., & Perry, A. G.                                                  | Canadian fundamentals of nursing .                              | 5 <sup>th</sup> | Toronto, ON: Mosby Elsevier         | 2014 |
| 3. Santrock, J. W., MacKenzie-Rivers, A., Malcomson, T., Leung, K., & Pangman, V. | Lifespan development                                            | 5 <sup>th</sup> | Canada: McGraw-Hill Ryerson Limited | 2014 |
| 4. Kaakinen, J. R., Gedaly-Duff, V., Cochlo, D., & Hanson, Sm. M.                 | Family health care nursing: Theory practice and research        | 4 <sup>th</sup> | Philadelphia, PA: F. A. Davis       | 2010 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                     |     |              |     |                   |     |            |      |
|---------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:         | 40% | Assignments: | 15% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests:      | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Case participation: | 15% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

1. Overview of Nursing Concepts and definitions:
  - Health: determinants of health
  - Environment: Physical, social, economic and political
  - Person: Individual, family, community, population, spirituality, culture, physiological & psychosocial
2. Introduction to Health Care Systems
  - Primary Health Care philosophy & principles
  - Canada Health Act
3. Introduction to Environment & the Impact on Health
  - Economic
  - Social
  - Political
  - Physical
  - Exemplar care analysis
4. Person: Human Development
  - Overview of Lifespan
  - Theories in relation to the healthy aging adult
5. Person: Physiological Concepts Related to the Individual
  - Safety & Comfort
  - Oxygenation & Perfusion

- Thermoregulation
- Mobility & Tissue Integrity
- Nutrition & Metabolism
- Exemplar case analysis

6. Person: Psychosocial Concepts Related to the Individual

- Stress & Coping
- Cognition
- Sleep & Rest
- Exemplar case analysis

7. Person: Introduction to the concept of culture and spirituality

- Spiritual aspects of the individual
- Cultural considerations of the individual
- Canada's Cultural Landscape: Diversity

8. Introduction to Family

- History of family
- Family process, roles & functions
- Family transitions
- Exemplar case analysis



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2015

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

January 2021

Course outline form version: 09/15/14

## 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> NURS 102                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> Professional Nursing: Communication I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> BSN program                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br><br>This course will introduce key concepts defining nursing as a profession. Professional skills necessary for effective communication with individuals will be a focus. Teaching and learning, critical thinking and evidence informed practice will be examined.                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Science in Nursing program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NURS 101 and NURS 103.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Prel/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <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><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><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"> <tr> <td>Lecture hours</td> <td>10</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: concept-based learning activities</td> <td>50</td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: concept-based learning activities | 50 | <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><br>If yes, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Other contact hours: concept-based learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 48<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Fall and Winter                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> November 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> December 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                        |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |

**NURS 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:

1. Explain the key features of nursing as a profession
2. Determine key attributes of professional standards in nursing
3. Discriminate between personal and professional values.
4. Apply communication skills in establishing a therapeutic relationship
5. Describe collaborative practice
6. Explore characteristics of nurses as leaders
7. Demonstrate critical thinking and reflection skills.
8. Explore learning styles
9. Describe the role of evidence informed practice and informatics in relation to nursing.
10. Apply course concepts to exemplars.

**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)**

Case studies, simulation, lectures, group work.

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

**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)**

|    | Author (surname, initials)                    | Title (article, book, journal, etc.)                                      | Current ed.     | Publisher                                       | Year |
|----|-----------------------------------------------|---------------------------------------------------------------------------|-----------------|-------------------------------------------------|------|
| 1. | American Psychological Association            | Publication manual of the American psychological association              | 6 <sup>th</sup> | Washington, D.C.:Author                         | 2009 |
| 2. | Arnold, E. C, Boggs, K. U.                    | Interpersonal relationships: Professional communication skills for nurses | 6 <sup>th</sup> | St. Louis: W. B. Saunders                       | 2011 |
| 3. | Canadian Nurses Association<br>Ottawa: Author | Code of ethics for Canadian nurses                                        |                 | cna-aic.ca/en/on-the-issues/best-nursing-ethics | 2008 |
| 4. | DiMarco, C.                                   | Moving through life transitions with power and purpose                    | 2 <sup>nd</sup> | Upper Saddle River, N. J.: Prentice Hall        | 2000 |
| 5. | Potter, P. A.<br>Perry, A. G.                 | Canadian fundamentals of nursing                                          |                 | Toronto, ON: Mosby Elsevier                     | 2014 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 35% | Assignments: | 35% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

1. Concept of Professionalism
  - Evolution of a profession: the image of nurses
  - Professional standards
2. Concept of Ethics
  - Values clarification
  - Personal values and professional values
  - Code of ethics
3. Concept of Communication
  - Self-awareness & emotional expression
  - Relationship bridges and barriers
  - Styles and principles of communication
  - Therapeutic relationships
    - o active listening

- o exploring and understanding the patient experience
  - o strategies for communicating with older adults
  - o motivational interviewing: strategies for asking questions
  - o understanding boundaries
- 4. Concepts of Leadership & Collaboration
  - Leadership styles
  - Group dynamics
  - Feedback – giving and receiving
- 5. Concept of Teaching and Learning
  - Learning styles
  - Ways of knowing
  - Generational considerations
- 6. Concept of Nursing Informatics
  - Definition and utilization
  - Competency for nursing practice
  - Social media
- 7. Concepts of Nursing Research and Evidence Informed Practice
  - Sources of nursing knowledge
  - Terminology and methods used in nursing research
  - Interrelationship of nursing theory, research and practice
- 8. Concept: Critical Thinking & Reflection
  - Theory
  - Critical Reflection in Nursing



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## 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> NURS 103                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Nursing Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> BSN program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course will include laboratory, simulation and community experiences with a focus on wellness. Students will be introduced to communication, assessment, and clinical skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Admission to the Bachelor of Science in Nursing program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | NURS 101 and NURS 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 72</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></td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">32</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td style="text-align: center;">40</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: center;"><b>72</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Seminars/tutorials/workshops |  | Laboratory hours | 32 | Field experience hours |  | Experiential (practicum, internship, etc.) | 40 | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>72</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><br>If yes, 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><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 32        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>72</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only):</b> 48<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Twice yearly                                                                                                                                                                                                                                                                                                                                                                    |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> December 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |  |                  |    |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

## Learning Outcomes

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

1. Assess individuals experiencing transitions with instructor assistance.
2. Identify how selected activities promote and preserve wellness for individuals.
3. Perform nursing activities ensuring safety and promoting comfort.
4. Utilize communication strategies to understand the meaning of the experience for the individual.
5. Utilize appropriate resources for clinical practice.
6. Perform within policies, Professional Standards and Practice Standards.

## 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, lab demonstration, skill practice, clinical/community experiences, small group seminar.

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

**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)

| Author (surname, initials)                                              | Title (article, book, journal, etc.)                            | Current ed.              | Publisher                   | Year |
|-------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------|-----------------------------|------|
| 1. Curren, A.                                                           | Math for meds (9 <sup>th</sup> ed.).                            | <input type="checkbox"/> | Thomson Delmar Learning     | 2005 |
| 2. Jarvis, C.                                                           | Pocket companion for physical examination and health assessment | 2nd                      | Saunders                    | 2014 |
| 3. Potter, P. A., & Perry, A. G.                                        | Canadian fundamentals of nursing (5 <sup>th</sup> ed.).         | <input type="checkbox"/> | Elsevier Canada             | 2014 |
| 4. Santrock, J. W., MacKenzie-Rivers, A., Leung, K. H., & Malcomson, T. | Lifespan development (5 <sup>th</sup> Canadian ed.).            | <input type="checkbox"/> | Hill Ryerson Companies Inc. | 2014 |
| 5. Perry, A. G., Potter, P. A., & Elkin, M. K.                          | Nursing interventions and clinical skills                       | 5th                      | St. Louis, MO: Mosby        | 2012 |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Nursing uniforms and footwear.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |           |
|----------------|-----|--------------|-----|-------------------|-----|------------|-----------|
| Final exam:    | 45% | Assignments: | 15% | Midterm exam:     | 40% | Practicum: | Pass/Fail |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %         |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100%      |

**Details (if necessary):** Students must achieve 60% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.

## Typical Course Content and Topics

1. Laboratory
  - Medical protective asepsis and latex allergy
  - Body mechanics
  - WHMIS
  - Introduction to head to toe assessment
  - TPR, BP
  - Hygiene/dressing
  - Feeding, oral hygiene
  - Application of incontinent products, toileting
  - Bedmaking
2. Clinical
  - Observation of transitions in aging; Senior Wellness Groups
  - Primary Health Care
  - Observation of health promotion activities related to nutrition
  - Community Assisted Living; Communication; Basic assessment
3. Simulation
  - Assessment; Communication

**Memo**

To: UEC

From: Nancy Goad

Date: January 15, 2015

Subject: Proposal for revision of credit/hour allocation for Practical Nursing Program courses

- A. Course revision: Changes to the number of credits/hours for Practical nursing courses:
  - a. PNUR 240 from 2 credits to 2.5 credits
  - b. PNUR 246 from 1.5 credits to 2 credits
- 1. Rationale for change: The hours in the courses in the PN program are mandated by a provincial curriculum. However, credits are determined by the institution offering the courses. The formula that was used at UFV for determining credits for the PN courses was approximately 15 hours per credit for academic courses and approximately 40 hours per credit for the clinical courses. Throughout the program partial credits have been given that reflect the overall provincial curriculum hours. The proposed changes in credits better reflect the course hours.
- 2. Summary of substantive changes:

PNUR 240 (classroom) is currently 36 hours. Th. Credit allocation would rise from 2.0 to 2.5 credits to more accurately reflect the hours in this course relative to other PN courses.

PNUR 246 is currently 65 hours. The hours will be increased to 75 hours to allow for an additional clinical time. The extra hours will allow for a slightly longer consolidated clinical experience at the end of the third semester. This is important since students have very limited clinical time during the third semester. The credits would increase from 1.5 to 2 credits.
- B. Budget and Learning outcome Issues
- 1. How does your course address the UFV Learning Outcomes? The theory course (PNUR 240) reflects learning outcomes 1-4; the clinical course (PNUR 246) reflects all learning outcomes.
- 2. Is this course required by any program beyond the discipline? No.
- 3. What consideration has been given to indigenizing the curriculum? There is a strong focus in this curriculum related to diversity. Aboriginal health and healing practices are emphasized.
- 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 – there is a one credit increase in the program. No increase in budget since it will not increase faculty costs.
  - b. Class size limit - No effect
  - c. Frequency of offering – No effect
  - d. Resources required (labs, equipment) – No effect
- 5. If this course is not eligible for PLAR, explain why.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Most of those courses are clinical courses and students will be assigned to placements primarily in Fraser Health. This is already the case for these courses. The credits changes do not cause any changes.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. Textbooks are purchased early in the program and used throughout. The credit/hour change does not result in any additional costs for textbooks. Tuition for PNUR 240 would be \$452.45 and the tuition for PNUR 246 would be \$361.96.

CWC Feedback

CW Consultation Group:

Thank you for the input.

We have changed the credits in these two courses so they are congruent with how credits are assigned per hour in all other courses in the Practical Nursing Program. Clinically we use 40 hours per credit and PNUR is a clinical course; 75 hours is the closest to the 2 credits we are suggesting. For the academic courses we use 15 hours/credit and do use half credits so the 36 hours in PNUR 240 is closest to 2.5 credits.

PNUR 246

The PLAR box should be ticked YES. It was missed simply missed. I will add it.

The learning outcomes are part of the provincial curriculum and not subject to change by individual schools offering the program.

Nancy Goad

**From:** Amanda Grimson

**Sent:** Tuesday, December 02, 2014 3:50 PM

**To:** cwconsult

**Cc:** Nancy Goad

**Subject:** PNUR 240 and 246 - changes including credits

Please send comments on the attached to Nancy Goad.

The UEC Screening Subcommittee has reviewed these courses and has the following comments, which can be addressed as part of the CWC process:

- Is there a real need to change the number of credits for these courses? The hours for PNUR 246 could be changed without changing the credits, and thus the cost to students. UEC may want to see a stronger rationale for this change.
- PNUR 246:
  - PLAR (yes/no) is not checked
  - Learning Outcome #5 includes two verbs, “facilitate and participate”; ideally only one should be chosen
  - How will L.O. #14 be measured? (“Recognize and respect the roles and ability of other members of the health care team in the community setting.”)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2012  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2018  
 Course outline form version: 09/15/14

## 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> PNUR 240                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 2.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Health Promotion III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Practical Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course is focused on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities, and maternal/child health is highlighted. Normal growth and development from conception to middle adulthood is addressed.                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Practical Nursing diploma program and PNUR 156.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | PNUR 241, PNUR 242, PNUR 243, PNUR 244, and PNUR 246.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prel/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 (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: 36</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>3</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>3</td> </tr> <tr> <td><b>Total</b></td> <td><b>36</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours | 3 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed learning | 3 | <b>Total</b> | <b>36</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, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>36</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only): 16</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every year                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Nancy Goad                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> November 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> December 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Identify normal patterns of growth and development from conception to middle adulthood.
2. Provide examples of public health services available to pregnant women in the community.
3. Describe health promoting strategies for the post-partum client and the newborn.
4. Provide examples of mental health/illness services available to clients in the community.
5. Describe how culture may impact utilization of mental health resources.
6. Compare the level of mental health services from urban to rural areas.
7. Explore examples of harm reduction activities.
8. Discuss disparities in the delivery of community health services in BC.
9. Identify and describe health promotion activities for clients living with mental illness and those with disabilities.
10. Give examples of teaching and learning strategies for care in the community.
11. Discuss the impact of immunization in health promotion.

**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, paper writing, group presentations, videos, reading, client interviews.

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

**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)**

| Author (surname, initials)                                    | Title (article, book, journal, etc.)                                                                                                                                                                                                                                              | Current ed.                         | Publisher                      | Year |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------|------|
| 1. BC's Aboriginal Maternal Health Project                    | Retrieved from:<br><a href="http://www.perinatalervicebc.ca/sites/bcrp/files/committees/aboriginal/AboriginalMaternalHealthToolbox.pdf">http://www.perinatalervicebc.ca/sites/bcrp/files/committees/aboriginal/AboriginalMaternalHealthToolbox.pdf</a>                            | <input checked="" type="checkbox"/> |                                |      |
| 2. BC Women's Hospital.                                       | Newborn screening in BC. Retrieved from:<br><a href="http://www.bcwomens.ca/NR/rdonlyres/CD0E67F3-9D7F-48F1-BC4F-9124E748D227/48239/NewbornDisordersScreened.pdf">http://www.bcwomens.ca/NR/rdonlyres/CD0E67F3-9D7F-48F1-BC4F-9124E748D227/48239/NewbornDisordersScreened.pdf</a> | <input checked="" type="checkbox"/> |                                |      |
| 3. Edelman, C., & Mandle, C.                                  | Health promotion throughout the lifespan (7 <sup>th</sup> ed.).                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | Mosby                          | 2010 |
| 4. Kozier, B., Erb, G., Berman, A., et al                     | Fundamentals of Canadian nursing: Concepts, process, and practice (3 <sup>rd</sup> Canadian ed.).                                                                                                                                                                                 | <input checked="" type="checkbox"/> | Pearson                        | 2014 |
| 5. Leifer, G.                                                 | Introduction to maternity & pediatric nursing (5 <sup>th</sup> ed.).                                                                                                                                                                                                              | <input checked="" type="checkbox"/> | Saunders                       | 2011 |
| 6. Lewis, S.L., McLean-Heitkemper, M.M., Derksen, S. R. et al | Medical-surgical nursing in Canada: Assessment and management of clinical problems (3 <sup>rd</sup> Canadian ed.).                                                                                                                                                                | <input checked="" type="checkbox"/> | Mosby/Elsevier                 | 2014 |
| 7. Womble, D.M.                                               | Introductory mental health nursing (2 <sup>nd</sup> ed.).                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | Lippincott, Williams & Wilkins | 2011 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

PNUR 240 Course Pack

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 35% | Assignments: | 35% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Normal growth and development – conception to middle adulthood
- Continuum of care for maternal/child health client
- Teaching and learning
- Continuum of care for clients experiencing mental illness
- Substance abuse
- Health promotion strategies for clients with mental illness and physical or developmental disabilities
- Promotion of safety for clients experiencing mental illness

**PNUR 240**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 3 of 3**

- Families experiencing violence
- Public health services
- Resource allocation/inequities
- Illness prevention: immunization
- Harm reduction
- Normal physiological changes related to pregnancy



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2015  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2018  
**Course outline form version:** 09/15/14

## 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> PNUR 246                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Consolidated Practice Experience III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Practical Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This practice experience will introduce learners to community care settings and an opportunity to apply and adapt knowledge gained in levels one, two, and three within a continuum of care for clients across the lifespan. Learners may gain experience through simulation and/or in a variety of community and residential care agencies and settings.                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Practical Nursing diploma program and PNUR 240, PNUR 241, PNUR 242, PNUR 243, and PNUR 244.                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 (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: 75</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></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">72</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: Simulation</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>75</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours | 72 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Simulation | 3 | <b>Total</b> | <b>75</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, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 72        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Simulation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 16<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every year                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Nancy Goad                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> December 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Practice within relevant legislation, Baseline Competencies, Scope of Practice, Standards of Practice and Code of Ethics as set out by the CLPNBC, the Health Professions Act and facility specific policy and procedures.
2. Incorporate health promoting strategies to provide safe, competent, and ethical care to clients in community.
3. Apply critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care in providing a continuum of care for predictable situations.
4. Participate in collaborative practice decisions that are client specific and consider client acuity, complexity, variability, and available resources in a supervised practice setting.
5. Facilitate and participate in inter-professional problem solving and decision making.
6. Describe an inter-professional approach to supporting a client in community.
7. Participate with the health care team to meet the collective needs of clients.
8. Connect, share and explore in collaborative relationships with clients in a caring community environment.
9. Provide client-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity as appropriate.
10. Provide leadership, direction, assignment, and supervision of unregulated care providers within the context of community care with direction as appropriate.
11. Identify how evidence informed decision making can advocate change in the community setting.
12. Identify how interactions with clients and other members of the health care team in community are influenced by own biases, values and assumptions.
13. Participate in continuous learning opportunities to maintain and enhance competence.
14. Recognize and respect the roles and ability of other members of the health care team in the community setting.
15. Recognize changes in client status and collaborate with other members of the health care team to develop a plan of care.
16. Identify own values, biases, and assumptions on interactions with clients and other members of the health care team.

**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)**

Guest lectures, student presentations, clinical practice experience.

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

**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)**

|    | Author (surname, initials)                                   | Title (article, book, journal, etc.)                                                                               | Current ed.                         | Publisher                      | Year |
|----|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------|------|
| 1. | Deglin, J.H., Vallerand, A. H.                               | Davis's drug guide for nurses (12 <sup>th</sup> ed.).                                                              | <input checked="" type="checkbox"/> | F. A. Davis                    | 2013 |
| 2. | Edelman, C., Mandle, C.                                      | Health promotion throughout the lifespan (7 <sup>th</sup> ed.).                                                    | <input checked="" type="checkbox"/> | Mosby                          | 2010 |
| 3. | Kozier, B., Erb, G., Berman, A., Snyder, S., et al           | Fundamentals of Canadian nursing: Concepts, process, and practice (3 <sup>rd</sup> Canadian ed.).                  | <input checked="" type="checkbox"/> | Pearson                        | 2014 |
| 4. | Leifer, G.                                                   | Introduction to maternity & pediatric nursing (5 <sup>th</sup> ed.).                                               | <input checked="" type="checkbox"/> | Saunders                       | 2011 |
| 5. | Lewis, S. L., McLean-Heitkemper, M.M., Derksen, S. R., et al | Medical-surgical nursing in Canada: Assessment and management of clinical programs (3 <sup>rd</sup> Canadian ed.). | <input checked="" type="checkbox"/> | Mosby/Elsevier                 | 2014 |
| 6. | Lilley, L. L., Harrington, S., & Snyder, J. S.               | Pharmacology in the nursing process in Canada (2 <sup>nd</sup> Canadian ed.).                                      | <input checked="" type="checkbox"/> | Mosby                          | 2011 |
| 7. | Womble, D. M.                                                | Introductory mental health nursing (2 <sup>nd</sup> ed.).                                                          | <input checked="" type="checkbox"/> | Lippincott, Williams & Wilkins | 2011 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                |                    |              |                   |                   |                        |            |           |
|----------------|--------------------|--------------|-------------------|-------------------|------------------------|------------|-----------|
| Final exam:    | %                  | Assignments: | %                 | Midterm exam:     | %                      | Practicum: | Pass/Fail |
| Quizzes/tests: | %                  | Lab work:    | %                 | Field experience: | %                      | Shop work: | %         |
| Other:         | Reflective Journal | Other:       | Nursing Care Plan | Other:            | Portfolio Presentation | Total:     | Pass/Fail |

**Details (if necessary):** Students must pass both academic and practicum.

**Typical Course Content and Topics**

- Professional communication
- Nurse-client relationship
- Comprehensive assessments across the lifespan
- Inter-professional approach to care
- Ethical practice
- Wellness and health promotion
- Nursing care and documentation
- Self-reflective approach to practice

**Memo for Course Changes**

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Cynthia Loten

Date: November 7, 2014

**Subject: Proposal for revision of MATH 255**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: *This course was due for its 6 year review. Editorial changes were made to the calendar description in alignment with current practices. Editorial changes were also made to the learning outcomes and the typical course content. Note that first order difference equations were removed from the learning outcomes and typical course content to reflect current practice at UFV and other institutions.*
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No*
5. Which program areas have been consulted about the change(s)?
6. What consideration has been given to indigenizing the curriculum? *No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.*
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering

- d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *No*.
- 10. Estimate of the typical costs for this course, including textbooks and other materials: *Tuition + textbook (approx. \$180)*.

**CWC:**

The only CWC comment was that the transfer section needed to be fully completed. This has been done.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 05/29/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|---|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: MATH 255                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Course Full Title: Ordinary Differential Equations<br>Course Short Title (if title exceeds 30 characters):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Faculty: Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Department (or program if no department): Mathematics and Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>This course provides theory and techniques needed to solve ordinary differential equations, with an emphasis on applications. Topics include first- and second-order linear differential equations, nonlinear equations, series solutions, Laplace transform methods, and linear systems of differential equations.<br><br>Note: This course is offered as MATH 255 and ENGR 255. Students may only take one of these for credit.                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Prerequisites (or NONE): MATH 112 or at least a B in MATH 118.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Pre/corequisites (if applicable, or NONE): MATH 211 and one of the following: MATH 152, MATH 221, or PHYS 221.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>ENGR 255</b><br>Equivalent course(s): <b>ENGR 255</b><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><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><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: center;">40</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">5</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: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 40 | Seminars/tutorials/workshops |  | Laboratory hours | 5 | 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><br>If yes, 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><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only): 36</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.): annually</b>                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Department / Program Head or Director: Cynthia Loten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date approved: October 27 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Campus-Wide Consultation (CWC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Date of posting: January 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Date approved: November 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Dean/Associate VP: Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Date approved: November 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Date of meeting: January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Solve first-order differential equations by recognizing the equations as either linear, separable and/or exact;
2. Apply the Existence and Uniqueness Theorem;
3. Solve second-order homogeneous linear equations with constant coefficients and associated initial value problems;
4. Test solutions of second-order linear equations for linear independence using the Wronskian.
5. Solve second-order nonhomogeneous equations by the method of undetermined coefficients and variation of parameters;
6. Interpret vibrational models;
7. Find series solutions of second-order linear equations near an ordinary point and a regular singular point;
8. Use the method of Laplace transforms to solve differential equations involving step functions and impulse functions;
9. Solve homogeneous linear systems with constant coefficients;
10. Interpret solutions to linear systems of equations as trajectories in phase space.
11. Formulate mathematical models and use technology to solve them

**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 and demonstrations of Maple.

**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)**

| Author Surname, Initials | Title (article, book, journal, etc.)                                | Current Ed.                         | Publisher   | Year |
|--------------------------|---------------------------------------------------------------------|-------------------------------------|-------------|------|
| 1. Boyce and Di Prima    | Elementary Differential Equations                                   | <input checked="" type="checkbox"/> | Wiley       |      |
| 2. Zill                  | A First Course in Differential Equations with Modeling Applications | <input checked="" type="checkbox"/> | Brooks/Cole |      |
| 3.                       |                                                                     | <input type="checkbox"/>            |             |      |
| 4.                       |                                                                     | <input type="checkbox"/>            |             |      |
| 5.                       |                                                                     | <input type="checkbox"/>            |             |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**
**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 15% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | 15% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Students must achieve at least 40% on the final exam in order to receive credit for this course.

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

**Typical Course Content and Topics**

Use of graphing calculator and Maple is expected.

1. Direction fields, mathematical models.
2. First-order linear and non-linear differential equations, separable equations, autonomous equations, population dynamics, exact equations, integrating factors.
3. The Existence and Uniqueness Theorem (without proof).
4. Second-order homogenous linear equations with constant coefficients, linear independence, Wronskian, characteristic equation.
5. Nonhomogeneous equations, method of undetermined coefficients, variation of parameters, vibrational models.
6. Series solutions near an ordinary point and a regular single point, Euler equations.
8. Laplace transform, step functions, discontinuous forcing functions, impulse functions.
9. Systems of first-order homogeneous linear equations with constant coefficients, eigenvalues, phase plane analysis.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ENGR 255                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Full Title:</b> Ordinary Differential Equations<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Department (or program if no department):</b> Mathematics and Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MATH 255</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Calendar Description:</b><br>This course provides theory and techniques needed to solve ordinary differential equations, with an emphasis on applications. Topics include first- and second-order linear differential equations, nonlinear equations, series solutions, Laplace transform methods, and linear systems of differential equations.<br><br>Note: This course is offered as MATH 255 and ENGR 255. Students may only take one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | MATH 112 or at least a B in MATH 118.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | MATH 211 and one of the following: MATH 152, MATH 221, or PHYS 221.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>MATH 255</b><br>Equivalent course(s): <b>MATH 255</b><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><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Cynthia Loten                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date approved:</b> October 27, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date approved:</b> November 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of posting:</b> January 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> November 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Memo for Course Changes**

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Cynthia Loten

Date: November 7, 2014

**Subject: Proposal for revision of MATH 316**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: *This course was due for its 6 year review. In keeping with the recent prerequisite guidelines, we are removing 'knowledge of a programming language acceptable to the department' from the prerequisites and replacing it with 'COMP 150 or COMP 152' as a pre/corequisite. All BSc students must have a computing course and math majors in particular must have COMP 152. The total hours were changed to reflect the current practice for 3 credit courses (45 hours from 60 hours). Moreover about one fifth of the course will be in a computer lab, and so we have 9 laboratory hours. There are editorial changes to the learning outcomes. Editorial changes were also made to the 'Typical Course Content'.*

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- 5. Which program areas have been consulted about the change(s)?
- 6. What consideration has been given to indigenizing the curriculum? *No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.*
- 7. If this course is not eligible for PLAR, explain why:
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *No*.
10. Estimate of the typical costs for this course, including textbooks and other materials: *Tuition + textbook (approx. \$ 180).*

**CWC:**

There were no CWC comments on this course.



ORIGINAL COURSE IMPLEMENTATION DATE: May 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 05/29/14

## 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> MATH 316                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Course Full Title:</b> Numerical Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Department (or program if no department):</b> Mathematics and Statistics |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Calendar Description:</b><br><p>This course covers the construction and application of numerical computing solutions to mathematical problems that include applications of linear algebra, differentiation and integration, non-linear equations, the approximation of functions, and ordinary differential equations.</p>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Prerequisites (or NONE):</b> MATH 112 and one of the following: MATH 221 or MATH 152.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pre/corequisites (if applicable, or NONE):</b> COMP 150 or COMP 152.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <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 (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: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">36</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">9</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 36 | Seminars/tutorials/workshops |  | Laboratory hours | 9 | 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, 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> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every second year |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 36                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 9                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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> Cynthia Loten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                             | <b>Date approved:</b> October 27 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                             | <b>Date of posting:</b> January 23, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                             | <b>Date approved:</b> Nov. 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                             | <b>Date approved:</b> Nov. 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                             | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Learning Outcomes**

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

1. Explain machine accuracy and the inherent limitations of floating point representation;
2. Quantify the errors that arise in applying numerical methods to mathematical problems;
3. Evaluate the rate of convergence of a sequence of numerical approximations;
4. Demonstrate the convergence of approximations using computer calculations;
5. Accurately implement a variety of basic algorithms on a computer;
6. Identify examples of problems that are ill-conditioned;
7. Assess different numerical methods for a given mathematical problem.

**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 is primarily lecture- and lab-based instruction. Evaluation includes quizzes, tests, and a final exam.

**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)**

| Author Surname, Initials | Title (article, book, journal, etc.) | Current Ed.                         | Publisher   | Year |
|--------------------------|--------------------------------------|-------------------------------------|-------------|------|
| 1. Burden and Faires     | Numerical Analysis                   | <input checked="" type="checkbox"/> | Brooks/Cole | 2011 |
| 2.                       |                                      | <input type="checkbox"/>            |             |      |
| 3.                       |                                      | <input type="checkbox"/>            |             |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 10% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | 10% | Lab work:    | 10% | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Students must achieve at least 40% on the final exam in order to receive credit for this course.

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

**Typical Course Content and Topics**

1. Solutions of equations in one variable
  - a. The bi-section method
  - b. Fixed-point iteration
  - c. The Newton Method
  - d. Error analysis for iterative methods
2. Interpolation and polynomial approximation
  - a. Interpolation and the Lagrange polynomial
  - b. Divided differences
  - c. Numerical differentiation and integration
  - d. Richardson's extrapolation
3. Solutions of initial value problems
  - a. Elementary theory of initial value problems
  - b. Euler's method
  - c. Higher-order Taylor methods
  - d. Runge-Kutta methods
  - e. Stability and stiff differential equations
4. Iterative techniques in matrix algebra
  - a. Norms of vectors and matrices
  - b. Eigenvalues and eigenvectors
  - c. Iterative techniques for solving linear systems
  - d. Error estimates and iterative refinement
5. Approximation Theory
  - a. Discrete least squares approximation
  - b. Orthogonal polynomials and least squares approximations

**Memo for Course Changes**

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Cynthia Loten, Math & Stats Department Head

Date: October 8, 2014

**Subject: Proposal for revision of STAT 450 (Statistical Distribution Theory)**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: *While doing the 6 year review, we made some editorial changes to the calendar description and small changes to the learning outcomes to reflect current practice.*
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*
5. Which program areas have been consulted about the change(s)? *None.*
6. What consideration has been given to indigenizing the curriculum? *No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.*
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *No.*
10. Estimate of the typical costs for this course, including textbooks and other materials: *Tuition + textbook (approx. \$180 ).*

**CWC:**

---

**From:** Cynthia Loten  
**Sent:** January-22-15 12:17 PM  
**To:** Amanda Grimson; cwconsult  
**Cc:** Angela Reid; Pat Cruickshanks  
**Subject:** RE: STAT 450 - Review with changes

Hi,

Both verbs are needed and so closely linked it makes pedagogical sense to use them together in one learning outcome.

Cindy

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**From:** Amanda Grimson  
**Sent:** Wednesday, January 21, 2015 3:18 PM  
**To:** cwconsult  
**Cc:** Cynthia Loten; Angela Reid; Pat Cruickshanks  
**Subject:** STAT 450 - Review with changes

Please reply all with CWC comments on the attached.

The UEC Screening Subcommittee has reviewed this course, and has the following comment which should be addressed prior to UEC:

- Learning outcome #5, “derive and use...”: could only one verb be chosen? UEC may question the use of multiple verbs where it may not be necessary.



ORIGINAL COURSE IMPLEMENTATION DATE: July 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 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> STAT 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                             | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Course Full Title:</b> Statistical Distribution Theory<br><b>Course Short Title:</b> Statistical Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Department (or program if no department):</b> Mathematics and Statistics |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Calendar Description:</b><br><p>A course in mathematical statistics. Distributions of functions of random variables; transformations; beta, t, F, multivariate normal distributions; order statistics; convergence in distribution and probability; Law of Large Numbers; Central Limit Theorem; method of maximum likelihood; inference.</p> <p>Note: This course is offered as STAT 450 and MATH 450. Students may only take one of these for credit.</p>                                                                                                                       |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Prerequisites (or NONE):</b> MATH 370/STAT 370.<br><b>Corequisites (if applicable, or NONE):</b><br><b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>MATH 450</b><br>Cross-listed with: <b>MATH 450</b><br>Equivalent course(s): <b>MATH 450</b><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: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td>45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table> |                                                                             | 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> | <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): 36</b><br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Every 3 to 4 years |
| 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>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Department / Program Head or Director:</b> Cynthia Loten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                             | <b>Date approved:</b> September 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                             | <b>Date of posting:</b> January 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                             | <b>Date approved:</b> November 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                             | <b>Date approved:</b> October 17, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                             | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**STAT 450**

**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. Use transformations of discrete and continuous random variables to find the distributions of functions of several variables.
2. Use moment generating functions to find distributions of functions of several variables.
3. Establish the relationships between gamma and beta, normal, chi-squared and t, and chi-squared and F distributions.
4. Find the distributions of the maximum, minimum and the i-th order statistic of a random sample.
5. Derive and use the distributions of the sample mean and sample variance when the sample comes from a normal distribution.
6. Prove the convergence in distribution and in probability of some theoretical results.
7. Apply the Central Limit Theorem to problems involving sums of independent and identically distributed random variables.
8. Find unbiased estimators, consistent estimators, and estimators using the method of maximum likelihood and the method of moments.
9. Find the complete and sufficient statistic for an unknown parameter.
10. Derive the formulae for confidence intervals for means and for differences of means.
11. Determine the critical region, power function and p-value of a test of statistical hypotheses.
12. Construct bootstrap confidence intervals and testing procedures.

**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.

**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. Hogg, R et al.                   | Introduction to Mathematical Statistics                               | <input checked="" type="checkbox"/> | Pearson          | 2005                      |
| 2. Kalbfleisch, J                   | Probability and Statistical Inference Volume 2: Statistical Inference | <input checked="" type="checkbox"/> | Springer-Verlag  | 1985                      |
| 3.                                  |                                                                       | <input type="checkbox"/>            |                  |                           |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):** Students must achieve at least 40% on the final exam in order to receive credit for this course

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

**Typical Course Content and Topics**

1. Brief review of probability and distributions: conditional probability, independence, Bayes' theorem, Chebyshev's inequality, joint, marginal and conditional distributions, conditional expectation, correlation coefficient and special distributions such as binomial, Poisson, gamma, chi-squared, normal and bivariate normal.
2. Distributions of functions of random variables: sampling theory, transformations of discrete random variables, transformations of continuous random variables, beta, t and F distributions, extensions of the change-of-variable technique, distributions of order statistics, the moment generating function technique, distributions of the sample mean and sample variance, expectations of functions of random variables and the multivariate normal distribution.
3. Limiting distributions: convergence in distribution, convergence in probability, limiting moment generating functions, the Law of Large Numbers and the Central Limit Theorem.
4. Introduction to statistical inference: point estimation, unbiased estimators, consistent estimators, method of maximum likelihood, invariance property, method of moments, confidence intervals for means, confidence intervals for differences of means, tests of statistical hypotheses, critical region, power function, p-value. The method of Monte Carlo. Bootstrap procedures.
5. Sufficient statistics: unbiased minimum variance estimators, minimax principle, minimum mean-square-error estimators, sufficient statistics and their properties, completeness and uniqueness, the exponential class of probability density functions, minimal sufficient and ancillary statistics.



ORIGINAL COURSE IMPLEMENTATION DATE: July 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 450                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Statistical Distribution Theory                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Statistical Theory                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Department (or program if no department):</b> Mathematics and Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>STAT 450</b> for the official course outline.                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>A course in mathematical statistics. Distributions of functions of random variables; transformations; beta, t, F, multivariate normal distributions; order statistics; convergence in distribution and probability; Law of Large Numbers; Central Limit Theorem; method of maximum likelihood; inference.<br><br>Note: This course is offered as STAT 450 and MATH 450. Students may only take one of these for credit. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |  | MATH 370/STAT 370.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>STAT 450</b><br>Equivalent course(s): <b>STAT 450</b><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 (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>Department / Program Head or Director:</b> Cynthia Loten                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date approved:</b> September 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Date approved:</b> January 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Date of posting:</b> November 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Date approved:</b> October 17, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>Date of meeting:</b> January 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

**Memo for Course Changes**

To: Faculty of Science Curriculum Committee Assistant

From: Derek Harnett, Department Head of Physics

Date: 11/05/2014

**Subject: Proposal for revision of PHYS 381/MATH 381/ENGR 257 – Review with changes**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- The calendar description has been shortened in accordance with new regulations.
- The learning outcomes have been written out in (much!) greater detail.
- The instructional methods section has been condensed for the sake of brevity.
- Two out of print texts have been deleted from the Resource Materials section. A different text has been added in their place.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

5. Which program areas have been consulted about the change(s)?

- The Department of Mathematics and Statistics.

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

- For this particular class, we have not identified opportunities for indigenization of course content.

7. If this course is not eligible for PLAR, explain why: N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: N/A
  - b. Class size limit: N/A
  - c. Frequency of offering: N/A
  - d. Resources required (labs, equipment): N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:
  - \$0. (The listed text is recommended, not required.)

**CWC comments have been incorporated into course outlines.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## 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> PHYS 381                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Mathematical Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Partial and ordinary differential equations. Fourier series/transforms. Legendre polynomials. Laplace transforms. Applications to heat flow and waves. Laplace's equation in 1D, 2D, 3D using Cartesian, polar, and spherical co-ordinates. Special functions including Dirac Delta, Heaviside Theta, Si, Ci, Ei, Erf, Gamma.<br>Note: This course is offered as PHYS 381, MATH 381, and ENGR 257. Students may take only one of these for credit.                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | MATH 211 and (one of the following: PHYS 221 or MATH 255) and (one of the following: PHYS 112 or any other MATH course 200-level or above).                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: n/a<br>Cross-listed with: MATH 381/ENGR 257<br>Equivalent course(s): MATH 381/ENGR 257<br>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.                                                                                                                                                                      |           | <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 (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: 75</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>75</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>75</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 75 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>75</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, 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>Note: The specific topic will be recorded when offered. |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 75        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Department / Program Head or Director:</b> Derek Harnett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> Nov. 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> Nov. 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> Jan. 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> Nov. 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> Jan. 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |

PHYS 381

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:

- Evaluate integrals involving sines, cosines, exponentials, powers, and certain special functions using Feynman's integration techniques.
- Solve ordinary linear differential equations using Laplace transforms, the D operator, power series, and substitutions (for Euler equations).
- Compute Fourier series expansions (real, complex, half-range sine and cosine) and Legendre polynomial expansions for sufficiently well-behaved functions.
- Model a variety of physical situations (such as diffusion, wave motion, and steady-state phenomena) as partial differential equations with appropriate initial and boundary conditions (such as Dirichlet and Neumann conditions).
- Describe qualitatively how heat flows through systems in one, two, and three dimensions.
- Apply separation of variables and/or the Fourier transform to solve a variety of initial/boundary value problems in Cartesian, cylindrical, and spherical coordinates.
- Define the special functions  $Ei$ ,  $Si$ ,  $Erf$ , Heaviside step, and Dirac delta.

## 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, assignments

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

**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)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher | Year |
|----------------------------|--------------------------------------|-------------------------------------|-----------|------|
| 1. Asmar, Nakhle H.        | Partial Differential Equations       | <input checked="" type="checkbox"/> | Pearson   | 2005 |
| 2.                         |                                      | <input type="checkbox"/>            |           |      |
| 3.                         |                                      | <input type="checkbox"/>            |           |      |
| 4.                         |                                      | <input type="checkbox"/>            |           |      |
| 5.                         |                                      | <input type="checkbox"/>            |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 50% | Assignments: | 20% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Feynman's integration techniques  
 Ordinary differential equations and the D operator  
 Basic Fourier series  
 Advanced Fourier Series  
 Waves on finite strings  
 Heat flow in 1 dimension, Laplace's equation for finite systems  
 Laplace's equation in polar co-ordinates.  
 Special Functions ( $Ei$ ,  $Si$ ,  $Erf$ , Heaviside and delta functions)  
 Fourier & Laplace transforms, applications to integration and differential equations  
 Application of Fourier transforms to infinite systems  
 Legendre polynomials  
 Laplace's equation in spherical co-ordinates



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> MATH 381                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Course Full Title:</b> Mathematical Physics<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>PHYS 381</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Calendar Description:</b><br>Partial and ordinary differential equations. Fourier series/transforms. Legendre polynomials. Laplace transforms. Applications to heat flow and waves. Laplace's equation in 1D, 2D, 3D using Cartesian, polar, and spherical co-ordinates. Special functions including Dirac Delta, Heaviside Theta, Si, Ci, Ei, Erf, Gamma.<br><br>Note: This course is offered as PHYS 381, MATH 381, and ENGR 257. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MATH 211, and one of (PHYS 221, MATH 255) and either PHYS 112 or any other second or third year Math course                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: n/a<br>Cross-listed with: PHYS 381/ENGR 257<br>Equivalent course(s): PHYS 381/ENGR 257<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><br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><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>Department / Program Head or Director:</b> Derek Harnett                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date approved:</b> Nov. 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> Nov. 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of posting:</b> Jan. 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> Nov. 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> Jan. 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ENGR 257                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Course Full Title:</b> Mathematical Physics<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>PHYS 381</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Calendar Description:</b><br>Partial and ordinary differential equations. Fourier series/transforms. Legendre polynomials. Laplace transforms. Applications to heat flow and waves. Laplace's equation in 1D, 2D, 3D using Cartesian, polar, and spherical co-ordinates. Special functions including Dirac Delta, Heaviside Theta, Si, Ci, Ei, Erf, Gamma.<br><br>Note: This course is offered as PHYS 381, MATH 381, and ENGR 257. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MATH 211, and one of (PHYS 221, MATH 255) and either PHYS 112 or any other second or third year Math course                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: n/a<br>Cross-listed with: PHYS 381/MATH 381<br>Equivalent course(s): PHYS 381/MATH 381<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><br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><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>Department / Program Head or Director:</b> Derek Harnett                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date approved:</b> Nov. 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> Nov. 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of posting:</b> Jan. 23, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> Nov. 14, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> Jan. 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Memo for Course Changes**

To: FSCC

From: Derek Harnett, Head, Department of Physics

Date: 10/02/2014

**Subject: Proposal for Discontinuation of PHYS 332 Analog Electronics**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: We have recently replaced PHYS 332 & 342 with a single class, ENPH 320. We have no plans to run PHYS 332 or 342 again.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value - N/A
  - b. Class size limit - N/A
  - c. Frequency of offering - As this class was not specifically required for any degree and ran on-demand, discontinuing it will not have any budget implications.
  - d. Resources required (labs, equipment) - N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**There were no CWC comments on this course.**

**Memo for Course Changes**

To: FSCC

From: Derek Harnett, Head, Department of Physics

Date: 10/02/2014

**Subject: Proposal for Discontinuation of PHYS 342 Analog Electronics Laboratory**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: We have recently replaced PHYS 332 & 342 with a single class, ENPH 320. We have no plans to run PHYS 332 or 342 again.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value - N/A
  - b. Class size limit - N/A
  - c. Frequency of offering - As this class was not specifically required for any degree and ran on-demand, discontinuing it will not have any budget implications.
  - d. Resources required (labs, equipment) - N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**CWC comment:**

As this course is included in the Physics Honours, the program should be revised.

**Memo for Course Changes**

To: FSCC

From: Derek Harnett, Head, Department of Physics

Date: 10/02/2014

**Subject: Proposal for revision of PHYS 362 Digital Electronics and Computer Interfacing**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: We have recently replaced PHYS 362 & 372 with a single class, ENPH 310. We have no plans to run PHYS 362 & 372 again.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering - As this class was not specifically required for any degree and ran on-demand, deactivating it will not have any budget implications.
  - d. Resources required (labs, equipment) N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**There were no CWC comments on this course.**

**Memo for Course Changes**

To: FSCC

From: Derek Harnett, Head, Department of Physics

Date: 10/02/2014

**Subject: Proposal for revision of PHYS 372 Digital Electronics Laboratory**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: We have recently replaced PHYS 362 & 372 with a single class, ENPH 310. We have no plans to run PHYS 362 & 372 again.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering - As this class was not specifically required for any degree and ran on-demand, deactivating it will not have any budget implications.
  - d. Resources required (labs, equipment) N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**CWC comment:**

As this course is included in the Physics Honours, the program should be revised.

# MEMO



**To: Undergraduate Education Committee**  
**From: Sylvie Murray (On behalf of the UEC Short Programs Subcommittee)**  
**Date: January 20, 2015**  
**Re: Final Report**

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The mandate of the Short Programs Subcommittee of UEC was to clarify the institutional expectations and policies/process in place for short programs, in light of practices and policies at other institutions, and emerging provincial standards. The work entailed examining 1) definitions and quality assurance standards; and 2) policies/processes by which short programs are reviewed, revised, created, and integrated in our planning process. (See appendix A for the subcommittee's Terms of Reference.)

The subcommittee met on a regular basis since December 2013 and is now ready to present its recommendations for UEC approval. (See appendix B for the previous, interim, reports submitted June 9, 2014 and September 18, 2014.)

This final report consists of four parts:

- 1) recommendations;
- 2) report on Certificate in Extended Studies and Framework;
- 3) credential chart for short programs; and
- 4) impact of revised nomenclature on existing short programs, by Faculty/College.

**Motion:** That UEC approve the Short Programs Subcommittee's recommendations as submitted.

The UEC Short Programs Subcommittee recommends:

That the following (statements #1-5) be incorporated in revisions to UFV's [Graduation Awards](#) policy (64):

1. That UFV adopt a revised categorization and nomenclature for short programs, as detailed in the document Credential Chart for short programs.
2. That existing programs be revised to conform to the Credential Chart for short programs within three years of the approval of revisions to policy 64. An extension of no more than three years may be granted to programs undergoing or scheduled for review as per the [Academic Program and Unit Reviews](#) policy (189).
3. That all credit courses and credentials require approval through UFV's internal review and approval process as governed by the [Undergraduate Course and Program Approval](#) policy (21) and the [Graduate Course and Program Approval](#) policy (209).
4. That non-credit credentials also require approval through UFV's internal review and approval process as governed by policy 21. It is further recommended that a definition of "non-credit credential" be added to policy 64.
5. That, while laddering is a recognized pathway to a higher-level credential, the total number of credits imported into a higher-level credential will not exceed 50% of the total number of credits required for the higher-level credential (e.g., a 1-year, 30-credit certificate laddering into a 60-credit diploma; a 2-year, 60-credit diploma laddering into a 4-year, 120-credit degree). Laddering from a non-credit Continuing Education certificate into a diploma or degree, with approval of the appropriate academic units offering the higher-level credential and as governed by Ministry regulations, is also recognized.

We further recommend that UEC approve the following regulations regarding credentials that draw from the same pool of credits:

6. Students graduating with a degree (e.g., bachelor) cannot apply those credits retroactively or concurrently toward a short program credential. We recommend that this issue be addressed through revision of the [Subsequent Degree](#) policy (98).
7. At least 50% of the total number of credits of a short program credential must be on top and above of the credits counted toward another credential (e.g., a post-baccalaureate certificate in relation to a previous degree).

A final set of recommendations relates to the reviewing and monitoring of short programs in relation to quality assurance standards.

8. That all short programs go through a periodic review to ensure that their stated purpose and content are current and aligned (e.g. alignment with ILOs). We recommend that this be addressed through revision of the [Academic Program and Unit Reviews](#) policy (189). We further recommend that the Provost, in consultation with Deans, include short programs in the current “Schedule of Program Reviews”.
9. That credentials that are no longer meeting their purposes or for which usage is low (as recorded in UFV *Factbook*) be discontinued unless there is a compelling reason to continue offering them. Credentials for which courses are no longer offered should be discontinued unless there is a compelling reason not to. We note that short programs are included in the Program Discontinuance Policy [approved by Senate and currently pending approval by Board of Governors].
10. That the Certificates in Extended Studies and the “Framework for Extended Studies in a Program” be discontinued, except in the cases of specific disciplines and specializations where there is a clearly identified need for these Certificates. (See 2. Report on Certificate in Extended Studies and Framework).
11. That the relevant dean ensures every program be assigned a curriculum committee or an individual responsible for overseeing the program.
12. That the naming of short program credentials be standardized and consistent across UFV platforms and publications.

## 2. Report on Certificates in Extended Studies in Arts and Framework

Certificates in Extended Studies are offered mostly in the Arts, in the following specializations:

- Applied Ethical and Political Philosophy
- Anthropology minor
- English major, Honours, extended minor, or minor
- French minor (extended minor and major now proposed)
- History major, extended minor, or minor
- Latin American Studies extended minor and minor
- Media and Communications Studies minor
- Psychology and Psychology Honours
- Sociology major, Sociology minor, Sociology/Anthropology major
- Theatre extended minor, minor
- Fashion Design: Marketing option
- Fashion Design: Textiles option
- Visual Arts
- Geography major, with or without concentration (Physical Geography, Environmental Studies, International Studies, Urban Studies, Geographic Information Studies), Honours (no concentration, or with selected concentration), extended minor, minor
- Physical Geography Honours, major, minor

Certificates in Extended Studies are also offered in the Faculty of Professional Studies, in two programs:

- Child and Youth Care
- Early Childhood Education
- Social Work: Child Welfare specialization
- Social Services – First Nations option

The original purpose for creating these Certificates was to give students who had recently graduated from then UCFV the opportunity to take advantage of newly created specializations within the BA. For instance, students who had recently graduated with a BA, History minor would be able to get a *Certificate in Extended Studies: History major* by doing the extra credits required for the major (minimum of five).

A framework was approved by the UCFV Board in May 2002. It also allows for these certificates to “be used to complete a major, minor or option in another area if students have completed an equivalent level program. For example, a student who has completed a Bachelor of Business Administration may be admitted to the Certificate in Extended Studies in Arts: Major English.”

(<http://www.ufv.ca/media/assets/senate/uec/resources/Extended+Studies+framework.pdf>)

Note that UCFV did not have a subsequent degree policy then (Policy no. [98](#) was first approved in 2005).

Usage: A total of 13 students have graduated with a Certificate in Extended Studies in Arts (all specializations) in the last five years. The distribution per year of graduation is as follows:

Final Report, January 2015

- 2009: 5 graduates (4 English, 1 History)
- 2010: 2 graduates (1 Visual Arts Extended and 1 Psychology Honours)
- 2011: 3 graduates (1 Applied Ethical and Political Philosophy; 1 Psychology; 1 Psychology Extended)
- 2013: 2 graduates (1 English Honours; 1 History)
- 2014: 1 graduate (English)

In addition, two students have graduated with a Certificate in Extended Studies in Fashion Design, one in 2009 and one in 2012.

In Professional Studies, the Certificates in Extended Studies have been used as follows in the last five years:

- Child and Youth Care: 2 graduates in 2012
- Early Childhood Education: : 13 graduates in 2009-2013
- Social Work: Child Welfare specialization: 1 graduate in 2011
- Social Services – First Nations options: 5 graduates since 2008

We note with concern that the language used in the “Extended Studies in a Program” framework and in the entrance requirements to individual Certificates in Extended Studies may suggest their use as a vehicle for a subsequent degree. [Policy 98](#) on Subsequent Degree, adopted in 2005 (after the framework and the first Extended Studies Certificates were approved), should supersede the framework and extended studies certificates if/when they are used to obtain a major in another area.

Finally, because of their unusual and ambiguous nature, these certificates create considerable confusion among students, advisors and admission staff.

**Recommendation:**

That the Certificates in Extended Studies and the framework for “Extended Studies in a Program” be discontinued, except in the cases of specific disciplines and specializations where there is a clearly identified need for these Certificates.

3. Credential Chart for Short Programs –Jan 2015

Preamble:

Part of the subcommittee’s mandate was to “review nomenclature, articulate definitions, and categorize different types of ‘non-degree’ credentials”. This work entailed examining what is currently done at UFV in light of practices and policies at other institutions, and emerging provincial standards. In relation to the latter, we note that, while some initial provincial-wide discussion took place in an effort to articulate a common framework, this initiative seems to be inactive at the moment.

**Purpose and methodology:** In keeping with its mandate the subcommittee developed a “credential chart” for short programs (also called “non-degree” programs). Our goal is to provide:

- 1. greater clarity about the defining characteristics of different kinds of short programs -- for instance, expected level of study recognized by different types of credentials (e.g. certificate vs. post-baccalaureate certificate) and value/meaning of the credential name to stakeholders (e.g., employers and students); and
- 2. more precise differentiation among short programs. This is particularly necessary in the case of UFV’s broad definition of “certificate” (to include programs ranging from 5 to 60 credits) which is highly unusual when compared to the nomenclature used by other institutions and the Ministry of Advanced Education.

The format for the Chart was inspired by BCIT’s presentation of “Credential Types and Credits” (see <http://www.bcit.ca/files/pdf/5401.pdf>, p. 3). We consulted the Ontario Qualifications Framework which provides a detailed set of standards, but applies only to colleges, not universities (see <http://www.pegab.ca/oqf.pdf>). We also consulted the nomenclature suggested by the BC Ministry of Advanced Education for non-degree credential types and researched the nomenclature used by other institutions (mostly in BC) for short programs of different lengths and credit value. Although we found a lack of consistency among BC institutions, we also note some commonalities, for instance in the definition of certificates (no less than 15 credits) and diplomas (generally 60 credits). We included the Ministry’s and other institutions’ nomenclatures and credential characteristics below, along with our recommendation, to allow for a comparative analysis.

**Our recommendation:** That UFV adopt a revised categorization and nomenclature for short programs, as detailed in the Credential Chart below. (The proposed nomenclature is in column 3 of the chart, and would consists of 4 types, two of which new: “Associate Certificate,” “Certificate,” “Diploma,” “Post-Baccalaureate Diploma”).

| As defined by BC Ministry of Advanced Education and other institutions |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | As proposed for UFV [denotes how it relates to current definitions as included in <a href="#">Graduation Awards</a> policy (64)] |                            |                                                    |                                 |                                                             |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------|---------------------------------|-------------------------------------------------------------|
| Ministry Nomenclature*                                                 | Other institutions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Credential Type                                                                                                                  | Hours or Credits / Courses | Equivalent Duration (semesters of full-time study) | Entrance Requirements (minimum) | Rigour/Level of Study                                       |
|                                                                        | <p>Kwantlen and Capilano use “Citation” to differentiate shorter programs (6-15 credits) from certificates</p> <p>Ex: <i>Citation in English Language Proficiency</i>, 15 credits (undergraduate)</p> <p>Ex: <i>Citation in Metal Fabrication/Fitter</i>, 23 credits (vocational), 23 weeks</p> <p>Capilano:<br/>see <a href="https://www.capilanou.ca/programs-courses/programs-credential/Citations/">https://www.capilanou.ca/programs-courses/programs-credential/Citations/</a></p> <p>BCIT uses “Associate” for programs ranging between 21-44 credits</p> | <p>Associate Certificate</p> <p>[new designation; some overlap with “Type B” certificate, 5-30 credits]</p>                      | 15 credits or less         | 5-6 months (undergraduate programs)                | Variable                        | Entry level post-secondary; may include upper-level courses |

| As defined by BC Ministry of Advanced Education and other institutions                                                                                            |                                                                                                                                                                                                                                                                                                                      | As proposed for UFV [denotes how it relates to current definitions as included in <a href="#">Graduation Awards</a> policy (64)] |                                           |                     |                                 |                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Ministry Nomenclature*                                                                                                                                            | Other institutions                                                                                                                                                                                                                                                                                                   | Credential Type                                                                                                                  | Hours or Credits / Courses                | Equivalent Duration | Entrance Requirements (minimum) | Rigour/Level of Study                                                                                                           |
| <i>Certificate</i> – Certificate programs usually involve one year or less of study                                                                               | BCIT: 45 credits (minimum) – different from their <i>Industry Partnership Certificate</i> (15-20 credits)<br><br>UBC: 15-30 credits<br><br>VIU: 30 credits or less<br><br>UNBC: 30 credits<br><br>TRU: 15-30 credits (less than 46)<br><br>KPU: 30 credits (approx.)<br><br>NVIT: 30 credits<br><br>SFU: 18-30 units | Certificate<br><br>[some overlap with current “Type A” certificate, 30-60 credits]                                               | Minimum of 150 hours<br><br>18-30 credits | One year or less    | Variable                        | Non-credit programs approved by Board of Governors<br><br>or<br><br>Entry level post-secondary; may include upper-level courses |
| <i>Advanced Certificate</i> – the Advanced Certificate is offered to students who already have at least a certificate and complete additional specialized courses | BCIT 24 credits; entrance requirement: Diploma or Bachelor’s Degree or equivalent                                                                                                                                                                                                                                    | [ <u>not</u> proposed for UFV]                                                                                                   |                                           |                     |                                 |                                                                                                                                 |

| As defined by BC Ministry of Advanced Education and other institutions                                                                                                     |                                                                                                                          | As proposed for UFV [denotes how it relates to current definitions as included in <a href="#">Graduation Awards</a> policy (64)] |                            |                                                    |                                 |                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------|---------------------------------|--------------------------------------------------|
| Ministry Nomenclature*                                                                                                                                                     | Other institutions                                                                                                       | Credential Type                                                                                                                  | Hours or Credits / Courses | Equivalent Duration (semesters of full-time study) | Entrance Requirements (minimum) | Rigour/Level of Study                            |
| <i>Diploma</i> –The diploma normally involves two years of study in a career, technical, or academic program                                                               | VIU: 60 credits<br>UNBC: 30-60 credits<br>TRU: 46-119 credits<br>KPU: 60 credits<br>NVIT: 60 credits<br>JIBC: 60 credits | Diploma<br><br>[no change to current definition]                                                                                 | Normally 60 credits        | Two years, or 4 semesters of full-time study       | Variable                        | First and Second year post-secondary (or higher) |
| <i>Advanced Diploma</i> – The Advanced Diploma or Post Diploma is awarded following an additional year of study after graduation from at least a two-year diploma program. |                                                                                                                          | [ <u>not</u> proposed for UFV]                                                                                                   |                            |                                                    |                                 |                                                  |

| As defined by BC Ministry of Advanced Education and other institutions                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | As proposed for UFV [denotes how it relates to current definitions as included in <a href="#">Graduation Awards</a> policy (64)] |                                                                                                                                                                                                                                    |                                                    |                                 |                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------|
| Ministry Nomenclature*                                                                                                                                                                                                                                                                                        | Other institutions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Credential Type                                                                                                                  | Hours or Credits / Courses                                                                                                                                                                                                         | Equivalent Duration (semesters of full-time study) | Entrance Requirements (minimum) | Rigour/Level of Study                                                              |
| <i>Post-Baccalaureate Diploma</i> – The Post Baccalaureate Diploma involves one or two years of specialized study in a certain discipline following the completion of a Bachelor’s degree... The credential is sometimes also called <i>Post-Graduate Diploma, Post-Degree Diploma and Graduate Diploma</i> . | SFU: <i>Post-Baccalaureate Diploma</i> (“post bac” or PBC) in various areas (30 <i>upper-level</i> credits)<br>UBC: Education <i>Post-Baccalaureate Certificate</i> (15 credits) and <i>Post-Baccalaureate diploma</i> (30 credits)— <i>senior level courses</i><br>TRU: <i>Post-Baccalaureate Diplomas</i> , of Business (60 credits, <i>including lower-level credits</i> ); <i>Post-Baccalaureate Certificate</i> in Liberal Arts (24 <i>upper-level</i> credits)<br>KPU: <i>Post-Baccalaureate Certificate</i> in Critical Care Nursing (17 credits, <i>5000-level</i> courses)<br>KPU: <i>Post-Baccalaureate Diploma</i> in Human Resource Management (30 <i>upper-level</i> credits)<br>Capilano: <i>Post-Baccalaureate Diplomas</i> (36-45 credits, mostly <i>upper-level</i> courses)<br>Douglas: <i>Post-Baccalaureate Diploma</i> in Math and Science Teaching (2011) (30 credits); <i>Post-Degree Diplomas</i> in Business (2012-2013) (30 credits, includes 6 <i>lower-level</i> credits); in Professional Communication (30 <i>upper-level</i> | Post-Baccalaureate Diploma<br><br>[renaming of current “post-degree certificate”]**                                              | 27 credits minimum<br><br>UFV post-degree certificates:<br><br>Data Analysis: 9 lower-level; 18 upper-level<br><br>Management: 9 lower-level; 21 upper-level<br><br>Hospitality and Event Management 6 lower-level; 24 upper-level | 1 to 2 years                                       | Bachelor’s degree               | Third/Fourth year (300-400 level courses) with appropriate lower-level preparation |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|  | credits)<br>Camosun: <i>Post-Degree Diploma</i> in Business Administration (45 credits, mostly <i>lower-level</i> ); in Human Resource & Leadership (30 credits, 18 <i>lower-level</i> ); Marketing (30 credits, 21 <i>lower-level</i> ); Interprofessional Mental Health and Addictions (30 credits at <i>500-level</i> )<br>Langara: <i>Post-Degree Diploma</i> in Business, Applied Planning, etc. (39-42 credits, <i>upper-level</i> ) |  |  |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|

*\*On-Line Non-Degree Program Review Process (July 2008), Appendix 2 -- Credential Nomenclature.* Appendix 2 also notes: “To ensure system consistency under the non-degree peer review process, institutions planning to diverge from these generally accepted credentials definitions should first consult the Ministry.” It is worth noting that according to Ministry Guidelines, submission through the non-degree peer review process is not required “for certificates that do not ladder into other credentials.” (p. 3.)

*\*\*This change will require communication with DQAB to ensure that we can change the credential type name without re-approval of credential*

4. Impact of revised credential nomenclatures on existing short programs, by Faculty/College.

Please note that most programs are included here, but some might have been missed.

The following sources were used to complete this analysis:

- List of UFV diplomas and certificates currently in existence (Last updated: January 21, 2014; provided by OReg)
- *Factbook 2013-2014* (produced by the Office of Institutional Research and Planning)
- *UFV Academic Calendar* (Fall 2014), via “Program Index”
- Consultation (as indicated below)

| Faculty of Applied and Technical Studies* |                                                                               |          |
|-------------------------------------------|-------------------------------------------------------------------------------|----------|
| School/Dep.                               | Not affected                                                                  | Affected |
| Trades                                    | ITA programs would remain as “certificates” as they are 9-10 months in length |          |
|                                           |                                                                               |          |
| Industry Serv./Cont.Ed                    | e.g., Jewelry Making –courses, not credentialized program                     |          |
|                                           | Aircraft Structures Technician certificate (900 hrs, 42 wks)                  |          |
|                                           | Architectural Drafting Technician certificate (10 months)                     |          |
|                                           |                                                                               |          |
|                                           | Professional Cook certificate (10 months)                                     |          |
| Agriculture                               | Agriculture Technology diploma (78 cr.)                                       |          |
|                                           | Horticulture Crop Production and Protection certificate (45 cr.)              |          |
|                                           | Livestock Production Cert (42 cr.)                                            |          |
|                                           | Berry Production Essential certificate (18 cr.)                               |          |
|                                           | Field Vegetable Production certificate (18 cr.)                               |          |

|  |                                                                |                                                                                                                         |
|--|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|  | Milder Technician certificate (24 cr.)                         |                                                                                                                         |
|  | Current Agricultural Practices Essentials certificate (18 cr.) |                                                                                                                         |
|  |                                                                | Integrated Pest Management Essentials certificate (15 cr.) – <b>reclassify as “Associate Cert”; or revise to 18 cr.</b> |
|  |                                                                | Ornamental Horticulture Production certificate (cr.? Not in Academic Calendar; only 1 graduate in last 5 years) – ?     |
|  | Hospitality Event Planning certificate (36 weeks)              | Hospitality Event Management Post-degree cert (30 cr.) – <b>rename “Post-Baccalaureate Diploma”</b>                     |

\*Consultation with Rolf Arnold, Director of Trades and Technology Training, December 10, 2014

#### Faculty of Professional Studies\*

| School/Dep.            | Not affected                                 | Affected                                                                                                                                                                |
|------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Business</b>        | Accounting certificate (35-6 cr.)            |                                                                                                                                                                         |
|                        | Business Administration certificate (36 cr.) |                                                                                                                                                                         |
|                        | Marketing and Sales certificate (36 cr.)     |                                                                                                                                                                         |
|                        | Business Administration diploma              |                                                                                                                                                                         |
|                        | Aviation diploma, Two Year (60+ cr.)         |                                                                                                                                                                         |
|                        |                                              | Aviation diploma (one-year)? 40 cr. — does not match current definition of diploma; <b>Contract negotiation underway with Coastal Pacific and likely to be revised.</b> |
|                        |                                              | Management Post-degree certificate (27 cr.) <b>rename “Post-Baccalaureate Diploma”</b>                                                                                  |
| <b>Adult Education</b> |                                              | Adult Education and Workplace Training Cert (12 cr.) <b>reclassify as “Associate Cert”</b>                                                                              |

|                                       |                                                                                                   |                                                                                                                                            |
|---------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Library Tech</b>                   | Library and Information Technology diploma (60-62 cr)                                             |                                                                                                                                            |
|                                       | Library Technician Post-diploma certificate (10 cr.)                                              |                                                                                                                                            |
| <b>Teacher Education</b>              |                                                                                                   | Post-degree certificates (to be <b>discontinued</b> with approval of new Bachelor of Education)                                            |
| <b>Social Work and Human Services</b> | Community Support Worker certificate (31 cr.)                                                     |                                                                                                                                            |
|                                       | Substance Abuse Counselling certificate (21 cr.) – “not available in 2014/15” ( <i>Calendar</i> ) |                                                                                                                                            |
|                                       |                                                                                                   | Substance Abuse Counselling diploma? – in <i>Factbook</i> , but not in Academic Calendar ?                                                 |
|                                       |                                                                                                   | Certificate in Extended Studies in Social Work: Child Welfare Specialization. <b>See Report on Extended Studies Certificates</b>           |
|                                       | Health and Human Services certificate (31 cr.)                                                    |                                                                                                                                            |
|                                       | Aboriginal Culture and Language Support diploma (63-65 cr.)                                       |                                                                                                                                            |
|                                       | Social Services diploma (62 cr.)                                                                  |                                                                                                                                            |
|                                       |                                                                                                   | Certificate in Extended Studies in Social Services – First Nations option. <b>Being revised by Indigenous Studies Curriculum committee</b> |
| <b>CYC/ECE</b>                        |                                                                                                   | Early Childhood Education Certificate (49.5 cr.) <b>being revised?</b>                                                                     |
|                                       |                                                                                                   | Early Childhood Education diploma (21 cr.; certificate is an entrance requirement) <b>being revised?</b>                                   |
|                                       |                                                                                                   | Certificate in Extended Studies in ECE. <b>See Report on Extended Studies Certificates</b>                                                 |
|                                       |                                                                                                   | Certificate in Extended Studies in CYC. <b>See Report on Extended Studies Certificates</b>                                                 |

\*Consultation with Tracy Ryder Glass, Dean of Professional Studies, December 11, 2014

| Faculty of Health Sciences |                                                                                                                                                                                   |                                                                                                |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| School/Dep.                | Not affected                                                                                                                                                                      | Affected                                                                                       |
| KPE                        | Adventure Tourism Training certificate (30 credits)<br>("not available in 2014/15"                                                                                                |                                                                                                |
| Health Sciences            | Certified Dental Assistant certificate (10-month, 30 credits)                                                                                                                     |                                                                                                |
|                            | Health Care Assistant certificate (27 credits)                                                                                                                                    |                                                                                                |
|                            | Practical Nursing Diploma                                                                                                                                                         |                                                                                                |
| Faculty of Science         |                                                                                                                                                                                   |                                                                                                |
| School/Dep.                | Not affected                                                                                                                                                                      | Affected                                                                                       |
| CIS                        | Computer Information System credit (30 cr.)                                                                                                                                       |                                                                                                |
|                            | Computer Information System diploma (60+ cr.)                                                                                                                                     |                                                                                                |
|                            | CISCO Networking and Network Security certificate (30 cr.) Note: This program is not available in 2014/15.                                                                        |                                                                                                |
|                            | Animation Arts certificate (22 cr.) "This program is under review and not available in 2014/15" ( <i>Calendar</i> )<br>-- Is being discontinued as a result of CIS program review |                                                                                                |
|                            |                                                                                                                                                                                   | Professional Computer Proficiency certificate (9-10 cr.) <b>reclassify as "Associate Cert"</b> |
|                            |                                                                                                                                                                                   | Data Analysis Post-degree Certificate <b>rename "Post-Baccalaureate Diploma"</b>               |
| Physics                    | Engineering Physics diploma in Mechatronics                                                                                                                                       |                                                                                                |

| College of Arts*      |                                                                                                      |                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| School/Department     | Not affected                                                                                         | Affected                                                                                                                                 |
|                       |                                                                                                      | Extended Studies Certificates in Arts & Fashion Design– See <b>Background Report on Extended Studies Certificates</b>                    |
| <b>MOLA</b>           | Advanced Proficiency – French, Russian, Spanish (18+ cr.)                                            |                                                                                                                                          |
|                       |                                                                                                      | Intermediate proficiency -- French, Halq’eméylem, Japanese, Mandarin, Russian, Spanish (12 cr.) -- <b>reclassify as “Associate Cert”</b> |
| <b>Geography</b>      | Geographic Information Systems certificate (31 cr.)                                                  |                                                                                                                                          |
|                       |                                                                                                      | Indigenous Maps, Films, Rights, and Land Claims (3 courses, 12 credits) – <b>reclassify as “Associate Cert”</b>                          |
| <b>Communications</b> |                                                                                                      | Intro to Journalism (12-13 cr.) -- <b>reclassify as “Associate Cert”</b>                                                                 |
|                       |                                                                                                      | Portfolio Essentials certificate (9 cr.) <b>reclassify as “Associate Cert”</b>                                                           |
|                       |                                                                                                      | Professional Communication Essentials certificate (9 cr.) <b>reclassify as “Associate Cert”</b>                                          |
| <b>History</b>        | Early Modern Studies certificate (17-19 cr.)                                                         |                                                                                                                                          |
| <b>Visual Arts</b>    | Indigenous Arts certificate: honouring Our Gifts (18 cr.) <b>Not available in 2014/15 (Calendar)</b> |                                                                                                                                          |
| <b>SCMS</b>           | Diaspora Studies certificate (21 cr.)                                                                |                                                                                                                                          |
|                       |                                                                                                      | Media Literacy certificate (9 cr.) <b>reclassify as “Associate Cert”</b>                                                                 |
| <b>CICS</b>           | India-Canada Studies certificate (30cr.)                                                             |                                                                                                                                          |
| <b>Arts</b>           | Mennonite Studies certificate (19-24 cr.)                                                            |                                                                                                                                          |
|                       | Stó:lō Studies certificate (30 cr.)                                                                  |                                                                                                                                          |

|                                                                                                                                                         |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| None of the diplomas in the Arts are affected:<br>Criminal Justice, Fashion Design, General<br>Studies, GDD, Liberal Arts, Theatre Arts, Visual<br>Arts |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|

\*Consultation with Alisa Webb, Associate Dean of Students, College of Arts, and David Thomson, chair, College of Arts Certificate Advisory Committee (CACAC), November 18, 2014; also with CACAC, October 29, 2013 and December 2, 2014

| Access and Continuing Education |                                                                              |                                                                                                                                                  |
|---------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| School/Dep.                     | Not affected                                                                 | Affected                                                                                                                                         |
| English as a Second Language    | University Foundation certificate                                            |                                                                                                                                                  |
|                                 | Teaching English as a Second Language certificate (32 cr)                    |                                                                                                                                                  |
|                                 |                                                                              | Teaching English as a Foreign Language (13 cr) <b>(Note: This program is not available in 2014/15 - Calendar) reclassify as "Associate Cert"</b> |
| Adult Basic Education           | UUP courses, Adult Dogwood, and GED Secondary School Equivalency Certificate |                                                                                                                                                  |
| Continuing Education            | Certificates of 150 hours and more                                           |                                                                                                                                                  |

**APPENDIX A****UEC SHORT PROGRAMS SUBCOMMITTEE****TERMS OF REFERENCE**

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The Short Programs Subcommittee is a subcommittee of the Undergraduate Education Committee.

**Mandate**

To clarify the institutional expectations and policies/processes in place for short programs, in light of practices and policies at other institutions, and emerging provincial standards. This work will include (but will not be limited to):

- 1) Definitions and quality assurance standards
  - Review nomenclature, articulate definitions, and categorize different types, of "non-degree" credentials currently offered at UFV.
  - Inventory use of current short programs (number of students who declare or apply for the credential upon graduation over the last x years).
  - Clarify relation to ILOs.
  - Prepare a Policy Request Form for policy 64.
- 2) Policies/processes by which short programs are reviewed, revised, created, and integrated in our planning process:
  - Review policies 21 (including proposed Appendix C: Expedited Process) and 209 in light of short programs. Suggest revisions if necessary.
  - Examine short programs' relation to Ed Plan and prioritization (e.g., is concept paper, and inclusion in Ed Plan, required for short programs). Suggest revisions to existing process if necessary.
  - Examine short programs' relation to currently-proposed Program Discontinuance process (appendix C of policy 21).
  - Clarify external review & approval required for short programs.
  - Review whether short programs have been reviewed as part of "Academic Program and Unit Review" policy 189 (especially for inter/multidisciplinary programs).

**COMPOSITION**

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**Membership**

- One UEC member, appointed by UEC
- One APPC member, appointed by APPC
- One Dean or Associate Dean, appointed by the Deans' Caucus
- Chair of the College of Arts Certificate Advisory Committee
- Director of Teaching and Learning
- Registrar (or designate)
- Program Development Coordinator (chair)
- Continuing Education Director

As needed, the committee will consult specific areas (international education, graduate school, continuing studies, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)

## APPENDIX B

**MEMO**

**To: Amanda Grimson (Undergraduate Education Committee)**  
**From: Sylvie Murray**  
**Date: June 9, 2014**  
**Re: UEC Short Programs Subcommittee, report and request for extension**

---

Membership and mandate of this committee was revised in October 2013 (see 25 October agenda package, p. 218-219).

Membership for 2013-2014 was: S. Murray (Program Development Coordinator), Heather Compeau (UEC rep), John English (APPC rep), Susan Fisher (Deans rep), David Thomson (Chair of College of Arts Certificate Advisory Committee), Maureen Wideman (Director of Teaching and Learning) and Al Wiseman (Registrar).

The committee has met six times since December 2013. During this time, we have:

- gathered data on existing short programs at UFV (calendar descriptions and usage)
- began drafting a framework, or “credential chart,” to clarify main characteristics (e.g., credential name and program length)
- began drafting a set of principles to determine how short programs will be governed (e.g., review and approval process) and be used in relation to degree programs
- gathered data on how other institutions are defining and managing their short programs, including review and approval policies
- consulted with the College of Arts Certificate Advisory Committee, Continuing Education, Continuing Studies—Trades and International Education

The committee has had extensive and productive discussions on how short programs are used in different areas of UFV, but we require additional time to complete our work. We therefore request an extension of our mandate to December 2014.

We would also like to request change to our membership to replace Susan Fisher (who has retired), preferably by the person who will take her position, and to add Liana Thompson (Continuing Education Director) to the committee.

**Motion:** to extend the mandate of the Short Programs Subcommittee to December 2014; to arrange for the appointment of a Dean to replace Susan Fisher; to add the Continuing Education Director to the committee.

## APPENDIX B

**MEMO**

**To: Undergraduate Education Committee**  
**From: Sylvie Murray (On behalf of the UEC Short Programs Subcommittee)**  
**Date: September 18, 2014**  
**Re: Credential Chart Draft and Statement of Completion/Attendance**

---

Part of the subcommittee's mandate is to "review nomenclature, articulate definitions, and categorize different types of 'non-degree' credentials" and assist with revision of the [Graduation Awards](#) policy (64) in matters related to short programs.

In keeping with this mandate the subcommittee began developing a "non-degree credential chart" that would provide the institution with:

1. greater clarity about the defining characteristics of different kinds of short programs -- for instance, expected level of study recognized by different levels of credentials and value/meaning of the credential name to stakeholders (e.g., employers and students); and
2. more precise differentiation among short programs.

We used the BCIT chart as a starting point (see <http://www.bcit.ca/files/pdf/5401.pdf>, p. 3). We consulted the Ontario Qualifications Framework which provides a detailed set of standards, but applies only to colleges, not universities (see <http://www.pegab.ca/oqf.pdf>). We also researched how other institutions (mostly in BC) define and regulate their short programs. This research reveals a lack of consistency among institutions (see attached).

At this time, we present our first draft of the "Non-Degree Credential Chart" for initial feedback and discussion.

A second part of our work to date has focused on clarifying guidelines about "Statement of completion" and we suggest that it be differentiated from a "Statement of attendance" (the latter is not included in policy 64), as other institutions do. Again, BCIT provides a good model for this; as does Columbia University.

We welcome your comments and questions about these documents. Thank you.

See below:

- Non-Degree Credential Chart (Draft 1)
- Statement of completion and Statement of attendance (Draft 1)
- Short Program Credentials at other institutions (compilation of research results)

**Memo for Program Changes**

To: **U.E.C. Screening Subcommittee**

From: **Michael Baumann, Director, Career Centre**

Date: **22 Oct 2014**

Subject: Program change **Co-operative Education**

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☒ **Change to the duration, philosophy, or direction of a program**
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ **Change in requirements for admission**
- ☒ **Change in requirements for residency or continuance**
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s): **Compliance with accreditation requirements of the Canadian Association for Co-operative Education (CAFCE)**

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **The program outcomes are not substantially changed.**

4. What consideration has been given to indigenizing the curriculum? **Indigenization of the curriculum is not part of the accreditation requirements of the Canadian Association for Co-operative Education (CAFCE).**

5. Will additional resources be required? If so, how will these costs be covered? **No additional resources are required at this point.**

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? **Changes are required in order for the U.F.V. Co-operative Education Program to be in compliance with accreditation requirements of the Canadian Association for Co-operative Education (CAFCE). Changes will increase the competitiveness of U.F.V. students in securing both co-op placements and post-graduation employment.**

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No.**

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **No additional resources are required at this point.**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **No.**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **There are no budgetary implications at this point.**

## PROGRAM DESCRIPTION

### **Co-operative Education**

<http://ufv.ca/jobs/co-operative-education>

#### **The philosophy**

Co-operative Education (co-op) is based on the principle that combining an academic program with program-related work experience is an effective and efficient form of professional preparation. Co-op students are required to alternate full-time academic study (study terms) with full-time program-related work (work terms). Academic study and work experience complement each other. Students graduating with a co-op designation will have significant program-related work experience.

#### **The Canadian Association for Co-operative Education**

The Canadian Association for Co-operative Education (CAFCE) is the accrediting body for Co-operative Education programs in Canada. The University of the Fraser Valley is a member of CAFCE.

CAFCE defines Co-operative Education as "a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

- i. each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation;
- ii. the co-operative student is engaged in productive work rather than merely observing;
- iii. the co-operative student receives remuneration for the work performed;
- iv. the co-operative student's progress on the job is monitored by the co-operative educational institution;
- v. the co-operative student's performance on the job is supervised and evaluated by the student's co-operative employer;
- vi. the time spent in periods of work experience must be at least thirty per cent of the time spent in academic study"

(Canadian Association for Co-operative Education: <http://www.cafce.ca/coop-defined.html>: Accessed 13 Aug 2014)

#### **Benefits**

Students participating in Co-operative Education have an opportunity to:

- Strengthen academic knowledge through program-related work experience
- Apply academic knowledge in a real-world setting
- Develop essential employment skills
- Improve job-critical performance through direct feedback from employers
- Explore alternative career options
- Discover professional talents and interests
- Develop a professional resume with a solid work history
- Develop a network of professional colleagues and potential employers
- Earn money to help finance their education

**Applying to the Co-operative Education program**

The Co-operative Education office holds co-op information sessions at the beginning of every semester. Students are encouraged to attend a co-op information session and to apply to the co-op program as soon as the admission requirements are met, ideally in their third semester.

Students fulfilling the admission requirements must complete an online application form through the Career Centre's online CareerLink system (<https://ufv-csm.symlicity.com/students>). At the time of application students must also upload an unofficial transcript and a resume.

Applications are accepted in the Fall, Winter, and Summer semesters. Deadlines are posted on the co-op website.

**Admission and continuation requirements**

In order to be admitted into the Co-operative Education program students must:

- 1: Be enrolled full-time, i.e. nine credits per semester ([https://www.ufv.ca/media/assets/secretariat/policies/Definition-of-Full-Time-and-Part-Time-Student-\(65\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Definition-of-Full-Time-and-Part-Time-Student-(65).pdf); Accessed 22 Oct 2014), and remain enrolled full-time in one of the following academic programs.
  - Arts, Associate degree
  - Arts, Bachelor degree
  - Business Administration, Bachelor degree
  - Business Administration diploma
  - Computer Information Systems, Bachelor degree
  - Computer Information Systems diploma
  - Criminal Justice, Bachelor of Arts degree
  - Fine Arts, Bachelor degree
  - General Studies, Bachelor degree
  - Library and Information Technology diploma
  - Science, Associate degree
  - Science, Bachelor degree
- 2: Hold and maintain a Grade Point Average (G.P.A.) calculated from courses taken at a Canadian institution of at least 2.33 for a two-year diploma program or 2.67 for a four-year degree program.
- 3: Have successfully completed two semesters of full-time study in an academic program at a Canadian institution.
- 4: Have enough time remaining in their program to ensure that "[t]he total co-operative work experience is at least thirty percent of the time spent in academic study" (Canadian Association for Co-operative Education: <http://www.cafce.ca/Library/documents/AC-ESR07.pdf>, page 3: Accessed 13 Aug 2014). That is, students must successfully complete two co-op work terms in a two-year diploma program or three co-op work terms in a four-year degree program.
- 5: Have successfully completed Co-operative Education essential employment skills training and advising.
- 6: Agree to "[s]tart and end with an academic study term". (Canadian Association for Co-operative Education: <http://www.cafce.ca/Library/documents/AC-ESR07.pdf>, page 12: Accessed 13 Aug 2014)
- 7: Conduct themselves in a professional and responsible manner towards university faculty and staff, other students, and employers and their representatives.

In order to continue in the Co-operative Education program students must fulfil all admission requirements and must:

- 8: Remain in good standing in their academic program and their Co-operative Education program.

### **Program length and graduation**

Graduation with a Co-operative Education designation on your academic transcript and credential requires that "[t]he total co-operative work experience is at least thirty percent of the time spent in academic study" (Canadian Association for Co-operative Education: <http://www.cafce.ca/Library/documents/AC-ESR07.pdf>, page 3: Accessed 13 Aug 2014), i.e. the successful completion of two co-op work terms in a two-year diploma program or three co-op work terms in a four-year degree program. This may extend the duration of the academic program, depending on the number and timing of the work terms.

Once admitted into the Co-operative Education program, co-op co-ordinators work with the student to develop a preliminary co-op timetable that incorporates the required work terms. It is recommended that Co-operative Education students meet with their educational/program advisor to schedule their academic courses as well.

Example of a diploma co-op timetable:

| YEAR | FALL SEMESTER | WINTER SEMESTER | SUMMER SEMESTER                                                                                                    |
|------|---------------|-----------------|--------------------------------------------------------------------------------------------------------------------|
| 1    | Study term    | Study term      | Apply to the Co-operative Education program and complete essential employment skills training (workshop or course) |
| 2    | Work term 1   | Study term      | Study term                                                                                                         |
| 3    | Work term 2   | Study term      | Graduation                                                                                                         |

Example of a Bachelor degree co-op timetable:

| YEAR | FALL SEMESTER | WINTER SEMESTER | SUMMER SEMESTER                                                                                                    |
|------|---------------|-----------------|--------------------------------------------------------------------------------------------------------------------|
| 1    | Study term    | Study term      | Apply to the Co-operative Education program and complete essential employment skills training (workshop or course) |
| 2    | Study term    | Work term 1     | Work term 2                                                                                                        |
| 3    | Study term    | Study term      | Study term                                                                                                         |
| 4    | Study term    | Study term      | Off                                                                                                                |
| 5    | Work term 3   | Study term      | Graduation                                                                                                         |

### **Co-op placements**

Only co-op students have access to the Co-operative Education labour market. Upon admission into the Co-operative Education program students are cleared to participate in competitions for Co-operative Education placements. These placements are semester-based and may be one, two, or three work terms in length, each work term with at least 420 hours of work experience.

Co-op placements may be located in the Fraser Valley, the Lower Mainland, anywhere in Canada, or abroad. Students who are flexible in terms of job function, location, and salary will find a wider range of Co-operative Education opportunities.

Advertisements for Co-operative Education placements may be found on the Career Centre's online CareerLink system (<https://ufv-csm.symphlicity.com/students>) and/or on external company websites.

Co-op placements are not guaranteed, but are awarded through competition. Competitions are co-ordinated by co-op co-ordinators; interviewing decisions and hiring decisions rest with the employer. Employer decision criteria vary but may include discipline-specific knowledge (e.g. key vocabulary, information, concepts), transferable cognitive skills (e.g. reading, writing, comprehension), and transferable life skills (e.g. reliability, confidence, initiative).

Students must consult with their co-op co-ordinators on all aspects of placement. Once a student has accepted a placement offer, he or she must register for the appropriate cooperative education course (COOP) and must fulfil their contractual obligation towards the employer.

Work term employment contracts are between the student and the employer. The University of the Fraser Valley is not party to these agreements and assumes no financial or legal responsibility with regard to events or actions by either party that affect co-op placement (e.g. layoffs, strikes, confidentiality agreements, intellectual property rights). Students are encouraged to seek professional legal advice before signing any contract.

Co-op students may also self-arrange their co-op placements; co-op co-ordinators guide students in the process. Self-arranged co-op placements must be approved by a co-op co-ordinator in advance of the work term. Co-op students on self-arranged co-op placements must register for the appropriate COOP course and must fulfil their contractual obligation towards the employer.

**Registration, credits, and full-time student status**

When taking a co-op work term Co-operative Education students must register in a COOP course. This course carries six credits.

Note that some academic programs have the flexibility to apply COOP credits towards the academic program credit requirements. It is recommended that Co-operative Education students meet with their educational/program advisor to determine their options.

Co-operative Education students on a work term hold full-time student status.

**Evaluation**

Co-op students on placements will be evaluated based on the following criteria in every work term:

- 1: Learning objectives and their achievement, placement site visit: 25%
- 2: A work term report or approved alternative project: 25%
- 3: A final work performance evaluation through the work supervisor: 50%

Grading follows the standard U.F.V. grading system.

**Harassment, discrimination, safety in the co-op workplace**

If a student experiences either harassment or discrimination in a co-op workplace, the student should contact his or her co-op co-ordinator immediately.

If a student is exposed to unsafe conditions in a co-op workplace, the student should contact his or her co-op co-ordinator immediately.

**Transfer students and international students**

Transfer students registered with an accredited Co-operative Education program at a Canadian institution may be eligible to receive transfer credit for successfully completed work terms.

International students holding valid student visa are eligible to participate in the Co-operative Education program. They must apply for a co-op work permit immediately upon admission into the co-op program and must receive the co-op work permit before competing for co-op placements.

**Fees and additional costs**

Please see the Fees and Other Costs section of the Calendar.

**Contact**

For further information please visit <http://ufv.ca/jobs/co-operative-education>.

**COURSE DESCRIPTION**

**COOP 110/120/130/140/150/160, 6 credits**

Co-op work term report and performance 1/2/3/4/5/6

Prerequisite(s): Admission to the Co-operative Education option of the student's academic program. These courses provide students with the opportunity to strengthen and apply academic knowledge through program-related work experience in appropriate fields of business, industry, government, social services and the professions. Co-op work terms are paid and are 12 to 18 weeks in length, with at least 420 hours of work experience. At the end of each work term co-op co-ordinators and work supervisors evaluate student performance. Co-op assignments become progressively more challenging as students pass through their co-op program.



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

## **MEMORANDUM**

**TO:** UEC

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

**DATE:** October 3, 2014

**SUBJECT:** Calendar Change – Biology Upper Level Requirements for both BIO Major and Honours

The Biology Department requests approval of the revision made to the UL Biology requirements. We have added “3 credits of which must be non-BIO courses” to increase student breadth. This applies to both the Honours and Major degrees.

### Upper-level requirements

| Course                                                                                                                                                                     | Title                                                                                         | Credits |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------|
| Two of the following:                                                                                                                                                      |                                                                                               | 6       |
| BIO 310                                                                                                                                                                    | Conservation Biology                                                                          |         |
| BIO 312                                                                                                                                                                    | Developmental Biology                                                                         |         |
| BIO 320                                                                                                                                                                    | Biochemistry                                                                                  |         |
| BIO 416                                                                                                                                                                    | Evolution                                                                                     |         |
| Plus:                                                                                                                                                                      |                                                                                               |         |
| 24 credits of BIO courses numbered 300 and above. (Included in these 24 upper-level credits must be at least eight credits chosen from four-credit BIO courses with labs.) |                                                                                               | 24      |
| Electives                                                                                                                                                                  | Upper-level university courses in any discipline, 3 credits of which must be non-BIO courses. | 14      |

Q:\UEC\UEC meetings\2015-01-30\Programs\Biology\Biology Major Honours -change to Upper Level requirements.doc

**From:** Allan Arndt  
**Sent:** December-02-14 4:41 PM  
**To:** Amanda Grimson  
**Cc:** cwconsult; Anthony Stea; Ron Wilen; Pauleen Nuite; Melinda Saretzky  
**Subject:** Re: UEC Screening – Biology Major/Honours – Change of breadth to Upper Level credits

Hi.

We compiled a substantial list of upper level courses and have posted this to our website. We want students to have breadth not just biology

Allan

Sent from my iPhone

On Dec 2, 2014, at 4:30 PM, Amanda Grimson <[Amanda.Grimson@ufv.ca](mailto:Amanda.Grimson@ufv.ca)> wrote:

Please reply-all with comments on the attached.

The UEC Screening Subcommittee has reviewed this proposal, and has the following comments, which can be addressed as part of the CWC process:

- Suggestion to change “3 credits of which must be non-BIO courses” to “including at least 3 credits of non-BIO courses” (or similar, to include “at least” or “minimum”).
- There was a concern that it might be difficult for students to have room in their program for the prerequisites for an upper-level non-BIO course. Will the department have some specific courses to suggest to students?

**Memo for Program Changes**

To: Dean of Arts, Jacqueline Nolte, and CACC

From: Jill Bain, BFA Program Committee Chair

Date: October 17, 2014

**Subject: Program change (BFA Degree)**

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s): *The deletion of options for meeting the reasoning requirement provides clarity and improves accessibility in BFA program requirements. The current reasoning requirement was cut-and-pasted from the BA degree when the BFA degree was developed, and was not necessarily devised with BFA studies in mind. Fine arts students do not have the exposure to the breadth of disciplines necessary to build a reasoning requirement in this way. They have proven to be well serviced by both the content and the accessibility of PHIL 100. ARTS 100 will be retained as an option as it has been run recently, and may be run again. The credit gained in this course would be accessible and useful to a student meeting BFA requirements.*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A

4. What consideration has been given to indigenizing the curriculum? N/A

5. Will additional resources be required? If so, how will these costs be covered? N/A

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? *To date, 100% of BFA graduates have utilized the PHIL 100 option for the reasoning requirement; there have been no occasions in which the humanities/social sciences options have been used to meet this requirement. There is no change expected in impact to students or seats in PHIL 100.*

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. *Provided by Dean*

**Reasoning requirement**

PHIL 100 or ARTS 100 ~~(see Note 1), or at least three credits from each of the following lists:~~

**Humanities list**

- ~~→ • AH 205, 316~~
- ~~→ • CMNS 251, 360~~
- ~~→ • ENGL 150, 364~~
- ~~→ • HIST 300~~
- ~~→ • MATH 265~~
- ~~→ • THEA 301/ENGL 365, THEA 453~~

**Social Sciences list**

- ~~→ • ANTH 255, 301~~
- ~~→ • ECON 100~~
- ~~→ • GEOG 241, 452~~
- ~~→ • STAT 104~~
- ~~→ • PSYC 202 (see Note 2), 408~~
- ~~→ • SOC 350~~

Note 1: ARTS 100 meets both the writing requirement and the reasoning requirement.

~~Note 2: This requirement may be met by PSYC 210 if previously completed.~~

**Memo for Program Changes**

To: Dean of Arts, Jacqueline Nolte, and CACC

From: Jill Bain, BFA Program Committee Chair

Date: October 17, 2014

**Subject: Program change (BFA Degree)**

1. Summary of changes (select all the apply):
  - ☐ Program revision that requires new resources
  - ☒ Addition of new course options or deletion or substitution of a required course
  - ☐ Change to the majority of courses in an approved program
  - ☐ Change to the duration, philosophy, or direction of a program
  - ☐ Addition of a new field of specialization, such as a concentration
  - ☐ Change in requirements for admission
  - ☐ Change in requirements for residency or continuance
  - ☐ Change in admission quotas
  - ☐ Change which triggers an external review
  - ☐ Deletion of a program not included in the Program Discontinuance policy
  - ☐ Other – Please specify:
2. Rationale for change(s): *FD 113 Fashion Drawing I is a course that naturally fits well within the Visual Literacy elective grouping for the BFA degree, but was overlooked until now. The BFA program committee would like to recommend its inclusion as an option in this requirement.*
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? *By including this Fashion course in the Visual Literacy electives, BFA students may be made aware of an area of exploration they hadn't previously considered. This may lead to an increase in numbers in FD 113, which could easily be accommodated and would be welcome. As well, students in the Fashion Design extended minor will be able to apply a greater number of Fashion courses to their degree program.*
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. *Provided by Dean*

**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, [FD 113](#), 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 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, ENGL 373, FD 193, IPK 277, any MACS course, PHIL 250, PHIL 251, PHIL 252, THEA 201-204, 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.

# MEMO

To: CACC , Alisa Webb, Faculty Council

From: Karin Jager, GDD

Date: August 14, 2014

Re: Program Change –GDD Extended Minor/Minor Requirements

---

A. Program Revision:

1. Rationale for Change

Learning outcomes for the GDD extended minor/minor have been developed and as a result the number of credits and required courses for the extended minor have been reduced.

- Lower level: Students will require 18 GD credits as opposed to 21.
- Upper level: The removal of required upper level GD courses.

To support students with course selection, students may choose one of four streams of graphic design specialization: Dynamic Media, Interactive Design, Communication Design, or Visual Identity.

1. Dynamic Media: GD 203 GD 216, and GD 303

This stream is image based and introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.

2. Interactive Design: GD 202, GD 204 and GD 358

The interactive design stream focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX and content management.

3. Communication Design: GD 101, GD 260, and GD 317

This stream introduces publishing, promotion, information design and social responsibility. The emphasis is on problem solving and human centered solutions in print and digital media.

4. Visual Identity: GD 101, GD 260, GD 374, and GD 375

This stream offers a foundation in communication design and introduces the field of brand identity including logo design, packaging design, and sustainability principles.

These revisions will provide students with more direction and flexibility to blend their fine arts discipline with a graphic design specialization.

2. Summary of Changes Proposed

a. Changes to the number of lower level credits

18 credits

1. GD 102 or AH 203
2. GD 154, GD 157, and GD 159
3. 6 credits of 100- or 200-level GD courses

For the Dynamic Media stream, choose GD 203 and GD 216.

For the Interactive Design stream, choose GD 202 and GD 204.

For the Communication Design stream, choose GD 101 and GD 260.

For the Visual Identity stream, choose GD 101 and GD 260.

b. Upper-level requirements: 15 credits

1. GD 361
2. 12 credits of 300- or 400-level GD courses. 3 credits may be VA 360.

For the Dynamic Media stream, choose GD 303.

For the Interactive Design stream, choose GD 358.

For the Communication Design stream, choose GD 317.

For the Visual Identity stream, choose GD374 and GD375.

B. Budget and Learning Outcome Issues

1. Budget

There are no budget implications.

2. Learning Outcome Issues

The learning outcomes have been clarified for the student. Upon successful completion of the Graphic and Digital Design extended minor, students will be able to:

- Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems
- Apply critical thinking skills to visual communication problems
- Understand and utilize processes, tools and technology used in graphic design practice

C. Implementation Date: Fall 2015

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Vicki Bolan  
**Sent:** Thursday, August 14, 2014 12:52 PM  
**To:** cwconsult; Alisa Webb  
**Cc:** Rebekah Brackett; Karin Jager; Cecelia Dirksen  
**Subject:** [CWC] Program Change - Graphic Design Extended Minor & Minor

The Graphic Design Program Committee would proposes changes to the Graphic + Digital Design Extended Minor & Minor. Attached find a copy of the changes and rationale memo.

(The documents have been created using the new Word 2013 program, to see the track changes, you may need to activate the 'Print Layout' option.)

Changes have been made to the number of required lower-level credits and to the composition of the required upper-level credits.

These revisions will provide students with more direction and flexibility to blend their fine arts discipline with a graphic design specialization.

We welcome your feedback

Best regards

**Vicki Bolan**  
Dept Assistant  
Visual Arts + Graphic Design  
Blgd C Rm 1402h  
University of the Fraser Valley  
33844 King Road  
Abbotsford BC V2S 7M8  
(604) 854 4543  
[vicki.bolan@ufv.ca](mailto:vicki.bolan@ufv.ca)



**From:** Alisa Webb  
**Sent:** August-19-14 12:48 PM  
**To:** Vicki Bolan; cwconsult

**Cc:** Karin Jager; Cecelia Dirksen; Rebekah Brackett

**Subject:** RE: Program Change - Graphic Design Extended Minor & Minor

I am in favour of this change.

**Dr. Alisa Webb**

Associate Dean of Students

College of Arts

**University of the Fraser Valley**

33844 King Rd.

Abbotsford, BC

V2S 7M8

Phone: 604-557-4070

Email: [Alisa.Webb@ufv.ca](mailto:Alisa.Webb@ufv.ca)

**From:** Rhonda Colwell

**Sent:** August-20-14 2:08 PM

**To:** Vicki Bolan; Karin Jager

**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson

**Subject:** RE: [CWC] Program Change - Graphic Design Extended Minor & Minor

Hi all,

I have read this proposal and I have no concerns. Like Alisa, I am in favour of these changes.

☺ Anything that makes it easier / more flexible / gives more course options for students is a good thing!

Thanks,  
Rhonda

## Graphic and Digital Design

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

### Graphic and Digital Design extended minor

The Graphic and Digital Design extended minor may be paired with the Visual Arts major as part of the Bachelor of Fine Arts program, or with any other BFA extended minor as listed in the [BFA section of the calendar](#).

Please note that the Graphic and Digital Design minor and extended minor culminate in upper level courses that require a series of sequential skills obtained over several semesters. Introductory courses are offered in the fall, and students should expect to take sequential courses over the following winter, fall, and winter semesters to complete required coursework. GD courses are generally not offered in the summer semesters except for GD 498 or GD 499.

~~The Graphic and Digital Design extended minor offers stream options in Dynamic Media, Interactive Design, Communication Design, or Visual Identity.~~

~~Upon successful completion of the Graphic and Digital Design extended minor, students will be able to:~~

- ~~— Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems~~
- ~~— Apply critical thinking skills to visual communication problems~~
- ~~— Understand and utilize processes, tools and technology used in graphic design practice~~

~~The Graphic and Digital Design extended minor offers stream options~~optional streams in Dynamic Media, Interactive Design, Communication Design, or Visual Identity.

#### 1. Dynamic Media: GD 203 GD 216, and GD 303

This stream is image based and introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.

#### 2. Interactive Design: GD 202, GD 204 and GD 358

The interactive design stream focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX and content management.

#### 3. Communication Design: GD 101, GD 260, and GD 317

This stream introduces publishing, promotion, information design and social responsibility. The emphasis is on problem solving and human centered solutions in print and digital media.

#### 4. Visual Identity: GD 101, GD 260, GD 374, and GD 375

This stream offers a foundation in communication design and introduces the field of brand identity including logo design, packaging design, and sustainability principles.

This section specifies the extended minor requirements only. Please refer to the [Bachelor of Fine Arts](#) section for information on additional requirements.

Lower-level requirements: ~~24~~18 credits

1. GD 102 or AH 203
2. GD 154, GD 157, and GD 159, and ~~GD 161~~
3. 6 credits of 100- or 200-level GD courses

For the Dynamic Media stream, choose GD 203 and GD 216.

For the Interactive Design stream, choose GD 202 and GD 204.

For the Communication Design stream, choose GD 101 and GD 260.

For the Visual Identity stream, choose GD 101 and GD 260.

Upper-level requirements: 15 credits

1. ~~GD 317, GD 361, and GD 369~~
2. 6-12 credits of 300- or 400-level GD courses. 3 credits may be VA 360.

For the Dynamic Media stream, choose GD 303.

For the Interactive Design stream, choose GD 358.

For the Communication Design stream, choose GD 317.

For the Visual Identity stream, choose GD374 and GD375.

Upon successful completion of the Graphic and Digital Design extended minor, students will be able to:

- Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems
- Apply critical thinking skills to visual communication problems
- Understand and utilize processes, tools and technology used in graphic design practice

**Stream There are four stream options in the GDD Extended Minor/Minor:**

**Dynamic Media, Interactive Design, Communication Design, or and Visual Identity:**

### **Graphic and Digital Design minor**

The Graphic and Digital Design minor may be paired with the Visual Arts major as part of the Bachelor of Fine Arts program. This section specifies the minor requirements only. Please refer to the Bachelor of Fine Arts section for information on additional requirements.

Lower-level requirements: 12 credits

- GD 102 or AH 203
- Six credits of 100- or 200-level GD courses
- Three credits chosen from any 100- or 200-level GD courses or VA 113, VA 115, VA 117, VA 180, CIS 100, CIS 104, CIS 115, CIS 141, CIS 145, CIS 146, CIS 160, CIS 162, or CIS 165

Upper-level requirements: 15 credits

- 15 credits of 300- or 400-level GD courses. 3 credits may be VA 360

Course listings

For complete details on courses see the [course descriptions](#) section.

**Memo for Program Changes**

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Gabriel Murray, DAC Program Chair

Date: 10/08/2014

**Subject: Program change – Data Analysis Certificate (DAC)**

**1. Summary of changes (select all the apply):**

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

**2. Rationale for change(s):**

CIS 380 (Artificial Intelligence) and COMP 455 (Extreme Computing) will be added to the DAC program as *optional* courses. They are both highly relevant to data analysis. COMP 455 is centred on managing Big Data and covers distributed computing and other tools, including some machine learning. CIS 380 covers fundamental algorithms of AI, and modern AI is very much based on data-driven, statistical approaches.

Note: some CIS courses are being re-designated as COMP courses, and CIS 380 will eventually become COMP 380. That change is currently in the approval process.

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:**

N/A

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

N/A

**5. Will additional resources be required? If so, how will these costs be covered?**

No additional resources are required.

**6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?**

It will not change enrolment but will give more flexibility to students.

- 7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?**

No.

- 8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)**

We will try to ensure, when possible, that these courses do not have scheduling conflicts with required DAC courses.

- 9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.**

No.

- 10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.**

## Mathematics and Statistics

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

### Data Analysis Post-degree certificate

Data analysis is the science of correctly collecting data, assessing it for trustworthiness, extracting information from it, and presenting it in a comprehensible informative way. These skills are vital to institutions such as government, business, or health care where sound decisions must be made based on data and the way it is interpreted.

Students will acquire the skills needed to extract reliable information from large data sets. With carefully designed courses taken in both computing and statistics, students will gain the data-base skills needed to house, extract, manipulate, and maintain data, and will learn the statistical techniques needed to collect data correctly, assess its quality, analyze it, and present the information effectively to decision makers. The industry standard statistical software environments SAS and R will be used throughout.

### Entrance requirements

1. A Bachelor's degree from a recognized institution.

**Note:** Students currently earning a university degree may enrol in the courses of the Data Analysis Post-degree certificate, provided they meet the course-prerequisites. They will be granted credit for having completed the certificate when they have met its requirements, and have fulfilled the requirements of their degree.

2. One of the following introductory statistics courses:

- STAT 104, Introductory Statistics with at least a B+
- STAT 106, Statistics I with at least a B
- MATH 270/STAT 270, Introduction to Probability and Statistics
- STAT 271, Introduction to Data Analysis and Statistical Modelling

3. One of the following programming courses:

- COMP 150, Introduction to Programming
- COMP 152, Introduction to Structured Programming
- COMP 155, Object Oriented Programming (recommended)

### When to apply

Applications are accepted for entrance to the Fall semester. For application deadlines, see [Specific intake application process](#).

### How to apply

Submit the application fee along with your UFV application for admission form to the Office of the Registrar (OReg). You can apply online or download an application form at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply). Application forms are also available from any OReg or Student Services office.

International students can find information on how to apply at [ufv.ca/international](http://ufv.ca/international).

### Additional documents required for a complete application:

- Official transcripts (or interim transcripts) of all post-secondary institutions attended showing grade/course achievement

as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

### **Fees and additional costs**

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

### **Program requirements**

Students must complete nine courses, for a total of 27 credits. The certificate can be earned in about 10 months, beginning in September and ending in June.

#### **Required courses:**

| <b>Course</b>     | <b>Title</b>                                            | <b>Credits</b> |
|-------------------|---------------------------------------------------------|----------------|
| STAT 271          | Introduction to Data Analysis and Statistical Modelling | 3              |
| STAT 272          | Statistical Graphics and Languages                      | 3              |
| CIS 230           | Databases and Data Management Systems                   | 3              |
| COMP 331/STAT 331 | Data Quality                                            | 3              |
| STAT 315          | Applied Regression Analysis                             | 3              |

#### **Four courses chosen from the following:**

| <b>Course</b>     | <b>Title</b>                                            | <b>Credits</b> |
|-------------------|---------------------------------------------------------|----------------|
| STAT 330          | Design of Experiments                                   | 3              |
| STAT 350          | Survey Sampling                                         | 3              |
| STAT 402          | Applied Generalized Linear Models and Survival Analysis | 3              |
| STAT 430          | Time Series and Forecasting                             | 3              |
| STAT 470          | Applied Multivariate Statistical Analysis               | 3              |
| STAT 431/COMP 431 | Data Mining                                             | 3              |
| CIS 430           | Advanced Database Topics                                | 3              |
| CIS 385           | Project Management                                      | 3              |
| <u>CIS 380</u>    | <u>Introduction to Artificial Intelligence</u>          | <u>3</u>       |
| <u>COMP 455</u>   | <u>Extreme Computing</u>                                | <u>3</u>       |

### **Course repetition**

A maximum of three repeated courses are permitted without dean's approval.

### **Residency**

At least 21 credits toward the certificate must be taken at UFV.

### **Graduation requirements**

Students must have a minimum GPA of 2.0 on all nine courses (27 credits) required to complete the program.

To graduate from the data analysis certificate, students must have completed the requirements of a university degree.

### **Course listings**

For complete details on courses see the [MATH](#) or [STAT course descriptions](#) section.

# MEMO



**To:** CWC, CACC, CAC, UEC, Senate  
**From:** Hamish Telford, Department Head  
**Date:** September 18<sup>th</sup>, 2014  
**Re:** Political Science Major Changes

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**Summary of Changes:**

Addition of STAT 104/106 or PSYC 110 in lower-level requirements, specification of required courses in upper-level requirements, reduction of DIS limit from 6 credits to 3 credits, removal of courses in substitution list.

**Rationale:**

1. Stats is a standard part of the social sciences generally and political science specifically, and with the major in political science more firmly established at UFV we believe it is the right time to introduce this requirement in the program.
2. POSC 300, 311, 312: when the political science major was approved in 2010 we had very few upper level courses in political science. Students were required to take all the courses we offered, plus one or two DIS courses and perhaps a course outside the department (eg PHIL 310, CRIM 335, PSYC 368). Over the past four years we have added new upper level courses in political science so that students now have a (small) selection of courses at the upper level. To ensure that students are well grounded in the discipline, we will require students to take a course in political science methodology, as well as two courses in the history of political thought.
3. 400 Level Seminars: the 400 level seminars have been developed to provide students with an in-depth examination of one of the four sub-fields of the discipline and to ensure that they are properly prepared to undertake graduate studies, if they chose to go in that direction. But the seminar courses also impart important life and work skills for students who do not wish to pursue graduate studies. They teach students how to manage large volumes of information in a short amount of time, how to synthesize important studies on a given topic, how to think critically about complex issues, and to problem solve in a collaborative environment. We thus believe that students should take at least one seminar course before graduating with a major in political science.
4. DIS courses: with so few upper level courses in the calendar when the degree was approved we allowed students to take up to two DIS courses at the upper level. With more courses now in the calendar, we can now offer students an interesting array of options, but we still believe it is important to allow students to explore a topic of special interest in the DIS format (preferably after completing a seminar course) and consequently they should be allowed to apply one DIS course towards their major.
5. Substitution of non-political science courses: again when the degree was approved we had very few upper level political science courses that students were permitted to take a course outside political science. With more upper level political science courses in the calendar, we have restricted the list of

non-political science options to a few courses that are very political in nature (PHIL 310, CRIM 335, PSYC 368). Other courses can still be substituted at the discretion of the department head.

### Political Science major

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

#### **Lower-level requirements: ~~19~~ 15-credits**

~~15 credits from 100/200-level Political Science courses, including POSC 110, 120, 230, and 260.~~

| <u>Course</u>                                                | <u>Title</u>                                       | <u>Credits</u> |
|--------------------------------------------------------------|----------------------------------------------------|----------------|
| <u>POSC 110</u>                                              | <u>Canadian Politics</u>                           | <u>3</u>       |
| <u>POSC 120</u>                                              | <u>Ideology and Politics</u>                       | <u>3</u>       |
| <u>POSC 230</u>                                              | <u>Comparative Politics</u>                        | <u>3</u>       |
| <u>POSC 260</u>                                              | <u>International Relations and Global Politics</u> | <u>3</u>       |
| <b><u>One of:</u></b>                                        | -                                                  |                |
| <u>STAT 104</u>                                              | <u>Introductory Statistics</u>                     | <u>3-4</u>     |
| <u>STAT 106</u>                                              | <u>Statistics I</u>                                |                |
| <u>PSYC 110</u>                                              | <u>Statistical Analysis in Psychology</u>          |                |
| <b><u>Plus:</u></b>                                          | -                                                  |                |
| <u>3 additional lower-level credits in Political Science</u> |                                                    | <u>3</u>       |

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

At least 30 credits from 300/400-level Political Science courses.

| <u>Course</u>         | <u>Title</u>                                                                                            | <u>Credits</u> |
|-----------------------|---------------------------------------------------------------------------------------------------------|----------------|
| <u>POSC 300</u>       | <u>Research Methods and Approaches in Political Science</u>                                             | <u>3</u>       |
| <u>POSC 311</u>       | <u>Power, Knowledge, and Order: Early Western Political Thought</u>                                     | <u>3</u>       |
| <u>POSC 312</u>       | <u>Order, Liberty, and Equality: Western Political Thought from the 17<sup>th</sup> Century to 1900</u> | <u>3</u>       |
| <b><u>One of:</u></b> |                                                                                                         |                |
| <u>POSC 410</u>       | <u>Seminar in Canadian Politics</u>                                                                     | <u>3</u>       |
| <u>POSC 420</u>       | <u>Seminar in Political Theory</u>                                                                      | <u>3</u>       |
| <u>POSC 430</u>       | <u>Seminar in Comparative Politics</u>                                                                  | <u>3</u>       |

| POSC 460 Seminar in International Relations 3

| **Plus:**

| 18 additional upper-level credits in Political Science 18

| Note 1: Students can apply a maximum of one ~~two~~ Directed Studies courses (~~three~~ ~~six~~ credits from POSC 490, 491, 492, 493, or 494) towards the Political Science major.

| Note 2: Students may substitute up to three upper-level Political Science credits with the following courses: PHIL 310, ~~323, 370, 480, 490~~; PSYC 368; CRIM 335.

**From:** Hamish Telford  
**Sent:** December-11-14 10:21 AM  
**To:** Amanda Grimson  
**Subject:** Re: Political Science major changes

Hello Amanda,

The program changes were passed at CACC with an amendment to accept PSYC 110 as an alternative for STAT 104/106. As for the DIS provision, it was our understanding that the university was trying to clamp down on DIS offerings. Certainly the Dean's Office in the College of Arts has taken over the vetting of DIS offerings and rejecting many of them (on various grounds). We thus thought we were being consistent with the general direction of the College by cutting the DIS offerings from two to one. But even if that's not the case, we would like to proceed with the reduction. We have introduced four fourth year seminar courses, and students will be required to take at least one of these courses to complete their major in political science. Many students will be able to satisfy their particular curiosities through these seminars. Our goal is to direct students with deeper curiosity to consider taking a DIS after one of the seminar courses (or in conjunction with a seminar course) as a kind of de facto honours thesis option. We would also note that students can take more than one DIS course in political science – if they have a willing instructor and the dean's office approves – but it would be an elective; only one DIS course can be put towards the major requirements. I trust these explanations will suffice.

Sincerely,

Hamish

Hamish Telford  
 Associate Professor  
 Department of Political Science  
 University of the Fraser Valley

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Amanda Grimson  
**Sent:** November-14-14 4:23 PM  
**To:** cwconsult  
**Cc:** Hamish Telford  
**Subject:** [CWC] Political Science major changes

Please send CWC comments on the attached to Hamish Telford.

**Comments from the UEC Screening Subcommittee** (to be included with the summary of CWC comments/responses when this is ready for UEC):

- Would PSYC 110 be considered as an alternative for the statistics requirement?
- Would the department consider allowing 6 credits from DIS, to remain consistent with other arts majors?

# MEMO



**To:** CWC, CACC, CAC, UEC, Senate  
**From:** Hamish Telford, Department Head  
**Date:** September 18<sup>th</sup>, 2014  
**Re:** Political Science Minor and Extended Minor Program Changes

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**Summary of Changes:**

Addition of DIS limit (note 1).

**Rationale:**

When the political science degrees were approved in 2010, we had very few upper level courses in political science. Over the past four years, we have developed our curriculum and added more upper level courses to the calendar. In order to ensure that students have a well-balanced minor or extended minor we wish to restrict the number of DIS courses that can be applied to the minor/extended minor to one while still ensuring that students have maximum choice and flexibility in the programs.

**Political Science Extended Minor**

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) an extended minor. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

**Lower-level requirements: 15 credits**

15 credits from 100/200-level Political Science courses, including POSC 110, 120, 230, and 260.

**Upper-level requirements: 15 credits**

At least 15 credits from 300/400-level Political Science courses.

**Note 1: Students can apply a maximum of one Directed Studies course (three credits from POSC 490, 491, 492, 493, or 494) towards the Political Science extended minor.**

**Political Science Minor**

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a minor.

**Lower-level requirements: 9 credits**

POSC 110 and six 100/200-level Political Science credits from POSC 100, 120, 230, or 260.

**Upper-level requirements: 15 credits**

At least 15 credits from 300/400-level Political Science courses.

Note 1: Students can apply a maximum of one Directed Studies course (three credits from POSC 490, 491, 492, 493, or 494) towards the Political Science minor.

# MEMO



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

**From:** Betty-Joan Traverse, French Caucus, MOLA, on behalf of Teresa Piper, Department Head, MOLA

**Date:** September 23<sup>rd</sup>, 2014

**Re:** Minor Program Change – French Minor

## Summary of Changes:

FREN 242 is an Intermediate French Conversation course that is a compulsory part of the French Extended Minor and Major, but is not included in the French Minor. The department requests that a minor change be implemented, allowing FREN 242 to be included in the French minor.

## Rationale:

In 2013, MOLA underwent an External Review, and one of the External Review Committee's recommendations was to incorporate FREN 242 as an elective in the minor. The department agrees that this would be a valid and helpful option for students completing the minor. Presently, all the second and third-year courses are mandatory for the minor, except for FREN 225 and FREN245, between which students can choose. This would increase the optional courses from two to three within the minor.

## French minor

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), including the requirements for [declaring](#) a minor. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Note: A minimum grade of C+ in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the minor, is required for graduation with a minor in French.

For students entering UFV with no previous knowledge of French:

| Course   | Title                  | Credits |
|----------|------------------------|---------|
| FREN 100 | Introduction to French | 3       |

For those with up to French 11:

| Course   | Title              | Credits |
|----------|--------------------|---------|
| FREN 101 | French Language I  | 3       |
| FREN 102 | French Language II | 3       |

For those with French 12 or UFV's FREN 102:

Lower-level requirements: 12 credits

| <b>Course</b>      | <b>Title</b>                                        | <b>Credits</b> |
|--------------------|-----------------------------------------------------|----------------|
| FREN 215           | Intermediate French I                               |                |
| <b>or</b> FREN 230 | Intermediate French for French Immersion Students I | 3              |
| FREN 216           | Intermediate French II                              | 3              |
| FREN 219           | Intermediate French Composition                     | 3              |

**One of:**

|                        |                                                      |                 |
|------------------------|------------------------------------------------------|-----------------|
| FREN 225               | Francophone Language and Culture via Media           |                 |
| <b><u>FREN 242</u></b> | <b><u>Intermediate French Oral Communication</u></b> | <b><u>3</u></b> |
| <del>or</del> FREN 245 | Cultures of the Francophone World                    | 3               |

Upper-level requirements: 20 credits

| <b>Course</b>   | <b>Title</b>                                            | <b>Credits</b> |
|-----------------|---------------------------------------------------------|----------------|
| FREN 319        | Advanced French Composition                             | 4              |
| <b>Four of:</b> |                                                         |                |
| FREN 315        | Introduction to Francophone Literature                  | 4              |
| FREN 325        | Phonetics and Pronunciation: The Silky Sounds of French | 4              |
| FREN 330        | Introductory French Linguistics                         | 4              |
| FREN 342        | Advanced French Oral Communication                      | 4              |
| FREN 345        | Cinéma français et québécois depuis 1950                | 4              |
| FREN 415        | Myths, Legends, and Tales in Francophone Literatures    | 4              |
| FREN 420        | French Translation and Comparative Stylistics           | 4              |
| FREN 430        | Introduction to French Linguistics                      | 4              |
| FREN 450        | Special Topics in French I                              | 4              |

# MEMO



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

**From:** Betty-Joan Traverse, French Caucus, MOLA, on behalf of Teresa Piper, Department Head, MOLA

**Date:** October 2<sup>nd</sup>, 2014

**Re:** Certificate in Extended Studies in Arts: Major in French

---

**Summary:**

MOLA proposes the creation of a Certificate in Extended Studies, Major in French.

**Rationale:**

Students who have already completed their Bachelor of Arts with a minor or extended minor in French are presently unable to upgrade to the major in French. The Extended Studies certificate will enable them to complete their Major in French without having to begin an entirely new Bachelor's degree.

**Certificate in Extended Studies in Arts: French Major**

The Extended Studies certificate is designed for students who have baccalaureate degrees, who wish to complete the equivalent of a major in French. The department may interview applicants to assess their language competency. The number of applicants may be restricted.

Students must complete the requirements for the French major, as outlined in the UFV Calendar.

A minimum grade of C+ in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the major, is required for graduation with a Certificate in Extended Studies in Arts: French Major. Successful completion of LING 101 with a minimum grade of C is also required.

**Entrance Requirements**

1. Completion of a Bachelor's degree from a recognized university.
2. Students who enter the Certificate in Extended Studies in Arts: French Major without previous French may need to complete one or all of FREN 100, 101 and 102 before they can access courses leading to the Major.

**From:** Betty-Joan Traverse  
**Sent:** January-28-15 10:49 AM  
**To:** Amanda Grimson; Teresa Piper  
**Subject:** RE: Certificate in Extended Studies in Arts: French major and extended minor

Hi Amanda,  
Yes, as far as I'm concerned, please go ahead and make those updates.

Regards,

Betty-Joan

---

**From:** Amanda Grimson  
**Sent:** January-26-15 4:23 PM  
**To:** Betty-Joan Traverse; Teresa Piper  
**Subject:** RE: Certificate in Extended Studies in Arts: French major and extended minor

Hi Teresa/Betty-Joan,

I believe this is ready to go to UEC; can you confirm whether the proposal can be updated as per the comment below?

Thanks,  
Amanda

---

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Amanda Grimson  
**Sent:** December-02-14 4:20 PM  
**To:** cwconsult  
**Cc:** Betty-Joan Traverse; Teresa Piper  
**Subject:** [CWC] Certificate in Extended Studies in Arts: French major and extended minor

Please send comments on the attached to Betty-Joan Traverse and Teresa Piper.

The UEC Screening Subcommittee has reviewed this and has the following comments, which can be addressed as part of the CWC process:

- For the Certificate in Extended Studies in Arts: French major, the minimum grade for FREN 219 should be changed from 2.33 to C+, and the minimum grade for LING 101 should be changed from 2.0 to C.

# MEMO



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

**From:** Betty-Joan Traverse, French Caucus, MOLA, on behalf of Teresa Piper, Department Head, MOLA

**Date:** October 2<sup>nd</sup>, 2014

**Re:** Certificate in Extended Studies in Arts: Extended Minor in French

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**Summary :**

MOLA proposes the creation of a Certificate in Extended Studies, Extended Minor in French.

**Rationale:**

Students who have already completed their Bachelor of Arts may wish to upgrade their qualifications by completing an Extended Minor in French. While the Extended Studies, Minor in French Certificate has existed for a number of years, and the department is presently also proposing an Extended Studies, Major in French Certificate, not all students may have the time or desire to complete the major, so the Extended Minor Certificate will give them another option.

**Certificate in Extended Studies in Arts: French Extended Minor**

The Extended Studies certificate is designed for students who have baccalaureate degrees, who wish to complete the equivalent of an extended minor in French. The department may interview applicants to assess their language competency. The number of applicants may be restricted.

Students must complete the requirements for the French extended minor, as outlined in the UFV Calendar.

A minimum grade of 2.33 in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the major, is required for graduation with a Certificate in Extended Studies in Arts: French Extended Minor.

**Entrance Requirements**

1. Completion of a Bachelor's degree from a recognized university.
2. Students who enter the Certificate in Extended Studies in Arts: French Extended Minor without previous French may need to complete one or all of FREN 100, 101 and 102 before they can access courses leading to the Extended Minor.

# MEMO



**To:** Amanda Grimson, for submission to UEC

**From:** Sheryl MacMath, Chair, Program Working Group  
Bachelor of Education

**Date:** January 20, 2015

**RE:** Bachelor of Education program proposal and incorporation of feedback from Campus Wide Consultation

The Bachelor of Education program proposal has gone through the UEC Screening Committee and Campus Wide Consultation. The feedback, and our responses (as noted by the bullets), are summarized below.

#### *UEC Screening Committee*

1. Has the TRB been consulted?
  - As noted on page 3 of the proposal, the TRB has already accredited both the elementary and the secondary options. As this program is a name change only, additional accreditation was not required. Instead, consultation and support were the only things required of the TRB. As noted on page 5 of the proposal, these have been acquired.
2. Should the geography refer to Canadian geography specifically?
  - As listed in Appendix 3 of the proposal, Canadian geography is specifically noted as a requirement for elementary applicants and secondary history (social studies) applicants. For secondary geography applicants, who are also preparing to become social studies teachers, the Canadian geography does not need to be specifically mentioned. This group of applicants will enter the program with Canadian content through their history courses. These entrance requirements meet the acceptable academic preparation requirements outlined by the TRB for the subject area of social studies (policy P2.J.02). As no program or course changes have been made, no changes to admission requirements have been made.
3. How does the start date change?
  - Currently, the elementary and secondary options run from the last Monday in July (approximately July 28<sup>th</sup>) until the end of the second week of June just prior to graduation. This has resulted in the programs running over twelve months crossing over regularly scheduled semesters. This has caused challenges with the Registrar's Office in numerous ways. As noted on page 4 of the proposal, the BEd program will begin in September and run through until the end of June. As a result, no time has been added or lost, simply shifted to increase alignment with UFV as a whole.

# MEMO



## *Campus Wide Consultation*

...only one comment (consisting of two points) received from Elaine Harris

4. **Entrance requirements:** the entrance requirements for the calendar copy for each of the secondary and elementary options, should specifically state, "Completion of a four-year bachelor degree from a recognized institution, to include....." The requirements for the degree are mentioned in introductory material, but not in the Academic entrance requirements. It is important to state them in the Entrance requirement section, as that is what people will refer to.
  - These changes have been made to the calendar copy in Appendix 3 as well as to the overview on page 13 to ensure consistency.
5. **Residency:** it seems your intention is to require 100% residency for this program, but I would suggest stating that more directly: "All credits for the program must be taken at UFV. This is a full-time program in which all students take all of the courses together, so transfer of courses from other institutions or earlier studies will not be considered." I recommend this because 100% residency is unusual for programs, although it might make sense for this program, especially since students may have done their first degree elsewhere. If you establish a 100% residency requirement, however, you won't have latitude for any exceptions, even if a student has completed almost identical courses.
  - This alteration has been made to page 13 of the program overview.

Based on the feedback received and the few alterations that have been made, the Program Working Group is submitting the proposal to UEC at this time.

Please find attached the newest version of the BEd proposal with track changes in place showing the difference between this version and the one forwarded to the UEC screening committee. Please note, the proposal consists of two documents: the proposal as a Word document and the appendices as a pdf.

If you have any questions, please do not hesitate to contact me.



Full Program Proposal

Bachelor of Education (Second Degree)

**UNIVERSITY OF THE FRASER VALLEY**

Faculty of Professional Studies

Submitted to UEC

Date: January 2015

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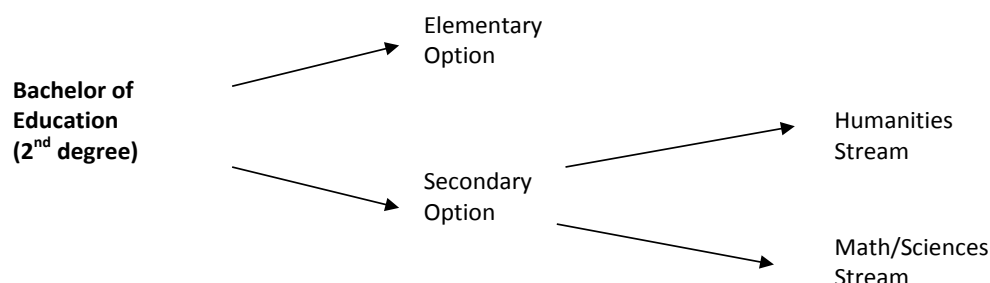
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## 1) EXECUTIVE SUMMARY

- a) **Overview of the organization's history, mission and academic goals:** The University of the Fraser Valley (UFV) is a regional, special purpose, teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. UFV's vision is to provide the best undergraduate education in Canada; be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley; and be innovative, entrepreneurial, and accountable in achieving these goals. (See [Changing Lives, Building Community](#)).
- b) The **proposed credential to be awarded** is a Bachelor of Education (BEd) (Elementary Option or Secondary Option) as a second degree. Within the Secondary Option, candidates will have the choice of a Math/Sciences or Humanities stream (see Figure 1). Candidates eligible for the BEd will have a completed Bachelor's degree, typically a Bachelor of Arts or a Bachelor of Science. The newly proposed BEd is a post-degree credential, rather than a graduate program.

Figure 1



This proposal is essentially for a credential renaming. The proposed BEd (second degree) will replace the existing post-degree certificates offered by the Teacher Education Program (TEP). The post-degree certificates which are currently offered were created in 2006 (in the case of the Elementary Option) and in 2013 (in the case of the Secondary Option); both are accredited by the Teacher Regulation Branch (TRB, graduates receive professional teaching certification upon successful completion of, and recommendation from, TEP). The proposed BEd mirrors the content and orientation of the existing certificates, but will represent a level of credential that is better aligned with comparable programs at other institutions, and will offer students greater opportunities upon graduation. This proposal conforms with UFV's current [Subsequent Degree](#) policy (98).

- c) **Location:** The BEd will be offered at the Abbotsford Campus with practica in districts located within the Fraser Valley (specifically: Langley, Mission, Abbotsford, Chilliwack and Fraser-Cascades).
- d) **Faculty offering the proposed new degree program:** Faculty of Professional Studies.

e) **Anticipated program start date:** September 2016.

f) **Anticipated completion time in years or semesters:** The program (55 credits in total) is structured to be completed within three semesters with a September start.

g) **Summary of the proposed program**

**Aims, goals and/or objectives:**

The aim of the BEd is to offer a second degree to candidates who want to become certified as K-12 teachers in BC.

The proposed BEd, like the post-degree certificates currently offered by UFV's Teacher Education Program, is informed by five values, namely pedagogical sensitivity, reflective practice, critical mindedness, integration of theory and practice, and social justice. The emphasis on social justice that the UFV program features is unique as no other teacher education program in BC lists it as a focus. The learning objectives of the program, that is the competencies to be demonstrated by an effective teacher on completion of the program, are designed to ensure that graduates:

- 1) demonstrate a strong, professional, teacher presence (goals 1-6);
- 2) demonstrate knowledge and skills related to teaching (goals 7-12);
- 3) and become positive members of the school and the community (goals 13-14).

See Appendix 1 for more information about program values and goals. These program values and goals are in accordance with the Teacher Regulation Branch's (TRB) [Standards for the Education, Competence and Professional Conduct of Educators in British Columbia](#) (2012).

**Anticipated contribution of the proposed program to the mandate and strategic plan of the institution** ([See UFV Strategic Plan](#)): This program is strongly aligned with the institution's mandate and strategic commitment to serve the Fraser Valley, a region characterized by population growth, particularly in the demographic of younger families with school-aged children (see the second goal of UFV's Strategic Plan). The program's close alignment with regional needs is demonstrated by its attractiveness to applicants from the region and the employment rate of its graduates (the highest for any teacher education program in the province). On average, TEP has 70-100 applicants annually (for 64 seats); the percentage of the graduating cohort hired in local districts in the last three years was 97% in 2011, 88% in June 2012, and 100% in June 2013. In addition to its ability to prepare teachers for the profession, the close working relationship that the program maintains with the region's four school districts is essential to its success.

**Linkages between [UFV's Institutional Learning Outcomes \(ILO\)](#), the program's learning outcomes, and the curriculum design:** The overall design and focus of the proposed program, modeled on the existing Teacher Education Program, is closely aligned with UFV's ILOs as evidenced in the thorough Curriculum Map prepared by the program (see <http://www.ufv.ca/media/assets/teaching--learning-centre/images/ILO-Poster-Final.pdf>).

**Work experience/work place term required for degree completion:** There are two practica for the BEd as a second degree: a five week school experience in the Fall and a twelve week practicum in the Spring. These practica require teacher candidates to demonstrate the five program values and fourteen program goals in action. All coursework is connected to the practica to ensure classroom readiness at the completion of the program. These practica also fulfill the requirement, by the TRB, for classroom experience.

**Potential employment for graduates and/or opportunities for further study:** A BEd second degree will offer graduates of the program enhanced opportunities for employment and further studies. In addition to being employable as K-12 teachers in BC (which the current post-degree certificates also provide), graduates will have the opportunity to pursue international teaching and academic opportunities. BEd graduates will more readily meet the requirements for national and international programs, pending their application to a different jurisdiction. Graduates would also be well prepared for employment beyond the K-12 education system where an education degree is required.

**Delivery methods:** The delivery methods include a combination of on-campus face-to-face models, hybrid models, and K-12 school based practica. These methods of delivery will be supported by a variety of instructional strategies, including group work, online instruction, and microteaching activities.

**Program strengths:** The key strengths are: (a) the program emphasis on social justice; (b) the completion of courses in all method areas (e.g., social studies, mathematics, etc) prior to starting the Spring practicum; (c) the strong involvement and support of surrounding school districts; and, (d) the integration of theory and practice that occurs via the involvement of university faculty in the field.

**Support and recognition from partners and regulatory body:** As evidenced by letters of support provided district partners, re-branding of the TEP into a BEd degree is well supported in the region (see Appendix 2). In addition, the regulatory body of the TRB was consulted and gave support for this credential renaming.

**Related programs in BC:** With the exception of SFU, who allows the BEd as a choice credential, every other institution that offers a comparable program issues a BEd upon successful completion of their teacher training. This proposal will bring UFV's program on par with other institutions in the province. Given that the UFV program serves the Fraser Valley, there is no duplication. Currently, UFV's teacher education graduates lead the province in percentage of teacher education alumni hired within a year after graduation. The move to a BEd in addition to the Teaching Certificate only increases graduate students' ability to get hired across Canada and internationally.

- h) The Program Working Group for the development of the proposal for a BEd degree includes: Awneet Sivia ([Awneet.Sivia@ufv.ca](mailto:Awneet.Sivia@ufv.ca)), Dr. Sheryl MacMath ([Sheryl.MacMath@ufv.ca](mailto:Sheryl.MacMath@ufv.ca)), Barbara

Salingre ([Barbara.Salingre@ufv.ca](mailto:Barbara.Salingre@ufv.ca)), and Dr. Lisa Moy ([Lisa.Moy@ufv.ca](mailto:Lisa.Moy@ufv.ca)). The Dean overseeing this proposal is Dr. Tracy Ryder Glass, Dean of the Faculty of Professional Studies.

## **2) DEGREE LEVEL STANDARDS**

### **2.1 Depth and Breadth of Knowledge**

Teacher candidates starting their BEd have completed a previous degree in a teachable subject (e.g., social studies, mathematics, etc.). Candidates build upon the knowledge they have learned in these discipline specific areas. The BEd focuses on learning the pedagogies appropriate to these discipline specific areas. Appropriate pedagogies are determined by curriculum and resources from the Ministry of Education, current practice in the field, and the latest research and scholarship in education.

The elementary option includes six separate method courses (EDUC 420, 422, 424, 421, 423, and 425). These method courses instruct candidates on the content and pedagogy related to teaching language arts, fine arts, mathematics, social studies, science, and physical education in the BC kindergarten to grade 7 classrooms.

In the secondary option, there are two streams: humanities and math/sciences. Candidates enter the program with a previous degree with a major in at least one of the streams. Within the humanities stream, candidates take four method courses (EDUC 431, 432, 434A, and 434B) that instruct candidates on the content and pedagogy related to language arts, history, and geography in the BC grade 8 to 12 classrooms. Within the math/sciences stream, candidates take four method courses (EDUC 435, 436, 437A, and 437B) that focus on the content and pedagogy related to mathematics, biology, earth science, chemistry, and physics in the BC grade 8 to 12 classrooms.

In each of these method courses candidates learn the curriculum of the identified subjects and grades, become familiar with Ministry approved and field used resources, and develop their abilities to assess and evaluate elementary and secondary school children. Assignments within these method courses include the development of lesson and unit plans; the presentation of different pedagogies and strategies; and the writing of reflections related to the complexities, challenges, and opportunities related to teaching and assessing curriculum to a variety of different school aged children. These courses and assignments meet the broad knowledge base and subject understanding to teach effectively, as detailed in the 6th TRB standard.

### **2.2 Knowledge of Methodologies and Research**

In addition to the method specific courses outlined above, candidates in the TEP take a number of courses specific to the pedagogy of teaching. These courses include EDUC 410, 444, 445, 446, 447, 450, 452, and 453. Rather than focusing on pedagogy and practice in specific discipline areas, these courses develop candidates' abilities to support a socially just classroom community; manage classroom and student behaviour; plan and assess; utilize information technology; meet the needs of second language learners; incorporate Indigenous youth and schooling; assess, evaluate, and report; and integrate curriculum. The knowledge and skills learned by candidates can be applied in any and all classrooms. Consequently, both elementary and secondary options include these foundation courses.

Within each of these courses emphasis is placed on not only learning about certain strategies (e.g., differentiated instruction, student centred instruction, etc.), but evaluating when and why these strategies could be used. Throughout all courses for the BEd, faculty emphasize the importance of evaluating different strategies. Faculty recognize that one strategy may not work for every teacher, every group of students, every individual student, in every school, or on any given day. As such, future teachers must be able to understand why they are choosing to use a given strategy as well as evaluate whether that strategy is working (both in the moment as well as over time), and be flexible in their ability to alter their strategies given the needs of the learners, classrooms, and communities in which they are working.

As evidenced in the courses listed above, special attention is paid to instructing candidates on how to meet the unique needs of many different learners. Recognizing the Ministry and field initiatives and concerns related to teaching many at-risk student populations, special course attention is paid to working with classroom students learning English as a second language and First Nation youth. In addition, courses working with students with different needs, as well as young children (EDUC 412 in the elementary option) or adolescents (EDUC 413 in the secondary option) are included. Given the prevalence of students working with Individual Learning Plans in BC schools, all teacher candidates also take a course on meeting the mental health and special learning needs (EDUC 454) of students in BC schools.

Assignments in these foundation courses are varied and may include the writing of inquiry or reflection papers, the development of lesson and unit plans, the altering of lesson and unit plans to meet specific learning needs, the application of specific performance standards and assessment criteria as outlined by the Ministry, the comparison and development of strategies for specific learners, or the development of a task analysis to identify a course of action to meet the needs of individual or groups of children. These courses and assignments address the effective practices in instruction, assessment, evaluation, and reporting detailed in the 5th TRB standard, as well as the understanding of knowledge of student growth and development detailed in the 3rd TRB standard.

### **2.3 Application of Knowledge**

Relevant to all of the 8 TRB standards, successful teacher candidates need to demonstrate both their knowledge and understanding in course work, as well as the effective application of knowledge and skills in the public school classroom. As a result, the TRB mandates a minimum six week practica (or field experience) in a BC public school. UFV's BEd includes two separate practica in a BC public school. EDUC 490 is a five week school experience in which the candidate works with a teacher mentor in that mentor's classroom. The candidate observes best practice, as well as teaches and reflects on their performance. Throughout this school experience candidates progress through observations and co-teaching opportunities, eventually teaching individual students, small groups, and, ultimately, the whole class. In EDUC 492 the candidate returns to, in most cases, the same teacher mentor's classroom for a 12 week long practicum. During this 12 week practicum candidates work towards complete immersion taking over the teacher's role in that classroom. Many of the assignments from the courses discussed in sections 2.1 and 2.2 relate directly to the practical application candidates are experiencing in these field experiences.

The successful completion of EDUC 490 and 492 requires that candidates successfully demonstrate competence in 14 program goal areas (see Appendix 1 for a detailed listing of the program goals). These goals include the following: professionalism, connecting with candidates, classroom management,

reflective practice, working with feedback, developing a teaching vision, knowing your students, knowing the content, communicating effectively, effective teaching, effective assessment and evaluation, individualizing instruction, communicating with parents, and supporting the school community. Throughout each of these field experiences, candidates are observed by both teacher mentors (who take teacher candidates into their classrooms) and faculty mentors from UFV (who evaluate teacher candidates during practica). Using a post conference meeting to reflect on observations of their teaching, candidates gather evidence of their development and competence in these 14 goal areas. These are then summarized in a final report for EDUC 490 and a midterm and final report for EDUC 492. Candidates have successfully completed EDUC 492 when they have gathered enough evidence to be "certification ready" in all 14 goal areas.

## **2.4 Communication Skills**

Throughout both field experiences (EDUC 490 and 492) candidates are responsible for communicating effectively with candidates, parents/guardians, and colleagues (as outlined specifically in three of the program goal areas discussed in section 2.3). In the BEd, effective communication skills are recognized as diverse and individualized: what may be considered appropriate communication with one community, may not be appropriate for a different community. As a result, specific courses address the differentiated communication needs of different communities (EDUC 410, 412/413, 447, 450, and 454). These courses—including courses about social justice, child development, Indigenous communities, English language learners, and mental health and special learning needs—incorporate content specific to communicating respectfully and effectively with diverse groups. Given the importance of professional communication with colleagues, as well as the challenges that exist in working with the many different needs present in a public school, EDUC 448 focuses on the development of strong conflict resolution skills that will also be required for effective communication with colleagues, parents, and students.

Assignments from different courses often involve the completion of reflections, action plans, inquiries, and/or problem solving strategies reliant on effective communication. These courses and assignments address all of the TRB standards, specifically the focus on involving and supporting parents/guardians and community members detailed in the 4th TRB standard.

## **2.5 Awareness of Limits of Knowledge**

Representative of research literature related to teacher education, UFV candidates enter the BEd with confidence in their abilities to teach. Based on their years of experience in the school system, candidates feel they understand the roles and responsibilities of teachers and feel confident in the content they will teach (e.g., how to add two digit numbers, identifying the factors contributing to Confederation, etc). In many cases, candidates enter the program wanting to learn "the right way to teach." Throughout their coursework and practica, this myth is purposively dispelled. Within every course, emphasis is placed on recognizing the role of teacher as decision-maker. There are always many possible courses of action (whether in relation to teaching a specific discipline, supporting an individual candidate, resolving a playground conflict, or completing administrative duties) and rarely is there an identifiable "right" answer. Instead, teacher candidates learn to weigh the needs of the candidates, the curriculum, and the community and make the best decision they can at that time. This requires knowledge of best practice (as outlined in the method and foundation courses) and, just as importantly, the ability to reflect on the actions that were taken and adjust as needed. This development of the reflective practitioner is a pivotal part of the BEd. Candidates are required to reflect in each of their method and foundation courses as well as throughout both practica (as a part of the formal observation cycle). To support their

development as reflective practitioners, EDUC 495 explicitly examines how to reflect on practice, recognizing the role that knowledge and dispositions play in that reflection. EDUC 495 is spread through all three semesters of the BEd to ensure that this development is progressive over time, applicable to all coursework, and implemented in both practica.

## **2.6 Professional Capacity/Autonomy**

While completion of EDUC 490 and EDUC 492 may identify that a candidate has demonstrated "certification readiness" in all 14 program goals (as outlined in 2.3 above), and while EDUC 495 (as outlined in 2.5 above) engages candidates as reflective practitioners, candidates and faculty recognize that this does not mean that the development of the teacher is complete. Candidates are continually seeking new ideas and solutions, trying different strategies and seeking to learn from both their own practice as well as the practice of others. To support their continued growth as educators, EDUC 442 and EDUC 460 emphasize the role of action research and a knowledge of the profession (including ethical practices within this profession) in that development. In EDUC 442 candidates learn how to design their own action research and re-enter their field experience classroom to gather observations/data, make inferences, and report on implications for practice. In this way, reflection becomes an endeavour that is part of a professional learning community. EDUC 460 provides an introduction to the political stakeholders (e.g., BC Teacher's Federation, TRB, Teacher Qualification Service, school boards, etc.) and differing philosophies in education. Using these different lenses, candidates examine different issues (both historical and contemporary) in education; they learn to see themselves as active, contributing, ethical members of the profession. These courses address the TRB standards related to engaging in career-long learning (7th standard) and professional contributions (8th standard).

## **3. CREDENTIAL RECOGNITION AND NOMENCLATURE**

The credential for this proposal is a BEd as a second degree. The objectives of this proposed degree are to align UFV's TEP credential level with other BC Faculties of Education who offer BEd degrees to their candidates enrolled in teacher education programs. Programs related to UFV's proposed BEd include: SFU's BEd, UBC's BEd and TWU's BEd, all of which are post-degree BEd degree programs. All graduates from these programs gain certification through the TRB as K-12 teachers. UFV's BEd would result in the same credential and certification, but the location of this degree in the Fraser Valley alleviates redundancy. Candidates in the UFV BEd would be placed in practica in the Fraser Valley and would be exposed to educational practices specific to partnering districts.

At the Bachelor's level, a program must demonstrate that candidates will be able to perform the appropriate intellectual work within an area of study independently. For a BEd, the area of study focuses on professional preparation that will enable successful candidates to meet the requirements of a BC Teaching Certificate granted by the TRB of the Ministry of Education. The TRB has outlined eight Standards for the Education, Competence and Professional Conduct of Educators in BC. These eight standards align with the six areas elaborated on above and will be referenced where appropriate ([\*Standards for the Education, Competence and Professional Conduct of Educators in British Columbia\*](#) (2012)).

#### **4. CURRICULUM AND PROGRAM CONTENT**

The BEd degree spans three semesters and includes a total of 55 credits. (See below for semester breakdown). The Elementary option consists of 22 courses, and the Secondary option includes 26 courses. Of these courses, 14 are common to both options with the remaining being specific to either the Secondary or Elementary option based on specific outcomes related to these areas of K-12 curricula. Each semester of the program involves foundations courses as well as method courses specific to either the elementary option or secondary option.

All courses currently already exist at UFV as this is a program change in name only. No new courses are needed. (See the UFV Academic Calendar for [Course Descriptions](#).) Upon approval of this proposed credential name change, the prerequisite to relevant EDUC courses will be changed from “Admission to the Teacher Education Program (TEP)” to “Admission to the Bachelor of Education (BEd)”.

The first and second semesters include practicum (or work experience) components: five weeks and 12 weeks respectively. All method courses (which focus on pedagogies in relation to specific subject areas) are completed prior to the start of the long practicum to maximize candidate success. No additional work in placements are required as these practicum courses currently exist and are completed in the Abbotsford, Chilliwack, Mission, and Fraser-Cascades school districts.

##### **Program outline (Elementary Option)**

This is the order and sequence of courses taken by all students within the cohort model.

##### **Semester I (September to December)**

| Course    | Title                                              | Credits |
|-----------|----------------------------------------------------|---------|
| EDUC 410  | Schooling in a Diverse Society                     | 3       |
| EDUC 420  | Designs for Learning Elementary Language Arts      | 3       |
| EDUC 422  | Designs for Learning Elementary Fine Arts          | 1       |
| EDUC 424  | Designs for Learning Elementary Mathematics        | 3       |
| EDUC 425  | Designs for Learning Elementary Physical Education | 1       |
| EDUC 444  | Classroom Management Strategies                    | 1       |
| EDUC 445  | Planning and Assessment                            | 2       |
| EDUC 490  | School Experience (Practicum 1)                    | 6       |
| EDUC 495A | Applications of Reflective Practice I              | 0.5     |
| Total     |                                                    | 20.5    |

##### **Semester II (January to April)**

| Course    | Title                                                  | Credits |
|-----------|--------------------------------------------------------|---------|
| EDUC 412  | Introduction to Development and Special Learning Needs | 3       |
| EDUC 421  | Designs for Learning Elementary Social Studies         | 2       |
| EDUC 423  | Designs for Learning Elementary Science                | 2       |
| EDUC 446  | Information Technology in Teaching                     | 1       |
| EDUC 448  | Conflict Resolution in Schools                         | 1       |
| EDUC 452  | Unit Planning, Assessment, Evaluating and Reporting    | 2       |
| EDUC 453  | Literacy Across the Curriculum                         | 1       |
| EDUC 454  | Mental Health and Special Learning Needs in Schools    | 1       |
| EDUC 492  | Integration of Knowledge and Practice (Practicum 2)    | 12      |
| EDUC 495B | Applications of Reflective Practice II                 | 0.5     |
| Total     |                                                        | 25.5    |

**Semester III (May and June)**

| Course    | Title                                          | Credits |
|-----------|------------------------------------------------|---------|
| EDUC 442  | Introduction to Classroom Research             | 1       |
| EDUC 447  | Indigenous Youth and Schooling                 | 3       |
| EDUC 460  | Governance and Reform in Public Education      | 2       |
| EDUC 450  | Second Language Learning in Classroom Practice | 2       |
| EDUC 495C | Applications of Reflective Practice III        | 1       |
| Total     |                                                | 9       |

Total program credits 55

**BEd Program outline (Secondary Option)**

This is the order and sequence of courses taken by all students within the cohort model.

**Humanities Stream**

**Semester I (September to December)**

| Course    | Title                                        | Credits |
|-----------|----------------------------------------------|---------|
| EDUC 410  | Schooling in a Diverse Society               | 3       |
| EDUC 413  | Adolescent Development and Special Education | 3       |
| EDUC 431  | Designs for Learning General Language Arts   | 3       |
| EDUC 432  | Designs for Learning General Social Studies  | 3       |
| EDUC 440  | Professional Communications                  | 1       |
| EDUC 444  | Classroom Management Strategies              | 1       |
| EDUC 445  | Planning and Assessment                      | 2       |
| EDUC 490  | School Experience (Practicum 1)              | 6       |
| EDUC 495A | Applications of Reflective Practice          | 0.5     |
| Total     |                                              | 22.5    |

**Semester II (January to April)**

| Course    | Title                                                | Credits |
|-----------|------------------------------------------------------|---------|
| EDUC 434A | Designs for Learning Secondary History/Geography     | 1.5     |
| EDUC 434B | Designs for Learning Secondary Language Arts         | 1.5     |
| EDUC 441  | Designs for Learning Online Instruction              | 1       |
| EDUC 446  | Information Technology in Teaching                   | 1       |
| EDUC 448  | Conflict Resolution in Schools                       | 1       |
| EDUC 452  | Unit Planning, Assessment, Evaluating, and Reporting | 2       |
| EDUC 454  | Mental Health/Special Learning Needs                 | 1       |
| EDUC 492  | Integration of Knowledge and Practice                | 12      |
| EDUC 495B | Applications of Reflective Practice                  | 0.5     |
| Total     |                                                      | 21.5    |

**Semester III (May to June)**

| Course   | Title                                          | Credits |
|----------|------------------------------------------------|---------|
| EDUC 442 | Introduction to Classroom Research             | 1       |
| EDUC 447 | Indigenous Youth and Schooling                 | 3       |
| EDUC 450 | Second Language Learning in Classroom Practice | 2       |
| EDUC 460 | Governance and Reform in Public Education      | 2       |

|           |                                         |    |
|-----------|-----------------------------------------|----|
| EDUC 495C | Applications of Reflective Practice III | 1  |
| EDUC 498  | Special Topics in K-12 Education        | 2  |
| Total     |                                         | 11 |

Total program credits 55

**Math/Sciences Stream**

**Semester I (September to December)**

| Course    | Title                                        | Credits |
|-----------|----------------------------------------------|---------|
| EDUC 410  | Schooling in a Diverse Society               | 3       |
| EDUC 413  | Adolescent Development and Special Education | 3       |
| EDUC 435  | Designs for Learning Secondary Math          | 3       |
| EDUC 436  | Designs for Learning Secondary Science       | 3       |
| EDUC 440  | Professional Communications                  | 1       |
| EDUC 444  | Classroom Management Strategies              | 1       |
| EDUC 445  | Planning and Assessment                      | 2       |
| EDUC 490  | School Experience (Practicum 1)              | 6       |
| EDUC 495A | Applications of Reflective Practice I        | 0.5     |
| Total     |                                              | 22.5    |

**Semester II (January to April)**

| Course    | Title                                                | Credits |
|-----------|------------------------------------------------------|---------|
| EDUC 437A | Designs for Learning Secondary Biology/Earth Science | 1.5     |
| EDUC 437B | Designs for Learning Secondary Chemistry/Physics     | 1.5     |
| EDUC 441  | Designs for Learning Online Instruction              | 1       |
| EDUC 446  | Information Technology in Teaching                   | 1       |
| EDUC 448  | Conflict Resolution in Schools                       | 1       |
| EDUC 452  | Unit Planning, Assessment, Evaluating and Reporting  | 2       |
| EDUC 454  | Mental Health and Special Learning Needs in Schools  | 1       |
| EDUC 492  | Integration of Knowledge and Practice                | 12      |
| EDUC 495B | Applications of Reflective Practice II               | 0.5     |

Total 21.5

**Semester III (May and June)**

| Course    | Title                                          | Credits |
|-----------|------------------------------------------------|---------|
| EDUC 442  | Introduction to Classroom Research             | 1       |
| EDUC 447  | Indigenous Youth and Schooling                 | 3       |
| EDUC 450  | Second Language Learning in Classroom Practice | 2       |
| EDUC 460  | Governance and Reform in Public Education      | 2       |
| EDUC 495C | Applications of Reflective Practice III        | 1       |
| EDUC 498  | Special Topics in K-12 Education               | 2       |
| Total     |                                                | 11      |

Total program credits 55

**5. LEARNING METHODOLOGIES/PROGRAM DELIVERY**

Given the diversity in courses (e.g., methods, foundations, reflective practice, and practica), there are a diverse set of pedagogies (ways of viewing teaching and learning), strategies (specific activities to be used in the classroom), evaluations of candidate work, program resources, and the effective use of technology in the classroom to support both teaching and learning. This brief table attempts to list some of the more consistent practices across courses. UFV Education faculty recognize that there are unique candidate needs in elementary/middle and secondary school classrooms and that means that diversity in courses and course delivery is important.

| Pedagogies                                                                                                                                                                                                  | Teaching Strategies                                                                                                                                                                                                                                                                                                                           | Candidate Evaluations                                                                                                                                                                                                                                                                                                                      | Program Resources                                                                                                                                                                                                                                                                    | Integration of technology                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>➤ Circle pedagogy</li> <li>➤ Multiple intelligences</li> <li>➤ Constructivist methods</li> <li>➤ Inquiry based instruction</li> <li>➤ Restorative justice</li> </ul> | <ul style="list-style-type: none"> <li>➤ Micro teaching</li> <li>➤ Approximation of practice</li> <li>➤ Roundtables</li> <li>➤ Socratic circles</li> <li>➤ Carousel</li> <li>➤ Roundtables</li> <li>➤ Group projects</li> <li>➤ Continuous modelling</li> <li>➤ Literature circles</li> <li>➤ Trading cards</li> <li>➤ AB Partners</li> </ul> | <ul style="list-style-type: none"> <li>➤ Journal entries</li> <li>➤ E-Portfolio</li> <li>➤ Group presentations</li> <li>➤ Unit plans</li> <li>➤ Lesson plans</li> <li>➤ Inquiry papers</li> <li>➤ Community ethnography</li> <li>➤ Report cards (including report card comments)</li> <li>➤ Concept sets</li> <li>➤ Issue paper</li> </ul> | <ul style="list-style-type: none"> <li>➤ Smart learning</li> <li>➤ Reading Power Kits</li> <li>➤ Power of Ten</li> <li>➤ Base 10 blocks</li> <li>➤ Kim Sutton Expanded notation</li> <li>➤ JumpMath</li> <li>➤ Box Cars and One-Eyed Jacks</li> <li>➤ Critical challenges</li> </ul> | <ul style="list-style-type: none"> <li>➤ Mimeo</li> <li>➤ Document Camera</li> <li>➤ LCD projector</li> <li>➤ Powerpoint</li> <li>➤ Web-based research (and site evaluation)</li> <li>➤ Teacher blogs</li> <li>➤ Wikispaces for support document sharing</li> </ul> |

## 6. ADMISSION, TRANSFER, AND RESIDENCY

To be admitted into the BEd as a second degree, applicants require ~~a recognized undergraduate degree~~the completion of a four year bachelor degree from a recognized institution in a teachable subject area; completion of EDUC 200 and 300; and, for the secondary option only, subject specific majors and/or minors. Upon completion of the program, graduates are awarded the BEd as a second degree. Please see Appendix 3 (Calendar Copy) for more detailed information on admission policies.

All credits for the program must be taken at UFV. This is a full-time program in which all students take all of the courses together, so transfer of courses from other institutions or earlier studies will not be considered.~~The BEd is full-time requiring candidates to take all courses together on the same schedule.~~

There is a heavy emphasis on the integration of concepts, curriculum, and assignments. Thus, transfer of courses from other institutions or earlier studies is not be considered (and, as noted earlier, this practice is consistent with other institutions in the province). This ensures that candidates' progress through the program is paced appropriately and ensures that candidates receive consistent exposure to all aspects of the BEd curriculum. The residency requirement for this degree program is 100%. Candidates are not permitted to audit courses.

## 7. FACULTY

No additional faculty are required to deliver this re-branded program. The current structure is based on a differentiated staffing model. The maximum enrolment for the BEd degree program is set at 72 based on historical data related to demographics, intake trends, and enrolment projections. Faculty and staff allocations include but are not limited to:

- a) One Department Head (1.0 FTE with a 4 section release for administrative duties)
- b) Three Teaching Faculty (Each 1.0 FTE faculty positions to support a maximum of 72 candidates – 36 in each of the two options)
- c) One Program Coordinator (1.0 FTE and 2-4 credits teaching responsibilities)
- d) One Education Advisor (1.0 FTE, non-teaching)
- e) One Education Librarian (0.5 FTE, non-teaching and shared with UFV Library)
- f) One Department Assistant (0.5 FTE assigned to BEd, Staff Position)
- g) Sessional Instructors – Faculty Mentors (to supervise practicum candidates)
- h) Sessional Instructors – (number of sessional instructors depends on individual qualifications)

The program relies on this differentiated model to service the variety of components involved in delivering the BEd program effectively beyond teaching courses. The responsibilities of the differentiated faculty model include securing practicum placements, overseeing a comprehensive five part application process, developing a curriculum library, and providing curricular resources to teaching faculty, all of which are beyond the scope of teaching courses. These components are interdependent and serve to enable effective delivery of the program.

## **8. PROGRAM RESOURCES**

No new resources are required as this is a change in program name only. The current resources that exist include experienced and qualified faculty, professional support faculty, staff, sessional instructors and sessional faculty mentors. The Teacher Education Department Advisory Committee, consisting of representatives from each of the participating districts, provide additional resources related to curriculum, program vision, and school district placements. The curriculum lab, part of the Abbotsford UFV library, contains a comprehensive set of resources for both the elementary and the secondary option. Resources are selected through faculty nomination, course materials, research into best practice, and programs/resources used by teachers in the supporting school districts. Accreditation and licensure requirements are continuously reviewed with the Ministry of Education. *As a result, there are no cost implications to changing to a BEd degree.*

## **9. PROGRAM CONSULTATION**

The Program Working Group consulted with key organizations and departments both within UFV and external to the institution. The Teacher Education Department Advisory Committee was consulted to ensure support for the proposal; their support was strong and enthusiastic. The TRB was notified of this new degree offering and support it on the condition that UFV's program would be consistent with other teacher education programs. The Dean of the Faculty of Professional Studies is in full support of this proposal and the proposal for credential renaming was included in the Education Plan as approved by the UFV Board of Governors. In addition, please see Appendix 2 for letters in support of this name change from District partners.

**10. PROGRAM REVIEW AND ASSESSMENT**

The Teacher Education Program was reviewed in 2013-2014 as part of UFV's Academic Program and Unit Reviews policy (number [189](#)). The external review team included the following recommendation in its final report: "UFV take the necessary steps to seek approval from the Teacher Regulation Branch of the Ministry of Education to have the TEP recognized as a full Bachelor of Education Program. This proposal should include an expansion of the current program to three full semesters." (pg 7)

This program will undergo another review in five years. Reviews are intended to ensure and improve quality of both the programs and the unit, and to foster a culture of continuous improvement of our academic programs.

**Calendar Copy \*\*\*\*\***

**Bachelor of Education (BEd) as a second degree**

The Teacher Education Department offers a Bachelor of Education (BEd) as a second degree. This is available to prospective teacher candidates, who have already completed a four-year degree and who intend to become pre-service teachers through the **elementary/middle school option** (Kindergarten to grade 7). The BEd as a second degree is also available for prospective teacher candidates who intend to become secondary school teachers (grade 8 to grade 12) with the **secondary school option**. Within the secondary option, professional development will be provided through a Math/Science stream and a Humanities stream.

The BEd has 55-credits, and course work spans over three semesters. It can only be taken on a full-time basis. Courses and practica emphasize the integration of knowledge, practice, and program components that are specifically designed to meet the BEd values and goals and the curricular requirements of the Ministry of Education. The BEd is intended to help prospective teachers attain the professional standards established by the Ministry of Education through the B.C. Teacher Regulation Branch (TRB); see [bcteacherregulation.ca](http://bcteacherregulation.ca) for more information. Upon successful completion of the BEd, teacher candidates will be recommended to the Ministry of Education for professional certification through the TRB and will receive a BEd from UFV.

**Entrance requirements and eligibility (ELEMENTARY OPTION)**

The BEd Elementary Option is designed to prepare teacher candidates to qualify for a professional teaching certificate issued by the B.C. Teacher Regulation Branch (TRB). Some of the following admission requirements reflect policies or standards of the TRB.

**Academic Entrance requirements**

- Completion of a four-year Bachelor's degree from a recognized institution, to include 12 credits of 300 or 400 level courses in teachable subject areas (see Note)
- 3 credits of English composition
- 3 credits of English literature
- 3 credits of Canadian history
- 3 credits of Canadian geography
- 4 credits of an approved laboratory science course
- MATH 105 (4 credits)
- EDUC 200 (3 credits)
- EDUC 300 (4 credits)

Note: All applicants must meet the course requirements of the TRB to qualify for professional certification. The required Bachelor's degree needs to include a minimum of 120 credits. **Twelve** credits of third and fourth year courses have to be from teachable subject areas: English, math, science, physical education, social studies (any combination of anthropology, geography, history, political science, or sociology), French, visual arts, and theatre.

## Appendix 3

All courses mentioned above, except EDUC 300, must be completed one full semester prior to beginning the BEd.

**Other requirements (BEd – elementary option)**

**a) Interview** All applicants who meet the minimum requirements will be interviewed to assess their readiness and their dispositions for the teaching profession. Interview dates will be made available by invitation and are normally scheduled for March. Students unable to attend the interview must consult the Education Advisor.

**b) Program Preparation:** Students are required to have work experience with children/adolescents in a variety of settings. While all experience with children/adolescents is valuable, classroom volunteer work is strongly recommended. Students are encouraged to highlight additional certificates, talents and skills. In addition, we recommend that elementary education applicants take courses in First Nations Studies or Indigenous People's Knowledge to further enhance their preparation. It is also recommended that applicants have preparation in numeracy (e.g. Math 205), modern languages, or fine and performing arts courses.

**c) Reference letters:** At least two, but no more than three, confidential letters of reference from professionals are required to support the application. Forms with guiding questions can be found on the BEd website

**d) Grade Point Average:** UFV will calculate grade point average (GPA) on the most recent two years (approximately 60 semester hours) of undergraduate coursework (this may include post-degree coursework). Applicants with a GPA below a 2.8 on the 4.33 scale in this calculation will not be considered.

**Entrance requirements and eligibility (SECONDARY OPTION)**

The BEd Secondary Option is designed to prepare students to qualify for a professional teaching certificate issued by the B.C. Teachers Regulation Branch (TRB). The BEd as a second degree (secondary option) includes two streams: Math/Sciences and Humanities. Within these streams are four teachable subject areas: Mathematics and Science (Math/Sciences stream), and Social Studies and English (Humanities stream).

The following admission requirements reflect the policies and standards of the TRB.

There are three ways in which an applicant can be eligible for the BEd as a second degree:

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1. A Bachelor's degree with a major in one of the four teachable subject areas (e.g. a major in Biology would make an applicant eligible for the math/sciences stream).
2. A Bachelor's degree with two minors, with both minors from the four teachable subject areas (e.g. a minor in Mathematics and a minor in Chemistry would make an applicant eligible for the math/sciences stream).
3. A Bachelor's degree with a minimum of one minor in one of the four teachable subject areas (with a preference for a second minor in a subject area widely taught in B.C. schools).

**Academic entrance requirements for all secondary streams:**

- Completion of a four-year Bachelor's degree from a recognized institution, to include at least one teachable area consisting of a major or a minor in one of English, Social Studies, Mathematics, or Sciences
- 3 credits in English composition
- 3 credits in English literature
- 3 credits of Educational Psychology (EDUC 200)
- 4 credits of Best Practices of Teaching and Learning (EDUC 300)

Note: The English requirements and EDUC 200 must be completed by December 31st prior to applying to the BEd.

**Course Requirements for major/minor distinctions:****The teachable major:**

A teachable major is comprised of 42 credits of general and specific course work in any one of the following core B.C. secondary school subjects: Mathematics, Sciences, English, or Social Studies. At least 30 of the 42 credits must be at the 300- or 400-level.

**The teachable minor:**

A teachable minor consists of a minimum of 12-15 credits at the lower-level and at least 18 credits at the 300- and/or 400-level in any one of English, Social Studies, Mathematics, or Sciences.

**2) Specific course requirements for admission to the BEd as a second degree ( Secondary option):****1. Math/Sciences stream****a) Science teacher applicants**

## Appendix 3

To be accepted as a science teacher candidate for biology, chemistry, physics, or physical geography in the Math/Sciences stream, applicants must meet the following course requirements in order to be prepared for both the science and math methods courses:

- MATH 111, and one of MATH 112 or Math 118, or equivalent.
- A minimum of 18 credits of 100/200-level course work in one of the following designated content areas: Chemistry, Physics, Biology, or Physical Geography/Geology.
- 30 credits of 300/400-level course work in the designated major subject area (or 18 credits for the minor).

Note: Applicants for the Physical Geography content area must hold a B.Sc. in Physical Geography.

Note: Science teacher applicants will also be completing the mathematics methods courses within the Math/Sciences stream.

**b) Mathematics teacher applicants:**

To be accepted as a mathematics teacher candidate in the Math/Sciences stream, applicants must meet the following course requirements in order to be prepared for both science and math methods courses:

- MATH 111, and one of MATH 112 or Math 118, or equivalent
- 12 additional credits in 100/200-level mathematics, (including one course in statistics)
- 8 credits from the completion of CHEM 113 and 114, **or** PHYS111 and 112, **or** BIO 111 and 112
- 30 credits in 300/400-level mathematics courses (a minimum of 18 credits is required for the minor). Please note that the upper level courses should be math courses and not statistics.

Note: Math teacher applicants will also be completing the science methods courses within the Math/Sciences stream.

**2. Humanities Stream (English/Social Studies)**

**a) Social Studies teacher applicants**

To be accepted as a Social Studies teacher candidate, applicants must meet the following course requirements:

**For Geography students:**

- 12 credits in geography at any university level

## Appendix 3

- 12 credits in history, which must include 3 credits in pre-Confederation Canadian history, 3 credits in post-Confederation Canadian history, 3 credits in European history, and 3 credits in Asian, African, or Latin American history
- 30 credits in 300/400 level geography courses (a minimum of 18 credits is required for the minor)

It is recommended that students have six credits in a social science other than history or geography, such as sociology, anthropology, or First Nations studies.

**For History students:**

- 12 credits in history, which must include 3 credits of pre-Confederation Canadian history, 3 credits of post-Confederation Canadian history, 3 credits of European history, and 3 credits of Asian, African, or Latin American history
- 6 credits in geography (3 credits must be in Canadian geography)
- 30 credits in 300/400 level history courses (a minimum of 18 credits is required for the minor)

It is recommended that students have six credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies, or political science.

Note: Social Studies teacher applicants will also be completing the English methods courses within the Humanities stream.

**b) English teacher applicants**

To be accepted as an English teacher candidate, applicants must meet the following course requirements:

- 12 credits in 100/200 level English
- 30 credits in 300/400 level English (a minimum of 18 credits is required for the minor)
- 3 credits in Canadian history and 3 credits in either European or Asian history
- 3 credits in Geography

Note: English teacher applicants will also be completing the Social Studies methods courses within the Humanities stream. English teacher applicants are encouraged to include English literature courses in their preparation.

**Other requirements (BEd – secondary option)**

**a) Interview** All applicants who meet the minimum requirements will be interviewed to assess their readiness and their dispositions for the teaching profession. Interview dates will be made available by invitation and are normally scheduled for March. Students unable to attend the interview must consult the Education Advisor.

## Appendix 3

**b) Program Preparation:** Students are required to have work experience with children/adolescents in a variety of settings. While all experience with children/adolescents is valuable, classroom volunteer work is strongly recommended. Students are encouraged to highlight additional certificates, talents and skills. For those students applying with only one teachable minor in one of the four subject areas, preference will be given to students who have a second minor in another subject area widely taught in B.C. schools. In addition to the courses required to apply for each stream, applicants are encouraged to take additional courses to enhance their preparedness for today's classrooms. Students are encouraged to pursue course work in the following areas:

*Mathematics/Sciences applicants:* 6 credits in computer science or 6 credits in another science subject than the teachable major/minor

*Humanities applicants:* 6 credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies, or political science.

**c) Reference letters:** At least two, but no more than three, confidential letters of reference from professionals are required to support the application. Forms with guiding questions can be found on the BEd website

**d) Grade Point Average:** UFV will calculate grade point average (GPA) on the most recent two years (approximately 60 semester hours) of undergraduate coursework (this may include post-degree coursework). Applicants with a GPA below a 2.8 on the 4.33 scale in this calculation will not be considered.

Note: All documentation submitted as part of a student's application is confidential and will be treated as such by UFV.

All candidates must meet the B.C. Teacher Regulation Branch acceptable degree policy, restricting the academic preparation acceptable for qualifying teachers. It is strongly recommended that prospective students attend the BEd Seminars which are regularly offered by the department. For more information please see [ufv.ca/tep](http://ufv.ca/tep).

**Criminal Record Check**

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal records check. This is a requirement before students can participate in any practicum placements. Persons convicted of a criminal offense and given an absolute or conditional discharge are advised to contact the Registrar of the Teachers Regulation Branch for clarification of their status before undertaking a teacher education program. The criminal records check will

## Appendix 3

be administered through the Education Department and the British Columbia Ministry of Public Safety and Solicitor General.

**Recognition of previously completed education courses (Transfer)**

The BEd as a second degree is a full-time cohort program, in which all students take all courses together on the same schedule. To ensure that students' progress through the program at the same pace and to ensure that students receive consistent exposure to all aspects of the BEd curriculum, we limit transfer credit from other institutions or from other programs at UFV toward credit in the BEd program.

The following criteria are used to determine the applicability of transfer credit or other UFV credits to the BEd as a second degree requirements or BEd admission requirements:

- Relevance of the course, as determined by the Teacher Education Department.
- Suitability of the course to the program, as determined by Teacher Education Department.
- The date the course was taken. Generally, courses taken more than 10 years ago will not be considered applicable to BEd entrance requirements or program requirements.
- The content of the course. If a course has been taken within the past 10 years, but there has been significant change to the course content, the course may not be considered applicable to BEd entrance requirements or program requirements.

Once transfer credit has been evaluated, through the process administered by the UFV Office of the Registrar, applicants should contact the Teacher Education Department to determine whether courses assigned UFV transfer credit may be used toward the BEd admission requirements. When transfer credit to the BEd is not appropriate, unassigned transfer credit may be given towards electives for other UFV programs. Students should consult with the Education Advisor.

**How to apply**

Applicants must submit completed applications, including documentation, by January 31 to be considered for the September admission of the same year. Applicants are eligible to apply while completing a Bachelor's degree acceptable to the TRB, provided all prerequisite courses (except EDUC 300) are completed in the Fall semester prior to starting the BEd. Students accepted into the BEd program must complete their degree and course requirements by the end of the winter semester of the same year. Applications received after January 31 may be considered, but only if space is available.

Admission to the BEd will be on a competitive basis. Meeting the minimal requirements does not guarantee admission.

Students can obtain BEd application forms online through the Office of the Registrar, or the BEd website ([www.ufv.ca/tep](http://www.ufv.ca/tep)).

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**Additional documents required for a complete application:**

1. Official transcripts (or interim transcripts) from all post-secondary institutions attended, showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section of the calendar for details. To meet application deadlines, order your transcripts early.
2. Reference letters, a brief résumé: Use the forms that are available on the BEd program website: [www.ufv.ca/teachereducation](http://www.ufv.ca/teachereducation). Please note that the interview will be completed on-campus by invitation (see directions and details in the application package).

The résumé must accompany the application. The date for the interview will be made available by invitation.

All references must be submitted on the Referee Report form provided with the application package, with a separate completed form for each reference. An additional letter can be attached to the referee form, however, this must be written on school/company letterhead, must be original, and must be signed by the referee. One reference must come from an off-campus educator who has observed the student interacting with children/adolescents in an educational setting.

All references must be mailed directly by the referee in a sealed envelope to the UFV Office of the Registrar:

Office of the Registrar  
attn: BEd Program Admissions  
University of the Fraser Valley  
33844 King Rd. Abbotsford, B.C. V2S 7M8

**Basis for admission decision**

1. An admissions committee, comprised of four to five faculty members will consider each candidate's application.
2. Each applicant must meet all academic requirements. In addition, teacher candidates are evaluated based on the four additional admission criteria as outlined under "Other requirements". Applicants with the highest overall score will be given admission to the BEd. A waitlist will also be generated for each intake.
3. Conditional acceptance may be offered, if students are still completing their Bachelor's degree and/or EDUC 300 prior to beginning the BEd in September. Proof of completion of ALL entrance requirements is due by mid-May.

Admission to the BEd will be on a competitive basis. Meeting minimum requirements does not guarantee admission.

## Appendix 3

**Fees and additional costs**

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$100 per course. Students must have reliable modes of transportation for travel to practica sites. The criminal record check will be **\$28**. Upon successful completion of the BEd, student teachers can expect to pay a fee to the B.C. Teacher Regulation Branch to have documents reviewed for certification purposes.

**BEd Program outline (Elementary Option)**

This is the suggested order and sequence of courses taken by all students within the cohort model.

**Semester I (September to December)**

| Course    | Title                                              | Credits |
|-----------|----------------------------------------------------|---------|
| EDUC 410  | Schooling in a Diverse Society                     | 3       |
| EDUC 420  | Designs for Learning Elementary Language Arts      | 3       |
| EDUC 422  | Designs for Learning Elementary Fine Arts          | 1       |
| EDUC 424  | Designs for Learning Elementary Mathematics        | 3       |
| EDUC 425  | Designs for Learning Elementary Physical Education | 1       |
| EDUC 444  | Classroom Management Strategies                    | 1       |
| EDUC 445  | Planning and Assessment                            | 2       |
| EDUC 490  | School Experience (Practicum 1)                    | 6       |
| EDUC 495A | Applications of Reflective Practice I              | 0.5     |
| Total     |                                                    | 20.5    |

**Semester II (January to April)**

| Course    | Title                                                  | Credits |
|-----------|--------------------------------------------------------|---------|
| EDUC 412  | Introduction to Development and Special Learning Needs | 3       |
| EDUC 421  | Designs for Learning Elementary Social Studies         | 2       |
| EDUC 423  | Designs for Learning Elementary Science                | 2       |
| EDUC 446  | Information Technology in Teaching                     | 1       |
| EDUC 448  | Conflict Resolution in Schools                         | 1       |
| EDUC 452  | Unit Planning, Assessment, Evaluating and Reporting    | 2       |
| EDUC 453  | Literacy Across the Curriculum                         | 1       |
| EDUC 454  | Mental Health and Special Learning Needs in Schools    | 1       |
| EDUC 492  | Integration of Knowledge and Practice (Practicum 2)    | 12      |
| EDUC 495B | Applications of Reflective Practice II                 | 0.5     |

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|       |      |
|-------|------|
| Total | 25.5 |
|-------|------|

**Semester III (May and June)**

| Course    | Title                                          | Credits |
|-----------|------------------------------------------------|---------|
| EDUC 442  | Introduction to Classroom Research             | 1       |
| EDUC 447  | Indigenous Youth and Schooling                 | 3       |
| EDUC 460  | Governance and Reform in Public Education      | 2       |
| EDUC 450  | Second Language Learning in Classroom Practice | 2       |
| EDUC 495C | Applications of Reflective Practice III        | 1       |
| Total     |                                                | 9       |

|                       |    |
|-----------------------|----|
| Total program credits | 55 |
|-----------------------|----|

**BEd Program outline (Secondary Option)**

This is the suggested order and sequence of courses taken by all students within the cohort model.

**Humanities Stream****Semester I (September to December)**

| Course    | Title                                        | Credits |
|-----------|----------------------------------------------|---------|
| EDUC 410  | Schooling in a Diverse Society               | 3       |
| EDUC 413  | Adolescent Development and Special Education | 3       |
| EDUC 431  | Designs for Learning General Language Arts   | 3       |
| EDUC 432  | Designs for Learning General Social Studies  | 3       |
| EDUC 440  | Professional Communications                  | 1       |
| EDUC 444  | Classroom Management Strategies              | 1       |
| EDUC 445  | Planning and Assessment                      | 2       |
| EDUC 490  | School Experience (Practicum 1)              | 6       |
| EDUC 495A | Applications of Reflective Practice          | 0.5     |
| Total     |                                              | 22.5    |

**Semester II (January to April)**

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| <b>Course</b> | <b>Title</b>                                         | <b>Credits</b> |
|---------------|------------------------------------------------------|----------------|
| EDUC 434A     | Designs for Learning Secondary History/Geography     | 1.5            |
| EDUC 434B     | Designs for Learning Secondary Language Arts         | 1.5            |
| EDUC 441      | Designs for Learning Online Instruction              | 1              |
| EDUC 446      | Information Technology in Teaching                   | 1              |
| EDUC 448      | Conflict Resolution in Schools                       | 1              |
| EDUC 452      | Unit Planning, Assessment, Evaluating, and Reporting | 2              |
| EDUC 454      | Mental Health/Special Learning Needs                 | 1              |
| EDUC 492      | Integration of Knowledge and Practice                | 12             |
| EDUC 495B     | Applications of Reflective Practice                  | 0.5            |
| Total         |                                                      | 21.5           |

**Semester III (May to June)**

| <b>Course</b>         | <b>Title</b>                                   | <b>Credits</b> |
|-----------------------|------------------------------------------------|----------------|
| EDUC 442              | Introduction to Classroom Research             | 1              |
| EDUC 447              | Indigenous Youth and Schooling                 | 3              |
| EDUC 450              | Second Language Learning in Classroom Practice | 2              |
| EDUC 460              | Governance and Reform in Public Education      | 2              |
| EDUC 495C             | Applications of Reflective Practice III        | 1              |
| EDUC 498              | Special Topics in K-12 Education               | 2              |
| Total                 |                                                | 11             |
| Total program credits |                                                | 55             |

**Math/Sciences Stream**

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**Semester I (September to December)**

| <b>Course</b> | <b>Title</b>                                 | <b>Credits</b> |
|---------------|----------------------------------------------|----------------|
| EDUC 410      | Schooling in a Diverse Society               | 3              |
| EDUC 413      | Adolescent Development and Special Education | 3              |
| EDUC 435      | Designs for Learning Secondary Math          | 3              |
| EDUC 436      | Designs for Learning Secondary Science       | 3              |
| EDUC 440      | Professional Communications                  | 1              |
| EDUC 444      | Classroom Management Strategies              | 1              |
| EDUC 445      | Planning and Assessment                      | 2              |
| EDUC 490      | School Experience (Practicum 1)              | 6              |
| EDUC 495A     | Applications of Reflective Practice I        | 0.5            |
| Total         |                                              | 22.5           |

**Semester II (January to April)**

| <b>Course</b> | <b>Title</b>                                         | <b>Credits</b> |
|---------------|------------------------------------------------------|----------------|
| EDUC 437A     | Designs for Learning Secondary Biology/Earth Science | 1.5            |
| EDUC 437B     | Designs for Learning Secondary Chemistry/Physics     | 1.5            |
| EDUC 441      | Designs for Learning Online Instruction              | 1              |
| EDUC 446      | Information Technology in Teaching                   | 1              |
| EDUC 448      | Conflict Resolution in Schools                       | 1              |
| EDUC 452      | Unit Planning, Assessment, Evaluating and Reporting  | 2              |
| EDUC 454      | Mental Health and Special Learning Needs in Schools  | 1              |
| EDUC 492      | Integration of Knowledge and Practice                | 12             |
| EDUC 495B     | Applications of Reflective Practice II               | 0.5            |
| Total         |                                                      | 21.5           |

**Semester III (May and June)**

| <b>Course</b> | <b>Title</b>                                   | <b>Credits</b> |
|---------------|------------------------------------------------|----------------|
| EDUC 442      | Introduction to Classroom Research             | 1              |
| EDUC 447      | Indigenous Youth and Schooling                 | 3              |
| EDUC 450      | Second Language Learning in Classroom Practice | 2              |
| EDUC 460      | Governance and Reform in Public Education      | 2              |
| EDUC 495C     | Applications of Reflective Practice III        | 1              |
| EDUC 498      | Special Topics in K-12 Education               | 2              |
| Total         |                                                | 11             |

## Appendix 3

Total program credits 55

**Program Regulations****Continuance in the program**

Teacher candidates must demonstrate a satisfactory level of understanding in all foundation courses, designs for learning courses, and short courses in order to receive credit. Courses are evaluated on a credit/no credit basis. Please note that details of how a teacher candidate is evaluated in a course is specified in each course outline. Teacher candidates must receive credit in the school experience and practica in order to complete the program. Moreover, teacher candidates are expected to be guided by ethically responsible professional conduct that includes behaviour consistent with the established [Standards for the Education, Competence and Professional Conduct of Educators](#), as outlined through the Ministry of Education's Teacher Regulation Branch.

**Interruption of the BEd due to extenuating circumstances**

Students may apply for permission to interrupt the BEd due to extenuating circumstances such as medical, personal, or financial difficulties. There is an interrupt form which must be completed by the student and reviewed by the program coordinator. A recommendation is then made to the department head. Conditions for the student's re-admission into the BEd are specified at this time. Candidates who interrupt the BEd will be considered withdrawn from the program. They must apply for re-entry into the program by the specified deadlines within two years of the interruption. **Interruption is not an option once performance issues have been identified.**

**Withdrawal from the BEd****Academic warning**

Students must achieve credit in all courses to maintain standing in the program. Academic warning in the BEd program is provided in the form of a Notice of Potential Withdrawal Contract. Students who do not achieve credit in a course will be withdrawn from the program. Please see the section on course withdrawal below.

**Course withdrawal**

Students who withdraw from any of the BEd courses will be considered withdrawn from the program. See [Re-application, or re-entry](#) below for information on completing the program.

## Appendix 3

The withdrawal of a student from the BEd may be a difficult experience for all concerned. It is important that all affected parties have a thorough understanding of the withdrawal process in order to lessen discomfort and ensure transparency of the process.

**Withdrawal procedures****Voluntary withdrawal by the student**

If a student acknowledges his/her inability to meet the goals of the BEd as a second degree he/she may withdraw from the program. The student is required to inform their Faculty Mentor, Teacher Mentor, and the Registrar's office of his/her intention to withdraw. The student is required to fill out the withdrawal form and to meet with the program coordinator. In a student-initiated withdrawal, a variety of conditions for re-entry may be identified on the withdrawal form. These conditions will reflect the student's performance and the circumstances surrounding the student-initiated withdrawal.

**Withdrawal initiated by TEP**

If in the professional judgment of the Faculty Mentor, Teacher Mentor, or program coordinator, a student has not adequately demonstrated competency in meeting the goals of the BEd program, certain procedures are initiated in the following sequence:

**The Contract/Notice of Potential Withdrawal**

As problems in the student's work are identified and persist, the Faculty Mentor may put the student on contract. This contract is developed in consultation with the student, Faculty Mentor, Teacher Mentor, and Program Coordinator, so that the requirements of the contract are clear. This contract identifies the student's performance weaknesses and specifies the conditions the student must meet in order to demonstrate improvement. A deadline will be set to determine whether the conditions have been met. (The student will have a minimum of five working days to meet the terms of the contract.) When the student has demonstrated that he/she has met the conditions by the deadline, he/she must demonstrate that the improvements are sustained during the remainder of the practicum. Failure to meet or sustain the conditions of the contract will result in immediate withdrawal.

**Withdrawal**

At the time of a student's withdrawal, a withdrawal form is completed and signed by the student, the Faculty Mentor, the Teacher Mentor, and the Program Coordinator. The withdrawal form lists the reasons for the withdrawal and specifies the conditions that the student must meet before he/she can apply for re-entry and re-admission. These conditions for re-entry should identify the student's performance issues clearly, and should allow for the presentation of observable data at the time of re-entry, both in an interview and in the student's portfolio.

Note: Teacher candidates who withdraw or who are withdrawn from a course in the first semester must re-apply to the BEd. Teacher candidates who withdraw from any of the BEd

## Appendix 3

courses will be withdrawn from the program. (See Re-entry and Re-admission to the BEd for information on subsequent attempts to complete the degree.)

**Immediate withdrawals**

For situations that are considered very serious, a teacher candidate may be immediately removed from the classroom. Examples include instances when physical, emotional, intellectual, and social safety of children may be at risk or when the principal at the sponsoring school refuses to allow the student to continue. In this case, the Program Coordinator will remove the student from the program immediately without following the usual steps in the withdrawal process. The process is outlined in the BEd Handbook.

**Re-application, or re-entry**

There are two ways to re-join the BEd. The specific options available relate to the length of time spent in the degree before withdrawing or being required to withdraw: re-application, or re-entry.

**Re-application to the BEd**

Students who withdraw or are withdrawn from any first semester course (incl. EDUC 490), are required to re-apply for admission to the BEd. Admission is competitive and the student must be successful in the application to be re-admitted. A previous admission does not provide any guarantee for re-admission; the application is subject to the same criteria for admission as are those from all other candidates.

**Re-entry to the BEd**

Students who withdraw or are withdrawn from second semester courses (incl. EDUC 492), or from any third semester courses, may apply for re-entry to the BEd. They must show evidence of meeting the terms of the withdrawal contract. An interview with the admissions committee may be required.

Teacher candidates who do not meet the objectives of EDUC 492 may be put on a contract. If the teacher candidate withdraws or is withdrawn from EDUC 492, s/he can apply for re-entry into the program. There are specific written requirements for re-entry as stated on the withdrawal form, which can be obtained from the Program Coordinator.

A teacher candidate who re-enters the BEd is required to repeat the semester in which the withdrawal occurred. Teacher candidates who have withdrawn from EDUC 492 must be successful in their application to be re-admitted within 2 years after interrupting or withdrawing from the BEd. Deadline for re-entry is October 15 and part of the application to re-enter is a submission of supporting data which demonstrates that all re-entry conditions have been met.

Only teacher candidates who withdraw from EDUC 492 and apply by the deadline will be considered for re-entry into the BEd.

## Appendix 3

**Requirements for Re-Entry to the BEd may include one or more of the following:**

- a) The teacher candidate may need to show documentation of new observation and/or volunteer experience working in educational/instructional contexts.
- b) The teacher candidate may need to show completion of required coursework.
- c) The teacher candidate may be required to complete specific tasks involving reading, writing, reflection, planning, and/or instruction.
- d) The teacher candidate must apply for re-entry within two years of interrupting or withdrawing from the BEd and must demonstrate that professional/personal development relevant to the circumstances of withdrawal has been undertaken.
- e) The teacher candidate may be required to have an interview with the Admissions Committee.

A teacher candidate who re-enters the BEd is required to repeat the semester in which the withdrawal occurred. Students who withdraw or are withdrawn from the program for the second time will not be considered for re-entry to the program.

Note: Although every effort is made to accommodate students who wish to re-enter the program in the semester of their choice, this cannot be guaranteed. Factors such as space availability for re-admitted students, as well as the total number of applicants in any given semester, inevitably influence the possibility of re-admission, even for candidates who are otherwise qualified.

**Residency**

This is a full-time program in which all students take all of the courses. Thus, transfer of courses from other institutions or earlier studies will not be considered.

**Auditing courses**

Students will not be permitted to audit courses.

**Graduation**

Upon successful completion of all program requirements, students are recommended to the Ministry of Education through the B.C. Teacher Regulation Branch for professional certification. In addition, teacher candidates will receive the BEd as a second degree from UFV.

**Course listings**

For complete details on courses see the [course descriptions](#) section.

**From:** Sylvie Murray  
**Sent:** January-20-15 4:27 PM  
**To:** Amanda Grimson  
**Cc:** Ron Wilen; Tom Baumann; Allan Arndt; Jonathan Hughes; Renee Prasad; John English; Lucy Lee; Karen Cooper; Angela Reid; Nicole Klassen; Kelli Graham; Lori Fowler  
**Subject:** Bachelor Ag Science proposal, calendar copy and AGRI 206/306

Hi Amanda,

On behalf of the Program Working Group, please find attached the proposal and calendar copy for the Bachelor of Agricultural Science, Horticulture Major.

The proposal was at campus-wide consultation from November 17-December 12 and no comment was received. The PWG's responses to the suggestions made by the Screening committee are provided (underlined) below and have been made to the calendar copy and proposal as appropriate, in track changes.

Since the proposal was posted at CWC, we also consulted with the Geography and the Environment (GATE) and Communications departments, and revisions were made to the program proposal and, where appropriate, in the calendar copy. Specifically, these changes are:

- Executive Summary, one sentence added to section g., as way of clarification (see underlined):  
The goal of this proposed program is to provide students applied and technical knowledge, along with communications and business skills, that will enable them to find employment in the agricultural industry, in particular, in the high demand mid-management and management positions. These skills will also enable graduates to gain employment as extension specialists within various government departments and agriculture supply and service industries.
- GEOG/CMNS 257, which was included in the "Agriculture in Society" grouping, has been moved to the "Business, Statistics and Communication" requirement, as an alternative to CMNS 325
- Contributing faculty members have been added to section 7 of the proposal.

A further revision was made, in consultation with Associate Registrar Darren Francis and Science Advisor Karen Cooper, as a result of the proposal for AGRI 206 to be revised to AGRI 306. The following note was added to AGRI 306 (in "Agrology-Agriculture" section):

- \*Students who have taken AGRI 206 will be considered to have satisfied the AGRI 306 requirement. Students with AGRI 206 cannot take AGRI 306 for further credit and must ensure they satisfy the minimum of 45 upper level credits required for the BAS degree through their selection of elective courses."

Please let us know if you have any questions, or if any additional material is required.

Thanks,  
 Sylvie

**From:** Amanda Grimson  
**Sent:** Friday, November 14, 2014 3:38 PM  
**To:** cwconsult  
**Cc:** Sylvie Murray; Lori Fowler; Ron Wilen; Lucy Lee; John English; Tom Baumann; Renee Priya Prasad ([renee\\_priyap@hotmail.com](mailto:renee_priyap@hotmail.com)) ([renee\\_priyap@hotmail.com](mailto:renee_priyap@hotmail.com)) ([renee\\_priyap@hotmail.com](mailto:renee_priyap@hotmail.com)); Allan Arndt;

Jonathan Hughes

**Subject:** FW: UEC Screening committee submission: Bachelor Ag Science proposal: external reviews and response package

Please reply-all with your comments on the attached.

**Comments from the UEC Screening Subcommittee:**

- Residency: clarification is required regarding whether the requirement is 50% of the upper-level credits **including** the capstone course, or 50% of the upper-level credits **plus** the capstone course. Has been revised to read: "Of the overall total of 120 credits, 60 credits must be completed at UFV. At least 50% of the upper-level credits in the Horticulture major (including the capstone course) must be completed at UFV."
- Statistics requirement: would PSYC 110 also be accepted as an alternative? The Faculty of Science is satisfied that the options selected (STAT 104 or STAT 106) best meet the stats requirements for a Science degree.
- The graduation requirements do not include a GPA; should this be specified? We've adopted the BA model: "A minimum CGPA of 2.0 in the BAS program, a minimum CGPA of 2.0 in your major, and a minimum CGPA of 2.0 in all upper-level credits is required for graduation."
- There is no statement regarding a limit on course duplications; should one be included? We adopted the BSc restriction on duplication of upper-level courses ("no more than five"), preceded by language borrowed from the BA (definition of duplication and reference to policy).

Thanks,  
Amanda



Full Program Proposal

**BACHELOR OF AGRICULTURAL SCIENCE, HORTICULTURE MAJOR**

**UNIVERSITY OF THE FRASER VALLEY**

Faculty of Science

Presented to UEC ~~Screening Committee~~

~~November 3, 2014~~January 2015

© UFV Agriculture Program Working Group, ~~November 3, 2014~~January 2015

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Appendix 1:

Agriculture Education Opportunities: 2007

Agri-food Directions 2020: Trend and Technology Drivers

Appendix 2: External Reviewers' reports

**1. Executive Summary****a. An overview of the organization's history, mission and academic goals**

The University of the Fraser Valley is a regional, special purpose, teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. UFV's vision is to provide the best undergraduate education in Canada; be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley; and be innovative, entrepreneurial, and accountable in achieving our goals. (See [Changing Lives, Building Community](#).)

**b. Proposed credential to be awarded:** Bachelor of Agricultural Science, Horticulture major**c. Location:** The degree will be largely completed on the UFV Canada Education Park campus in Chilliwack, although some courses, especially at the upper level, will be on the Abbotsford campus, and practicum may be on off-campus sites.**d. Faculty(ies) or school(s) offering the proposed new degree program:** Agriculture (Faculty of Applied and Technical Studies) and Department of Biology (Faculty of Science)**e. Anticipated program start date:** September 2015 or January 2016**f. Anticipated completion time in years or semesters:** 4 years or 8 semesters**g. Summary of proposed program****Aims, goals and/or objectives**

The goal of this proposed program is to provide students applied and technical knowledge, along with communications and business skills, that will enable them to find employment in the agricultural industry, in particular, in the high demand mid-management and management positions. These skills will also enable graduates to gain employment as extension specialists within various government departments and agriculture supply and service industries.

**Anticipated contribution of the proposed program to the mandate and strategic plan of the institution**

The first of UFV's strategic goals is to provide the best undergraduate education in Canada. Our small class sizes, teaching oriented faculty and laboratory rich science curriculum will offer students wishing to complete a degree in Agriculture the opportunity to do so in a teaching first University environment.

The second stated strategic goal is to be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley. Given the economic, environmental and social impact of Agriculture on the valley, the training of students in this field will be vital in achieving this goal.<sup>1</sup> A Bachelor of Agricultural Science at UFV will give students the opportunity to obtain their education at home with a focus on the area in which they live. Currently many students leave the province for this training and often do not return.

#### **Learning outcomes and work experience:**

Students completing the degree will have the skills necessary to understand and explain issues in the horticulture industry and how these issues impact the world in which we live. Graduating students will be competent in diagnosing common plant pests and diseases, will be familiar with the standard industry practices in control of pests, have working knowledge of the modern greenhouse and nursery operation, will understand the fundamentals of berry and vegetable field production and will have developed basic analytical wet laboratory skills that are applicable to the industry. They will be able to integrate natural science principles into agricultural practices.

In addition to subject area knowledge, students will develop skills in problem solving, independent thinking, data acquisition, analysis, and communication.

#### **Potential area/sectors of employment for graduates and/or opportunities for further study**

Three major employer surveys and studies conducted since 2007 indicate that there is strong market demand for students with a degree that blends applied, technical and business skills. (See appendix 1 for the full text of these reports).<sup>2</sup>

#### **Delivery methods**

Learning will take place through traditional classroom lecture and in hybrid mode; in laboratory; and through hands-on field and laboratory experiences. Field experiences will be offered at the Agriculture Centre for Excellence on the CEP campus and on working farms through the Fraser Valley.

#### **Program strengths**

<sup>1</sup> The Fraser Valley contains some of Canada's most productive farm land producing a wide range of fruit, vegetable, floriculture, silviculture and field crops. In 2011, there were 2.6 million hectares of farm land in the province of British Columbia of which ~75000 hectares were in the Fraser Valley. Although the Fraser Valley represents less than 3% of the farm land in the province, it accounted for over 40% of the \$2.5 billion in provincial farm receipts in 2011 (<http://www.agf.gov.bc.ca/stats/faststats/FastStats2011-lo.pdf> ; <http://www.agf.gov.bc.ca/resmgmt/sf/agbriefs/FVRD.pdf>.) According to the Abbotsford Chamber of Commerce, agriculture contributed 11,000 jobs and \$1.8 billion to the economy of the City of Abbotsford. Approximately 29% of Chilliwack's economic activity is directly attributed to agriculture (<http://www.fvrd.bc.ca/InsidetheFVRD/RegionalPlanning/Documents/Regional%20Snapshot%20Series/Agriculture%20Snapshot.pdf>).

<sup>2</sup> *Agriculture Education Opportunities: Feasibility Study*, Don Cameron Associates, 2007. *Agri-food Directions to 2020: Trend and Technology Drivers*, Toma and Bouma Management Consultants, April 2013.

In addition to including the core content offered by Horticulture programs in this field (e.g. nursery, greenhouse, vegetable, fruit production and science), the UFV degree features the added component of practical hands-on experience in relation with industry.

Another distinctive feature of this degree is the focus on large-scale production. This will provide students with the confidence to succeed when they obtain employment in the industry, as there is often a large gap between theory and practice.

The degree will also prepare students for application for the BC Professional Agrologist (PAG) designation.

**Support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies**

In preparing this proposal we have consulted with Mr. Robert Moody (Executive Director/Registrar), BC Institute of Agrologists, to ensure that graduates will meet the academic requirements for application for PAG certification in British Columbia. (Please see the PAG designation requirements [here](#).)

The UFV Agriculture Department maintains a close working relationship with the BC Ministry of Agriculture, Agriculture and Agri-Food Canada, the BC Blueberry Council, the Raspberry Industry Development Council, the BC Strawberry Growers' Association, and the BC Cranberry Growers' Association. This relationship directly informs the proposed degree.

**Plans for admission and transfer within the British Columbia post-secondary education system**

The Technology Diploma is articulated through the Canadian Association of Diploma in Agriculture Programs (CADAP). On the provincial level, courses are articulated for transfer through BCCAT.

**Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any**

The University has been designated as the provincial Agriculture Centre of Excellence and has seen a major capital investment to develop infrastructure to address this new mandate. This proposal will build on the certificates and diploma currently offered at UFV in Agriculture; it will complement the existing Bachelor of Business Administration for Agriculture Management, and the planned Bachelor of Environmental Studies (currently in development).

Provincially, students may obtain degrees in Applied Biology at the University of British Columbia, in Sustainable Agriculture at Kwantlen Polytechnic University, or leave the province to study.<sup>3</sup> Current destinations for UFV Horticulture Diploma students who wish to complete a degree include Olds College (Alberta) and the University of Lethbridge (Alberta), the University of Saskatchewan, the University of Guelph, and McGill University (Macdonald campus).

<sup>3</sup> See <http://www.landfood.ubc.ca/undergraduate/programs/apbi> and <http://www.kpu.ca/science/agriculture/program>.

The UFV proposed degree on large scale rural/commercial horticulture differs from the UBC's Applied Biology program, which focuses on the impact of agriculture on the environment, and the Kwantlen's degree, which focuses on urban horticulture. One of the primary goals of UFV's program is to develop a trained work force that will benefit the agriculture industry in the Fraser Valley. Small scale retail marketing and farmers markets are important. However the bulk of agriculture production, employment and revenue are generated by large scale operations. While our students will receive exposure to the opportunities of the small niche markets, the main focus will be large scale greenhouse and field production.

#### **Program Working Group members and Deans**

Further information on the proposal can be obtained from the following:

|                                                               |                                                                        |
|---------------------------------------------------------------|------------------------------------------------------------------------|
| Lucy Lee (Dean: Faculty of Science)                           | <a href="mailto:lucy.lee@ufv.ca">lucy.lee@ufv.ca</a>                   |
| John English (Dean: Faculty of Applied and Technical Studies) | <a href="mailto:john.english@ufv.ca">john.english@ufv.ca</a>           |
| Tom Baumann (Department of Agriculture)                       | <a href="mailto:tom.baumann@ufv.ca">tom.baumann@ufv.ca</a>             |
| Renee Prasad (ES CropConsult Ltd/Department of Agriculture)   | <a href="mailto:renee_priyap@hotmail.com">renee_priyap@hotmail.com</a> |
| Ron Wilen (Department of Biology)                             | <a href="mailto:ron.wilen@ufv.ca">ron.wilen@ufv.ca</a>                 |
| Jonathan Hughes (Department of Geography and the Environment) | <a href="mailto:jonathan.hughes@ufv.ca">jonathan.hughes@ufv.ca</a>     |

## **2. Degree Level Standard**

This program will provide depth and breadth of knowledge in agriculture through a combination of lower-level courses in Agriculture (eleven in total), upper-level courses in Agriculture (seven in total), and upper-level biology and physical geography courses (4-5 selected at the student's discretion). The latter are supported by relevant 100- and 200-level introductory courses to ensure that students obtain the foundational knowledge needed to succeed in upper level natural science courses and develop laboratory skills that will enable them to work and understand the quality control aspects of industry.

The lower-level Agriculture courses in horticulture, pest management and soils will enable students to acquire the knowledge base to begin to understand horticulture theory and practice, and develop the ability to apply this theory and skills to real-world problems.

The upper-level requirements will fulfill the BC Agrology Institute's academic requirement for PAg designation. In addition, the upper-level courses are designed to demonstrate application of knowledge. Students completing the upper-level horticulture courses will be required to solve problems in areas such as greenhouse management, berry and vegetable production and farm management. Pest identification and appropriate avenues of control will be a significant component of several courses. Soil analysis, management and remediation will be investigated. Students will need to consider not only the economic impact but the environment, market acceptance and social implications of their solutions to posed problems. The latter will be reinforced by two electives chosen from relevant courses in the social sciences.

At the conclusion of the program students will have developed the ability to diagnose and analyze an issue and apply the theoretical knowledge they will have acquired to provide a suitable solution. A

capstone course to be completed in the last semester of the program will further the students' integration of the skills and knowledge acquired in the degree.

Students will develop the ability to interpret and analyze data through completing a course in statistics. A course in business or economics provides basic skills, or a context for, work in the industry.

Communications skills will be developed through two communication courses designed to improve overall writing skills, reading comprehension and introduce students to the specialized area of scientific writing. These are necessary skills identified by our industry surveys as essential in new hires. In addition, all upper level agriculture courses have various forms of written assignments as part of the course evaluation process. Students completing an industry practicum will submit a written report of the experience gained as part of their evaluation, and depending on the placement may be required to produce written reports for their industry supervisor. The two social science electives will also require that students communicate their analyses in writing.

Students will be called to recognize the limitations of their knowledge primarily through team work. In industry, employees with different skill sets are required to work together and the applied nature of this degree replicates this model. Students completing the degree will be required to work as team in number of courses. In most of the natural science laboratories, students work in pairs on the experiments. Courses such as BIO 202 require students to prepare both written and oral projects as a team. Some of the upper-level Agriculture courses have been designed to have students work on projects where the student is assigned a specific component of the larger project to generate a final report/solution. It is with these approaches that students will recognize the limit of their own knowledge, and the value of teamwork and cooperation in solving problems beyond their own area of expertise.

Students will gain professional skills through a practicum course at the lower level (which is part of the diploma) and the capstone course which emphasizes professional practice, academic autonomy and research skills. Transferable skills, as recognized by the industry, are ensured through close consultation with industry partners.

### **3. Credential Recognition and Nomenclature**

The nomenclature chosen, *Bachelor of Agricultural Science* reflects the applied nature of this proposed program, which emphasizes hands-on agricultural and natural science courses. The *Horticulture Major* reflects the degree's current specialization in horticultural production and management.

Degrees of a similar nature that carry the same name are common in New Zealand and Australia (namely at Lincoln University: <http://www.lincoln.ac.nz/BAGSci>; Queensland -- [http://www.uq.edu.au/study/program.html?acad\\_prog=2003](http://www.uq.edu.au/study/program.html?acad_prog=2003) and Charles Sturt University -- <http://www.csu.edu.au/courses/bachelor-of-agricultural-science>).

### **4. Curriculum/ Program Content**

#### **Program Learning Outcomes and Alignment with Institutional Learning Outcomes**

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The program's learning outcomes reflect the merging of the existing Agriculture Technology Diploma and aspects of the Bachelor of Science degree. They meet UFV's [Institutional Learning Outcomes](#) (ILOs) as shown in Table 1 below.

**Table 1: Alignment of Program's Learning Outcomes with ILOs and curriculum**

| <b>ILOs</b>         | <b>Graduates of the Program Can</b>                                                                                                                                                                                                                                                                                                                | <b>Relevant courses</b>                                             |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1, 3, 6, 7, 8       | Immediately begin competently working and participating in the management of a variety of horticulture enterprises including but not limited to crop production/growing, agriculture support industry, research                                                                                                                                    | AGRI 123, 124, 129, 192, 324, 327, 371, 490; BIO 421; GEOG 484      |
| 1, 2, 3, 4          | Use their skills to competently solve problems in different areas of the business of plant production.                                                                                                                                                                                                                                             | AGRI 321, 323, 324, 327                                             |
| 1, 3                | Properly use and perform maintenance on horticulture tools and equipment including small engine, tractors, other larger motorized equipment as well as hand tools. Properly use laboratory equipment.                                                                                                                                              | AGRI 123, 129, 183, 212; BIO 111, 201, 220, 309; GEOG 219           |
| 1, 2, 3, 4          | Identify and understand disease, pest and weed problems and utilize preventative and curative tactics.                                                                                                                                                                                                                                             | AGRI 163, 203, 306, 311; BIO 360                                    |
| 1, 3                | Use proper recordkeeping and management systems for the horticulture enterprise                                                                                                                                                                                                                                                                    | AGRI 183, 212, 371; BUS 100                                         |
| 1, 2, 3, 5, 9       | Participate in the starting, managing and marketing of horticulture crops                                                                                                                                                                                                                                                                          | AGRI 321, 323, 324, 327                                             |
| 1, 3, 7             | Work in a safe manner being aware of growing environment and equipment hazards and will know basic emergency procedures to follow in the event of a work place accident. Utilize their training in WHMIS (Workplace Hazardous Materials Information System) and MSDS (Material Safety Data Sheet) to better understand possible workplace hazards. | AGRI 183, 123, 129, 212; BIO 309                                    |
| 1, 2, 3, 7, 8       | Identify and utilize Integrated Pest Management or Integrated Crop Management Strategies utilizing most environmentally friendly measures.                                                                                                                                                                                                         | AGRI 163, 203, 306, 311, 321, 323, 324, 327, 371                    |
| 1, 2, 3, 9          | Work with the best farm management plan as specified in Good Agricultural Practices (GAP) codes.                                                                                                                                                                                                                                                   | AGRI 321, 324, 327                                                  |
| 5, 7, 8             | Communicate effectively with peers, employers and the public verbally and in writing.                                                                                                                                                                                                                                                              | CMNS 125, 155, 325; AGRI 390, 490; BIO 421; GEOG 452, 470, 480, 484 |
| 3, 5, 8, 9          | Be employed in the agriculture support industries                                                                                                                                                                                                                                                                                                  | AGRI 192, 390, 490                                                  |
| 1, 2, 3, 4, 7, 8, 9 | Understand and solve complex agriculture issues including business, ethical and environmental                                                                                                                                                                                                                                                      | AGRI 192, 311, 371; GEOG 311, 312, 313, 340, 360, 364,              |

|                     |                                                                                                                                     |                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                     |                                                                                                                                     | ANTH/SOC 260, SOC 360, PHIL 318, BIO 477, BIO 210         |
| 1, 2, 3, 4, 6, 8, 9 | Understand, utilize and participate in agriculture research                                                                         | AGRI 192, 390, 490                                        |
| 1, 2, 3, 9          | Develop, implement and use a farm food safety plan utilizing components such as HACCP (Hazard analysis and critical control points) | AGRI 183, 212                                             |
| 1, 2, 3, 9          | Develop, implement and use a sustainable farm plan, as well as an Environmental Farm Plan                                           | AGRI 204, 321, 323, 324, 327, 371                         |
| 2, 3, 6, 8          | Use the modern Canadian skills gained from their practicum experience to improve their employability                                | AGRI 123, 129, 192, 390, 490                              |
| 1, 2, 3, 4, 5, 8, 9 | Integrate natural science principles into agricultural practices                                                                    | AGRI 163, all required BIO courses and Agrology electives |
| 2, 3, 4, 5, 7, 8, 9 | Understand the impact of agricultural practices on the environment and community                                                    | AGRI 204, 321, 323, 324, 327, 371                         |
| 3, 5, 6, 7, 8       | Work both independently and as part of a team                                                                                       | AGRI 192, 390, 490; BIO 421; GEOG 452, 470, 480, 484      |

**Degree requirements**

Students will be able to complete the program in four years (eight semesters). The degree includes the following general requirements:

- 13 credits of Business, Statistics and Communication courses
- 21-22 credits of lower-level Science courses
- a minimum of 8 credits at the lower- or upper-level of "Agriculture in society" electives.

The requirements for the Horticulture Major include:

- 33 credits of lower-level Agriculture courses
- 21 credits of upper-level Agrology (Agriculture) courses
- 14-20 credits of upper-level Biology and/or Physical Geography courses
- 4-5 credits for one capstone course.

A minimum CGPA of 2.0 in the BAS program, a minimum CGPA of 2.0 in your major, and a minimum CGPA of 2.0 in all upper-level credits is required for graduation.

Under university policy, students may not register for a course more than twice without approval of the appropriate dean or designate. Where a course has been repeated, only the higher grade is counted in the GPA calculation. See UFV's Course Repeat policy (86).

No more than five upper-level course duplications will be permitted on courses which apply to the BAS. Students with more than five upper-level course duplications will be required to withdraw from the program. (Duplication refers to taking a course more than once.)

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The courses that will fulfil the requirements are listed below, along with links to the official course outlines:

**BAS GENERAL REQUIREMENTS**
**Business, Statistics and Communication**
**13 credits**

| Course Number                                                                                                                 | Course Title                                                                                                                                                | Credits |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <a href="#">BUS 100</a><br>or<br><a href="#">AGRI 142</a><br>or<br><a href="#">ECON 100</a><br>or<br><a href="#">ECON 101</a> | <i>Introduction to Business</i><br><br><i>Agribusiness Principles</i><br><br><i>Principles of Microeconomics</i><br><br><i>Principles of Macroeconomics</i> | 3       |
| <a href="#">STAT 104</a><br>or<br><a href="#">STAT 106</a>                                                                    | <i>Introductory Statistics</i><br><br><i>Statistics I</i>                                                                                                   | 4       |
| <a href="#">CMNS 125</a><br>or<br><a href="#">CMNS 155</a>                                                                    | <i>Introduction to Workplace Communication</i><br><br><i>Introduction to Workplace and Academic Communication</i>                                           | 3       |
| <a href="#">GEOG/CMNS 257</a><br>or<br><a href="#">CMNS 325</a>                                                               | <i>Environment: Science and Communications</i><br><br><i>or</i><br><i>Writing for Sciences and Technologies</i>                                             | 3       |

**Lower-level Science**
**21-2 credits**

| Course Number                                                 | Course Title                                                          | Credits |
|---------------------------------------------------------------|-----------------------------------------------------------------------|---------|
| <a href="#">CHEM 113</a><br>or<br><a href="#">CHEM 110</a>    | <i>Principles of Chemistry I</i><br><br><i>Introductory Chemistry</i> | 4-5     |
| <a href="#">BIO 111</a>                                       | <i>Introduction to Biology I</i>                                      | 5       |
| <a href="#">BIO 201</a>                                       | <i>Cellular Biochemistry and Metabolism</i>                           | 4       |
| <a href="#">BIO 210</a><br>or<br><a href="#">BIO/GEOG 219</a> | <i>Introduction to Ecology</i><br><br><i>Biogeography</i>             | 4       |
| <a href="#">BIO 220</a>                                       | <i>Genetics</i>                                                       | 4       |

**Note:** Students will be advised that they may have to take [BIO 112](#), *Introductory Biology II* (5 credits) as a prerequisite for BIO 210, BIO 330, BIO 410, BIO 430 or GEOG 315. Students wishing to take GEOG 353 (Agrology upper-level elective) will need [GEOG 253](#), *Introduction to Geographic Information Systems* (4 credits).

**Agriculture in Society** Students choose two or three courses from the following for a minimum of **8 credits**

| Course Number                            | Course Title                                                              | Credits      |
|------------------------------------------|---------------------------------------------------------------------------|--------------|
| <del><a href="#">GEOG/CMNS 257</a></del> | <del><i>Environment: Science and Communications</i></del>                 | <del>3</del> |
| <a href="#">GEOG 311</a>                 | <i>Global Resources and the Environment</i>                               | 4            |
| <a href="#">GEOG 312</a>                 | <i>Political Ecology: Nature, Culture and Place</i>                       | 4            |
| <a href="#">GEOG/SOC 313</a>             | <i>Agriculture and Rural Life</i>                                         | 4            |
| <a href="#">GEOG 314</a>                 | <i>Geography of Food</i>                                                  | 4            |
| <a href="#">GEOG/GDS 340</a>             | <i>Geographies of Poverty and Development</i>                             | 4            |
| <a href="#">GEOG 360</a>                 | <i>Introduction to Regional and Community Planning</i>                    | 4            |
| <a href="#">GEOG 364</a>                 | <i>International Planning and Development: Adapting to Climate Change</i> | 4            |
| <a href="#">SOC/ANTH 260</a>             | <i>Food for Thought: Food, Culture, and Society</i>                       | 3            |
| <a href="#">SOC/ANTH 360</a>             | <i>Eating and Thinking: Food, Identity, and Power in Global Societies</i> | 4            |
| <a href="#">PHIL 318</a>                 | <i>Environmental Ethics</i>                                               | 3            |
| <a href="#">BIO/IPK 477</a>              | <i>Traditional Ecological Knowledges</i>                                  | 4            |

#### **HORTICULTURE MAJOR REQUIREMENTS**

**Horticulture Technology**

**33 credits**

| Course Number            | Course Title                                         | Credits |
|--------------------------|------------------------------------------------------|---------|
| <a href="#">AGRI 123</a> | <i>Horticulture Skills and Techniques for Fall</i>   | 3       |
| <a href="#">AGRI 124</a> | <i>Introduction to Horticulture</i>                  | 3       |
| <a href="#">AGRI 129</a> | <i>Horticulture Skills and Techniques for Winter</i> | 3       |
| <a href="#">AGRI 163</a> | <i>Pest Biology and Identification</i>               | 3       |
| <a href="#">AGRI 183</a> | <i>Farm and Equipment Safety</i>                     | 3       |
| <a href="#">AGRI 192</a> | <i>Practicum I</i>                                   | 3       |
| <a href="#">AGRI 203</a> | <i>Fundamentals of Pest Management</i>               | 3       |
| <a href="#">AGRI 204</a> | <i>Introduction to Soils and Soil Fertility</i>      | 3       |

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|                          |                                                                  |   |
|--------------------------|------------------------------------------------------------------|---|
| <a href="#">AGRI 212</a> | <i>Introduction to On-Farm Food Safety, Quality and Security</i> | 3 |
| <a href="#">AGRI 220</a> | <i>Plants in the Landscape</i>                                   | 3 |
| <a href="#">AGRI 272</a> | <i>Agriculture Seminar Series</i>                                | 3 |

**Agrology -- Agriculture**
**21 credits**

| <b>Course Number</b>                           | <b>Course Title</b>                                               | <b>Credits</b> |
|------------------------------------------------|-------------------------------------------------------------------|----------------|
| AGRI 306 [currently AGRI 206, under revision]* | <i>Field Techniques in Pest Management</i>                        | 3              |
| <a href="#">AGRI 311</a>                       | <i>Sustainable Soil Management</i>                                | 3              |
| <a href="#">AGRI 321</a>                       | <i>Vegetable Crop Production: Science &amp; Practice</i>          | 3              |
| <a href="#">AGRI 323</a>                       | <i>Fruit Crop Production: Science &amp; Practice</i>              | 3              |
| <a href="#">AGRI 324</a>                       | <i>Greenhouse Production: Science &amp; Practice</i>              | 3              |
| <a href="#">AGRI 327</a>                       | <i>Nursery Production and Propagation: Science &amp; Practice</i> | 3              |
| <a href="#">AGRI 371</a>                       | <i>Sustainable Holistic Agriculture: Planning and Practices</i>   | 3              |

\*Students who have taken AGRI 206 will be considered to have satisfied the AGRI 306 requirement. Students with AGRI 206 cannot take AGRI 306 for further credit and must ensure they satisfy the minimum of 45 upper level credits required for the BAS degree through their selection of elective courses.

**Agrology -- Electives**
*Students choose four or five courses from the following*
**14-20 credits**

| <b>Course Number</b>     | <b>Course Title</b>                           | <b>Credits</b> |
|--------------------------|-----------------------------------------------|----------------|
| <a href="#">BIO 308</a>  | <i>Plant Physiology</i>                       | 4              |
| <a href="#">BIO 309</a>  | <i>Microbiology I</i>                         | 4              |
| <a href="#">BIO 330</a>  | <i>Plants and Animals of British Columbia</i> | 4              |
| <a href="#">BIO 360</a>  | <i>Insect Biology</i>                         | 4              |
| <a href="#">BIO 407</a>  | <i>Applied Biotechnology</i>                  | 3              |
| <a href="#">BIO 410</a>  | <i>Plant Ecology</i>                          | 4              |
| <a href="#">BIO 426</a>  | <i>Environmental Microbiology</i>             | 4              |
| <a href="#">BIO 430</a>  | <i>Forest Ecology</i>                         | 3              |
| <a href="#">GEOG 303</a> | <i>Principles of Hydrology</i>                | 4              |
| <a href="#">GEOG 308</a> | <i>Climate Change and Variability</i>         | 4              |
| <a href="#">GEOG 315</a> | <i>Soil Process and Function</i>              | 4              |
| <a href="#">GEOG 318</a> | <i>Water Resources Management</i>             | 4              |
| <a href="#">GEOG 353</a> | <i>GIS Applications</i>                       | 4              |

**Capstone – Students choose one course from the following**
**4-5 credits**

| <b>Course Number</b> | <b>Course Title</b> | <b>Credits</b> |
|----------------------|---------------------|----------------|
|----------------------|---------------------|----------------|

|                           |                                              |   |
|---------------------------|----------------------------------------------|---|
| <a href="#">AGRI 390</a>  | <i>Directed Studies in Agriculture</i>       | 4 |
| <a href="#">AGRI 490</a>  | <i>Directed Studies in Agriculture</i>       | 4 |
| <a href="#">BIO 421</a>   | <i>Special Topics in Applied Biology</i>     | 4 |
| <a href="#">GEOG 452*</a> | <i>Advanced Field Methods and Techniques</i> | 4 |
| <a href="#">GEOG 470*</a> | <i>Advanced Field Studies in Geography</i>   | 5 |
| <a href="#">GEOG 480*</a> | <i>Directed Readings</i>                     | 4 |
| <a href="#">GEOG 484*</a> | <i>Directed Studies</i>                      | 4 |

\*Specific topics to be approved by the Program Advisory group

**Paths:**

The degree is structured to allow a seamless transition for students who complete the two-year Agriculture Technology Diploma (Horticulture Crop Production and Protection option). Sixty credits (out of a total of 78) will be transferable from the diploma to the degree.

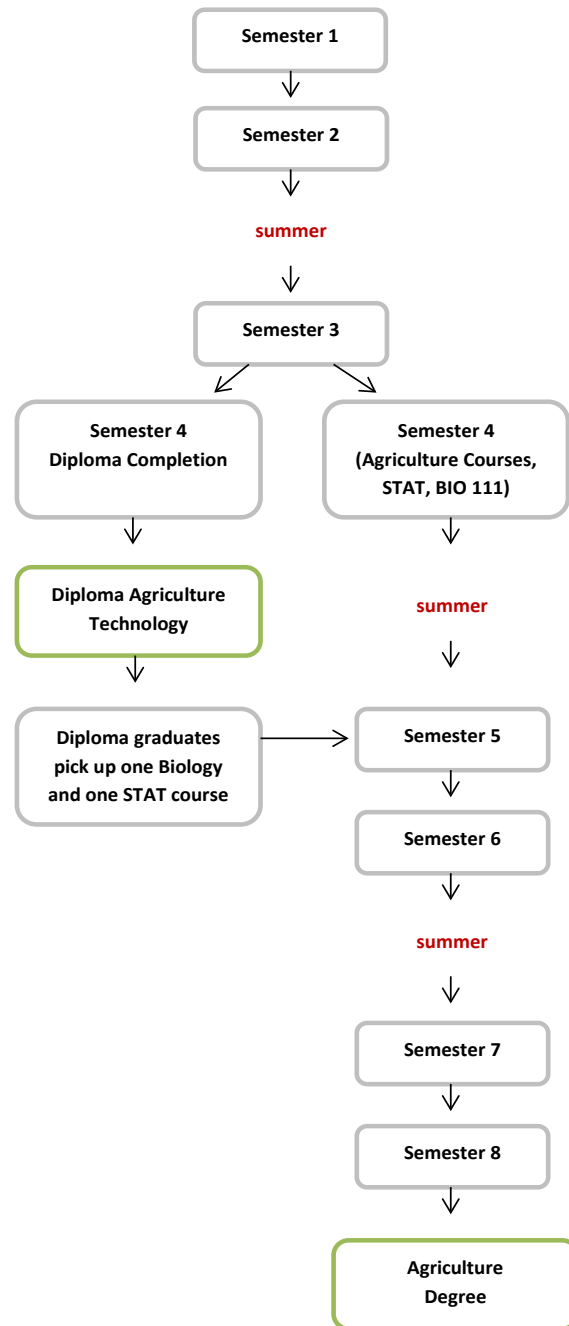
Most of the diploma courses that will count toward the degree have undergone significant revision of content to make them more applicable to the degree learning outcomes while still achieving the desired knowledge and skill set that are expected by employers for a student who chooses to not pursue a degree after the diploma. (Hence the diploma now includes 300-level courses.)

Students who enter through the diploma will complete the first three semesters and then choose either to complete the diploma or take the degree path. Degree-bound students will complete a lower-level science course (biology) and the statistics course in their fourth semester. Students who choose to complete the diploma path will have the option of picking up these courses (biology and statistics) at their discretion and enter the degree at semester five.

Students can also enter the degree directly in year one. This path offers a blend of science and agriculture courses in years one and two.

Program Pathways:

Conventional  
Diploma path



The two entry pathways are detailed in tables 3 and 4 below:

**Table 2: Agriculture Technology Diploma (Horticulture) Entry Pathway**

| Semester I                                                                              | Semester II                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AGRI 123                                                                                | AGRI 129                                                                                                                                                                                |
| AGRI 124                                                                                | AGRI 204                                                                                                                                                                                |
| AGRI 163                                                                                | AGRI 183                                                                                                                                                                                |
| AGRI 220                                                                                | AGRI 192                                                                                                                                                                                |
| AGRI 323 or 321                                                                         | AGRI 203                                                                                                                                                                                |
| BUS 100 or AGRI 142                                                                     | AGRI 324                                                                                                                                                                                |
| CMNS 125                                                                                | AGRI 327                                                                                                                                                                                |
| Semester III                                                                            | Semester IV                                                                                                                                                                             |
| AGRI 272                                                                                | AGRI 306 [currently 206]                                                                                                                                                                |
| AGRI 311                                                                                | AGRI 212                                                                                                                                                                                |
| AGRI 323 or 321                                                                         | AGRI 371                                                                                                                                                                                |
|                                                                                         | STAT 104 or 106                                                                                                                                                                         |
|                                                                                         | BIO 111<br>or<br>Prerequisites for BIO 111 and CHEM 113 or<br>CHEM 110 (if needed)*<br><br>*these students will be required to take BIO 111<br>in the summer semester before Semester V |
| Semester V                                                                              | Semester VI                                                                                                                                                                             |
| CHEM 113<br>or<br>CHEM 110 (if not already satisfied)                                   | BIO 220                                                                                                                                                                                 |
| BIO 201 (with special permission to be taken<br>concurrently with CHEM 113 or CHEM 110) | BIO 210 or GEOG 219                                                                                                                                                                     |
| BIO 112 or GEOG 253 if necessary                                                        | Agriculture in Society elective                                                                                                                                                         |
| <u>GEOG/CMNS 237 or</u> CMNS 325                                                        |                                                                                                                                                                                         |
| Agriculture in Society elective                                                         |                                                                                                                                                                                         |
| Semester VII                                                                            | Semester VIII                                                                                                                                                                           |
| Agrology elective                                                                       | Capstone                                                                                                                                                                                |
| Agrology elective                                                                       |                                                                                                                                                                                         |
| Agrology elective                                                                       |                                                                                                                                                                                         |
| Agrology elective                                                                       |                                                                                                                                                                                         |

**Table 3: Direct Entry Pathway**

| Semester I                                            | Semester II                             |
|-------------------------------------------------------|-----------------------------------------|
| BIO 111                                               | AGRI 129                                |
| CHEM 113<br>or<br>CHEM 110 (if not already satisfied) | AGRI 183                                |
| AGRI 123                                              | STAT 104 or 106                         |
| AGRI 124                                              | BUS 100, AGRI 142, ECON 100 or ECON 101 |
| AGRI 163                                              | CMNS 125 or CMNS 155                    |
| Semester III                                          | Semester IV                             |
| BIO 201                                               | BIO 220                                 |
| AGRI 220                                              | AGRI 212                                |
| AGRI 204                                              | AGRI 192                                |
| BIO 210 or GEOG 219                                   | AGRI 203                                |
| AGRI 323 or 321                                       | AGRI 306 [currently AGRI 206]           |
| Semester V                                            | Semester VI                             |
| AGRI 272                                              | AGRI 324                                |
| AGRI 311                                              | AGRI 327                                |
| AGRI 323 or 321                                       | AGRI 371                                |
| <u>GEOG/CMNS 237 or</u> CMNS 325                      | Agriculture in Society elective         |
| Agriculture in Society elective                       | Agrology elective                       |
| Semester VII                                          | Semester VIII                           |
| Agrology elective                                     | Capstone                                |
| Agrology elective                                     |                                         |
| Agrology elective                                     |                                         |

## 5. Learning Methodologies/Program Delivery

The proposed Bachelor of Agricultural Science, Horticulture Major is structured as a degree with an applied focus. As such, students will be exposed to both theory and practical experience. With the exception of some of the 100 level courses, the vast majority of courses will be associated with a laboratory section, practical greenhouse work and/or field trips. Thus in over 75% of the course requirements students will learn theory in combination with a hands-on approach. The practical components will provide a wide array of skills which will aid the student in finding suitable employment. The laboratory components in the Biology, Chemistry and Physical Geography courses will provide exposure to basic laboratory equipment used in most analytical applications as well as training in report writing and presentation. The Agriculture courses will emphasize greenhouse operation, pest diagnosis and treatment, and soil analysis both from a theoretical and practical perspective. These are skills identified by employers as beneficial in new employees.

The requirement for a semester long industry practicum or research project provides students with additional employment advantages. Students who complete the practicum gain direct employment

experience in the industry for which they are training. Those students who choose the research project will gain skills in working independently, problem solving as well as any specific experimental skills that are required. In addition, the requirement for a thesis and oral presentation will improve both written and oral communication skills.

The theoretical components of the programs will be delivered in mainly traditional methods including standard classroom lectures, class discussion, online research projects, and oral presentations. In several of the required courses there is an emphasis on teamwork in completing assignments, presentations and laboratory exercises. Proficiency in subject knowledge will be assessed by standard means including assignments, tests, papers, and exams.

## **6. Admission and Transfer/Residency**

Students may ladder into the program from the Agriculture Technology Diploma or enter directly from High school.

Option 1: Students laddering from the Agriculture Technology Diploma must satisfy the diploma's entrance requirements (see [here](#) for requirements). Students may also need to complete the prerequisites for BIO 111 and CHEM 113 or 110.

Option 2: Direct entry:

1. B.C. secondary school graduation or equivalent;
2. Chemistry 12, CHEM 093 or CHEM 110 with a C or better;
3. One of Foundations of Mathematics 12, Precalculus 12, Principles of Math 12, or Applications of Math 12; or Math 094/095; or Math 096; or Math 110
4. Biology 11 or BIO 083 with a C+ or better; and
5. Prerequisites for CMNS 125 or CMNS 155.

Students who complete the UFV Agriculture Technology Diploma (or equivalent) may be able to transfer up to 60 credits into the Bachelor of Agricultural Science in program.

**Transfer Credit:** Most of the required lower-level courses (1XX and 2XX) are transferable to all B.C. universities and colleges. Students enrolling in UFV upper-level courses with the intention of completing a degree at another institution should consult that institution for information regarding transferability of these courses.

All lower level Agriculture courses have transfer agreements in place with all BC colleges through articulation. All of the current Agriculture courses are transferable to Olds College and the University of Lethbridge in Alberta, the University of Saskatchewan, the University of Guelph, and McGill University (Macdonald campus). A memorandum of understanding with HAS den Bosch University in the Netherlands allows for recognition of the Agriculture courses by this University.

**Prior Learning Assessment Credit (PLAR):** UFV's Prior Learning Assessment and Recognition can take one of two forms: course challenge or portfolio assessment. A representative in the PLAR office will direct the student through the PLAR process, which involves gathering evidence to support the request

for credit and/or arranging for observation in an actual workplace or classroom setting. The outcomes may result in an award of credit and/or acceptance into a program. Credits obtained through flexible assessment are recorded on the transcript. Credits awarded through PLAR do not count toward residency requirements. For details see [http://www.ufv.ca/media/assets/secretariat/policies/Prior-Learning-Assessment-and-Recognition-\(94\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Prior-Learning-Assessment-and-Recognition-(94).pdf)

**Residency Requirement:** Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy the degree requirements, under the following restrictions: out of the overall total of 120 credits, 60 credits must be completed at UFV. At least 50% of the upper-level credits in the Horticulture major and the capstone course must be completed at UFV.

## **7. Faculty**

Permanent, adjunct, limited-term and sessional faculty members who can contribute to the program are listed below.

Department of Agriculture:

### Permanent Faculty

Tom Baumann BSc MSc (Horticulture) – Specialization Greenhouse and Berry Production  
Paul Gumphrich BSc – Specialization – Farm Practices and Livestock Production

### Adjunct Faculty (*Principal employers in parenthesis*)

Micheal Dosset, Ph.D. Berry Breeding (BC Blueberry Council)  
Sheila Fitzpatrick, Ph.D. Molecular Pathology (AAFC)  
Siva Sabaratham Ph.D. Plant Pathology (BC Ministry of Agriculture)  
Robert Vernon Ph.D. Entomology (AAFC)

### Sessional Faculty (*Principal employers in parenthesis*)

Jennifer Curtis, B.Sc. (Agr.), P.Ag. (Ministry of Agriculture) – Specialization Greenhouse Production  
Stephen Eng, B.Sc. (Agr.) Honours, P.Ag. – (AAT Direct Solutions) – Specialization Holistic Agriculture  
Dieter Geesing, Ph.D., P.Ag., (Fraser Richmond Soil and Fibre) \_ Specialization Soils  
Eric Gerbrandt, B.Sc. (PhD Candidate) ( Pacific Berry Resource Centre) Specialization – Horticulture  
Annette Moore, B.Sc. M.Sc., P.Ag (Quality First in Agriculture Inc.) – Specialization – Food Safety  
Renee Prasad, Ph.D., M.P.M., B.Sc. ( E.S. Cropconsult) – Specialization Pest ID and Management  
Jennifer Ryan, B.A (Canadian Food Inspection Agency) – Plant Identification

Department of Biology:

### Permanent Faculty

Alida Janmaat - BSc; PhD – Specialization Biocontrol  
Sharon Gillies – BSc; PhD - Specialization Post Harvest Physiology  
Pat Harrison BS; MS – Specialization Organic Agriculture  
Ron Wilen – BSc; PhD – Specialization Agricultural Biotechnology

Limited-Term Appointment FacultyMariano Mapili, BSc; MSc; PhD – Specialization in Agricultural Extension and Environmental Management

Alan Reid BSc PhD (full time sessional UFV Biology)– Specialization Greenhouse management

Department of Geography

Permanent FacultyCherie Enns, MCIP; RPP; PhD (Cand) – Land Use Policy and Planning related to Urban Food Systems

Jonathan Hughes - BS; MS; PhD. – Specialization Plant Ecology and Soils

Steve Marsh - BSc; MSc – Specialization Climate and Water

Lenore Newman – BSc; MSc; PhD – Specialization Food Security

The existing faculty complement can deliver the program initially. However, in the longer term, this program will necessitate the hiring of three additional faculty members – one in the area of plant pathology/pest management; a second in the area of agronomy with an emphasis on soils; and a third position specializing in post-harvest physiology, or food processing and/or safety or general horticulture. This may be possible if recent retirements and resignation in the Faculty of Science are filled strategically. Three of the four vacancies currently available or anticipated in the Faculty could be used to support this program in addition to supporting their respective departments. For example, two positions are for Chemistry and the department identified as their priorities an analytical chemist (that could work in the area of food safety and processing) and an environmental chemist (that could have a speciality in soils). Another position is in Biology and could be filled with a plant pathologist/toxicologist.

There could also be possibilities of new faculty hires in the Department of Agriculture pending on the success of the program.

**8. Program Resources**

The department currently employs a full time departmental assistant and technician thus non-teaching staff resources are currently adequate.

Advising will be provided by the Agriculture Programs Assistant and the Science Advice Centre.

An analysis of UFV library resources for this program is pending. The new program will rely on resources supporting current offerings, namely the diploma and certificate programs in Agriculture, and the Science courses. The research databases that UFV purchases contain access to the vast majority of journals devoted to plant sciences and agriculture thus students completing research papers, upper level courses, research project and/or practicums will have the library resources necessary to succeed.

The UFV Canada Education Park on the Chilliwack campus has new laboratories and equipment that will meet the teaching requirements for all laboratory courses (CEPA building). An air conditioned insect rearing room is present in CEPV building to provide insects necessary for the pest identification and control courses.

The new greenhouse complex (opened in April 2014) includes a 600 m<sup>2</sup> 12 m tall research greenhouse and two heated 400m<sup>2</sup> polyethylene greenhouses, one of which is equipped for virus free nursery stock production with two new laminar flow hoods. A fourth 400m<sup>2</sup> greenhouse is currently under development to test novel covering materials and climate control systems. The greenhouses complex is fenced and secured and attached to a header house and prep room. Two large walk-in environmental growth cabinets are being installed in the prep area and will be ready for operation in the fall of 2014. The CEP campus also includes a secured, fenced outdoor growing area.

The greenhouse complex is equipped with a numerous pieces of new equipment including an industrial scale composter, transplanting equipment, soil analyzers, digital microscopes and soil filler system.

### **9. Program Consultation**

The curriculum was reviewed at an earlier stage of program development by two horticulture faculty members (Drs. Karen Tanino and Doug Waterer) in the Department of Plant Sciences, College of Agriculture at the University of Saskatchewan in May 2013. Their comments were positive and they felt that graduates would have the prerequisite skills and knowledge to be successful in the work force and would be accepted into their postgraduate programs. They did recommend the removal of a course in organic chemistry based on the lack of any need for it as a prerequisite in any of the subsequent upper level courses in the curriculum. They also noted that upper-level Agriculture courses were lacking and we have added upper-level Agriculture and Natural Sciences to address their concerns.

A Memorandum of Understanding was signed between UFV and Okanagan College to facilitate shared program planning, program delivery or transfer arrangements.  
(See <http://blogs.ufv.ca/blog/2014/03/ufv-signs-agreement-okanagan-college/>)

The degree was crafted to meet the academic standards necessary for PAg status – as such it will be recognized and accepted by other institutions and employers.

The full program proposal was sent to three academic reviewers in July-August 2014 and received positive appraisals from these reviewers. One of the suggestions made was to revise the credential nomenclature; it has been accepted by the program developers. Reviewers have also noted the need for UFV to commit to strategic hires in order to ensure that the program is sustainable. This issue is being addressed by the UFV administration. The reviewers' full reports and the Program Working Group's responses to their suggestions for improvement and enhancement will be made available through the UFV approval process for new programs, and will be included as an appendix when the program is submitted to the Ministry of Advanced Education for approval.

In addition to consultation through the review and approval process, faculty members and departments contributing courses to the program have been consulted and small changes to the curriculum have been made as a result of this consultation.

### **10. Program Review and Assessment**

UFV's policy on Academic Program and Unit Reviews (Policy Number 189) requires that all academic programs and units normally be reviewed every five years. Program Review is the central piece in a

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continuous process of program monitoring and improvement. Information on UFV's program reviews policy is available [here](#).

**Calendar Copy****1. Faculty and department of program**

Faculty of Science (Biology Department) and Agriculture Programs

**2. Website** *(department, or program-specific if applicable)*

Faculty of Science – [http://www.ufv.ca/faculty\\_of\\_science/](http://www.ufv.ca/faculty_of_science/) [primary site]

Agriculture Programs -- <http://www.ufv.ca/agriculture/> [link to primary site]

**3. Program title/credential**

Bachelor of Agricultural Science, Horticulture major

**4. Associated degree program** *(for major, minor, or extended minor only)* N/A**5. Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

The UFV Bachelor of Agricultural Science (BAS) Horticulture Major emphasizes the academic study of the natural sciences in combination with an applied agriculture curriculum. The program will provide students with an understanding of science and the practical nature of large scale horticulture production. Breadth of knowledge will be enhanced by communication, business, and general elective courses related to agriculture in society, in addition to science and agriculture courses. Students graduating from this program will meet the academic requirements to apply for membership in the BC Institute of Agrology to obtain Professional Agrologist (P.Ag.) designation.

The BAS consists of 120 credits. To receive a Bachelor of Agricultural Science degree, students must complete an industry based practicum or an applied research project which provides graduates with practical experience with which to enter the workforce and face the challenges associated with the horticulture industry.

**6. Entrance requirements**

Students may ladder into the program from the Agriculture Technology Diploma or enter directly from High school.

Option 1: Students laddering from the Agriculture Technology Diploma (or equivalent) must satisfy the diploma's entrance requirements (see [here](#) for requirements). Students may also need to complete the prerequisites for BIO 111 and CHEM 113 or CHEM 110.

Option 2: Direct entry:

1. B.C. secondary school graduation or equivalent;
2. Chemistry 12, CHEM 093 or CHEM 110 with a C or better;
3. One of Foundations of Mathematics 12, Precalculus 12, Principles of Math 12, or Applications of Math 12; or Math 094/095; or Math 096; or Math 110
4. Biology 11 or BIO 083 with a C+ or better; and
5. Prerequisites for CMNS 125 or CMNS 155.

**7. When to apply** *(either specific intake or continuous application, if applicable)*

Applications are accepted on a continuous basis throughout the year. However, Agriculture Technology Diploma students are encouraged to apply to the degree prior to the end of semester three of the Diploma. Their application will be reviewed based on work complete to date.

| ~~October 28 Draft~~ January 2015

Qualified applicants are considered for the next intake in which there is space. See Continuous application process (*calendar link*) for more information.

**8. How to apply**

1. Submit the application fee along with your UFV application for admission form to the Admissions and Records (A&R) office. Application forms are available from any A&R or Student Services office. You can also print an application form or apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.
2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs (*calendar link*) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

**9. Basis for admission decision** (*specify either competitive or non-competitive admission*)

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.

**10. Fees and additional costs** (*a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.*)

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

**11. Program duration and total number of credits**

With appropriate planning, the Bachelor of Agricultural Science requirements (120 credits) can be completed in four years of full-time study. Because upper-level courses are offered on a limited basis, students should seek the help of a science advisor to plan their coursework in advance, in order to complete their degree in a timely manner. The choice of which courses are to be offered each year will be made with reference to the needs of students who have been admitted in the program or have formally declared their intention to complete the degree.

**12. Location** (*if applicable*)

The degree can be largely completed on the UFV Canada Education Park campus in Chilliwack, although some courses, especially at the upper level, may be offered at the Abbotsford campus only. Practicum may be on off-campus sites.

**13. Program outline** (*courses to be completed*)

To receive a Bachelor of Agricultural Science, students must complete the general requirements (Business, Statistics and Communication; Lower-level Science; and Agriculture in Society) and the Horticulture major requirements. At least 45 credits must be at the upper level.

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A minimum CGPA of 2.0 in the BAS program, a minimum CGPA of 2.0 in your major, and a minimum CGPA of 2.0 in all upper-level credits is required for graduation.

**BAS GENERAL REQUIREMENTS**
**Business, Statistics and Communication 13 credits**

| Course Number                                                                                                                 | Course Title                                                                                                                                    | Credits |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <a href="#">BUS 100</a><br>or<br><a href="#">AGRI 142</a><br>or<br><a href="#">ECON 100</a><br>or<br><a href="#">ECON 101</a> | <i>Introduction to Business</i><br><i>Agribusiness Principles</i><br><i>Principles of Microeconomics</i><br><i>Principles of Macroeconomics</i> | 3       |
| <a href="#">STAT 104</a><br>or<br><a href="#">STAT 106</a>                                                                    | <i>Introductory Statistics</i><br><i>Statistics I</i>                                                                                           | 4       |
| <a href="#">CMNS 125</a><br>or<br><a href="#">CMNS 155</a>                                                                    | <i>Introduction to Workplace Communication</i><br><i>Introduction to Workplace and Academic Communication</i>                                   | 3       |
| <a href="#">GEOG/CMNS 257</a><br>or<br><a href="#">CMNS 325</a>                                                               | <i>Environment: Science and Communications</i><br>or<br><i>Writing for Sciences and Technologies</i>                                            | 3       |

**Lower-level Science 21-2 credits**

| Course Number                                                 | Course Title                                                      | Credits |
|---------------------------------------------------------------|-------------------------------------------------------------------|---------|
| <a href="#">CHEM 113</a><br>or<br><a href="#">CHEM 110</a>    | <i>Principles of Chemistry I</i><br><i>Introductory Chemistry</i> | 4-5     |
| <a href="#">BIO 111</a>                                       | <i>Introduction to Biology I</i>                                  | 5       |
| <a href="#">BIO 201</a>                                       | <i>Cellular Biochemistry and Metabolism</i>                       | 4       |
| <a href="#">BIO 210</a><br>or<br><a href="#">BIO/GEOG 219</a> | <i>Introduction to Ecology</i><br><i>Biogeography</i>             | 4       |
| <a href="#">BIO 220</a>                                       | <i>Genetics</i>                                                   | 4       |

**Note:** Students will be advised that they may have to take [BIO 112](#), *Introductory Biology II* (5 credits) as a prerequisite for BIO 210, BIO 330, BIO 410, BIO 430 or GEOG 315. Students wishing to take GEOG 353 (Agrology upper-level elective) will need [GEOG 253](#), *Introduction to Geographic Information Systems* (4 credits).

**Agriculture in Society Students choose two or three courses from the following for a minimum of 8 credits**

| Course Number                 | Course Title                                                              | Credits |
|-------------------------------|---------------------------------------------------------------------------|---------|
| <a href="#">GEOG/CMNS 257</a> | <i>Environment: Science and Communications</i>                            | 3       |
| <a href="#">GEOG 311</a>      | <i>Global Resources and the Environment</i>                               | 4       |
| <a href="#">GEOG 312</a>      | <i>Political Ecology: Nature, Culture and Place</i>                       | 4       |
| <a href="#">GEOG/SOC 313</a>  | <i>Agriculture and Rural Life</i>                                         | 4       |
| <a href="#">GEOG 314</a>      | <i>Geography of Food</i>                                                  | 4       |
| <a href="#">GEOG/GDS 340</a>  | <i>Geographies of Poverty and Development</i>                             | 4       |
| <a href="#">GEOG 360</a>      | <i>Introduction to Regional and Community Planning</i>                    | 4       |
| <a href="#">GEOG 364</a>      | <i>International Planning and Development: Adapting to Climate Change</i> | 4       |

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|                              |                                                                           |   |
|------------------------------|---------------------------------------------------------------------------|---|
| <a href="#">SOC/ANTH 260</a> | <i>Food for Thought: Food, Culture, and Society</i>                       | 3 |
| <a href="#">SOC/ANTH 360</a> | <i>Eating and Thinking: Food, Identity, and Power in Global Societies</i> | 4 |
| <a href="#">PHIL 318</a>     | <i>Environmental Ethics</i>                                               | 3 |
| <a href="#">BIO/IPK 477</a>  | <i>Traditional Ecological Knowledges</i>                                  | 4 |

**HORTICULTURE MAJOR REQUIREMENTS**
**Horticulture Technology**
**33 credits**

| <b>Course Number</b>     | <b>Course Title</b>                                              | <b>Credits</b> |
|--------------------------|------------------------------------------------------------------|----------------|
| <a href="#">AGRI 123</a> | <i>Horticulture Skills and Techniques for Fall</i>               | 3              |
| <a href="#">AGRI 124</a> | <i>Introduction to Horticulture</i>                              | 3              |
| <a href="#">AGRI 129</a> | <i>Horticulture Skills and Techniques for Winter</i>             | 3              |
| <a href="#">AGRI 163</a> | <i>Pest Biology and Identification</i>                           | 3              |
| <a href="#">AGRI 183</a> | <i>Farm and Equipment Safety</i>                                 | 3              |
| <a href="#">AGRI 192</a> | <i>Practicum I</i>                                               | 3              |
| <a href="#">AGRI 203</a> | <i>Fundamentals of Pest Management</i>                           | 3              |
| <a href="#">AGRI 204</a> | <i>Introduction to Soils and Soil Fertility</i>                  | 3              |
| <a href="#">AGRI 212</a> | <i>Introduction to On-Farm Food Safety, Quality and Security</i> | 3              |
| <a href="#">AGRI 220</a> | <i>Plants in the Landscape</i>                                   | 3              |
| <a href="#">AGRI 272</a> | <i>Agriculture Seminar Series</i>                                | 3              |

**Agrology -- Agriculture**
**21 credits**

| <b>Course Number</b>      | <b>Course Title</b>                                               | <b>Credits</b> |
|---------------------------|-------------------------------------------------------------------|----------------|
| <a href="#">AGRI 306*</a> | <i>Field Techniques in Pest Management</i>                        | 3              |
| <a href="#">AGRI 311</a>  | <i>Sustainable Soil Management</i>                                | 3              |
| <a href="#">AGRI 321</a>  | <i>Vegetable Crop Production: Science &amp; Practice</i>          | 3              |
| <a href="#">AGRI 323</a>  | <i>Fruit Crop Production: Science &amp; Practice</i>              | 3              |
| <a href="#">AGRI 324</a>  | <i>Greenhouse Production: Science &amp; Practice</i>              | 3              |
| <a href="#">AGRI 327</a>  | <i>Nursery Production and Propagation: Science &amp; Practice</i> | 3              |
| <a href="#">AGRI 371</a>  | <i>Sustainable Holistic Agriculture: Planning and Practices</i>   | 3              |

\* Students who have taken AGRI 206 will be considered to have satisfied the AGRI 306 requirement. Students with AGRI 206 cannot take AGRI 306 for further credit and must ensure they satisfy the minimum of 45 upper level credits required for the BAS degree through their selection of elective courses.

**Agrology -- Electives**
*Students choose four or five courses from the following*
**14-20 credits**

| <b>Course Number</b>     | <b>Course Title</b>                           | <b>Credits</b> |
|--------------------------|-----------------------------------------------|----------------|
| <a href="#">BIO 308</a>  | <i>Plant Physiology</i>                       | 4              |
| <a href="#">BIO 309</a>  | <i>Microbiology I</i>                         | 4              |
| <a href="#">BIO 330</a>  | <i>Plants and Animals of British Columbia</i> | 4              |
| <a href="#">BIO 360</a>  | <i>Insect Biology</i>                         | 4              |
| <a href="#">BIO 407</a>  | <i>Applied Biotechnology</i>                  | 3              |
| <a href="#">BIO 410</a>  | <i>Plant Ecology</i>                          | 4              |
| <a href="#">BIO 426</a>  | <i>Environmental Microbiology</i>             | 4              |
| <a href="#">BIO 430</a>  | <i>Forest Ecology</i>                         | 3              |
| <a href="#">GEOG 303</a> | <i>Principles of Hydrology</i>                | 4              |
| <a href="#">GEOG 308</a> | <i>Climate Change and Variability</i>         | 4              |
| <a href="#">GEOG 315</a> | <i>Soil Process and Function</i>              | 4              |
| <a href="#">GEOG 318</a> | <i>Water Resources Management</i>             | 4              |
| <a href="#">GEOG 353</a> | <i>GIS Applications</i>                       | 4              |

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*Capstone – Students choose one course from the following*

**4-5 credits**

| <b>Course Number</b>      | <b>Course Title</b>                   | <b>Credits</b> |
|---------------------------|---------------------------------------|----------------|
| <a href="#">AGRI 390</a>  | Directed Studies in Agriculture       | 4              |
| <a href="#">AGRI 490</a>  | Directed Studies in Agriculture       | 4              |
| <a href="#">BIO 421</a>   | Special Topics in Applied Biology     | 4              |
| <a href="#">GEOG 452*</a> | Advanced Field Methods and Techniques | 4              |
| <a href="#">GEOG 470*</a> | Advanced Field Studies in Geography   | 5              |
| <a href="#">GEOG 480*</a> | Directed Readings                     | 4              |
| <a href="#">GEOG 484*</a> | Directed Studies                      | 4              |

*\*Specific topics to be approved by the Program Advisory group*

#### **14. Program Regulations**

##### **a. Residency**

Of the overall total of 120 credits, 60 credits must be completed at UFV. At least 50% of the upper-level credits in the Horticulture major (~~including~~ **and** the capstone course) must be completed at UFV.

##### **b. Graduation**

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a UFV science advisor.

All degree candidates must be approved by the UFV Science Advice Centre.

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. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

~~Request to Graduate forms are available from Admissions and Records. Students must submit a request for Graduation form to the Admissions and Records office on or before April 1 with program requirements met by April 30.~~

##### **c. Course duplication**

Duplication refers to taking a course more than once.

Under university policy, students may not register for a course more than twice without approval of the appropriate dean or designate. Where a course has been repeated, only the higher grade is counted in the GPA calculation. See UFV's Course Repeat policy (86).

No more than five upper-level course duplications will be permitted on courses which apply to the BAS. Students with more than five upper-level course duplications will be required to withdraw from the program.

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# MEMO



**To:** Rod McLeod, Chair, Undergraduate Education Committee  
**From:** John English, Dean – Faculty of Applied & Technical Studies  
**Date:** 26/01/2015  
**Re:** Name Change – Automation and Robotics Technician

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After further consideration, the Program Working Group is recommending a name change to the "Automation and Control Systems Technician" to "Automation and Robotics Technician".

Although the initial program name is technically correct, it is not a commonly used title and is fading in use in favour of titles that are more specific about the sub-discipline of application of the control system. For example, one might see terms such as "industrial automation technician" or "instrumentation technician".

The two more common names available to us that apply to our circumstances are "automation and robotics" and "mechatronics". The Program Working Group feels that "mechatronics" would create confusion with the new Physics Mechatronics Diploma (with its engineering emphasis). Therefore, the Program Working Group is recommending "Automation and Robotics Technician" as the preferred title.

The name is appropriate for this particular incarnation of an automation program with its area of application in agriculture; the two dominant technical trends are in the direct automation of manual processes using either common off-the-shelf automation techniques and the application of robots to perform dedicated functions (e.g., milking, cleaning, sorting and grading, packaging, etc.). The common language in agriculture automation is "robotics" (and not so in other areas of automation such as the wood products industry).

In keeping with the principle that our program would not restrict the industries that a graduate might work, the same argument around automation trends being the application of robotics applies to the manufacturing sector--also a major and growing economic sector in the Fraser Valley.

In addition, the Program Working Group is recommending that the discipline designation be "ELTR" as the department is electronics (versus the currently proposed EACT).



## MEMO

To: UFV Community  
From: Elaine Harris  
Date: 16/01/2015  
Re: Proposed deletion of Course Numbering policy

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Deletion of the Course Numbering policy is proposed.

Although a consistent course numbering scheme is necessary for student records, and related processes such as prerequisite checking, degree audit, and transfer of UFV courses, few universities have a formal policy on course numbering. The numbering scheme is simply a set of rules/definitions, whereas the purpose of a formal policy is to provide principles to direct decision-making or a course of action.

There is no intent to change the UFV course numbering that has been established in the policy, but the numbering scheme can be published in the calendar and/or in the Course and Program Approval procedures.

Please forward any comments on the proposed deletion to [elaine.harris@ufv.ca](mailto:elaine.harris@ufv.ca)



NUMBER 58

APPROVAL DATE 05-26-2006

LAST AMENDMENT

LAST REVIEWED

NEXT REVIEW DATE 05-2011

**COURSE NUMBERING**

|                                       |                                      |
|---------------------------------------|--------------------------------------|
| <b>Approval Authority</b>             | Senate                               |
| <b>Responsible Executive</b>          | Provost and Vice-President, Academic |
| <b>Related Policies / Legislation</b> |                                      |

**POLICY**

Courses will be numbered in a way that reflects the academic level of the curriculum and is consistent with other post-secondary institutions.

**REGULATIONS**

As a general rule, courses should be numbered within the following numbering system based not only on the level of their content, but, also, on the level of preparation expected so that students may be successful.

1. When identifying courses within a discipline/subject, the following method of numbering courses will normally be used:

| <u>Numbering</u> | <u>Category</u>                                                                                                                                                                                                                    |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Less than 100    | Pre-undergraduate courses                                                                                                                                                                                                          |
| 100 – 199        | Undergraduate courses at the first year (lower) level, used by post-secondary programs – certificates, first year of a diploma, associate degree or bachelor's degree                                                              |
| 200 - 299        | Undergraduate courses at the second year (lower) level, used by post-secondary programs – second year of a diploma, associate degree or bachelor's degree                                                                          |
| 300 and 400s     | Undergraduate courses at the third and fourth year (upper) level, used by post-secondary programs – third or fourth year of a bachelor's degree                                                                                    |
| 500s             | Post-baccalaureate courses that require a baccalaureate degree or equivalent preparation to study at a higher, but not graduate, level and may be used as professional development to maintain a credential or professional status |
| 600 and above    | Graduate degree level courses                                                                                                                                                                                                      |

2. When identifying courses within a discipline/subject and numbering is not desirable, then the hundreds digit must be used within the course identifier to indicate the level of course.
3. Three digit numbers should not be used to identify Continuing Studies courses.



**Memo**

**To:** Rod McLeod, Chair of UEC

**From:** Darren Francis, Deputy Registrar

**Subject:** Addition to UFV general admission requirements

**Date:** November 15<sup>th</sup>, 2014

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**Background:**

UFV has received a request from a high school to consider a locally developed Criminology course for entrance into UFV's Bachelor of Arts, Criminology program. UFV's Criminology program is interested in considering the course but at this time UFV has no process in place to consider a locally developed course.

**Proposed Solution:**

UFV add the following note to the list of Approved Grade 12 courses, to allow UFV to consider such courses when requests come in:

Note: Locally developed courses may be considered in consultation with the department.

**Rationale for the change:**

UFV is a regional based university and it is our responsibility to respond to our catchment area schools. Therefore we believe making this change will allow us to respond to our local high schools and provide the opportunity for students to be considered for program entry when applicable.