



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
November 21, 2014 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**1.1.**

**2. APPROVAL OF UEC MINUTES**

3 - 6      **2.1.** UEC draft minutes: October 24, 2014

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

7 - 13      **3.1. Biology**  
Changes including prerequisites: BIO 201, 220

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

14 -      **3.2. Mathematics**  
19      Review with changes including prerequisites and total hours: MATH 438

MOTION: To approve the MATH 438 course outline as presented.

20 -      **3.3. Communications**  
23      Review with changes including prerequisites: CMNS 465

MOTION: To approve the CMNS 465 course outline as presented.

24 -      **3.4. Graphic and Digital Design**  
55      Changes including prerequisites and course number: GD 260 (formerly GD 161)  
         Changes including prerequisites: GD 317, 361, 374, 498, 499

MOTION: To approve the Geography course outlines as presented.

**4. PROGRAMS**

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- 56 - **4.1. Geography**  
59 Change to program name: Geography major, Urban and Planning Studies  
concentration (formerly Urban Studies concentration)
- MOTION: To approve the name change of the Geography major, Urban and Planning Studies concentration, effective January 2015.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

- 60 - **5.1. School of Trades**  
62
- 63 - **5.2. Election of subcommittee members**  
65 Admissions Subcommittee  
Policy Subcommittee  
Curriculum Quality Subcommittee
- 66 - **5.3. Expedited approval process guidelines**  
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- 69 - **5.4. Concept paper guidelines**  
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- 74 - **5.5. Review of standing committees of Senate**  
77
- 5.6. Admissions Subcommittee report**
- 5.7. Transfer Credit Subcommittee report**
- 5.8. Policy Subcommittee report**

**6. INFORMATION ITEMS**

- 6.1. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
GEOG 201, 202  
PHYS 100  
PSYC 110

**7. ADJOURNMENT**



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

October 24, 2014  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, Tara Cooper, John English, Darren Francis, Shirley Hardman, Arlene Leon, Stan Manu, Steven Marsh, Rod McLeod, Lisa Moy, Eric Spalding, Maureen Wideman, Simon Xi  
**ABSENT:** Satwinder Bains, Vlad Dvoracek, Peter Geller, Nancy Goad, Anthony Iliev, Kate McCulloch, David McGuire, Samantha Patridge  
**GUESTS:** Anastasia Anderson, Kenneth Garipey, Marcella LaFever, 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: September 26, 2014**

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Adult Education**

Changes including title and prerequisites: ADED 370

Changes including prerequisites: ADED 470

These courses originally came to the August meeting and are being resubmitted with revisions. Since ADED 370 is a directed studies course, which typically have a maximum enrolment of 6, C. Richardson (Adult Education department assistant) agreed that this should be changed from 25.

**MOTION:**

To approve the resubmitted ADED 370 and 470 course outlines as amended:

- ADED 370: maximum enrolment changed to 6

CARRIED

##### **3.2. Peace and Conflict Studies**

New course: PACS 390, Conflict Analysis and Peacebuilding Directed Study

An editorial error in the textbooks section was noted, and will be fixed.

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24 Oct 2014

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**MOTION:**

To approve the resubmitted PACS 390 course outline as presented.  
CARRIED

**3.3. Philosophy**

New course: PHIL 425, 20th Century Continental Philosophy

New course: PHIL 426, Contemporary Analytic Philosophy

**MOTION:**

To approve the new PHIL 425 and 426 course outlines as presented.  
CARRIED

**3.4. Library and Information Technology**

Changes including credits: LIBT 165

There was a question about the number of hours for LIBT 161, a work place site visit course, as it seems low for a 3 credit course. (Credits are being changed from 1.5 to 3, without a change in hours.) K. Gariepy (Library and Information Technology department head) indicated that the department feels that the required 70 hours are appropriate for 3 credits.

At some point, UEC may want to look at the structure of practicum/fieldwork courses overall, as these vary throughout the institution.

**MOTION:**

To approve the course outline for LIBT 161 as presented.  
CARRIED

Changes including credits, title, and pre/coreqs: LIBT 265

The department requested early implementation of the increased prerequisites for LIBT 265, but UEC felt that notice in the calendar would be in the best interest of students. The course outline will be published with interim prerequisites.

**MOTION:**

To approve the course outline for LIBT 265 as presented, with notice of increased prerequisites.  
CARRIED

Change to program requirements: Library and Information Technology diploma

The department also asked for implementation of the changes to the program (credits for LIBT 165 and 265 changed from 1.5 to 3, and removal of an elective from the program) to be implemented in January 2015. However, UEC felt that this would not provide sufficient notice to students. Some members suggested that implementation for Fall 2015 would be reasonable.

K. Gariepy indicated that these changes are necessary to address workload issues in the department, but UEC's commitment is to the curriculum rather than workload concerns. Program changes that have been rushed have often been regretted in the past.

UEC Draft Minutes  
24 Oct 2014

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Concerns were also raised regarding students who are currently in the program, and the fact that they should continue to be able to access these courses at 1.5 credits if they so choose. There will need to be a plan for addressing students who are currently in the process of completing the existing program.

Implementation of the changes will be discussed with the Office of the Registrar.

**MOTION:**

To approve the changes to the Library and Information Technology diploma as presented.

CARRIED

**3.5. Theatre**

Change to program requirements: Associate of Arts, Theatre option

**MOTION:**

To approve the changes to the Associate of Arts, Theatre option as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Election of subcommittee members**

The following subcommittees need to be filled: Admissions Subcommittee, Transfer Credit Subcommittee, Policy Subcommittee, Curriculum Quality Subcommittee.

The membership for the Admissions Subcommittee and Transfer Credit Subcommittee both include "Associate Registrar", but this will be changed to "Registrar or designate" to reflect UEC's official membership composition.

**Admissions Subcommittee**

- Registrar or designate: Darren Francis
- Two UEC members: Maria Bos-Chan, Simon Xi
- One International Education representative:
- Two additional members, including at least one advisor:

S. Xi could sit on this subcommittee as either a UEC member or a representative from International Education (or potentially both), depending on who else is interested. International Education will be asked if they would like to send an additional representative.

R. Colwell will send this to the Academic Advising Council to ask for an advisor willing to sit on this subcommittee.

**Transfer Credit Subcommittee**

- Registrar or designate: Darren Francis
- Two UEC members: Peter Geller, Tara Cooper
- At least two additional faculty: Stan Manu, Maria Bos-Chan
- One advisor: Rhonda Colwell

This subcommittee is complete for 2014/15.

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24 Oct 2014

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**Policy Subcommittee**

This subcommittee does not currently have Terms of Reference or a membership composition list. Rod McLeod is willing to continue on this subcommittee. Since a number of the current members were not present at the meeting and there were no additional volunteers, this will be discussed at the next UEC meeting.

**Curriculum Quality Subcommittee**

The formation of this subcommittee will be sent to Senate for information, and can be discussed at the next UEC meeting. Peter Geller, Heather Compeau, Sylvie Murray, and Lisa Moy expressed interest in sitting on this subcommittee.

**4.2. Memo templates**

S.Xi (International Education) provided some documents regarding the importance of "internationalizing the curriculum". The following question could be added to the memo templates: "What consideration has been given to internationalizing the curriculum?" Ideally, this should be accompanied by some education about the importance and value of this point, and might be best addressed at the program level rather than the course level. This will be discussed further by a working group (R. McLeod, D. Francis, and A. Grimson).

**4.3. Review of Standing Committees of Senate**

As part of a formal review of standing committee operations, the Senate Governance Committee (SGC) has requested that all standing committees submit recommendations for revisions to their terms of reference and membership composition. To assist in this, a questionnaire has been circulated to all committees. A draft of UEC's responses will be brought to the next meeting.

In general, UEC members are satisfied with committee membership, terms of reference, and operations, with some exceptions:

- Suggestion to add the Program Development Coordinator as an ex-officio non-voting member.
- It is often difficult to get quorum for the December and June meetings.
- Professional Studies Faculty Council meetings directly conflict with UEC this year.

**5. INFORMATION ITEMS**

**5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
ASTR 103  
MATH 265, 345  
PHYS 452

**5.2. Department name change**  
Teacher Education Program changed to Teacher Education department

**6. ADJOURNMENT**

The meeting was adjourned at 11:55 am.



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**MEMORANDUM**

**TO:** UEC

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

**DATE:** September 16, 2014

**SUBJECT:** BIO 201 Cellular Biochemistry and Metabolism, prerequisite change

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The Biology Department requests approval of the BIO 201, Cellular Biochemistry and Metabolism prerequisite change. This change is designed to allow Agriculture students to successfully register for this course.

**CWC Comments/Responses**

- Would it make sense to add CHEM 114 to the second set of requirements (CHEM 110 or CHEM 113)? (For instance, if a student had transfer credit for CHEM 114 but not CHEM 113, and had BIO 111 and 3 AGRI courses, they still would not satisfy the prereqs as written.)  
**RESPONSE – CHEM 114 has been added to the second set of prerequisites.**
- Since BIO 111 is already a prereq for BIO 112, is there a particular reason for adding BIO 111 to the first set of requirements?  
**RESPONSE - comment is valid but the problem is we have students who get into 112 with only a P in BIO111 (They shouldn't but it happens and in the concurrent summer session we could have a student who fails 111, but passes 112) These students would not be adequately prepared for BIO201/201 or 220 therefore I think we need to leave the BIO111 in the list.**
- Rather than any AGRI courses, are there specific courses that would help prepare students for success in the course? Perhaps "three of the following courses: \_\_\_\_" would be appropriate?  
**RESPONSE - Any 3 AGRIC courses numbered 1XX is fine as written.**



ORIGINAL COURSE IMPLEMENTATION DATE: June 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 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> BIO 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Cellular Biochemistry and Metabolism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>The biochemistry, structure, and function of cellular components are studied. Students examine pathways of chemotrophic and phototrophic metabolism in cells, focusing on cellular energy flow and control. Laboratory exercises emphasize the experimental evidence underlying current understanding of cell biochemistry and metabolism.                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | (BIO 111, BIO 112, and CHEM 114) or (BIO 111 and [one of CHEM 110, CHEM 113, or CHEM 114] and any three AGRI courses numbered 100 or higher).                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>45</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>90</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <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> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Identify the structure and function of the four main classes of biological macromolecules.
2. Describe and quantify the basic central eukaryotic metabolic pathways involved with cellular respiration and photosynthesis.
3. Calculate free energy changes for important biological reactions.
4. Know the basic structure and function of cellular membranes.
5. Understand the transport processes which occur in cells and how cellular homeostasis is maintained.
6. Gain valuable experience in a biology laboratory setting by working in small groups gathering real experimental data.
7. Analyze and interpret scientific experimental data and be able to make proper summary graphs and tables.
8. Perform laboratory skills such as proper pipetting procedures, use of spectrophotometers, protein gel electrophoresis, use of gas chromatograph, etc.

**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, laboratory exercises and reports, problem sets.

**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. | Hardin                     | Becker's World of the Cell           | <input checked="" type="checkbox"/> | Prentice Hall | 2011 |
| 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:    | 45% | Assignments: | %   | Midterm exam:     | 25% | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:    | 30% | Field experience: | %   | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 0% |

**Details (if necessary):**

**Typical Course Content and Topics**

Biological molecules

- Amino acids, properties of R groups
- Protein structure
- Sugars; polysaccharides
- Storage lipids, and introduction to membrane lipids
- Nucleotides (roles in ATP and co-factors)
- Introduction to nucleic acids

Bioenergetics and enzymes

- Free energy changes in chemical reactions
- Enzyme structure and function, including regulation
- Introduction to enzyme kinetics

Movement of molecules from cell to cell and within the cell

- Membrane lipids and their role in membrane structure
- Transport of molecules across membranes
- Energetics of membrane transport
- Implications of membrane transport in nerve function
- Extracellular structures and their role in cell-cell communication
- The endomembrane system and its role in sorting proteins

Energy flow in cells

- Glycolysis and fermentation
- Regulation of glycolysis and fermentation

**BIO 201****University of the Fraser Valley Official Undergraduate Course Outline**

Page 3 of 3

- Aerobic respiration in mitochondria: the TCA cycle and electron transport
- Proton gradient and ATP formation
- Chloroplasts and energy harvesting
- Photosynthetic carbon fixation; photorespiration, CAM, and C4 photosynthesis.

## Lab exercises

- Photometric assays
- Isolation of protein fractions from porcine serum
- Electrophoresis of protein fractions from porcine serum
- Enzyme kinetics of acid phosphatase
- Gas chromatography to separate fatty acids from naturally-occurring lecithin (2 weeks)
- Cell fractionation
- Respiration in yeast cells
- Use of inhibitors to probe mitochondrial electron transport (oxygen electrode)
- Chloroplast isolation and measurement of electron flow through PSII



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**MEMORANDUM**

**TO:** UEC  
**FROM:** Allan Arndt, Biology Department Head  
**DATE:** September 16, 2014  
**SUBJECT:** BIO 220 Genetics, prerequisite change

---

The Biology Department requests approval of the BIO 220, Genetics prerequisite change. This change is designed to allow Agriculture students to successfully register for this course.

**CWC Comments/Responses**

- The only comment was that you consider changing the Learning Outcomes from letters to numbers, for consistency with BIO 201 (and many other outlines).  
**RESPONSE** – this correction has been completed



ORIGINAL COURSE IMPLEMENTATION DATE: October 1994  
 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> BIO 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Genetics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This introductory genetics course deals with the principles and concepts of transmission of genetic information in all living organisms. The function of a gene will also be studied at the molecular level.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | BIO 111 and any 3 AGRI courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">45</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>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> Sept. 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

BIO 220

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) state Mendel's two Laws and relate these to meiosis
- 2) calculate map distances and generate restriction enzyme maps
- 3) critically interpret data in order to deduce modes of inheritance and predict outcomes of crosses
- 4) explain the processes of replication, transcription and translation at the molecular level
- 5) describe models for the regulation of gene function in cells
- 6) explain the techniques and applications commonly used in a modern genetics laboratory
- 7) describe how genes can be isolated from the genome of an organism

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

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

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

The basic genetic principles will be taught in lectures. Practical experience will be gained through laboratory exercises and 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. Russell                 | iGenetics: A Molecular Approach      | <input checked="" type="checkbox"/> | Prentice Hall | 2011 |
| 2.                         |                                      | <input type="checkbox"/>            |               |      |
| 3.                         |                                      | <input type="checkbox"/>            |               |      |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | %   | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | 12% | Lab work:    | 18% | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

The major topics included in this course:

1. Basic Mendelian Genetics
  2. Mitosis and meiosis
  3. Elementary probability
  4. Mapping genes on eukaryotic, bacterial and viral chromosomes
  5. Basic cytogenetics
  6. DNA structure
  7. Replication
  8. Transcription and translation
  9. Cloning and sequencing
  10. Control of gene expression
  11. Eukaryotic chromosomes
- Laboratory Experiments:
- Lab 1 Gene Mapping
  - Lab 2 Mutagenesis
  - Lab 3 Genomics
  - Lab 4 DNA Isolation and Quantification
  - Lab 5 Transformation and Restriction Enzyme Mapping
  - Lab 6 RFLP Analysis and PCR Amplification

### **Memo**

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

From: Cynthia Loten, Department Head of Math and Stats

Date: June 4, 2014

Subject: MATH 438, 6 year review, updating course content and prerequisite change

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

A. Course revision:

1. Rationale for change: MATH 483 is due for the standard 6 year review. The department has taken this opportunity to update the learning outcomes and topics covered to match the current practice.
2. Summary of substantive changes: The learning outcomes and topics covered have been updated and expanded upon. In addition, MATH 265 has been added to the list of prerequisites. This course has been added to the prerequisites to ensure the students have the required logical and mathematical background. Note that MATH 265 didn't exist when MATH 438 was created. Moreover, MATH 265 is a required course for any student pursuing a math major or minor.

B. New course:

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

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? The course addresses several of the mathematics programs' learning outcomes, which have been already linked in other documents to UFV's more general ILOs. But more specifically, the course requires students to construct examples, counter examples and proofs to demonstrate mathematical ideas and solutions to problems thus meeting ILO2, ILO3, ILO4 and ILO5.
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
3. What consideration has been given to indigenizing the curriculum? No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

5. If this course is not eligible for PLAR, explain why.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? No field trips.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. Tuition + textbook (approx. \$170).

**CWCONSULT EMAIL CORRESPONDENCE FOR MATH 438 6 YEAR REVIEW**

From: Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)>  
Date: Wed, Aug 20, 2014 at 11:41 AM  
Subject: RE: [CWC] MATH 438 6 year review  
To: Cynthia Loten <[Cynthia.Loten@ufv.ca](mailto:Cynthia.Loten@ufv.ca)>  
Cc: Samantha Pattridge <[Samantha.Pattridge@ufv.ca](mailto:Samantha.Pattridge@ufv.ca)>, Amanda Grimson <[Amanda.Grimson@ufv.ca](mailto:Amanda.Grimson@ufv.ca)>

Thanks Cindy – I have no further questions/concerns.

**From:** [cindy.loten@gmail.com](mailto:cindy.loten@gmail.com) [mailto:[cindy.loten@gmail.com](mailto:cindy.loten@gmail.com)] **On Behalf Of** Cynthia Loten  
**Sent:** Monday, August 11, 2014 8:59 PM  
**To:** Rhonda Colwell  
**Cc:** Samantha Pattridge; Amanda Grimson  
**Subject:** Re: [CWC] MATH 438 6 year review

Hi,

We do still have the 40% rule on the final exam for passing the course. We will add this to the **Typical Evaluation Methods and Weighting** section as you suggest.

The typical student for this course will be a BA or BSC student getting a math major/minor, who is required to take MATH 265 anyway.

Of the 41 students registered for the fall who are pursuing a math major/minor, 1 is getting the stats option minor and one is getting the math minor for the BCIS.

For the stat option, the students need to take 15 UL credits of STAT courses, so MATH 438 wouldn't even contribute to the required UL courses.

We offer (just!) enough upper level courses for a student to get a math major in 4 years, so a student could get a minor in 4 years and avoid taking MATH 438 if s/he didn't have MATH 265.

Cindy

On Wed, Aug 6, 2014 at 2:37 PM, Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)> wrote:

Hi Cindy,

I have read this proposal and I have two questions:

Does the Math & Stats dept still require students to obtain a minimum of 40% on the final exam in order to pass the course? If so, does it make sense to add this to the OCO under the **Typical Evaluation Methods and Weighting** section?

There are 4 programs which do not require students to complete MATH 265 – Math (Stats option) extended minor and minor in Arts, Math minor in BCIS, and Math (Stats option) minor in Science. Will losing this group of students impact this course's enrolment numbers? I guess what I am trying to ask is "who is the typical student to complete this course?"

Thanks,

Rhonda

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [mailto:[cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca)] **On Behalf Of** Cynthia Loten

**Sent:** Tuesday, June 10, 2014 2:49 PM

**To:** cwconsult

**Subject:** [CWC] MATH 438 6 year review

Hi,

I've attached the OCO and the associated memo MATH 438. This course was up for its 6 year review and we added a new prerequisite.

Cindy

**Cynthia Loten**

Dept. Head Math and Stats



ORIGINAL COURSE IMPLEMENTATION DATE: July 1994

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 438

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

Course Full Title: Advanced Linear Algebra  
Course Short Title:

Faculty: Faculty of Science

Department (or program if no department): Mathematics & Statistics

### Calendar Description:

Vector spaces; linear functionals; linear operators and their representation; polynomial techniques; orthogonal projection; the adjoint; unitary and orthogonal operators; canonical forms; the singular value decomposition.

**Prerequisites (or NONE):** MATH 221 and at least two MATH courses 300 level or higher. Note: As of January 2016, prerequisites will change to the following: MATH 221, MATH 265, and at least two MATH courses 300 level or higher.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours:** 45

### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

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

**Expected frequency of course offerings**

(every semester, annually, etc.): every 2-3 years

Department / Program Head or Director: Cindy Loten

Date approved: May 28, 2014

Campus-Wide Consultation (CWC)

Date of posting: July 10, 2014

Faculty Council approval

Date approved: October 3, 2014

Dean/Associate VP: Lucy Lee

Date approved: October 3, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting:

**Learning Outcomes**

The focus of this course is on linear transformations, in particular linear functionals and linear operators, and how they may be represented and employed.

Successful students will:

1. Analyze a given linear transformation with the tools of kernel, range, rank and nullity.
2. Demonstrate through arguments and construction of examples and counterexamples how choice of basis affects matrix representation of a transformation and how different such representations are related.
3. Demonstrate via argument and example the effect conditions on a linear operator(s) (for example idempotence or rank) have on matrix representations
4. Use polynomial tools such as the minimal polynomial and characteristic polynomial (among others) to analyze an operator and its representations.
5. Determine if a subspace is invariant under an operator, and how the existence of such subspaces affects matrix representation.
6. Construct the dual of a given basis, and show how a functional may be represented relative to that dual (in the finite dimensional case)
7. Determine if a given operator is diagonalizable, and via argument demonstrate how various conditions (for example on the minimal polynomial or characteristic polynomial or eigenspaces) affect diagonalizability.

Working in inner product spaces:

8. Construct orthonormal bases of subspaces and their orthogonal complements and employ them in applications such as the construction and use of orthogonal polynomials.
9. Construct the orthogonal projection onto a subspace, and demonstrate applications to finite Fourier series and least square approximations. Demonstrate via argument and example the underlying geometric principles of best approximation.
10. Construct the adjoint to a linear operator, and prove elementary statements about the adjoint and its relationship to the operator.
11. Define normal, self-adjoint, unitary and orthogonal operators, prove elementary statements regarding them, and demonstrate the effect these conditions have on the geometry of the eigenvectors, and location of the eigenvalues and matrix representations.
12. Find the singular value decomposition of a transformation and via argument and clearly explain the arguments for the existence of the decomposition. Find the (related) singular value decomposition of a matrix. Construct the pseudoinverse of a transformation. Demonstrate how these tools may be applied in such areas as medical imaging or image compression.
13. Use the symbolic manipulation package Maple to perform relevant computations.

**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. Friedberg, Insel,<br>Spence      | Linear Algebra                              | <input checked="" type="checkbox"/> | Prentice Hall    | 2002                      |
| 2. Hoffman Kunze                    | Linear Algebra                              | <input checked="" type="checkbox"/> | Pearson          | 1971                      |
| 3.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 4.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 5.                                  |                                             | <input type="checkbox"/>            |                  |                           |

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

Access to Maple software on campus, and access to computer labs for testing.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 30% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | 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. Review of vector spaces, basis, dimension (both finite and infinite dimensional case) over arbitrary fields, but in particular  $\mathbb{Z}_p$  and  $\mathbb{C}$ .
2. Linear transformations, null space and range, rank-nullity
3. Direct sum decompositions
4. Representation of transformations, relation between representations, isomorphism between algebra of operators and algebra of matrices.
5. Isomorphism and invertibility of transformations
6. Invariant subspaces
7. Very brief review of determinants
8. Characteristic and minimal polynomials, Cayley-Hamilton theorem.
9. Eigenvalues/vectors, diagonalizability and triangularizability.
10. Linear functionals, dual space, reflexivity, applications e.g. Lagrange polynomials
11. Inner product spaces, orthonormal bases, GramSchmidt process, orthogonal complements
12. Projection on a subspace and applications to finite Fourier series and least squares approximation.
13. The adjoint of an operator
14. Normal and self-adjoint operators and consequences for eigenvalues/vectors
15. Unitary and orthogonal Operators and matrix representations.
16. Singular value decomposition, the pseudoinverse and applications.
17. Time permitting: Jordan Canonical Form



# MEMO

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

From: Samantha Pattridge, Department Head Communications

Date: 18/11/2014

Re: CMNS 465, course changes

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**A. Course revision: CMNS 465: Grant and Proposal Writing**

1. *Rationale for change:* 6-year review

2. *Summary of substantive changes:*

- Prerequisites have been increased from 45 university-level credits to 60, to include one of CMNS 212, 251, or 312. The change in prerequisites reflects the change to fourth year and the level of work currently expected of students in this course.

**C. Budget and Learning outcome Issues**

3. *How does your course address the UFV Learning Outcomes?* This course helps students meet all of UFV's ILOs, but most specifically these:

*#1. Demonstrate information competency:* information is gathered, synthesized, and presented in proposals.

*#2. Analyze critically and imaginatively:* Students examine different proposal types and use their analysis to write a specific proposal.

*#4 Initiate inquiries and develop solutions to problems:* Students find RFPs or grant applications and create specific materials in response.

*#5. Communicate effectively:* All aspects of the course are predicated on this ILO.

*#8. Engage in respectful and professional practice:* Students respond to real writing situations in this course.

4. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* This course is not required by other programs.

5. *What consideration has been given to indigenizing the curriculum?* Indigenizing the curriculum can occur within the examples and case scenarios chosen by the instructor, or within the project topics chosen by the students.

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

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

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

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

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

Course Reviewers: Michelle Riedlinger, David Thomson

CWC:

[Eric Spalding](#)

The changes make sense to me. In light of a suggestion made with regard to a different course at the last UEC meeting, perhaps referring to a more recent edition of the textbook would be good, both for CMNS 360 and CMNS 465. Best regards!

[Samantha Pattridge](#)

Thanks for your suggestion – actually, these textbook examples are the most recent editions. If you have any suggestions for a useful text for either, I am sure we would be happy to consider it.



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: CMNS 465                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Course Full Title: Grant and Proposal Writing<br>Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Department (or program if no department): Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students will make a persuasive case in grants, proposals, letters of intent, and cover letters. Students will write and design a persuasive case document, research potential donors, prepare a budget, and articulate the ethical dimensions of grants management.<br>Note: Students will be required to participate in global social media environments.                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Note: Students with credit for CMNS 365 cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b> 45 university-level credits and one of the following: CMNS 125, CMNS 155, CMNS 175, ENGL 105, CMNS 212, CMNS 251, or CMNS 312. Note: As of January 2015, prerequisites will change to the following: 60 university-level credits including one of the following: CMNS 212, CMNS 251, or CMNS 312.<br><b>Corequisites (if applicable, or NONE):</b> None<br><b>Pre/corequisites (if applicable, or NONE):</b> None                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CMNS 365</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Seminars/tutorials/workshops | 30 | 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, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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): 25</b><br><b>Expected frequency of course offerings (every semester, annually, etc.):</b> every other year                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Department / Program Head or Director: Samantha Pattridge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Date approved: March 7, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Campus-Wide Consultation (CWC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Date of posting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Date approved:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Dean/Associate VP:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date approved:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

- Analyze the elements of case statements for fundraising or business initiatives.
- Write a persuasive case statement, cover letter, letter of intent, and proposal.
- Prepare effective budgets, letters of intent, and evaluation tools.
- Identify the ethical and accountability dimensions of writing persuasive grants and proposals.
- Research prospects for funding or for contracts.
- Define key terms that relate to grant management.
- Write mission and vision statements.
- Identify the factors needed for institutional readiness for fundraising or Request for Proposal (RFP) responses.
- Apply persuasive techniques in presentations and written documents.

## 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)

Readings, discussion, group work, simulations, and guest 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</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                              | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year Published</u> |
|------------------------------------------|--------------------------------------------------------------------------|-------------------------------------|------------------|-----------------------|
| 1. Clarke, C.A.                          | Storytelling for Grantseekers: A Guide to Creative Nonprofit Fundraising | <input checked="" type="checkbox"/> | Wiley            | 2009                  |
| 2.                                       |                                                                          | <input type="checkbox"/>            |                  |                       |
| 3.                                       |                                                                          | <input type="checkbox"/>            |                  |                       |
| 4.                                       |                                                                          | <input type="checkbox"/>            |                  |                       |
| 5.                                       |                                                                          | <input type="checkbox"/>            |                  |                       |

## 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):

|                              |     |
|------------------------------|-----|
| Preliminary proposal         | 10% |
| Mission and Vision statement | 10% |
| Case statement               | 10% |
| Letter of intent             | 10% |
| RFP or grant proposal        | 30% |
| Evaluation plan              | 10% |
| Oral presentation            | 20% |

**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, the terms and expectations  
 Week 2: An examination of different proposal types  
 Week 3: Motivation for writing effective grants and proposals  
 Week 4: Organizational readiness to respond to a Request for Proposal "RFP" or to write a grant  
 Week 5: Where is the money? Researching donor or project prospects  
 Week 6: Writing for results and the elements of persuasion  
 Week 7: The characteristics of a well-written proposal  
 Week 8: Writing memorable objectives  
 Week 9: Project evaluation plan and budget preparation  
 Week 10: Responding to a potential grantor's interests and guidelines  
 Week 11: Ethical dilemmas and dimensions of grant management and proposal writing  
 Week 12: Pitching the funding proposal

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Alissa Webb – College of Arts

**From:** Graphic Design Program Committee

**Date:** September 2, 2014

**Subject:** Change of Number GD 161 to GD 260: Changes to course number, pre-requisites, and minor revisions to calendar description.

- A. Changes to course prerequisites, and minor revisions to calendar description and learning outcomes:
1. Rationale for number change: This course was originally assigned at the wrong level. It is an introduction to visual communication, reflecting 200 level learning outcomes.
  2. Rationale for prerequisite change: A culmination of 100 level skills and knowledge will support students in achieving the learning outcomes for this course. This course focuses on design process and visual communication solutions where knowledge of design fundamentals and typography is essential. GD 101 and GD 154 cover the depth of knowledge required.
  3. Rationale for revised calendar description: To emphasize the course focus and for clarity.
- B. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?  
*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*
  3. What consideration has been given to indigenizing the curriculum?  
*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*
  4. If this course is not eligible for PLAR, explain why.
  5. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*This course may have field trips to printing and interactive design production facilities, design studios, advertising agencies, and marketing firms. Local businesses and/or community partners may be introduced as clients to support experiential learning. The dates will not be included in the timetable. There will likely be no additional cost.*
  6. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Cohort students provide their own equipment and software, and non-cohort students*

*will have use of computers, equipment and Adobe CC in the GDD labs on the Mission campus. The course requires access to the GDD labs. All GD courses have a surcharge and materials fee.*

*2013/14:*

*210.73/credit + 13.14 ancillary fees = 223.87/credit*

*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)*

*Total Cost: \$756.61*

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**From:** Vicki Bolan  
**Sent:** Tuesday, September 02, 2014 2:26 PM  
**To:** Rebekah Brackett  
**Cc:** Karin Jager  
**Subject:** GD 260 - Re-numbering and Change to Learning Outcomes (formerly GD 161)

Hi Rebekah

Attached find the revised course outline and rationale memo for the above course. Below find the comments from the CWConsult process.

Please don't hesitate to contact me if you have any questions

Regards

Vicki

**From:** Karin Jager  
**Sent:** August-25-14 8:17 AM  
**To:** Alisa Webb; Vicki Bolan; cwconsult  
**Cc:** Cecelia Dirksen; Rebekah Brackett  
**Subject:** Re: Course revisions & re-numbering: GD 260 - Graphic and Digital Design I

Thank you for your comments Alisa.

1. Yes, students may not take GD260 for further credit.
2. Yes, the learning outcomes are at a higher level in this course. A culmination of 100 level skills and knowledge will support students in meeting the learning outcomes for this course and in achieving better results in their project work.

Revised memo:

Rationale for number change: **This course was originally assigned at the wrong level. It is an introduction to visual communication, reflecting 200 level learning outcomes.**

Rationale for prerequisite change: **A culmination of 100 level skills and knowledge will support students in achieving the learning outcomes for this course.** This course focuses on design process and visual communication solutions where knowledge of design fundamentals and typography is essential. GD 101 and GD 154 cover the depth of knowledge required.

Rationale for revised calendar description: To emphasize the course focus and for clarity.

////////////////////////////////////  
**Karin Jager** MEd CGD Department Head, Graphic + Digital Design (GDD)

**UNIVERSITY OF THE FRASER VALLEY** 33700 Prentis Ave. Mission, BC V2V 7B1  
[Office] 604 557 7607 [Toll Free] 1 888 504 7441 x 7607 [Mobile] 604 290 6396  
[About GDD](#) /// [DESIGNmission blog](#) /// [2014 Grads](#)

**From:** Rhonda Colwell  
**Sent:** August-20-14 2:12 PM  
**To:** Vicki Bolan; Karin Jager  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] Course revisions & re-numbering: GD 260 - Graphic and Digital Design I

Hi all,

I have read this proposal and Alisa has already asked the questions I had. Nothing further from me.

Thanks,  
Rhonda

**From:** Alisa Webb  
**Sent:** August-19-14 12:47 PM  
**To:** Vicki Bolan; cwconsult  
**Cc:** Karin Jager; Cecelia Dirksen; Rebekah Brackett  
**Subject:** RE: Course revisions & re-numbering: GD 260 - Graphic and Digital Design I

I had 2 comments on this one:

1. Presumably students with credit for 161 cannot take 260 for further credit. This needs to be indicated on the form.
2. I noted that there is no change to the course content or learning outcomes with the move to the 200-level. The memo states that the outcomes reflect the 200-level. Just for clarity, does this mean that the course, as originally taught and conceived, was sitting at the wrong level (i.e. it was developed and taught at the first year, but it became apparent that the content and outcomes were more fitting a second-year course)? In comparison to the other GD 100- and 200-level courses, I can see how the outcomes reflect a 200-level. You might want to tweak this statement on the memo for clarity as this moves through various channels.

**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)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 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> GD 260                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Graphic and Digital Design I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course introduces visual communication and the design process. Students gain an understanding of the fundamentals of perception and design thinking. Exercises and projects emphasize conceptual development, composition, and the visual solution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Note:</b> Students with credit for GD 161 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b> GD 101 and GD 154                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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: <b>GD 161</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input 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: 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 style="text-align: right;">30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 10 | Laboratory hours | 20 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> July 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of posting:</b> August 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

GD 260

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:

- Define the communications objectives for a design project
- Generate concepts for a design solution
- Implement a process for the development of a design solution
- Develop content for a design solution
- Apply typography, image and colour in a layout
- Create design solutions that meet communications objectives
- Articulate the rationale for a design solution

## 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, demonstrations, presentations.

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

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

| Author Surname, Initials | Title (article, book, journal, etc.) | Current Ed.              | Publisher | Year |
|--------------------------|--------------------------------------|--------------------------|-----------|------|
| 1. Santoro, Scott W.     | <i>Guide to Graphic Design</i>       | <input type="checkbox"/> | Pearson   | 2014 |
|                          |                                      |                          |           |      |
|                          |                                      |                          |           |      |

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

Adobe CS current edition  
Macintosh computer  
Portable media storage

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |    |
|----------------|---|--------------|------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %  |
| Other::        | % | Other::      | %    | Other::           | % | Total:     | 0% |

## Details of Assignments

5% Project 1: Creative brief  
10% Project 2: Design thinking – research and concept development  
25% Project 3: Exercises in graphic design basics (5 x 5% each)  
20% Project 4: Zine  
20% Project 5: Event Promotion  
20% Project 6: Experiential Design

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

## Typical Course Content and Topics

An introduction to the design process:  
From problem to the solution.  
Defining the challenge. Understanding communications objectives and the creative brief.  
Research methods for design projects.  
Generating ideas and concept development:  
Mind mapping, 20 x 20 thumbnails and mood boards.  
An introduction to the graphic design basics:  
Formats, layout and grids, typography, image, colour, and print finishing  
Developing the design solution.  
Creating mock-ups for presentation.  
Presenting design solutions.  
How to write a rationale.

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Alissa Webb – College of Arts

**From:** Graphic Design Program Committee

**Date:** August 14, 2014

**Subject:** Change to GD 317: Changes to pre-requisites

- A. Changes to course prerequisites, and minor revisions to calendar description and learning outcomes:
1. Rationale for prerequisite change: Students require greater preparation. The addition of GD 260 will provide students with knowledge of design process required at this upper level.
- B. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?  
*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  3. What consideration has been given to indigenizing the curriculum?  
*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*
  4. If this course is not eligible for PLAR, explain why.
  5. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?  
*This course may have field trips to printing and interactive design production facilities, design studios, advertising agencies, and marketing firms. Local businesses and/or community partners may be introduced as clients to support experiential learning. The dates will not be included in the timetable. There will likely be no additional cost.*
  6. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Cohort students provide their own equipment and software, and non-cohort students will have use of computers, equipment and Adobe CC in the GDD labs on the Mission campus. The course requires access to the GDD labs. All GD courses have a surcharge and materials fee.*

2013/14:

210.73/credit + 13.14 ancillary fees = 223.87/credit

223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)

*Total Cost: \$756.61*

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**From:** Vicki Bolan  
**Sent:** Wednesday, September 03, 2014 9:59 AM  
**To:** Rebekah Brackett  
**Cc:** Karin Jager  
**Subject:** GD 317 - Graphic and Digital Design II - changes to pre-requisites - Final Final

Hi Rebekah

The GD program committee proposes changes to GD 317 – Graphic and Digital Design II. The course has been through the CWConsult process and the comments are listed below.

***Vicki Bolan***

**From:** Vicki Bolan  
**Sent:** Wednesday, September 03, 2014 9:57 AM  
**To:** Rhonda Colwell; Karin Jager  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] GD 317 - Graphic and Digital Design II - Changes to pre-requisites - Final Comment

Hi Rhonda

GD 156 was changed to GD 159 in 2012 and effective September 2013, the synonymous note was removed from GD 159. With this in mind, we believe that the note (formerly GD 156) should be removed from the pre-requisite wording.

Regards  
Vicki

**From:** Rhonda Colwell  
**Sent:** September-02-14 3:53 PM  
**To:** Vicki Bolan; Karin Jager  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] GD 317 - Graphic and Digital Design II - Changes to pre-requisites

Thanks Vicki.

To err on the side of caution, I will ask that you keep the bracketed info in the course prerequisites.

I have no additional concerns.

Rhonda

**From:** Vicki Bolan  
**Sent:** September-02-14 3:15 PM

**To:** Rhonda Colwell; Karin Jager  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] GD 317 - Graphic and Digital Design II - Changes to pre-requisites

Hi Rhonda

GD 156 was changed to GD 159 in 2012. It is possible that there may be students with GD 156 on their record from that time.

Regards  
Vicki

**From:** Rhonda Colwell  
**Sent:** August-20-14 2:18 PM  
**To:** Vicki Bolan; Karin Jager  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] GD 317 - Graphic and Digital Design II - Changes to pre-requisites

Hi all,

I have read this proposal and I have a question: has enough time passed to remove the formerly notation beside GD 159? Is there still the potential for students to have GD 156 on their student record from the last time this course number was offered? If it is possible, then I will recommend that you keep the formerly statement in the prerequisites.

Thanks,  
Rhonda

**From:** Alisa Webb  
**Sent:** August-19-14 12:45 PM  
**To:** Vicki Bolan; cwconsult  
**Cc:** Karin Jager; Cecelia Dirksen; Rebekah Brackett  
**Subject:** RE: GD 317 - Graphic and Digital Design II - Changes to pre-requisites

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)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 07/07/14

## 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> GD 317                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Graphic and Digital Design II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course presents the field of communication design, the process of problem solving, and how to design effective visual communications solutions. Students focus on strategy, research, and target audience analysis in the development of comprehensive visual communications projects.                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Note:</b> Students with credit for                      cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | GD 157, GD 159, and GD 260 (formerly GD 161).                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 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>25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>5</td></tr> <tr><td>Laboratory hours</td><td>25</td></tr> <tr><td>Field experience hours</td><td>5</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25 | Seminars/tutorials/workshops | 5 | Laboratory hours | 25 | Field experience hours | 5 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> July 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> August 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

GD 317

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:

- Identify different types of visual communications projects and their purpose
- Gather information, materials, and research to solve a graphic design problem
- Analyze the information, materials, and research gathered and strategize a project direction
- Develop a design brief, mood boards, and plan a visual communications project
- Create design concepts and develop comprehensive design solutions
- Develop proficiency in the application of typography, layout, and image making
- Describe the production process for different types of media for the implementation of visual communications projects

**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, demonstrations, presentations, in-class project development, studio tour.

**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. | Landa, Robin               | <i>Graphic Design Solutions</i>                                                                                            | <input type="checkbox"/> | Clark Baxter      | 2011 |
| 2. | Visocky O'Grady,           | <i>The Information Design Handbook</i>                                                                                     | <input type="checkbox"/> | F+W Publications  | 2008 |
| 3. | Barry, Pete                | <i>The Advertising Concept Book, Think Now, Design Later: A complete guide to creative ideas, strategies and campaigns</i> | <input type="checkbox"/> | Thames and Hudson | 2010 |
| 4. |                            |                                                                                                                            | <input type="checkbox"/> |                   |      |

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

Macintosh computer  
Adobe CS current edition  
Portable media storage

**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):**

Project 1: Publication design 25%  
Project 2: Advertising 25%  
Project 3: Information design 25%  
Project 4: Corporate communication 25%

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

**Typical Course Content and Topics**

**An overview of different types of visual communications projects and their purpose:**

- Week 1:** **Book Design:** Covers, interiors and designing for a series. Analyzing books and magazines published in print and digital media. Types of publications – editorial, fiction, non-fiction, informational, etc.
- Week 2:** **Advertising:** Integrated campaigns and flexible strategies across multiple media platforms. Ideas, headlines, and visuals.
- Week 3:** **Information Design:** Data visualization. Cognitive principles, communication principles and aesthetic principles. Exhibition design, signage and way finding.
- Week 4:** **Corporate Communication:** Conceptualizing corporate vision, themes, and positioning. Types of corporate communications projects – brochures, catalogues, direct mail, annual report, social responsibility report. Types of corporate communication clients – Public, private, government, and non-profit organizations. The role of social responsibility in a corporation.
- Weeks 5-12:** **The five phases of the graphic design process:**  
Introducing Robin Landa's "Orientation > Analysis > Concepts > Design > Implementation" phases
1. **Orientation:** Defining the graphic design problem and understanding the client's culture, values, and history. Determining needs, requirements, audience, and competition. Using information gathering tools and initiating market research.

2. **Analysis:** Strategizing a project direction. Examining each part of the problem and defining each part. Organizing and analyzing the information, materials, and research gathered. Developing a design brief, mood boards, and planning a visual communications project. Managing strategy in different types of contexts (design studio, advertising agency, publisher). Using mood boards to establish direction for colour, style, and strategy. Involving the client in the discovery process.
3. **Concepts:** Creating design concepts by articulating rationales for design elements and creative direction of the communications solution. Applying reflective thinking, interpretation, and reasoning to concept development. Establishing the theme, tone, and direction of the content. Creating the content.
4. **Design:** Developing the design solution. Creating thumbnail sketches, roughs, and comprehensives. Using typography, images, and layout effectively. Techniques for client presentations.
5. **Implementation:** Implementing design solutions. An introduction to the production process for different types of media. Estimating, project management, production, and client liaison.

**Week 13: Designing visual communication using the five phases of the graphic design process**

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Alissa Webb – College of Arts  
**From:** Graphic Design Program Committee  
**Date:** August 14, 2014  
**Subject:** Change to GD 361: Changes to pre-requisites

- A. Changes to course prerequisites, and minor revisions to calendar description and learning outcomes:
1. Rationale for prerequisite change: GD 361 is a self-directed capstone course for the Graphic +Digital Design Diploma and the BFA Extended Minor/Minor. The number of required upper level credits have been revised from 18 to 15 to enable more flexibility for program completion.
- B. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?  
*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  3. What consideration has been given to indigenizing the curriculum?  
*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*
  4. If this course is not eligible for PLAR, explain why.
  5. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*This course may have field trips to printing and interactive design production facilities, design studios, advertising agencies, and marketing firms. Local businesses and/or community partners may be introduced as clients to support experiential learning. The dates will not be included in the timetable. There will likely be no additional cost.*
  6. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Cohort students provide their own equipment and software, and non-cohort students will have use of computers, equipment and Adobe CC in the GDD labs on the Mission campus. The course requires access to the GDD labs. All GD courses have a surcharge and materials fee.*

2013/14:

210.73/credit + 13.14 ancillary fees = 223.87/credit

*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)*  
*Total Cost: \$756.61*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2012  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2018  
 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> GD 361                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Portfolio Development for Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Port Dev for GDD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Building a professional portfolio requires the integration of knowledge, technology, and skills. In this course, students have the opportunity to demonstrate a culmination of their professional development through self-directed projects. Exercises in critical analysis, creative problem solving, and presentation skills further enhance their abilities.                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Note:</b> Students with credit for cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b> 15 GD credits. Note: As of January 2016, prerequisites will change to the following: 15 GD credits including one 300-level or higher GD course.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>15</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Student Directed Learning</td> <td>15</td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops |  | Laboratory hours | 15 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 15 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> July 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> August 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

GD 361

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:

- Assess current portfolio content and determine requirements
- Plan portfolio content development based on personal strengths and chosen career direction
- Develop and refine projects for portfolio
- Compile, organize and label portfolio content for presentation
- Implement portfolio presentation techniques for one-on-one and one-on-group situations
- Articulate project objectives, development and rationales

## 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, demonstrations, self-directed content development, out-of-class design and production, presentations.

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

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

|    | Author Surname, Initials                  | Title (article, book, journal, etc.)                                    | Current Ed.              | Publisher         | Year |
|----|-------------------------------------------|-------------------------------------------------------------------------|--------------------------|-------------------|------|
| 1. | Myers, Debbie Rose.                       | <i>The Graphic Designer's Guide to Portfolio Design.</i>                | <input type="checkbox"/> | John Wiley & Sons | 2009 |
| 2. | Rowe, Robert; Will, Gary; Linton, Harold. | <i>Graphic design portfolio strategies for print and digital media.</i> | <input type="checkbox"/> | Prentice Hall     | 2009 |
| 3. | Heller, Steven and Fernandes, Teresa.     | <i>Becoming a graphic designer: A guide to careers in design</i>        | <input type="checkbox"/> | John Wiley & Sons | 2010 |
| 4. | Wyatt, Paul                               | <i>The Digital Creative's Survival Guide</i>                            | <input type="checkbox"/> | F+W Media         | 2013 |

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

Adobe CS current edition  
Portable media storage  
Macintosh computer

## 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 of Assignments

15% Project 1: Portfolio plan  
25% Project 2: Self-directed  
25% Project 3: Self-directed  
25% Project 4: Final portfolio presentation  
10% Project 5: Project case study

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

## Typical Course Content and Topics

- The portfolio process – choosing your direction
- Types of portfolios – Format, content and structure
- Expectations for evolving design disciplines
- Planning your portfolio – project checklist
- Defining self-directed projects
- Meeting professional standards – innovation and originality; composition and typography; and solving visual communications problems.
- Developing your personal brand
- Ethics and professional practice: Acknowledgements and credits
- Designing portfolio templates – information hierarchy and content
- Presenting your work – digital and print
- Photographing your work
- Defining project objectives and rationales – writing and presenting case studies
- Presentation techniques for one-on-one and one-on-group
- Presenting for employment versus presenting for freelance work

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Alissa Webb – College of Arts  
**From:** Graphic Design Program Committee  
**Date:** August 14, 2014  
**Subject:** Revisions to GD374: Changes to course prerequisites and minor revisions to calendar description and learning outcomes.

- A. Changes to course prerequisites, and minor revisions to calendar description and learning outcomes:
1. Rationale for prerequisite change:
    - i. GD374 is an introductory course for a specialized field in graphic design and does not require GD317 as a prerequisite. Successful completion of GD260 Graphic and Digital Design I and GD157 Digital Media I will provide the necessary skill sets needed for GD374. Revising the prerequisites will enable more access for BFA Extended minor students pursuing a visual identity stream.
  2. Rationale for revised calendar description and refined learning outcomes.
    - i. The nomenclature in the description and learning outcomes has been revised to reflect the contextual emphasis of this course on professional design practice. These are minor revisions for clarity.
    - ii. The calendar description has been condensed to meet the new UEC guidelines.
- B. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?  
*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
*Not at this time, but is related to communications, media arts and business. It is also related to marketing in Agriculture.*
  3. What consideration has been given to indigenizing the curriculum?  
*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*
  4. If this course is not eligible for PLAR, explain why.
  5. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?  
*This course may have field trips to printing and interactive design production facilities, design studios, advertising agencies, and marketing firms. Local businesses and/or*

*community partners may be introduced as clients to support experiential learning. The dates will not be included in the timetable. There will likely be no additional cost.*

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

*Cohort students provide their own equipment and software, and non-cohort students will have use of computers, equipment and Adobe CC in the GDD labs on the Mission campus. The course requires access to the GDD labs. All GD courses have a surcharge and materials fee.*

*2013/14:*

*210.73/credit + 13.14 ancillary fees = 223.87/credit*

*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)*

*Total Cost: \$756.61*

---

**From:** Vicki Bolan  
**Sent:** Tuesday, September 02, 2014 3:05 PM  
**To:** Rebekah Brackett  
**Subject:** FW: [CWC] GD 374 - Brand Identity - Changes to pre-requisites and course description

My apologies, Rebekah. I didn't include this comment from Rhonda. (I will also be forwarding her comments for GD 317 & 361.)

**From:** Rhonda Colwell  
**Sent:** August-20-14 2:26 PM  
**To:** Vicki Bolan; Karin Jager  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] GD 374 - Brand Identity - Changes to pre-requisites and course description

Hi all,

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

Thanks,  
Rhonda

**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 1:20 PM  
**To:** cwconsult; Alisa Webb  
**Cc:** Rebekah Brackett; Karin Jager; Cecelia Dirksen  
**Subject:** [CWC] GD 374 - Brand Identity - Changes to pre-requisites and course description

The Graphic Design Program committee proposes changes to the pre-requisites to GD 374 – Brand Identity. The course description has also been revised for clarification.

Attached find the revised Official Course Outline 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.)

We welcome your feedback

Best regards

**Vicki Bolan**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2000  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 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> GD 374                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Brand Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course introduces students to the specialized field of visual brand identity in the context of professional design practice. Students create a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, presentation materials, and graphic standards.                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Note:</b> Students with credit for GD 164 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b> GD 317, or (GD 157 and GD 260 [formerly GD 161]). Note: As of January 2016, prerequisites will change to the following: GD 157 and GD 260 (formerly GD 161).                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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: <b>GD 164</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input 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: 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>30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>10</td></tr> <tr><td>Laboratory hours</td><td>20</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>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30 | Seminars/tutorials/workshops | 10 | Laboratory hours | 20 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> July 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> August 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

GD 374

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Identify visual brand identity requirements.
- Define branding and brand identity in the context of professional design practice.
- Use industry terms and tools for the design of brand identity.
- Implement a process and methodology for the design of brand identity.
- Determine appropriate collateral in a visual brand identity project.
- Identify the role of brand identity in relation to product design and packaging.
- Create a comprehensive visual brand identity design project.
- Prepare a presentation for a comprehensive visual brand identity design project.

## 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, demonstrations, in-class project development, critiques and peer review.

**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. | Wheeler, Alina.          | <i>Designing Brand Identity: An essential guide for the whole branding team</i> | <input checked="" type="checkbox"/> | Wiley & Sons, Inc. | 2012 |
| 2. | Santoro, Scott. W.       | <i>Guide to Graphic Design.</i>                                                 | <input checked="" type="checkbox"/> | Pearson            | 2014 |
| 3. | How Magazine             | Special Collection: How's Guide to Branding                                     | <input type="checkbox"/>            | F+W Media          | 2014 |
| 4. |                          |                                                                                 | <input type="checkbox"/>            |                    |      |
| 5. |                          |                                                                                 | <input type="checkbox"/>            |                    |      |

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

Adobe CC  
Portable Media Storage  
Macintosh computer

## 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 of Assignments

15% Project 1: Brand strategy  
20% Project 2: Visual identity  
30% Project 3: Touchpoints  
20% Project 4: Brand book  
15% Project 5: Brand standards and guidelines

**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 brand identity design and professional design practice.  
Project 1 assigned: Research and creative brief. Due week 4. Groups and client assigned.

Week 2: Brand identity design process. Brand ideals.  
Brand basics and conducting research.  
Project 2 assigned: Logo and Brand Identity Design. Due: Week 6.

Week 3: The big idea.  
Brand Identity Design: The logo and its application. Project 1 review: Research and creative brief.

- Week 4: Brand touchpoints.  
In-class Exercise: Determining appropriate collateral. Project 1 due: Research and creative brief. Presentation and critique.  
Project 3 assigned: Touchpoints. Due: Week 8.
- Week 5: Packaging requirements.  
Creating Dielines.  
Project 2 due: Logo and Brand Identity Design. Group feedback.
- Week 6: Project 2 final presentation and critique: Logo and Brand Identity Design.  
Project 3 review: Touchpoints. Sketches and rough comprehensive due.
- Week 7: Creating mock-ups.  
Project 3 review progress: Touchpoints.
- Week 8: Assets  
Brand book  
Visual identity standards and guidelines  
Launching visual identity  
Project 4 assigned: Brand Book. Due week 13. Project 3 due: Touchpoints. Group feedback.
- Week 9: Project 3 final presentation and critique: Touchpoints.
- Week 10: Case Study. Presenting your work.  
In-class exercise: Ways to present your work.
- Week 11: Case Study.
- Week 12: Case Study.  
Project 4 review: Brand Book. Group feedback.
- Week 13: Final class.  
Project 4 final presentation and critique: Brand Book.

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Alissa Webb – College of Arts  
**From:** Graphic Design Program Committee  
**Date:** August 14, 2014  
**Subject:** Change to GD 498: Changes to pre-requisites and calendar description

- A. Changes to course prerequisites, and minor revisions to calendar description and learning outcomes:
1. Rationale for prerequisite change:
    - i. Revised to allow for more flexibility for students with self-directed program paths.
  2. Rationale for calendar change:
    - i. The calendar description has been condensed to meet the new UEC guidelines
- B. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?  
*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  3. What consideration has been given to indigenizing the curriculum?  
*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*
  4. If this course is not eligible for PLAR, explain why.
  5. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*This course may have field trips to printing and interactive design production facilities, design studios, advertising agencies, and marketing firms. Local businesses and/or community partners may be introduced as clients to support experiential learning. The dates will not be included in the timetable. There will likely be no additional cost.*
  6. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Cohort students provide their own equipment and software, and non-cohort students will have use of computers, equipment and Adobe CC in the GDD labs on the Mission campus. The course requires access to the GDD labs. All GD courses have a surcharge and materials fee.*

*2013/14:*

*210.73/credit + 13.14 ancillary fees = 223.87/credit*  
*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)*  
*Total Cost: \$756.61*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 07/07/14

## 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> GD 498                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Directed Study in Graphic Design I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Directed Study in GD I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Demonstrate professional knowledge of visual communication practice by applying a culmination of skills, conceptual abilities, and processes to self-directed capstone projects and/or experiential learning. Students must submit a detailed proposal outlining a project, mentorship, or internship for approval.                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 9 credits 300-level or higher, including 6 credits of 300-level or higher GD.                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
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| <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 style="text-align: center;">8</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Field experience hours</td> <td style="text-align: center;">12</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 style="text-align: center;">28</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 8 | Seminars/tutorials/workshops |  | Laboratory hours | 12 | Field experience hours | 12 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: | 28 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, 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> |  |
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| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
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| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
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| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 6<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Each semester on demand                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> July 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> August 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |

GD 498

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:

- define professional goals
- identify opportunities and new visual communication projects that support professional goals
- implement a plan, strategy, and schedule for the development of new projects and/or experiential learning (mentorship or internship)
- prepare creative briefs, strategies, and deliverables specific to a specialization (e.g. interactive design, dynamic media, or branding) to industry standards
- demonstrate a culmination of visual communication knowledge, technical skills, design thinking, and professional skills to an industry standard in a professional presentation of project outcomes
- assess visual communications projects and develop comprehensive case studies with evidence-based rationales

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is a capstone course

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

The course will be supported by weekly consultation with the instructor, industry presentations, guest lecturers, and professional development workshops themed around standards of practice, proposal writing, presentation skills, and case study documentation. Industry mentors may be assigned to individuals depending on the focus of the student proposal. Weekly reporting will require documentation online. Field trips will be scheduled as appropriate to support the course learning outcomes

**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. | Taylor, Fig.                     | <i>How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators</i> | <input type="checkbox"/> | UK: Laurence King | 2010 |
| 2. | Heller, S. and Teresa Fernandes. | <i>Becoming a Graphic Designer: A Guide to Careers in Design.</i>                              | <input type="checkbox"/> | John Wiley & Sons | 2010 |
| 3. |                                  |                                                                                                | <input type="checkbox"/> |                   |      |
| 4. |                                  |                                                                                                | <input type="checkbox"/> |                   |      |
| 5. |                                  |                                                                                                | <input type="checkbox"/> |                   |      |

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

Adobe CC

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |    |
|----------------|---|--------------|------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 0% |

## Details of Assignments

Student proposal: 20%

Mid-term student presentation: 20%

Final student presentation and documented case study: 40%

Participation, reporting, and weekly consultation: 20% (Week 4 through 13, 2% per week)

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

## Typical Course Content and Topics

Weeks 1 to 3: Students will develop a proposal for self-directed projects and/or experiential learning.

Weeks 4 to 7: As per the student proposal.

Week 8: Mid-term student presentations.

Weeks 9 to 12: As per the student proposal.

Week 13: Final student presentation of learning outcomes. Case study documentation of self-directed project and/or experiential learning due.

**From:** Karin Jager  
**Sent:** August-25-14 7:30 AM  
**To:** Rhonda Colwell; Vicki Bolan  
**Cc:** Rebekah Brackett; Cecelia Dirksen; Alisa Webb; Samantha Pattridge; Amanda Grimson  
**Subject:** Re: [CWC] GD 498 - Directed Study in Graphic Design I - changes to pre-requisites

Great suggestion. Yes, the department will accept 400 level courses.  
Thank you.

**From:** Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)>  
**Date:** Wednesday, 20 August, 2014 2:36 PM  
**To:** Vicki Bolan <[Vicki.Bolan@ufv.ca](mailto:Vicki.Bolan@ufv.ca)>, administrator idea <[karin.jager@ufv.ca](mailto:karin.jager@ufv.ca)>  
**Cc:** Rebekah Brackett <[Rebekah.Brackett@ufv.ca](mailto:Rebekah.Brackett@ufv.ca)>, Cecelia Dirksen <[Cecelia.Dirksen@ufv.ca](mailto:Cecelia.Dirksen@ufv.ca)>, Alisa Webb <[Alisa.Webb@ufv.ca](mailto:Alisa.Webb@ufv.ca)>, Samantha Pattridge <[Samantha.Pattridge@ufv.ca](mailto:Samantha.Pattridge@ufv.ca)>, Amanda Grimson <[Amanda.Grimson@ufv.ca](mailto:Amanda.Grimson@ufv.ca)>  
**Subject:** RE: [CWC] GD 498 - Directed Study in Graphic Design I - changes to pre-requisites

Hi all,

I have read this proposal and I have some concerns because the proposed prerequisites do not follow the typical DIS course.

Because we need to follow the institutional policy on DIS courses, students will need to request/obtain dean's permission before being allowed to register in this course. A typical DIS course prerequisite found in our current academic calendar is "Written consent of supervising faculty member and department head; subject to Dean's approval".

Again, playing devil's advocate here, will your dept only accept 300-level courses and not 400-level? I expect that your dept will accept 400-level courses too. If I am correct in this, I will suggest that the wording be changed to something along the lines of – 9 credits 300-level and above, including 6 credits of 300-level and above GD; written consent of supervising faculty member and department head; subject to Dean's approval.

Thanks,  
Rhonda

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Alissa Webb – College of Arts  
**From:** Graphic Design Program Committee  
**Date:** August 14, 2014  
**Subject:** Change to GD 499: Changes to pre-requisites and calendar description

- A. Changes to course prerequisites, and minor revisions to calendar description and learning outcomes:
1. Rationale for prerequisite change:
    - i. Revised to allow for more flexibility for students with self-directed program paths.
  2. Rationale for calendar change:
    - i. The calendar description has been condensed to meet the new UEC guidelines
- B. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?  
*Please see that attached ILOs and GDD PLOs. This course addresses no. 1, 2, 3, 4, 6, 7 and 9.*
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  3. What consideration has been given to indigenizing the curriculum?  
*Indigenizing the curriculum will be pursued on an individual basis based on student project choices.*
  4. If this course is not eligible for PLAR, explain why.
  5. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
*This course may have field trips to printing and interactive design production facilities, design studios, advertising agencies, and marketing firms. Local businesses and/or community partners may be introduced as clients to support experiential learning. The dates will not be included in the timetable. There will likely be no additional cost.*
  6. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
*Cohort students provide their own equipment and software, and non-cohort students will have use of computers, equipment and Adobe CC in the GDD labs on the Mission campus. The course requires access to the GDD labs. All GD courses have a surcharge and materials fee.*

*2013/14:*

*210.73/credit + 13.14 ancillary fees = 223.87/credit*  
*223.87 X 3 = \$671.61 + \$35.00 materials fee = \$706.61 per course + data storage (\$50)*  
*Total Cost: \$756.61*


**ORIGINAL COURSE IMPLEMENTATION DATE:**

September 2014

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

**Course outline form version:** 07/07/14

## 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> GD 499                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Directed Study in Graphic Design II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Directed Study in GD II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
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| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 28        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 6<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Each semester on demand                                                                                                                                                                                                                                                                                                                                |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> July 18, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> August 29, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |  |                  |    |                        |    |                                            |  |                            |  |                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                           |  |

GD 498

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:

- define professional goals
- identify opportunities and new visual communication projects that support professional goals
- implement a plan, strategy, and schedule for the development of new projects and/or experiential learning (mentorship or internship)
- prepare creative briefs, strategies, and deliverables specific to a specialization (e.g. interactive design, dynamic media, or branding) to industry standards
- demonstrate a culmination of visual communication knowledge, technical skills, design thinking, and professional skills to an industry standard in a professional presentation of project outcomes
- assess visual communications projects and develop comprehensive case studies with evidence-based rationales

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is a capstone course

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

The course will be supported by weekly consultation with the instructor, industry presentations, guest lecturers, and professional development workshops themed around standards of practice, proposal writing, presentation skills, and case study documentation. Industry mentors may be assigned to individuals depending on the focus of the student proposal. Weekly reporting will require documentation online. Field trips will be scheduled as appropriate to support the course learning outcomes.

**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. | Heller, S. and Teresa Fernandes. | Becoming a Graphic Designer: A Guide to Careers in Design. | <input type="checkbox"/> | John Wiley & Sons | 2010 |
| 2. |                                  |                                                            | <input type="checkbox"/> |                   |      |
| 3. |                                  |                                                            | <input type="checkbox"/> |                   |      |
| 4. |                                  |                                                            | <input type="checkbox"/> |                   |      |
| 5. |                                  |                                                            |                          |                   |      |

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

Adobe CC

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |    |
|----------------|---|--------------|------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 0% |

## Details of Assignments

Incremental work (milestones as per student proposal) 20%

Mid-term student presentation: 20%

Final student presentation and documented case study: 40%

Participation, reporting, and weekly consultation: 20% (Week 4 through 13, 2% per week)

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

## Typical Course Content and Topics

Weeks 1 to 3: Self-directed project and/or experiential learning as per the proposal.

Weeks 4 to 7: As per the student proposal.

Week 8: Mid-term student presentations.

Weeks 9 to 12: As per the student proposal.

Week 13: Final student presentation of learning outcomes. Case study documentation of self-directed project and/or experiential learning due.

# MEMO



To: CWC Consult  
From: Michelle Rhodes, Geography Department  
CC: Lynn Kirkland-Harvey, Ken Brealey, Cherie Enns  
Date: May 14, 2014  
Re: Change in name of concentration

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## **Proposed**

We are requesting the following change within the GEOGRAPHY MAJOR:

- Revision of concentration name, from Urban Studies to *Urban and Planning Studies*

## **Rationale for Revisions**

This name change is being requested so as to better reflect the inclusion of planning coursework within the concentration. This change does not represent a change in content, as this coursework has long been central to the concentration's requirements. Of late, more students have been seeking out planning, and some evidence of a planning credential, however, small, and the name change will help address this. No other changes to the requirements of the concentration are being requested at this time.

2014-2015 Academic Calendar:

Urban [and Planning](#) Studies concentration

**Lower-level requirements: 29-30 credits**

| <b>Course</b>              | <b>Title</b>                                   | <b>Credits</b> |
|----------------------------|------------------------------------------------|----------------|
| <b>One of:</b>             |                                                | 4              |
| GEOG 101                   | Weather and Climate                            |                |
| GEOG 102                   | Evolution of the Earth's Surface               |                |
| GEOG 103                   | The Physical Environment                       |                |
| <b>or</b> GEOG 116         | Introduction to Geology                        |                |
| <b>One of:</b>             |                                                | 3              |
| GEOG 111                   | Environmental Issues and Strategies            |                |
| <b>or</b> GEOG 140         | Human Geography                                |                |
| <b>Two of:</b>             |                                                | 8              |
| GEOG 201                   | Introduction to Climatology                    |                |
| GEOG 202                   | Introduction to Geomorphology                  |                |
| <b>or</b> GEOG 219/BIO 219 | Biogeography                                   |                |
| <b>One of:</b>             |                                                | 3              |
| GEOG 241                   | Social Geography                               |                |
| <b>or</b> GEOG 242         | Economic Geography                             |                |
| <b>Required:</b>           |                                                |                |
| GEOG 252                   | Explanation in Geography: Quantitative Methods | 4              |
| GEOG 253                   | Introduction to Geographic Information Systems | 4              |
| One of:                    | STAT 104, STAT 106, or PSYC 110                | 3-4            |

Note: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

## BA Program Options

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### Geography Major (BA)

#### Concentrations

#### Co-Operative Education

#### Honours

### Geography Extended Minor (BA)

### Geography Minor (BA)

### Certificates

Geographic Information Systems

Indigenous Maps, Films, Rights, and Land Claims

Certificate in Extended Studies

### Physical Geography (BSc)

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### Geography MAJOR (BA)

The BA, major in Geography, introduces students to the different sub-fields of Human, Physical, and Techniques Geography. Students completing this major have the opportunity to specialize in one or more of these, and to pursue original, lab- and field-based research. This major is a good option for students considering an MA in Geography, Environmental Studies, International Development, Planning, or a related field. It is also useful for students planning on continuing on into teaching. Please refer to the most recent UFV Calendar (click on 'Academic Calendar' at very top of page) for program requirements.

Geography majors can also choose to combine program options in a number of ways, such as by combining a concentration with a co-operative education designation, or an Honours degree with a certificate. Please consult with an [Arts Advisor](#) to review your program progress and options.

### CONCENTRATIONS

Geography majors within the BA can choose to complete their program with or without a concentration. A concentration is a planned group of courses that focus on a particular set of themes. Students can choose to complete more than one concentration within their major.

As of **September 2014**, students can select from one of three concentrations within the BA, major:

1. Environmental Science
2. Global Studies
3. Urban [and Planning](#) Studies

The requirements for each of these concentrations will be published in the Fall 2014 calendar. In the meantime, if you have questions about the requirements of each concentration, please contact Michelle Rhodes ([michelle.rhodes@ufv.ca](mailto:michelle.rhodes@ufv.ca))

Up through **Winter 2014**, students within the program could choose from four concentrations within the major, including:

1. Environmental Studies
2. International Studies
3. Physical Geography
4. Urban [and Planning](#) Studies

Please note that students entering the program during or after Fall 2014 will not be able to choose from a concentration from calendars earlier than Fall 2014. If you are already in the program, you can check the requirements for the four concentrations above in the [Winter 2014 calendar](#).

We do not currently have concentrations within the BSc major in Physical Geography.

# MEMO



**To:** UEC Screening Committee  
**From:** John English, Dean – Faculty of Applied & Technical Studies  
**Date:** 19/11/2014  
**Re:** Proposal to create a School of Trades

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The Applied & Technical Studies Faculty Council met on September 11, 2014 and approved the following motion:

|                                                                                                                                                                                            |                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b><u>MOTION</u></b>                                                                                                                                                                       | <b>R. Smith/T. Baumann</b> |
| THAT the Applied and Technical Studies faculty approve the proposal to create a School of Trades to be headed by an included Director, subject to the conditions outlined in the proposal. |                            |
|                                                                                                                                                                                            | <b>CARRIED</b>             |

Following that, the proposal was circulated to Deans, PEM and Deans Council requesting input. All comments received have been in favour of the proposal.

## Draft Proposal to create a School of Trades

### Background:

The Faculty of Applied and Technical Studies (formerly Trades and Technology) has as one of its principal strategic goals to be more fully integrated with the greater university academic community. When UCFV became the University of the Fraser Valley, mandated as a regional teaching intensive institution, the Board and Senate committed to remaining comprehensive and accordingly supportive of retaining legacy programming. Such programming included trades and technology programs among others.

While faculty and staff of faculties and programs that are more conventionally associated with universities were familiar and comfortable with a transition to university and its governance and organization forms, faculty and staff from trades and technology programs were and are less so. The academic and administrative governance for the Faculty of Trades and Technology remained of a form more usually found in industry and parts of the college system.

As part of the transition to becoming more integrated, one key strategy has been to organize along the lines of conventional university with program heads and term appointments for exempt administrative positions. A key attribute of that form of organization is opportunities for faculty to assume academic leadership positions. A range of reasons underpin it from being more faculty driven to succession planning.

The programming of the Faculty of Applied and Technical Studies is topically wide ranging. Most programs are small; there are many one person programs and the largest program area has only four full time faculty. Many—but not all—programs operate on a training day basis and do not follow a semester based annual schedule. The program head approach is practical only for a couple of programs. In those cases, some variation of the program head approach will be pursued.

There is one community of interest that presents itself clearly: the skilled trades programs. It is defined as programs being taught by faculty who are Red Seal qualified, learners follow similar program paths, the pedagogy is similar, they are regulated and funded by the Industry Training Authority and generally operate very similarly. Graduates of these programs very often work and function together in their careers settings. There are several possibilities for common curriculum and even inter-trades instruction for this collection of programs.

A more appropriate approach for this collection of programs is to organize as a School within the Faculty of Applied and Technical Studies. Rather than program heads, the School will be led by an included Director in much the same manner as the School of Social Work and Business found in the Faculty of Professional Studies. The Director's position will be occupied on a rotational basis and provide an opportunity for faculty so inclined to assume leadership responsibilities.

In addition to that rationale, the following has been taken from the proposal by the Faculty of Professional Studies to create a School of Business:

*"Schools differ from Departments in a number of ways e.g. a Department usually encompasses one discipline while a School would have a number of disciplines that are interdependent."*

*"The 'School' designation is also important in terms of external recognition."*

*"The Business Department being designated a "School" is important to ensure credibility and legitimacy in comparison with similar programs at other BC institutions."*

*"The designation of "School" rather than Department is also more attractive to potential donors, who may be more willing to support the work of a "School" rather than that of a program or Department"*

*"It is hoped that in the near future a donor might be willing to provide a substantial financial contribution so that the School of Business can be named."*

Proposal:

Establish a School of Trades within the Faculty of Applied and Technical Studies intended to organize a series of small (often one person) programs into an academic unit. The School will contain:

- Auto Collision
- Automotive
- Carpentry/Joinery
- Electrical
- Heavy Mechanical
- Plumbing/Piping
- Welding

Those programs that are outside of the School of Trades are:

- Agriculture (certificate and diploma programs)
- Aircraft Structures
- Culinary Arts\*
- Drafting
- Electronics/Automation Technician
- Industry Services/Continuing Education
- Hospitality and Event Management (undergraduate and post-degree programs)

\*this includes the cafeteria operations at TTC which function as a lab or practical setting for the Culinary Arts but also functions as a business.

- Financial resources required will be derived from existing resources
- Proposal/concept is subject to a trial/pilot period and matters will revert to the status quo if not sustainable for financial or operational reasons. Details to be discussed



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

### **PROCEDURES**

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#### **Process**

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- One International Education representative
- Two additional members, including at least one advisor

#### **Chair**

The UECAS will determine a chair each September.



## **UEC CURRICULUM QUALITY SUBCOMMITTEE**

### **UEC's role and responsibilities**

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As part of UEC's commitment to UFV's students, communities, and governance, curriculum quality guidelines are needed. These guidelines will be a critical component of UFV's quality assurance process, in conjunction with other activities such as program reviews.

Reasons for creating a guideline for quality curriculum at UFV:

- UEC acts as a conduit between faculty and Senate, in that program and course proposals come through faculty councils and then UEC before they arrive at Senate. Many items are approved at UEC with no need to carry on to Senate. UEC has a role as curricular "experts" for Senate. It is the committee's responsibility to be informed about curricular matters within UFV (policies, strategic plan, ILOs, guidelines, etc.) and externally (other institutions, government mandates, Blueprint for Skills, etc.). It is also the committee's responsibility to be transparent about our benchmarks; the expectations should not seem arbitrary.
- The UEC Chair and Assistant regularly advise Faculty Councils, curriculum committees, and individuals on UEC guidelines, and it would be helpful to have a resource document to help answer these requests.
- As professional post-secondary educators, we have a set of skills, knowledge, and experiences that inform our practices, but it is important to be able to articulate these "markers" of good curriculum for the institution.

Key principles for creating a guide:

- The guidelines should provide a resource; a guide rather than a rule.
- UEC should be seen not as an obstacle to curriculum approval, but instead as an opportunity for good discussion and advice on good practices related to quality curriculum.
- Guidelines should connect to other assessment mechanisms, such as the program review process.
- The guidelines must be complementary to existing external curriculum assessments (such as those administered through the Industry Training Authority or the Canadian Association for Social Work Education, for example).

### **Curriculum considerations**

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Some considerations include the following:

- Curriculum consists of more than just content/concepts; the presentation and methodology must also be considered in any discussion of quality.
- Curriculum should be designed in accordance with the needs of the discipline/field, and should include transferable skills (often referred to as the "hidden curriculum").
- All course and program elements should be connected through outcomes, learning activities, assessment, etc.; students should be able to see why they are doing what they are doing, and how it connects to the bigger picture.
- Curriculum must demonstrate the accountability of instruction to students, potential employers, colleagues, administration, etc.

UEC will explore existing resources both within UFV (policies, resources, strategic plan, ILOs, guidelines, etc.) and externally (other institutions, government mandates, Blueprint for Skills, etc.).

**Action plan**

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1. Bring a discussion summary back to UEC for agreement and approval
2. Send the discussion summary to Senate
3. Establish a UEC subcommittee to begin consultations. Potential membership of the UEC subcommittee could include the following:
  - Faculty representatives: wide representation (5-6 members?)
  - Teaching and Learning representative (1)
  - Advisor (1)
  - Program Development Office (1)
  - Dean's caucus (1)
  - Student representatives (2)
  - Staff representative (1)

Note: The intent is to select active participants heavily involved in curriculum, and to focus on involving specific people who will actively participate in the discussion.

4. Consult with Faculty Councils and the university community.
5. Prepare a draft guidelines document for discussion and approval at all levels (UEC, APPC, SBC, Senate)

The final document will not be a policy, but will instead be an educational standard or procedure maintained and administered by UEC.



## MEMO

**To:** UEC  
**From:** Sylvie Murray, Program Development Coordinator, Office of the Vice-Provost  
**CC:** Janice Nagtegaal, APPC Assistant  
**Date:** November 12, 2014  
**Re:** Revised Procedures for Expedited Process

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### **Background:**

Procedures for the Expedited Program Approval Process were put in place last June and, since then, concerns have been raised about their complexity and the length of time that it will take for a program to be approved under these procedures.

It is indeed a very cumbersome process that will entail administrative support not normally required by our regular approval process (e.g., support for the Program Evaluation Committee and Program Screening Subcommittee) and would take 4-6 months to be completed, at best. Current procedures can be viewed at: <http://www.ufv.ca/senate/standing-committees/appc/expedited-program-approval-process/>

In response to these concerns we suggest a simplified set of procedures that would have the following advantages:

- parallel the existing process, therefore would be easier to understand and administer;
- would not include a Concept Paper, and Budget Analysis Templates A & B, but only the program proposal template and a memo, therefore reducing paperwork;
- could be completed in a maximum of four months. We would also like to allow review of proposals to take place over the summer months, if this can be accommodated by UEC and APPC.

Revised procedures are illustrated in the attached Guidelines.

### **Approval Authority:**

As per policy 21, procedures in support of the expedited process are under the authority of APPC, in consultation with the Office of the Vice-Provost. Any procedures developed will consider the roles of other Senate Standing Committees in the course and program approval process. Guidelines and templates will be administered by the Chair, Vice-Chair, and Assistant of APPC by unanimous decision.

**Consultation:**

The revised procedures have been developed by Janice Nagtegaal, APPC Assistant, and Sylvie Murray, Program Development Coordinator, Office of the Vice-Provost. The following consultation is proposed:

- October 27: UEC Short Programs Subcommittee. It is part of the Subcommittee's mandate to "review policies 21 (including Expedited Process) in light of short programs and suggest revisions if necessary). The Director of Continuing Education and Dean of Applied and Technical Studies are members of this subcommittee. *The subcommittee strongly recommends approval of this revised set of procedures.*
- November 6, 2014: APPC Chair Eric Davis, APPC Vice-Chair Christine Slavik and Vice-Provost Peter Geller – for discussion and feedback. *Recommended formation of a standing committee of APPC to review Vice-Provost's recommendation (step 2) and the proposal (step 5).*
- November 12, 2014: APPC -- for discussion and feedback
- November 18, 2014: Senate Governance Committee -- for information
- November 20, 2014: Senate Budget Committee – for discussion and feedback
- November 21, 2014: UEC – for discussion and feedback
- December 10, 2014: APPC, for decision, followed by revision and approval of guidelines and templates by Chair, Vice-Chair and Assistant of APPC.

**Guidelines for Expedited Approval Process**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Timeline</b></p> <p>Although a request for expedited consideration may be submitted at any time, delays may be caused if the proposal reaches the Senate committees during the summer months.</p> <p>Once developed and endorsed by Faculty/College Council (step 1), and approved for review through the expedited process (step 2), program could be reviewed and approved (as per Part II) within 2 months.</p> <p>Committee meeting schedule (as per UFV meeting schedule):</p> <p>UEC and SBC -- week 4 (e.g. October 23-24)</p> <p>APPC – week 3 (e.g. Nov 12)</p> <p>Senate -- week 2 (e.g. Dec 5)</p> <p>Board approval (in principle, pending Senate approval) at any point after CWC.</p> | <p><b>Part I: Determination of whether a program meets the criteria for Expedited Approval Process</b></p> <ol style="list-style-type: none"> <li>1. Dean of the program area appoints a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed. The PWG will ensure that affected academic units are consulted. The full program proposal, calendar copy, and Official Course Outlines [hereafter referred to as the proposal package] are submitted to the Program Development Office and the UEC Screening Subcommittee to ensure that they are complete. The proposal package is then submitted to the Faculty/College Council for endorsement.</li> </ol> <p>Simultaneously, the Dean analyzes the budgetary implications of the proposed program with the Budget office. The Dean and Budget office submit a Memo to the Vice-Provost explaining how the proposed program meets the criteria for expedited process.</p> <ol style="list-style-type: none"> <li>2. The Vice-Provost will make one of the following recommendations: <ol style="list-style-type: none"> <li>a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.</li> <li>b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.</li> </ol> </li> </ol> <p>The Vice-Provost's recommendation will be submitted to the APPC chair and vice-chair for confirmation.</p> <p>The Dean may appeal a negative recommendation (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.<sup>1</sup></p> <p><b>Part II: Review of Program Proposal under the Expedited Approval Process</b></p> <ol style="list-style-type: none"> <li>3. The proposal package is submitted to Campus Wide Consultation (CWC) for a period of one week, the PWG responds to CWC comments and makes any necessary change (using track changes).</li> <li>4. The Board of Governors' approval of the proposed program is required and can be requested at any point after Campus Wide Consultation is completed.</li> <li>5. The PWG submits the proposal package along with CWC consultation comments and responses to UEC Screening Subcommittee who will review it prior to submission to UEC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee (Senate Budget Committee may exempt specific Departments from review under the expedited process). APPC Expedited Review standing subcommittee will receive UEC's and, when applicable, SBC's recommendation and will make a recommendation to Senate.</li> <li>6. If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<sup>1</sup> APPC Expedited Review standing subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculty/College.



# MEMO

To: UEC  
From: Sylvie Murray, Program Development Coordinator, Office of the Vice-Provost  
Date: 12/11/2014  
Re: Revised Concept Paper Guidelines

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## **Background:**

A revised set of Guidelines for the Concept Paper is currently under discussion. The revisions are intended to provide the institution better information to inform planning of new program development.

Please find attached the current Concept Paper template and the suggested revised guidelines for discussion and feedback.

According to policy 21 (Undergraduate Course and Program Approvals), approval authority over these Guidelines (for undergraduate programs) resides with the UEC Chair, Vice-Chair, and Assistant, in consultation with the Office of the Vice-Provost.

APPC is responsible to recommend the Concept Paper for inclusion in the Education Plan.

## **Consultation:**

- This draft was created with input from faculty members and Deans who have been actively involved in development of new programs, APPC Assistant Janice Nagtegaal and the Provost's Executive Assistant Nicole Hitchens (August 2014).
- Deans Caucus (consulted on November 3, 2014)
- APPC (consulted on November 12)
- Director of Teaching and Learning
- Senior Advisor Indigenous Affairs
- Executive Director, UFV international
- Senate Budget Committee
- Graduate Studies Committee

**ACTION:** The revised Guidelines for the Concept Paper is provided for discussion and feedback. After consultation, as noted above, it will be submitted to the UEC Chair, Vice-Chair, and Assistant for approval.

**Concept Paper Requirements**

The Concept Paper serves as a general indication of the Program Working Group's thinking on key issues related to their proposed program. It provides the basis for approval of a Program Working Group as well as the basis for inclusion in the Education Plan.

Approval of a concept paper means only that a group has a mandate to continue to develop a Program Proposal, not that it will ultimately be approved by Senate.

The concept paper is not required to be a definitive statement of the curriculum of a new program, but rather a general indication of the thinking of the development group on some key issues.

It should include the following elements, and any other issues the group wishes to include, and should not exceed five pages in length.

- a. Name of program
- b. Purpose / goals of the program
- c. Credential to be awarded
- d. Program Length or number of credits (or range)
- e. Audience (type of student served) and benefits to this audience
- f. Relationship to local communities and their needs
- g. Relationship to UFV Strategic Plan, including possibilities for Indigenous and international content
- h. Relationship to existing programs at UFV
- i. Anticipated links to further study, and to employment (type of graduate or professional school; kinds of careers a graduate would be prepared for)
- j. Delivery methods
- k. Possible resource needs (labs, faculty, space, technical support)
- l. Suggested Program Working Group members and the reasons for their selection. Include brief biographies and credentials.



### **Concept Paper Guidelines**

*The concept paper serves as a general indication of a Program Working Group's thinking on key issues related to a proposed program. It should be used for all new programs, including degrees (ex: Bachelor of Media Arts), specializations within an existing degree (ex: Major in Computing Science), diplomas (ex: Automation & Control Systems Technician Diploma) and certificates.<sup>1</sup>*

*In accordance with the Procedures for Undergraduate Course and Program Approval (Appendix to Policy 21), the Concept Paper is developed, on the approved template, by a Program Working Group (PWG), in consultation with the Program Development Office, appropriate academic units, and the Dean of the area.*

*Once developed, the concept paper is presented to the relevant Faculty/College Council for discussion and to the Dean for approval. Upon approval by the Dean, and before its inclusion in the Education Plan, the Concept Paper is presented to the Academic Planning and Priorities Committee (APPC). APPC will verify that the program proposed in the Concept Paper is consistent with institutional priorities before recommending it for inclusion in the Education Plan. Only upon inclusion of the program concept in the Education Plan, as approved by the Board of Governors, should a Program Working Group proceed with developing the Program Proposal.*

*What is expected of the Concept Paper is explained below.*

**Maximum Length:** five to eight pages (plus appendices, if required).

#### **1. Basic Information**

- a. Credential to be awarded  
*For instance, "Bachelor of Arts, Major in Theatre" or "Bachelor of Agricultural Science, Major in Horticulture" or "Automation and Control Systems Technician Diploma".*
- b. Number of credits; if relevant, completion time in years or semesters  
*Note that all programs are expected to be structured to ensure timely completion by students (e.g., 4 years for a 120-credit degree program, or 2 years for a 60-credit diploma program). Completion time needs to be indicated only if it is a defining feature of the proposed program, for instance:*
  - *for a program primarily aimed at international students, a minimum length of time might be advisable to facilitate immigration;*
  - *some programs may be conceived to be delivered exclusively, or primarily, in an accelerated format;*
  - *programs that build on an earlier credential, in a laddering model, would have a shorter completion time than suggested by the number of credits ("two semesters, post-Certificate").*
- c. Administrative responsibility  
*Name the Faculty or College that will have administrative responsibility for the program. In the case that a program draws resources from more than one Faculty/College beyond the provision of service courses, the Deans involved will decide who will assume administrative responsibility for the program and whether administrative responsibility will be shared by more than one Faculty/College. The Faculty/College and Dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.*

<sup>1</sup> With the exclusion of programs seeking approval through the expedited program approval process.



d. Goals

*Provide a brief statement describing the goals of the new program in terms of preparing students for employment, professional and/or further educational opportunities.*

**2. Alignment with Institutional Priorities and Existing Programming**

a. Program Learning outcomes (and alignment with ILOs)

*Even though the learning outcomes presented in the concept paper are likely to be refined as the curriculum structure and content take shape, they should inform the design of a program at the outset. Given the employment, professional, educational goals to be met by the program, what skills, knowledge, and attributes will graduates of this program possess upon completion of the program? (Phrase your program outcomes as "Upon completion of this program, graduates will be able to: ...").*

*You are also asked to articulate how the program outcomes align with UFV's Institutional Learning Outcomes since the ILOs reflect essential skills and knowledge that every graduate should acquire at UFV.*

b. Contribution to UFV's mandate and strategic priorities

*Consult UFV's key planning documents (Strategic Directions, current Education Plan Update, Strategic Enrollment Management Plan--all available on the UFV Senate [website](#)) and explain which institutional priority/ies your program will support. Also consider and discuss how the program will employ high-impact practices to ensure student success.*

c. Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.

*Is this a program that is completely new to UFV, or does it build on, or complement, existing programs? If relevant, explain its relationship to existing programs and provide a justification if it duplicates, significantly overlaps, or is likely to replace an existing program over time. Also provide a list of similar programs at other institutions in British Columbia and, if duplication exists, explain how the proposed program will be competitive in the BC post-secondary environment.*

**3. Audience, demand and capacity**

a. Audience

*What type or group of students will your program attract? For instance, high-school graduates; mid-career professionals; students laddering from a previous program; international students; students currently attracted to a cognate program.*

b. Student demand

*Provide evidence of student demand and anticipated annual enrolments for the program.*

c. Employment for graduates and/or opportunities for further study.

*What will graduates of this program do? What areas/sectors of employment and/or occupational categories will the skills and learning acquired in this program prepare them for? What are the current and anticipated labour market conditions and career outlooks in the relevant sectors and occupations? What further educational opportunities will the program prepare students for?*



- d. Existing capacity and/or possible resource needs

*Will this program draw on existing resources and/or is it likely to need additional resources? Consider faculty and staff, labs, space, technical support, etc. A detailed budget analysis will be produced in the program development stage; but you and your Dean should have a general idea that the proposed program is financially viable and sustainable.*

#### **4. Program Working Group membership**

*List the members of the PWG and the reasons for their selection. Include brief biographies and credentials of PWG members. The PWG should consist of a minimum of three faculty members with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be included. Note that only approved PWGs should develop and present Concept Papers for inclusion in the Education Plan.*

#### **5. Anticipated start date and development/review & approval/implementation timetable**

*By requesting inclusion of a concept paper in the Education Plan, you are notifying the institution of your commitment to develop the proposed program, and to do so in a timely fashion in order to allow for budget and enrolment planning. The Program Development Office will work with the Dean and the Program Working Group to set a realistic date when the program will be launched. This will include a reasonable timetable for development of the full program proposal, internal and external review and approval, and implementation (the latter, for instance, should take into account advertising and inclusion in the Academic Calendar after approval).*

*Significant delays in meeting key landmarks (for instance, entering the review and approval stage of the process) could lead to being asked to submit a revised timetable or withdraw the program from the planning process. Education Plan updates will include status reports on programs in development.*

**2014-15 Review of Standing Committees of Senate**

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Standing committees of Senate may submit recommendations for revisions to their terms of reference and membership composition as required. The Senate Governance Committee will initiate a formal review of standing committee operations, terms of reference, and membership composition every three years. Attached is a questionnaire for completion by your committee as part of the first of such reviews. The information collected will serve to identify areas where the Senate Governance Committee can assist to ensure the smooth operation of the business on standing committees. Please submit the completed questionnaire electronically to the Secretariat office, via Monique Castonguay at [monique.castonguay@ufv.ca](mailto:monique.castonguay@ufv.ca).

To ensure any changes or revisions to your standing committee's terms and composition are made before the annual call for membership, please submit answers by January 16, 2015.

**Name of standing committee: Undergraduate Education Committee (UEC)**

Please check the number which best represents the committee's level of satisfaction: with 0 representing the lowest level of satisfaction and 4 representing total satisfaction.

**1. Membership / Composition**

1.1. Is the committee membership composition satisfactory?

0 ☐    1 ☐    2 ☐    3 ☒    4 ☐

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Comments

The Program Development Coordinator should be added as an ex-officio non-voting member.

1.2. Are the ex officio and voting component ratios adequate? If not, explain.

0 ☐    1 ☐    2 ☐    3 ☐    4 ☒

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- 1.3. Does the membership composition adequately reflect the work of the committee? If not, explain.

0 ☐    1 ☐    2 ☐    3 ☐    4 ☒

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- 1.4. Does the committee experience challenges in lack of attendance by some of its members at meetings? Does this result in quorum issues at meetings? If so, please elaborate.

0 ☐    1 ☐    2 ☐    3 ☒    4 ☐

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Comments

Professional Studies Faculty Council meetings directly conflict with UEC this year, making it a challenge for representatives (both members and guests) from that faculty to attend UEC.

Additionally, it is often a challenge to get quorum for the December and June meetings.

- 1.5. Other concerns or suggestions for improvement regarding membership and composition of your committee

See 1.1.

**2. Conduct of Business**

- 2.1. Are the rules for the conduct of business on standing committees (appended to the questionnaire) useful?

Yes.

- 2.2. Does the committee understand the procedure for submitting items for decision or information to Senate? Is it clear who represents the committee at Senate for these items?

Yes.

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**3. Terms of Reference**

3.1. Do the terms of reference reflect the work of your committee? If not, explain.

0 ☐    1 ☐    2 ☐    3 ☒    4 ☐

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Due to recently-approved changes to APPC's operations, changes should also be made to #6, "Advise the Academic Planning & Priorities Committee on proposals for new and revised programs."

3.2. What other committees of Senate does your committee work with?

APPC and SBC.

3.3. Concerns or suggestions for improvement in areas of joint committee work.

None at this time.

**4. Sub-Committees and Ad Hoc Committees**

4.1. What sub-committees or ad hoc committees has your committee formed? What is the mandate of these committees?

Admissions Subcommittee (terms of reference will be attached)  
Transfer Credit Subcommittee (terms of reference will be attached)  
Screening Subcommittee (terms of reference will be attached)  
Policy Subcommittee  
Short Programs Subcommittee (ad-hoc)  
Curriculum Quality Subcommittee (ad-hoc)

**5. Policies**

5.1. Have there been policies reviewed as a result of the work of this committee?

Yes.

5.2. Do you have suggestions for policies requiring a review?

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- 5.3. Is your committee aware of how to initiate a policy review? If not, how can SGC and the Secretariat assist?

Yes.

- 5.4. Is the process of consultation throughout the university for policy revisions clear?

Yes.

- 5.5. Does your committee require help with understanding this process? If so, be specific.

No.

**6. Other Items**

- 6.1. Please elaborate on areas where the Senate Governance Committee and/or the Secretariat Office might assist your committee.